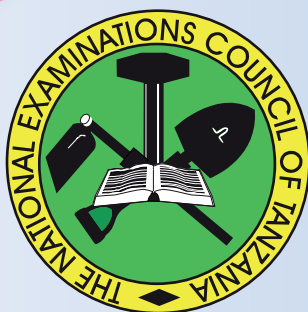


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**

023 FRENCH

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS FOR THE
CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION (CSEE) 2019**

023 FRENCH LANGUAGE

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance of candidates in the Certificate of Secondary Education Examination (CSEE) for 2019 has been prepared in order to provide feedback to teachers, parents, students, policy makers, school quality assurers and other education stakeholders about the candidates' abilities in the French Language subject.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation that marks the end of four years of Secondary Education in Tanzania. This evaluation shows the effectiveness of the educational system in general and the educational delivery in particular. It reveals the areas requiring improvement in the educational system.

The analysis presented in this report is intended to give an understanding of the reasons behind the candidates' success or failure in the French Language subject. The analysis indicates that some of the candidates scored high marks because they managed to identify the tasks of the questions, they had adequate knowledge of grammatical rules, they had enough vocabulary in French Language to use in different situations and they had sufficient knowledge on various topics. The report also highlights some of the factors that made some candidates fail to score high marks in the questions. These factors include lack of knowledge of principles and grammatical rules, inability to understand the requirements of the questions and the inability to express themselves using simple French Language.

It is believed that the feedback provided in this report will enable the school managers, teachers, students, education administrators and other education stakeholders to identify measures to be taken to improve candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank all those who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the Certificate of Secondary Education Examination (CSEE) in the French Language subject in November, 2019. The Examination was set according to the 2010 syllabus and the 2019 examination format. This analysis shows candidates' performance in each item by indicating the candidates' weaknesses and strengths in answering the questions asked. It highlights the requirements of each question by indicating the expected responses, how candidates answered the questions and the analysis of the candidates' responses. The analysis also shows the extent to which each question was dealt by the candidates (in percentage). In this report, sample extracts from the candidates' responses have been shown so as to provide a general overview of how the candidates responded in relation to the tasks in each question.

The 023 French Language paper comprised of three sections, namely A, B and C with a total of 11 questions. The candidates were required to answer 10 questions with a total of 100 marks. Section A comprised of two questions on *Grammar*, where question 1 carried 10 marks and question 2 carried 5 marks, making a total of 15 marks. Section B comprised of 7 questions on *Comprehension* and *Language Use* and each question carried 10 marks, making a total of 70 marks. Section C comprised of two questions on *Written Expression* and each carried 15 marks. Candidates were required to choose one question from this section.

The candidates' performance in this report is categorised into three groups, namely good, average and poor. The performance ranging from 65 to 100 percent is considered *good*, from 30 to 64 percent as *average* and from 0 to 29 as *poor*. Three basic colours have been used to represent this performance: *green* colour shows good performance, *yellow* colour shows average performance and *red* colour shows poor performance. The candidates' performance in each topic is summarised in the Appendix.

A total of 2,809 candidates sat for the Certificate of Secondary Education Examination in November, 2019, out of these, 2,120 candidates (75.47%) passed. In 2018, 1,714 (68.78%) students passed. These results show an increase of 6.69 percent in the students' performance.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Tenses (Grammar)

In this question the candidates were required to answer ten multiple choice items. The items tested the candidates' knowledge on grammatical rules and principles of using French Language verbs, adjectives and prepositions.

The question was attempted by 2,809 (100 %) candidates, out of these, 33.6 percent scored from 7.0 to 10.0 marks, which is good performance. In addition, 57.5 percent scored from 3.0 to 6.0 marks, which is average performance. Furthermore, 8.9 percent scored from 0 to 2.0 marks, which is poor performance. The general performance of the candidates in this question was good, since 91.1 percent scored from 3.0 to 10.0 marks. Figure 1 summarises candidates' performance in this question.

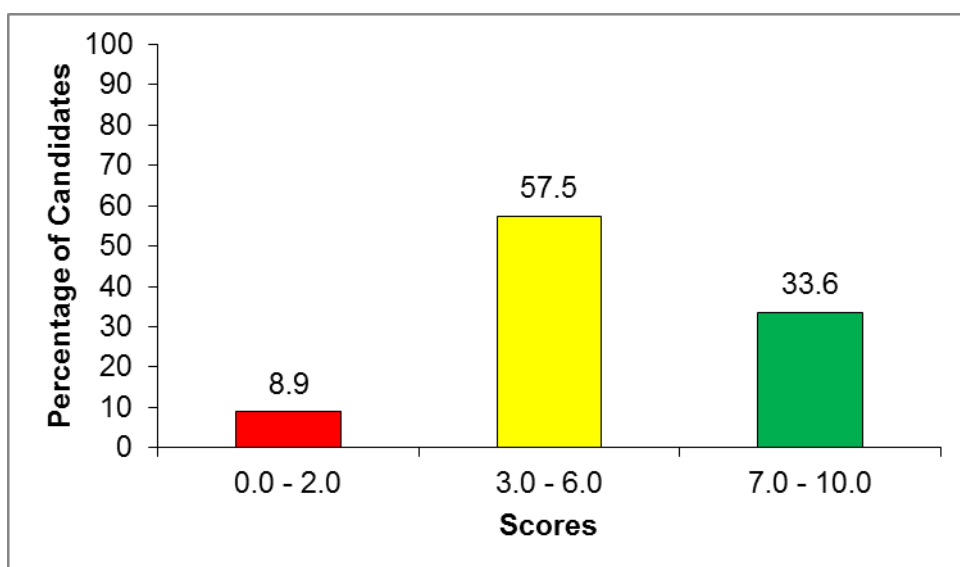


Figure 1: Candidates' Performance in Question 1.

2.1.1 Question 1: (i): Tenses

In this item, the candidates were required to fill in the blank spaces by choosing the correct responses from the five alternatives given. The question tested the candidates' ability to use the simple present tense.

1. Choisissez une bonne réponse dans les questions suivantes :

- (i) Les touristes qui arrivent souvent en Tanzanie _____ de toutes les parties du monde.
- A viennent
 - B sont venus
 - C viendront
 - D étaient venus
 - E seront venus

The candidates who selected the correct response had good knowledge on the use of the simple present tense. These candidates knew that the correct answer was A “*viennent*” because of the presence of the verb “*arrivent*” in the stem of the question, which was in the simple present tense. This helped them to understand that the verb to be filled in had to be in the simple present tense.

Those who selected the distractor B did not understand that the verb *sont venus* shows the past tense. Additionally, option C was not the correct answer because the verb *viendront* indicates future time. Furthermore, the candidates who chose the alternative D did not realise that the verb “*étaient venus*” is the past perfect tense.

2.1.2 Question 1: (ii): Adjectives

In this item, the candidates were required to choose the correct adjective of nationality from the five given. The item tested the candidates’ knowledge on the adjectives of nationality.

- (ii) J’aime beaucoup cet acteur _____
- A ivoirien.
 - B tanzanienne.
 - C ougandaïses.
 - D ivoirienne.
 - E italiens.

The candidates who selected the correct response A, “*ivoirien*” understood that the noun given in the stem of the item was in masculine singular form. Therefore, the adjective to be filled in had to be in masculine singular form. These candidates did not choose alternatives B, “*tanzanienne*” and D, “*ivoirienne*” because the two adjectives were in feminine singular form. Furthermore, letters C, “*Ougandaïses*” and E, “*italiens*” were not correct responses because they were in plural forms.

On the contrary, the candidates who scored zero mark had poor knowledge on the adjectives of nationalities, particularly on gender (masculine or feminine) and number (singular or plural).

2.1.3 Question 1: (iii): Adjectives

In this item, the candidates were required to fill in the blank space with a correct adjective from the five options given. The item tested the candidates' ability to use French Language adjectives.

- (iii) Je choisis cette _____ robe quand je vais aller chez ma tante.
- A long
 - B petite
 - C courtes
 - D petites
 - E vert

The candidates who selected the correct answer had sufficient knowledge on the adjectives. These candidates were able to identify letter B "*petite*" as the correct answer because of the presence of the demonstrative adjective "*cette*" and the feminine noun "*robe*" in the stem of the item. They understood that options A "*long*" and E "*vert*" were incorrect responses because they were singular masculine adjectives. Additionally, options C "*courtes*" and D *petites* were not correct answers because they were plural feminine adjectives.

2.1.4 Question 1: (iv): Multiple Choice (Tenses)

In this item, the candidates were required to fill in the blank space with the correct tense by choosing one verb from the five which were conjugated into different tenses. The item tested the candidates' knowledge on the French Language tenses.

- (iv) Hier, ces jeunes hommes de Mtwara _____ à l'heure.
- A sera arrivé
 - B ont arrivés
 - C va arriver
 - D arrivent
 - E sont arrivés

The candidates who selected letter E “*sont arrivés*” were aware that the adverb of time “*hier*” meaning “yesterday” was an indicator that the verb required was to be in the past tense. The subject “*ces jeunes hommes*” was another indicator that the simple past tense of the verb should have the auxiliary verb “être” and the main verb should be accorded with letter “s” to indicate that the subject is in plural form.

These candidates did not opt for letter A “*sera arrivé*” because it expresses an action in future time. Letter B “*ont arrivés*” was not the correct response because of the use of the auxiliary “avoir”. Additionally, option C “*va arriver*” was an incorrect response because it indicates the near future and letter D “*arrivent*” was wrong because it expresses the simple present tense.

2.1.5 Question 1: (v): Multiple Choice (Tenses)

In this item the candidates were required to fill in the blank space by choosing the correct imperfect tense from the five alternatives which were given. The question tested the candidates’ knowledge on tenses.

- (v) Quand mon petit frère _____ à l’école primaire, nous habitions à Manyara.
- A était
 - B sera
 - C serait
 - D étais
 - E a été

The candidates who selected letter A “*était*” as the correct response knew that the sentence was in the past continuous tense because of the presence of the verb “*habitions*” in the main clause. These candidates had a good command of the French Language.

On the other hand, options B “*sera*”, C “*serait*” and E “*a été*” were incorrect responses because they had no relation to the past continuous tense. Furthermore, option D “*étais*” was an incorrect response because it required a subject which was in the first or second person singular.

2.1.6 Question 1: (vi): prepositions

This question required the candidates to fill in the blank space by choosing the correct preposition from the five alternatives given. The question tested the candidates’ ability to use prepositions.

- (vi) Dimanche dernier, je suis allé au cinéma _____ mes amis de l'école.
- A à travers
 - B pour
 - C en
 - D avec
 - E par

The candidates who opted for letter D “*avec*” as the correct response knew that option A “*à travers*” was an incorrect response because the preposition is used to give the direction. Also letter B “*pour*” was incorrect response because the preposition is used with infinitive verbs. Additionally, letter C “*en*” was a wrong answer because the aforementioned preposition is placed before the name of a country which is feminine or when explaining the means of transport one has used. For example, “*en avion*” means *by plane*, “*en bateau*” means *by boat*. Furthermore, the preposition “*par*” in option E was an incorrect answer because it is used in sentences with the passive voice or when giving direction. The choice of the correct response indicates that these candidates had a good command of the French Language.

2.1.7 Question 1: (vii): Possessive Adjectives

In this item, the candidates were required to fill in the blank space by choosing the correct adjective from the five alternatives given. The question tested the candidates’ ability to express themselves using adjectives.

- (vii) Cher ami, quel moyen de transport tu me conseilles pour aller chez _____ oncle ?
- A tes
 - B mon
 - C ta
 - D ses
 - E ma

The candidates who selected letter B “*mon*” knew that options A “*tes*” and D “*ses*” were incorrect responses because they had to be placed before the plural names which are masculine or feminine. They also understood that options C “*ta*” and E “*ma*” were incorrect responses because these adjectives are placed before singular feminine nouns. Such a correct response indicates that the candidates were knowledgeable about the use of possessive adjectives.

2.1.8 Question 1: (viii): Preposition

This item required the candidates to fill in the blank space by choosing the correct preposition from the five alternatives given. The question tested the candidates' knowledge on the use of prepositions.

- (viii) Après avoir fini la quatrième année je voudrais aller étudier _____ France.
- A d'
 - B de
 - C à
 - D en
 - E de la

The analysis of the candidates' responses indicates that those who selected option D "en" had sufficient knowledge on the use of prepositions which helped them to identify the correct response. These candidates knew that the preposition *en* was the correct response due to the fact that the verb *aller* and the name of the country *France* (feminine) always require using such a preposition in French Language. Those who opted for options A "d' ", B "de", C "à" and E "de la" had insufficient knowledge on the use of prepositions in the French Language.

2.1.9 Question 1: (ix): Adjectives

In this item, the candidates were required to fill in the blank space by choosing the correct adjective from the five alternatives given. The question tested the candidates' knowledge on the use of adjectives originating from the names of countries.

- (ix) Helene qui est en troisième année et son petit frère de première année sont _____
- A tanzaniennes.
 - B burundais.
 - C rwandaise.
 - D burundaises.
 - E tanzanien.

The candidates who selected the correct response identified the correct adjective because they were knowledgeable about adjectives originating from the names of countries. These candidates knew that when a masculine name is used together with a feminine name in a sentence, the masculine gender dominates, hence the two names should agree

with the plural masculine adjective. For that reason, the candidates opted for letter B “*Burundais*” as the correct answer due to the fact that it was the only adjective which match the two genders.

The candidates who selected letter A “*tanzaniennes*” did not understand that “*Helene*” and “*son petit frère*” belonged to two different genders, therefore, they could not use the feminine plural adjective. Additionally letter C “*rwandaise*” as an incorrect answer stood for feminine singular noun while letter D “*burundaises*” stood for feminine plural nouns. On top of that, letter E “*tanzanien*” was an incorrect response because it required a masculine singular noun.

2.1.10 Question 1: (x):Articles

This item required the candidates to fill in the blank space by choosing the correct article from the five alternatives given. The question tested the candidates’ knowledge on the use of articles.

- (x) Mon ami Mpakanjia voudrait être _____ médecin après ses études.
- A un
 - B une
 - C des
 - D la
 - E l’

In the French Language, there are three types of articles, namely, indefinite articles, partitive articles and definite articles as shown in the following table.

Type of article	Feminine singular	Masculine singular	Nouns starting with vowel or silent h.	Masculine and Feminine plural
Indéfini	une	un	-	des
Défini	la	le	l’	les
Partitif	De la	du	De l’	des

The candidates who got the item correct were able to identify option A “un” as the correct answer. The analysis shows that these candidates had good knowledge on articles, since they understood that the word “médecin” was a masculine noun and had to be preceded by an indefinite article. The choice of such a response indicates that the candidates had sufficient knowledge on French Language articles. Extract 1.1 is a sample of a good response from one of the candidates.

i	A	
ii	A	
iii	B	
iv	E	
v	A	
vi	D	
vii	B	
viii	D	
ix	B	
x	A	

Extract 1.1: A sample of a candidate’s good responses in question 1.

Extract 1.1 is a response from a candidate who selected correct answers from the multiple choice items.

On the contrary, the candidates who selected letters B “une” and D “la” did not understand that these articles had to be followed by feminine nouns. Option C “des” had to be followed by a noun in plural form. Furthermore, the candidates who opted for letter E “l’ ” did not understand that this article is placed before the nouns which begin with a vowel or a silent h. Extract 1.2 is a poor response from one of such candidates.

1. LisSE	A	i	ii	iii	iv	v	vi	vii	viii	ix	x	
LisSE	B	E	D	A	D	C	E	B	B	A	C	

Extract 1.2: A sample of a candidate’s poor responses in question 1.

Extract 1.2 is a response from a candidate who selected incorrect answers for all the multiple choice items.

2.2 Question 2: Matching Items (Positive and Negative Forms)

In this question, the candidates were required to match the questions from list **A** with their corresponding responses in List **B**. This question tested the candidates' ability to respond to the questions asked in the positive and negative form.

The question was attempted by 2808 (100 %) candidates, out of these, 55.1 percent scored from 4.0 to 5.0 marks, which is good performance. Moreover, 32.1 percent scored from 2.0 to 3.0 marks, which is an average performance. Furthermore, 12.8 percent scored from 0 to 1.0 mark, which is poor performance. The general performance of the candidates in this question was good, since 87.2 percent scored from 2.0 to 5.0 marks. Figure 2 summarises the candidates' performance in this question.

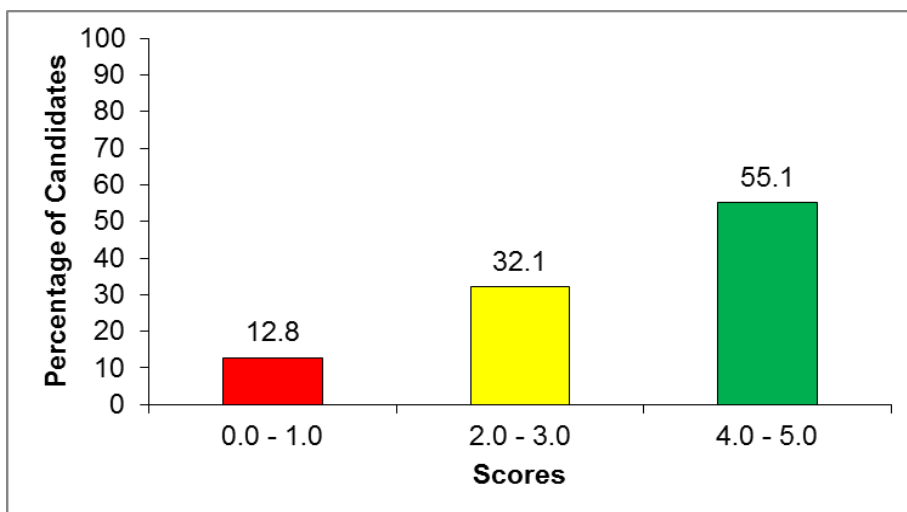


Figure 2: candidates' Performance in Question 2.

The candidates who scored high marks in this question matched correctly the questions from list A with their corresponding responses in list B. These candidates knew that if the question is in the negative form, the answer should begin with “*Si*”, and that when the question is in affirmative/positive form, the answer should begin with the word “*Oui*”.

For example, in question 2 item (i), the candidates chose the letter F “*Oui, je l’écoute bien pour comprendre*” because there were two indicating words, “*oui*” and “*le*” referring to the noun *professeur* in the item.

In question 2 item (ii), the candidates matched the question with its corresponding response letter A “*si, je les aime bien*” because they knew that the question should be in negative form and the personal pronoun “*les*” stood for the noun “*les mathématiques*” in the question.

Moreover, in question 2 item (iii), these candidates opted for answer E “*si, je le lis, il est éducatif*” because they knew that the question must be in negative form and the personal pronoun “*le*” replaced the noun “*le roman*” “*Les Frasques d’Ebinto*”.

Furthermore, in question 2 item (iv), the candidates matched the question with the response C “*Oui, elle les a trouvées en route*” because they knew that the question was in the affirmative form and the personal pronoun “*les*” in the response replaced the noun “*ses amies*”.

Finally, the choice of letter B “*Oui, j’aimerais bien te le donner*” for question 2 item (v) indicates that the candidates had good command of the French Language as extract 2.1 below shows.

2	I	F	
	II	A	
	III	E	
	IV	C	
	V	B	

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

Extract 2.1 are responses from a candidate who matched correctly the questions in list A with their corresponding answers in list B.

Further analysis indicates that candidates with average performance scored from 2.0 to 3.0 marks. These candidates were able to match 2 to 3 questions with their corresponding responses in list B as extract 2.2 shows.

2.	LISTE A	i	ü	ü	v	v	
	LISTE B	f	Δ	E	C	A	

Extract 2.2: A sample of responses with average performance in question 2.

Extract 2.2 are responses from a candidate who managed to match 3 questions with their corresponding answers in list B.

On the other hand, there were candidates who scored low marks in this question. Those who scored a zero mark were unable to match all questions from list A with their corresponding responses in list B. This indicates that the candidates had insufficient knowledge on responding to questions asked affirmatively and negatively in the French Language. Extract 2.3 is a sample of such responses.

2.	LISTE A	i	ü	ü	v	v	
	LISTE B	Δ	F	C	E	B	

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

Extract 2.3 are responses from a candidate who was unable to match the questions from list A with their corresponding answers in list B.

2.3 Question 3: Short Answer (Comprehension)

In this question, candidates were given a short comprehension text to read and respond to questions. The question tested the candidates' ability to read and comprehend a passage.

The question was attempted by 2749 (97.9 %) candidates, out of these, 85.8 percent scored from 0 to 2.5 marks, which is poor performance. Moreover, 13.3 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 0.9 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of the candidates in this question was poor, since only 14.2 percent scored from 3.0 to 10.0 marks. Figure 3 summarises candidates' performance in this question.

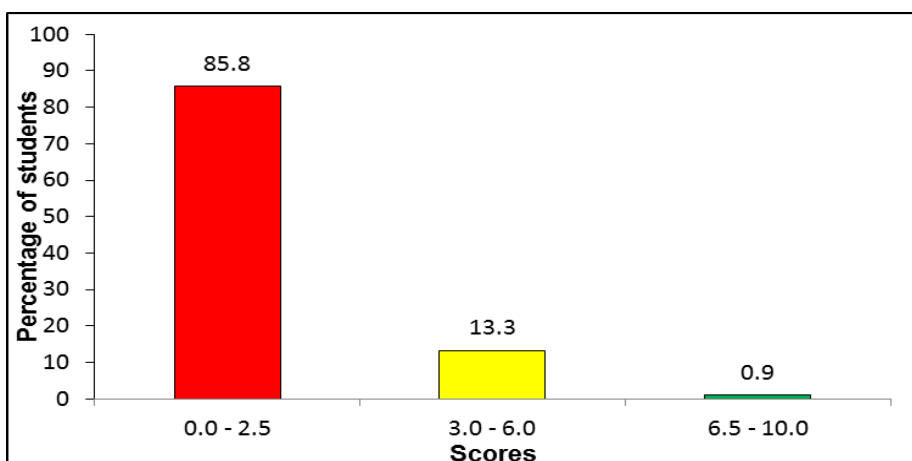


Figure 3: Candidates' Performance in Question 3.

The analysis shows that 85.8 percent of the candidates scored low marks in this question. Those who scored a zero mark provided incorrect responses to all comprehension items. For example, some candidates copied words from the text, as one candidate wrote the following in item (a): *“parcequ’il avait douxze ans.”* Others wrote unclear sentences. For example, in (b), one candidate provided the following response: *“dans un grand fleuve”* while the correct answer was: *“Son grand père menait sa vie en faisant la pêche dans un grand fleuve près de son village”*. Additionally, in responding to item (c), one candidate copied words from the first line of the second paragraph of the text: *“Un jour pendant les vacances, Pazi avec sa sœur jouaient au bord du fleuve .Tout près se trouvaient de Lourdes pirogues”*.

There were also candidates who wrote responses with no relation to the items. For example, one candidate provided the following answers when responding to item (d): *“Ils ont grimpé dans un de ces bateaux en Tanzanie des crocodiles dans le fleuve”*. Furthermore, in answering item (e), one candidate wrote the following incorrect response: *“les enfants ont été sauves par ses grand père”* instead of the correct answer which was: *“ Les pêcheurs qui étaient dans un bateau de pêche ont jeté une grosse corde aux enfants, et leur ont tendu les mains”*. This shows that the candidates did not understand the passage and lacked the comprehension skills. Extract 3.1 is a sample of poor responses.

3	@ en l'enfant rendait visite chez ses grands-parents à la campagne	
(b)	ils habitaient dans un village pres d'un grand fleuve.	
(c)	les enfants étaient en danger à cause de leur défiance toujours de monter dans elles si mais ce jour-là afin de jouer. Il ont grimpé dans un des bateaux, plus tard ils ont sentaient fatigues et ils se sont couchés au fond de la pirogue ils ont remarqué que quelque chose la remuait	
(d)	* Les Selon nous il y'a accident des pirogues ou des bateaux en tanzanien cause de un accident dans le fleuve car ils entendaient déjà le bruit de grande vagues de fleuve	
(e)	les enfants ont été contents de quitter leur pirogue Après. cette aventure ils n'ont jamais eu la moindre envie de faire voyages sur l'eau	

Extract 3.1: A sample of a candidate's poor responses in question 3.

Extract 3.1 are the poor responses from a candidate who failed to answer the questions according to the requirements of the questions.

Candidates with average performance in this question scored from 3.0 to 6.0 marks out of the 10.0 marks allocated. These candidates were able to answer correctly the items of lower order thinking (b and c) than those of higher thinking order. For example, they failed to provide the correct responses when answering items (d) "Selon vous, pourquoi y-a-t-il des accidents des pirogues ou bateaux en Tanzanie" and (e)

“Expliquez comment les enfants ont été sauvés”. This indicates that the candidates had partial understanding of the comprehension text.

On the other hand, the candidates’ response analysis shows that 14.2 percent of the candidates scored high marks. These candidates provided the responses required by the questions. For example, item (d) required the candidates to give reasons as to why there is a lot of water accidents in Tanzania “ *Selon vous, pourquoi y-a-t-il des accidents des pirogues ou bateaux en Tanzanie?*” In answering this question, one candidate provided the following responses: “ *–Les gens ne suivent pas la direction qui sont donné par les medias apropos de la climat de mêt ou fleuve meaning people do not follow the instructions provided by the meteorology authorities about the weather of the sea*”- *Quelquefois les pirogues et les bateaux ne sont pas très forts à la mêt parce qu’ il ya beaucoup de l’eau ou les bateaux prennent beaucoup des voyageurs meaning sometimes the boats are not strong enough to travel into the sea waters/boats are sometimes overloaded with passengers – Beaucoup de Tanzaniens ne peuvent pas nager bien quand les bateaux et les pirogues sont tombées dans la mêt meaning most Tanzanians cannot swim in case of boat accidents*”. Such responses indicate that candidates had good comprehension skills. Extract 3.2 is a sample of good responses.

3	-	
(a)	Parceque ses grands-parents habitaient dans un village près d'un grand fleuve et son grand-père a fait pêcheur et l'enfant voulait pêcher alors il peut apprendre pêcher à son grand-père.	
(b)	Son grand-père menait sa vie par pêcher.	
(c)	Les enfants jouaient au bord du fleuve ensuite ils ont grimpe dans ce bateau où ils se sont couchés au fond de la pirogue plus tard, ils ont vu que la pirogue était loin de la terre et dans le fleuve il ya de gros poissons avec beaucoup de dents qui pouvaient les manger car les enfants ne savent pas nager.	
(d)	Parceque - Les gens ne suivent pas la direction qui sont donnee par les medias appropriée la climata de la mer ou le fleuve. - Quelquefois les pirogues et les bateaux ne sont pas très forts à la mer parceque il ya beaucoup de l'eau ou les bateaux prennent beaucoup de voyageurs que les bateaux n'a ^{pas} assez de prendre; très plus voyageurs. - Beaucoup de Tanzaniens ne peuvent pas nager bien quand les bateaux et les pirogues sont tombées dans la mer.	
(e)	Par le bateau de pêche après avoir entendu leur voix les personnes de ce bateau sont allés pour les aider, ils ont jete une grosse corde aux enfants puis, ils leur ont tendu les mains.	

Extract 3.2: A sample of a candidate's good responses in question 3.

Extract 3.2 are responses from a candidate who provided correct responses.

2.4 Question 4: Language use (Dialogue)

In this question, the candidates were given a dialogue to complete the missing sentences on the conversation between Mwana and Nuru. The question tested the candidates' ability to understand the conversation.

The question was attempted by 2,790 (99.3 %) candidates, out of these, 69.5 percent scored from 3.0 to 6.0 marks, which is average performance. On top of that, 25.0 percent scored from 0 to 2.5 marks, which is poor performance. Furthermore, 5.5 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of

the candidates in this question was good, since 75 percent scored from 3.0 to 10.0 marks. Figure 4 summarises candidates' performance in this question.

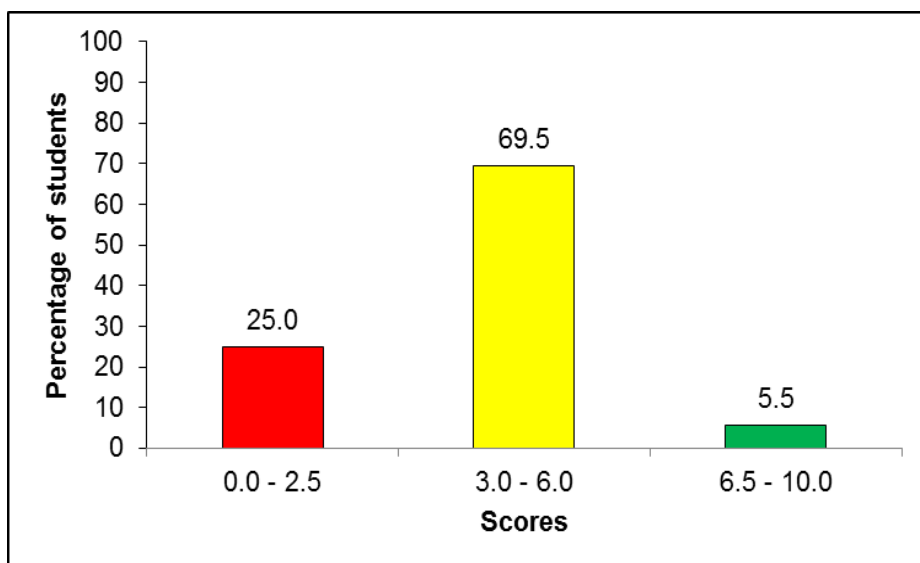


Figure 4: Candidates' Performance in Question 4.

Candidates with average performance in this question scored from 3.0 to 6.0 marks out of the 10.0 marks allocated. These candidates were able to complete correctly some of the items but they responded partially to other items. For example, in responding to item 4 (i), one candidate provided an incomplete response by writing the following: “*Bonjour*” instead of “*Bonjour, qui est-ce?/C’est qui?/ Qui c’est?*” Another candidate wrote as follows: “*Quand est-ce que tu es née*” instead of “*Quand est-ce que tu es né(e)?*” This indicates that these candidates had partial knowledge on forming questions in the French Language

On the contrary, there were candidates who scored low marks in this question. Some of these candidates scored correctly one item but failed to answer other items. For example, one candidate got item 4 (i) correct but provided incorrect answers in the following items: (ii) *Qui la va* (iii) *Quand estrice que tu es néé?* (iv) *Tu vien dreae* (v) *A bienteet*. Additionally, candidates who scored a zero mark, provided irrelevant responses as one of them wrote the following: (i) *je parle Français?* Instead of “*Bonjour, qui est-ce/ je parle avec qui?*” (ii) “*bien mwana*” instead of “*Oui, ça va (très) bien merci*” (iii) “*je viendrai a ton*

anniversaire” instead of “Ah,oui/bon. Quelle est la date de naissance/ c’est quand ton anniversaire?” (iv) “Je suis 26/2/2002” instead of “Merci pour votre invitation, malheureusement, je ne serai pas en Tanzanie le 26 janvier 2020” (v) “ Mon ami Mwana ” instead of “D’accord, à la prochaine/Ok ! Bon anniversaire” Such responses indicate that candidates had poor command of the French Language. Extract 4.1 are the poor responses from one of the candidates.

4	Mwana Allo? Bonjour Mon ami?	
	Nuru(i) Bonjour Comment ça va Mwana	
	Mwana C'est moi, Mwana, ça va?	
	Nuru(ii) Comment de beaucoup	
	Jour?	
	Mwana, Tu sais, je voulais t'inviter à mon anniversaire qui aura lieu à Tumbiani.	
	Nuru(iii) Comment tu apprécies comment aller voir?	
	Mwana Je suis née le 26 Janvier 1999. Bien Venue	
	Nuru (iv) Comment désolée et aussi	
	et quand retourne en maison.	
	Mwana Je suis désolée. On reverra quand tu seras de retour	
	Nuru. Au revoir Mwana souhaite bon	
	merci.	

Extract 4.1: A sample of a candidate's incorrect responses in question 4.

Extract 4.1 are responses from the candidate who completed the conversation with incorrect sentences.

Furthermore, the analysis of the candidates' responses reveals that those who scored high marks were able to complete the conversation with correct sentences. This indicates that the candidates understood the conversation and had good command of the French Language. Extract 4.2 is a sample of good responses.

4	Mwana : Allo ? Bonjour mon ami ?	
	Nuru (i) : Bonjour ! Tu es qui ?	
	Mwana : C'est moi, Mwana. Cava ?	
	Nuru (ii) : Oh ! Mwana, Oui Cava. dit moi mon ami	
	Mwana : Tu sais, je voudrais t'inviter à mon anniversaire qui aura lieu à Jambiani.	
	Nuru (iii) : OK. Mais je ne sais pas quelle date tu es née.	
	Mwana : Je suis née le 26 janvier 1999.	
	Bienvenue.	
	Nuru (iv) : OK, Je Serai là.	
	Mwana : Je suis désolée. On se reverra quand tu seras de retour.	
	Nuru (v) : OK, Il n'y a pas de problème mon ami, bonne journée.	

Extract 4.2: A sample of a candidate's good responses in question 4.

Extract 4.2 shows the responses from a candidate who completed the conversation with correct sentences.

2.5 Question 5: Jumbled sentences

In this question, the candidates were given five sentences to arrange chronologically in order to get a meaningful dialogue. The question tested the candidates' ability to form a dialogue in the French Language.

The question was attempted by 2803 (99.8 %) candidates, out of these, 32.9 percent scored from 8.0 to 10.0 marks, which is good performance. In addition to that, 49.1 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 18.0 percent scored from 0 to 2.0 marks, which is poor performance. The general performance of the candidates in this question was good, since 82.0 percent scored from 3.0 to 10.0 marks. Figure 5 summarises the candidates' performance in this question.

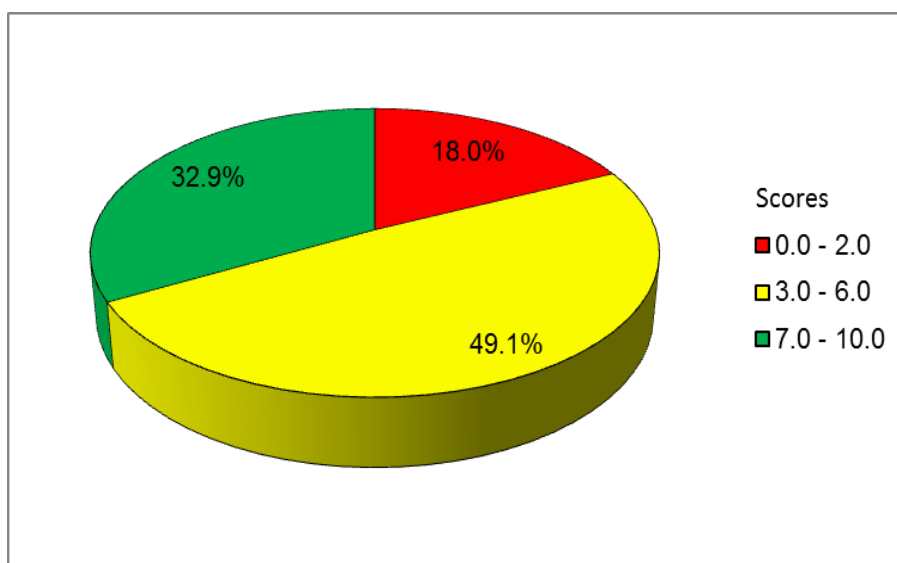


Figure 5: *Candidates' Performance in Question 5.*

Candidates with average performance in this question scored from 3.0 to 6.0 marks out of the 10.0 marks allocated. These candidates managed to put into the proper order 2 to 3 sentences. Such ability implies that these candidates had partial knowledge on the French Language.

There were candidates who scored 10.0 marks in this question. These candidates were able to re-arrange correctly all the sentences in a logical order to form a meaningful dialogue. This shows that the candidates had good command of the French Language. Extract 5.1 below is a sample of good responses.

5.	a	b	c	d	e	
	4	5	1	3	2	

Extract 5.1: A sample of a candidate's correct responses in question 5.

Extract 5.1 indicates the responses from the candidate who re-arranged correctly all the jumbled sentences in order to form a meaningful dialogue.

However, there were candidates who scored low marks in this question. Those who scored a zero mark failed to re-arrange the sentences into the proper order to get a meaningful dialogue. This

shows that the candidates had poor command of the French Language. Extract 5.2 indicates the poor responses.

	I	II	III	IV	V	
5.	3	1	2	5	4	

Extract 5.2: A sample of a candidate's incorrect responses in question 5.

Extract 5.2 are responses from a candidate who failed to re-arrange the jumbled sentences chronologically.

2.6 Question 6: Language Use (Dialogue)

The question required the candidates to fill in the blank spaces in the dialogue by choosing the correct words from the box. This question tested the candidates' knowledge on the use of French Language vocabulary.

The question was attempted by 2807 (99.9 %) candidates. Out of these, 51.7 percent scored from 3.0 to 6.0 marks, which is an average performance. Additionally, 30.5 percent scored from 7.0 to 10.0 marks, which is good performance. Furthermore, 17.8 percent scored from 0 to 2.0 marks, which is poor performance. The general performance of the candidates in this question was good, since 82.2 percent scored from 3.0 to 10.0 marks. Figure 6 summarises candidates' performance in this question.

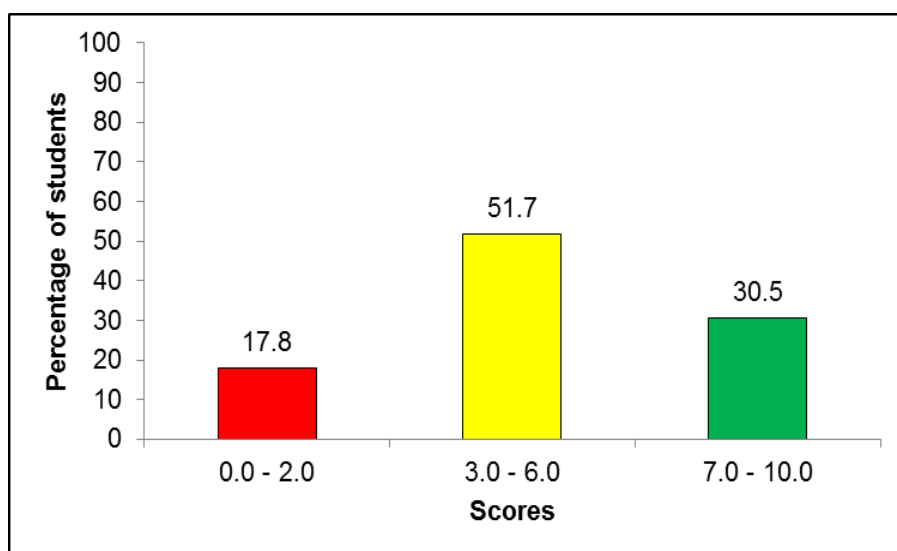


Figure 6: Candidates' Performance in Question 6.

Candidates with average performance in this question scored from 3.0 to 6.0 marks. These candidates were able to fill in 3 to 6 blank spaces. This indicates that the candidates had partial knowledge on French Language vocabulary.

In addition to that, 30.5 percent scored high marks in this question. Those who scored all the marks were able to select the correct response in item 6 (i) “*c’est*” because of the presence of the introductory word “*moi*”. In item 6 (ii), they filled in with the word “*Quel âge*” because two indicators, which are “*avez-vous?*” and the response to the question which was “*J’ai trente cinq ans*”, guided them. In responding to item 6 (iii), these candidates chose the word “*Professeur*” because the answer to the question “*Qu’est-ce que vous faites?*” started with the words “*Je suis.....*”

These candidates chose the word “*Le karate*” for the item 6 (iv) because of the preceding words “*Moi, j’adore.....*” which needed the blank space to be filled in with someone’s hobby. The choice of the word “*de Makongoro*” in item 6 (v) was because of the verb “*Venir*” used in the conversation question “*D’où venez-vous*” and the response which begun with the words “*Je viens.....*” candidates also chose the word “*combien*” when answering item 6 (vi) because of the indicating sentence “*J’ai un enfant qui s’appelle Anita*”.

Moreover, these candidates selected the words “*votre père s’appelle*” for item 6 (vii) because of the indicating response sentence “*il s’appelle George*”. In item 6 (viii), the candidates chose the word “*est*” because of the indicator personal pronoun “*il*” which was in the question “*Oùil maintenant?*” Furthermore, the choice of the words “*à la maison*” in item 6 (ix) was because of the verb and pronoun used “*il se repose.....*” Finally, these candidates selected the words “*très sympa*” in item 6 (x) because they understood the requirement of the question “*comment est-il avec la famille?*” Such responses indicate that these candidates had good command of the French Language. Extract 6.1 is a sample of such responses.

6	Bakari : Bonjour Monsieur.	
	Samuel : Bonjour Monsieur.	
	Bakari : Moi, je m'appelle Bakari. Et vous?	
	Samuel : Moi (i) C'est Samuel.	
	Bakari : (ii) quel âge avez vous?	
	Samuel : J'ai trente-cinq ans.	
	Bakari : Au'est - ce que vous faites?	
	Samuel : Je suis (iii) Professeur.	
	Bakari : Moi, j'aime jouer au Football. Et vous?	
	Samuel : Moi, j'adore (iv) le Karaté.	
	Bakari : D'où venez-vous?	
	Samuel : Je vient(v) à la maison.	
	Bakari : Vous avez (vi) Combien d'enfants?	
	Samuel : J'ai un enfant qui s'appelle Anita.	
	Bakari : (vii) votre père s'appelle Comment?	
	Samuel : Il s'appelle George.	
	Bakari : Où (viii) est il maintenant?	
	Samuel : Il se repose (ix) Ces professeurs.	
	Bakari : Comment est-il avec la famille?	
	Samuel : (x) très Sympa.	

Extract 6.1: A sample of a candidate's correct responses in question 6.

Extract 6.1 indicates the responses from the candidate who completed the dialogue with the correct words from the box.

On the contrary, 17.8 percent of the candidates scored low marks. Those who scored a zero mark failed to choose the correct words in order to complete the dialogue given. The analysis also shows that these candidates picked randomly the words from the box. This indicates that the candidates had insufficient vocabulary of French Language as shown in extract 6.2.

6	Bakari : Bonjour Monsieur .	
	Samuel : Bonjour monsieur .	
	Bakari : Moi, je m'appelle Bakari, Et vous ?	
	Samuel : Moi le karate . Samuel	
	Bakari : Quel âge avez vous ?	
	Samuel : J'ai trente - cinq ans .	
	Bakari : Qu'est - ce que vous faites ?	
	Samuel : Je suis de Makorongo	
	Bakari : Moi, j'aime jouer au football . Et vous ?	
	Samuel : Moi, j'adore professeurs	
	Bakari : D'où venez - vous ?	
	Samuel : Je viens professeurs	
	Bakari : Vous avez votre père s'appelle d'enfants ?	
	Samuel : J'ai un enfant qui s'appelle Anita	
	Bakari : Votre père s'appelle comment ?	
	Samuel : Il s'appelle George .	
	Bakari : Où est il maintenant ?	
	Samuel : Il se repose professeur	
	Bakari : Comment est - il avec la famille ?	
	Samuel : à la maison	

Extract 6.2: A sample of a candidate's incorrect responses in question 6.

Extract 6.2 are responses from a candidate who completed the dialogue with incorrect words.

2.7 Question 07: The Tense Expressing Future Time

The question required the candidates to put the verbs given in brackets into the correct form. The question tested the candidates' ability to use the future tense.

The question was attempted by 2760 (98.3 %) candidates, out of these, 74.5 percent scored from 0 to 2.5 marks, which is poor performance. Moreover, 4.9 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 20.6 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of the candidates in this question was poor, since only 25.5 percent scored from 3.0 to 10.0 marks. Figure 7 summarises candidates' performance in this question.

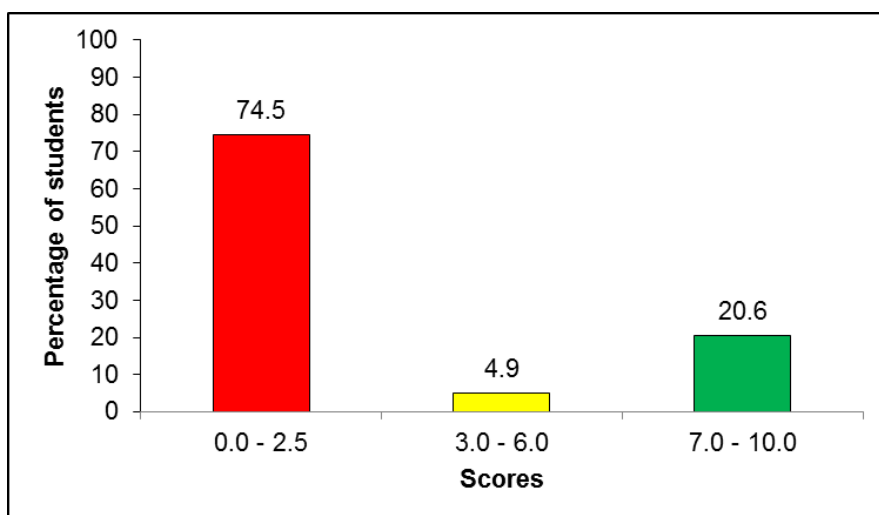


Figure 7: Candidates' Performance in Question 7.

The analysis of the candidates' responses shows that 74.5 percent of the candidates who scored low marks, including a zero mark, lacked the knowledge and principles of putting French Language verbs into the correct tense in future time. For example, in the French Language, the simple future time is formed by adding (-ai, -as, -a, -ons, -ez and -ont) endings to the infinitive of the verb depending on the subject personal pronoun or noun used in the sentence. In answering this question, some of the candidates wrote the verbs in simple present tense. For example, one candidate wrote the following: “ *cherche, écris, gagne, achete, vais, fais*” instead of putting them into the future time. Other candidates answered this question by putting the verbs into the past participle as one of them wrote such answers as: “ *cherché, été, vendu, gagné, acheté, allé*”

Additionally, there were candidates who changed the verbs into the present perfect tense. For example, one of them provided the following responses: “*je me suis repose, j'ai cherché, j'ai été, j'ai écrit, j'en ai vendu, j'ai gagné, j'ai construit, j'ai acheté, je suis allé, j'ai fait*”. Furthermore, some candidates answered the question by putting the verbs into conditional type one. For example, one candidate wrote as follows: “*je me reposerais, je acheterais, j'en vendrais, je gagnerais, je chercherais, je construirais*”. Such responses indicate that these candidates lacked the knowledge and principles of putting the French Language verbs into future tense. Extract 7.1 is a sample of poor responses.

7:	Tout d'abord, je <u>reposerai</u> pendant deux mois, puis je <u>cherché</u> un travail. je <u>été</u> un grand écrivain. je <u>écrire</u> des romans. j'en <u>vendrai</u> et je <u>gagné</u> assez d'argent. je <u>construire</u> une maison pour mes parents et je <u>achete</u> une voiture. Dans cinq ans, je <u>alle</u> à l'étranger et je <u>faire</u> des études à l'université.	
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Extract 7.1: A sample of a candidate's incorrect responses in question 7.

Extract 7.1 are responses from a candidate who failed to put the given verbs into the correct future tense.

Candidates with good performance in this question scored from 6.5 to 10.0 marks out of the 10.0 marks allocated. Those who scored all the marks put the verbs given into the correct future time. This indicates that the candidates had sufficient knowledge of grammatical rules and principles of putting verbs into future time as illustrated in extract 7.2 below.

7.	Journaliste: Qu'est-ce que vous ferez après vos études?	
	Rose: Tout d'abord, je <u>me reposerai</u> pendant deux mois, puis je <u>chercherai</u> un travail. Je <u>serai</u> un grand écrivain. J' <u>écrirai</u> des romans. J'en <u>vendrai</u> et je <u>gagnerai</u> assez d'argent. Je <u>construirai</u> une maison pour mes parents et j' <u>achèterai</u> une voiture. Dans cinq ans, j' <u>irai</u> à l'étranger et je <u>ferai</u> des études à l'université.	

Extract 7.2: A sample of a candidate's correct responses in question 7.

Extract 7.2 shows the responses from the candidate who wrote the given verbs into the correct future time.

Further analysis shows that 4.9 percent of the candidates with average performance (3.0 to 6.0 marks) wrote the future time of 3 to 6 verbs. For example, some of these candidates could not write the correct future time of the verbs "écrire and aller" as they wrote "ecrai and alleraï" instead of "j'écirai and j'irai".

2.8 Question 8: Singular and Plural Form

In this question, the candidates were required to change the given sentences from singular to plural forms. The question tested the candidates' knowledge on changing the sentences from singular to plural forms.

The question was attempted by 2779 (98.9 %) candidates, out of which, 40.3 percent scored from 0 to 2.5 marks, which is poor performance; 49.3 percent scored from 3.0 to 6.0 marks, which is average performance and 10.4 percent scored from 6.5 to 9.5 marks, which is good performance. The general performance of the candidates in this question was average, since 59.7 percent scored from 3.0 to 9.5 marks. Figure 8 summarises the candidates' performance in the question.

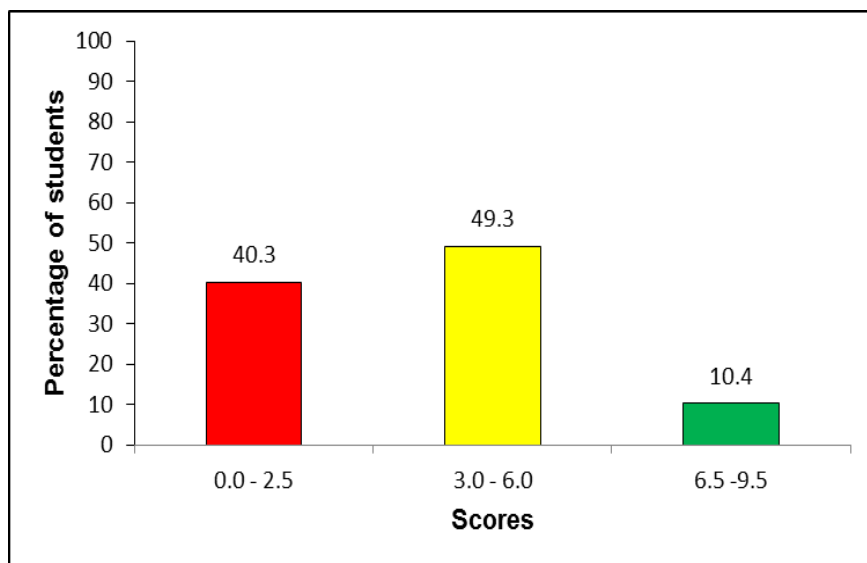


Figure 8: Candidates' Performance in Question 8.

The analysis shows that candidates with average performance in this question scored from 3.0 to 6.0 marks. These candidates made some mistakes which led to the loss of marks. For example, some of the candidates, changed the adverbs of time “*ce soir*” in the sentence “*Je peux venir ce soir ou demain matin*” by writing it into the plural form “*ces soirs*” Normally, adverbs do not change to plural form. Others failed to put the verbs and possessive adjectives into the correct plural form, as one candidate provided such responses as; “*Les chauffeurs **conduit** ses voitures rapidement*” instead of “*Les*

chauffeurs conduisent leurs voitures rapidement” from its singular sentence which was: “*Le chauffeur conduit sa voiture rapidement* ” Such responses indicate that the candidates had partial knowledge on how to change the sentences from singular into plural forms.

Further analysis shows that 40.3 percent of the candidates with poor performance scored from 0 to 2.5 marks. Those who scored zero were unable to change the sentences from singular to plural form. For example, in answering item 8 (b) “*Je peux venir ce soir ou demain matin*”, some candidates changed the adverbs of time “*ce soir ou demain matin*” into the plural form “*ces soirs and demains matins*”. In the French Language, changing the sentence from singular to plural and vice versa involves the changing of such elements as nouns, articles, adjectives, pronouns and verbs. Conjunctions, prepositions and adverbs do not take plural form morphemes. Other candidates changed the adverb “*rapidement*” into plural form when they were responding to item 8 (d) “*Le chauffeur conduit sa voiture rapidement*” Additionally, there were candidates who provided responses that were irrelevant to the question. For example, one candidate wrote the following: 8 (b) *Voos peuses venent cessoir ou demain* (e) *Ces gargones est une nouvelent élèves* (i) “*Il dit que ce vient hospital a ete construel en 1920*”. Furthermore, some candidates copied the sentences from the question paper as one of them answered item 8 (b) by writing the following: “*je peux venir ce soir ou demain matin*” These responses indicate that these candidates lacked the knowledge of changing the sentences from singular to plural form. Extract 8.1 indicates a poor response.

8a) Tu an aimes pas Saluement ton professeur?	
(b) Je peux Venirement ce soir ou demain matin.	
(c) Il t'écrit une lettre amicalement.	
(d) Le chauffeur conduit sa voiture rapidement.	
(e) Ce garçon est un nouvellement élève.	
(f) J'ai écoué ce célèbrement musicien tanzanien.	
(g) Ce chanteur congolais fait un concertement à Anusha.	
(h) Cet acteur a joué jouéement dans un filmement tourkinabe.	
(i) Il dit que ce kiellement hôpital a été construit en 1920.	
(j) Le nouveau vendeur est très gentlement.	

Extract 8.1: A sample of a candidate's incorrect responses in question 8.

Extract 8.1 are responses from a candidate who could not change the sentences from singular to plural form.

On the other hand, the candidates' response analysis shows that 10.4 percent of the candidates scored high marks. These candidates observed the rules and principles of changing the sentences from singular to plural forms. For instance, they knew that the elements to be changed in the given sentences were nouns, pronouns, verbs, adjectives and articles only. Such correct responses reveal that, the candidates had a good mastery of the French Language. Extract 8.2 is a sample of good responses.

8a)	Vous n'aimez pas saluer vos professeurs?	
(b)	Nous pouvons venir ce soir ou demain matin.	
(c)	Ils vous écrivent des lettres amicales.	
(d)	Les chauffeurs conduisent leurs voitures rapidement.	
(e)	Ces garçons sont des nouveaux élèves.	
(f)	Nous avons écouté ces célèbres musiciens tanzaniens.	
(g)	Ces chanteurs congolais font des concerts à Arusha.	
(h)	Ces acteurs ont joué dans des films burkinabés.	
(i)	Ils disent que ces vieux hôpitaux ont été construits en 1920.	
(j)	Les nouveaux vendeurs sont très gentils.	

Extract 8.2: A sample of a candidate's correct responses in question 8.

Extract 8.2 are the responses from the candidate who changed correctly the sentences from singular to plural forms.

2.9 Question 9: Summary (Comprehension)

The question required the candidates to summarise a comprehension text from 70-80 words. This question tested the candidates' comprehension skills.

The question was attempted by 2709 (96.4 %) candidates, out of these, 40.6 percent scored from 0 to 2.5 marks, which is poor performance. Moreover, 58.2 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 1.2 percent scored from 6.5 to 9.0 marks, which is good performance. The general performance of the students in this question was average, since only 59.4 percent scored from 3.0 to 9.0 marks. Figure 9 summarises the candidates' performance in this question.

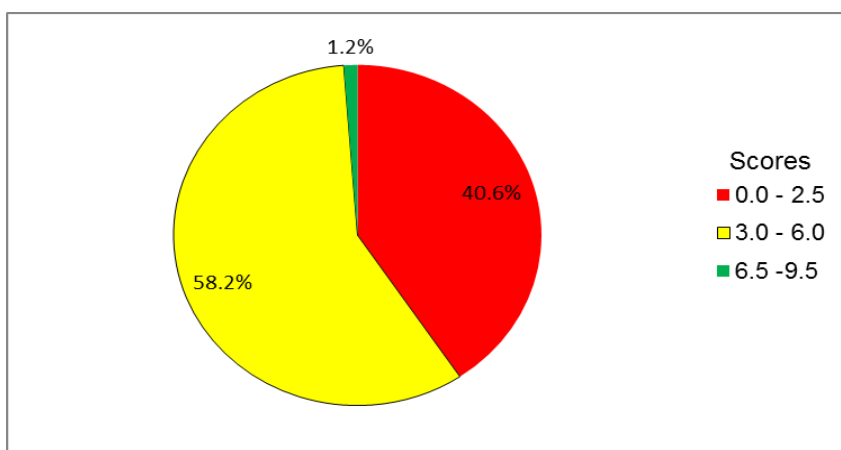


Figure 9: Candidates' Performance in Question 9.

Students with average performance in this question scored 3.0 to 6.0 marks out of the 10.0 marks allocated. The analysis of the candidates' responses shows that some of the candidates wrote the summaries which lacked clarity because of poor vocabulary. For example, one candidate used the English Language vocabulary “*introducé*” instead of “*introduire*”. Also another candidate wrote as follows : “ *Microsoft, c’est un home brillant que n’ai pas oubliés ses origines* ” instead of “ *Jacques Banjawo est un homme brillant qui n’a pas oublié ses origine*”. Some of the candidates wrote the summary which exceeded the number of words required. This indicates that the candidates had partial comprehension skills.

However, there were candidates who scored low marks in this question. Those who did not score any mark wrote the summaries which had poor vocabulary and grammar. Some of these candidates wrote incomprehensible summaries, as one of these candidates wrote such responses as:

“Jacques Banjawo le travaille avec a aux Etats-Unis foremple U.S.A. American nord et American sud un projet université de computer programmer avec Microsoft professeur été construite la Africains etudiants fameuse, aujourd’hui jacques Banjawo la manager pas progmmmer les microsoft projet de la technologies enseigner dans projet le microsoft

*actuellement participé contrôler avec enseignant
les élèves en Afrique passé internet une chance pour
technologies en Afrique professeur”*

Other candidates did not understand the requirement of the question, as one of them provided the title of the text as follows: “*BONJAWA EST NE A YOUNDE INTERNET UNE CHANCE POUR L'AFRIQUE*” These responses indicate that some candidates had a poor command of the French Language. Extract 9.1 shows a response of a poorly summarised text.

9.	<p> <i>Jacques Bonjawa est ce qui in fait bon son bon, et le diplômé, il est au tamerica. Il fait faire des programmes, il avait fait son ancien employeur Microsoft. Il a écrit, il travaille actuellement aux Filles - chez Microsoft, il a récemment écrit un livre qui s'appelle "Internet, une chance pour l'Afrique". C'est un homme brillant qui n'a pas oublié ses origines, il a passé une partie de sa vie et il est allé chez Microsoft. Donc, il est aujourd'hui engagé dans une des plus grandes entreprises mondiales.</i> </p>
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Extract 9.1: A sample of a candidate's poorly summarised text in question 9.

Further analysis of the responses indicates that the candidates who scored high marks in this question wrote a comprehensive summary of the text. These candidates used the required vocabulary and tenses which helped them to write grammatically correct sentences. Their good responses to this question indicate that the candidates had sufficient vocabulary, comprehension skills and knowledge on grammatical rules of the French Language. Extract 9.2 is a sample of a good response.

	Le texte parle d'un homme qui s'appelle	
	Jacques qui est né en Afrique et actuellement il	
	aime beaucoup le continent d'Afrique.	
	Ensuite, Il a eu une chance pour travailler aux	
	Etats-Unis, mais avant ça, il a fait un très bien	
	présentation et quand il ça fait, la compagnie de Microsoft	
	a contacté Jacques et maintenant il est un manager	
	pour une entreprise qui trouve aux Etats-Unis.	
	Enfin, Il a écrit un livre, "Internet, une chance pour	
	l'Afrique", alors!! Jacques est un gentil homme et	
	un bon exemple pour les autres monde d'Afrique parceque	
	il aime beaucoup le continent de l'Afrique malgré en	
	travaillant aux Etats-Unis maintenant!!!.	

Extract 9.2: A sample of a candidate's correct response in question 9.

Extract 9.2 indicates a response from a candidate who wrote a summary with correct grammar.

2.10 Question 10: Written Expression (Letter Writing)

The question required the candidates to write a letter to a French Friend by telling him/her the importance of learning the French Language in Tanzania. This question intended to measure the candidates' ability to express themselves in writing.

The question was attempted by 2496 (88.9%) candidates. Out of these, 75.2 percent scored from 0 to 4.0 marks, which is a poor performance. In addition to that, 23.0 percent scored from 4.5 to 9.5 marks, which is an average performance. Furthermore, 1.8 percent scored from 10.0 to 13.0 marks, which is good performance. The general performance of the candidates in this question was poor, since only 24.8 percent scored from 4.5 to 13.0 marks. Figure 10 summarises the candidates' performance in this question.

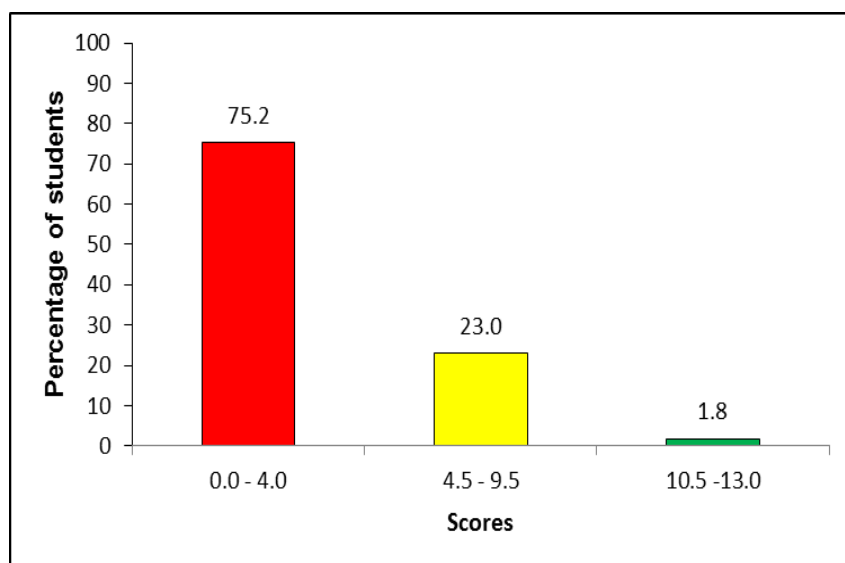


Figure 10: Candidates' Performance in Question 10.

The candidates who scored low marks did not observe the principles and rules of writing a friendly letter in the French Language. A friendly letter in the French Language should have the following parts: (a) The date (b) Salutation (c) Body of the letter (d) Conclusion and (e) Signature. The candidates who scored a zero mark failed to demonstrate their ability of writing a friendly letter. Some of these candidates wrote a letter which had some mistakes in the date. For example, one candidate wrote “*le octobre 10 Moshi*” instead of “*Moshi, le 10 Octobre 2019*” Others answered this question by writing letters which lacked clarity. For example, one of them provided the following response:

Le 20 November, Mwanza.

Chere Chau Kapata

Bonjour chau Kapata. Je etudie a l'ecole secondaire de Jangamawe. Je habite avec mon père. Je écrive mon letter à votre amie francophone pour lui importances d'apprendre le français en Tanzanie un il importance en tourisme sector.

C. Kapata

This letter also indicates that, the candidate had poor French Language vocabulary because of code-switching from French Language to English Language, for example, “*November, letter*” instead of “*Novembre, lettre*”.

In addition to that, there were candidates who used words which were difficult to understand. For example, one candidate wrote the following letter:

*“Je spar vat u avec la cour. Je suis bien. Je vous ecris pour pas le condidacteur. Pa-ce-que à utiliser on language est employeu à place an bien.
Je voue aprie dagree le cher Ami l’expression le sentiment distinguihe”*

This indicates that, the candidates had poor vocabulary and was not conversant with the grammatical rules of writing letters in the French Language. Extract 10.1 is a sample with incorrect responses from one of the candidates.

10.	Kahanga le 20 novembre 2019	
	cheré mon amie.	
	Bonjour mon aime chau kapata, Je pense bien ma activité.	
	Je vous une Lettre à votre amie Francophone pour lui expliquer quatre importances d'apprendre le français en Tanzanie.	
	Un, Je parle le français language, le français language parle et étudier le français une classe et sujet en Tanzanie en que français à l'école secondaire in Tanzanie et language ou parle in Tanzanie pays et sub sujet en classe.	
	deux, importances d'apprendre le français en Tanzanie écoute la télévision, le français language et Tanzanie. En écoute la télévision et radio ou accidents en Tanzanie.	
	Trois, importances d'apprendre le français en Tanzanie et différence language, le français language learn men Tanzanie est la sommes différent language in pays et développement le Tanzanie ou francophone que mo in pays et développement en Tanzanie.	
	Quatre, importances d'apprendre le français est développement in language, le français language développement et parle et learn et étudient à l'école.	
	... aime	
	kapata	

Extract 10.1: A sample of a candidate's incorrect response in question 10.

Extract 10.1 shows a sample of a response from a candidate who code-switched some words from the French Language to the English Language and the letter lacked clarity.

The candidates who had average performance in this question observed few principles of writing a friendly letter. Some of the candidates wrote letters which had few grammatical errors and inappropriate use of vocabulary. Such responses reveal that the

candidates had partial knowledge and skills of writing a friendly letter.

Further analysis of the responses shows that the candidates who scored high marks observed the principles and format of writing a friendly letter. These candidates had sufficient vocabulary since they used appropriate vocabulary to write a friendly letter. Some of the candidates used proper connectors (first, then, in conclusion) which made the letters coherent. In addition to that, they used correct tenses and grammar. This indicates that the candidates had good command of the French Language and skills of writing friendly letters. Extract 10.2 is a sample of a good response.

10	France, le 20 novembre 2019
	Chère Elina,
	Je te salue au nom de Jésus! Comment ça va avec votre famille? Selon moi, je vais très bien avec mes études.
	J'écris cette lettre pour te expliquer les importances d'apprendre le français en Tanzanie. Tout d'abord, il apporte l'argent. En Tanzanie, il ya beaucoup de professeurs qui enseignent le français en écoles et universités. Ceux aide obtenir l'argent.
	Encore, il aide apprendre autres langues. En Tanzanie, le français est important parce que il aide Tanzanien apprendre autre langues comme l'anglais et l'espagnol et autres.
	Aussi, le français aide étudier en francophone pays. Un étudiant en Tanzanie peut étudier en francophone pays comme France, Canada, Algérie et autres parce que il peut parler et écrire le français.
	Puis, il apporte coopération. Le français est important en Tanzanie parce que il apporte coopération parmi francophone pays et Tanzanie. Cela aide obtenir développement en Tanzanie.
	En conclusion, le français est très important. Aussi, j'aime tellement.
	Bien à toi
	Chau Kapata.

Extract 10.2: A sample of a candidate's good response in question 10.

Extract 10.2 is a sample response from a candidate who demonstrated proper skills of writing a friendly letter.

2.11 Question 11: Written Expression (Composition)

In this question the candidates were required to write a composition of about 200 words on the importance of tourism in the economy of Tanzania. The question tested the candidates' ability in writing skills.

The question was attempted by 187 (6.7 %) candidates. Out of these, 73.3 percent scored from 0 to 4.5 marks, which is poor performance. On top of that, 9.1 percent scored from 5.0 to 6.0 marks, which is an average performance. Furthermore, 17.6 percent scored from 6.5 to 11.0 marks, which is good performance. The general performance of the candidates in this question was poor, since only 26.7 percent scored from 5.0 to 11.0 marks. Figure 11 summarises the candidates' performance in this question.

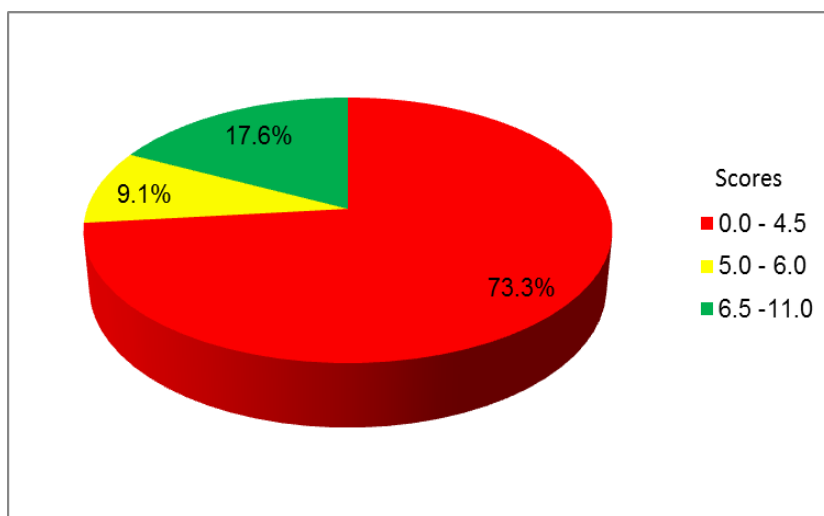


Figure 11: Candidates' Performance in Question 11.

The analysis of the candidates' responses shows that 73.3 percent of the candidates who had poor performance wrote essays which had a lot of mistakes. Some of the candidates did not observe the rules and format of writing a good essay. For example, there were essays which lacked the introduction, body and conclusion parts. Some of the essays lacked coherence because of poor use of connecting words, such as *firstly*, *secondly*, *thirdly* “*d’abord, ensuite, puis, pour terminer, enfin*” e.t.c. In addition to that, other candidates used inappropriate

vocabulary, tenses, punctuation marks and incorrect spellings of words. Such responses indicate that the candidates had insufficient knowledge on essay writing and also had poor French Language vocabulary. Extract 11.1 is a poor response from one of the candidates.

11	Tourisme was The movement of ^{du} people from one place to another for pleasure, pleasure or study. There are deux type of tourisme domestique tourisme et internationale tourisme. The following are the - l'économie Importance du tourisme dans l'économie de la Tanzanie.
	Tourisme a source du l'income de l'économie de Tanzanie.
	Tourisme a source du employment une people et gouvernement.
	Source of government revenue example payment of taxes et rent.
	Tourisme help to improve social-services like road railways and electricity.

Extract 11.1: A sample of a candidate's poor essay in question 11.

Extract 11.1 indicates a response from a candidate who wrote an essay by code-switching from French Language to English Language.

On the other hand, the candidates with high performance scored from 6.0 to 11.0 marks out of the 15.0 marks allocated for this question. These candidates observed the rules and format of essay writing. The essays had an introduction, body and conclusion parts. In the introduction, they defined the term "tourism" while in the body they gave detailed explanations of their points. However, their essays comprised of few grammatical errors and incorrect tenses. This indicates that the candidates were knowledgeable about writing skills and had sufficient French Language vocabulary.

Furthermore, the candidates' response analysis shows that the candidates with average performance scored from 5.0 to 6.0 marks. These candidates wrote essays which had some mistakes pertaining to inappropriate use of vocabulary. Some of the candidates wrote sentences which were syntactically ill-formed. For example, one candidate wrote the following paragraph: “*Employeurment opportunité. Tourisme est devenu a Tanzanie vous employeurs aussi eradique dependant personnes*” In addition to that, some paragraphs lacked clarity due to poor wording. Such responses indicate that these candidates lacked vocabulary and writing skills in the French Language.

3.0 CANDIDATES' PERFORMANCE IN DIFFERENT TOPICS

Four topics were tested in this examination. The topics included *Language use*, *Language Pattern/Structure*, *Comprehension* and *Written Expression/Composition*. The performance in each topic is presented below.

The analysis shows that the candidates' performance in *Language Use* was good. The questions set from this topic were questions 2, 4, 5 and 6. The percentage of the candidates who scored 65 percent and above in this topic was 81.6. Such a performance indicates that candidates had adequate knowledge in this topic.

In addition to that, the analysis reveals that two topics had average performance. The questions which were set from these topics were; 1, 3, 7, 8 and 9. The percentages of candidates who scored 30 percent and above in these topics was as follows: *Comprehension* (36.85%) and *Language pattern/structure* (58.76%). This performance indicates that the candidates had insufficient knowledge on these topics.

Furthermore, candidates had poor performance in one topic which was covered in questions 10 and 11. This topic (*Written Expression*) had the performance of 25.75 percent. This indicates that the candidates lacked writing skills in this topic. The candidates' performance in different topics is summarised in the attached appendix.

4.0 CONCLUSION

Generally, the candidates' performance in this subject was average. It is noted that the majority of candidates had poor mastery of the French Language. This resulted into the production of responses with several grammatical errors as well as lexical and typographical errors. The analysis of the performance has shown that the candidates lacked writing skills in the topic of *Written Expression*. It has been noted that all the questions on *Written Expression* were poorly performed. This may imply that, this topic is given less attention during the teaching and learning process. Candidates performed poorly because they failed to explain themselves and did not follow the regulations of essay writing. As a result, they ended up providing irrelevant responses.

5.0 RECOMMENDATIONS

Taking into consideration the analysis of the candidates' responses and conclusion drawn from the performance in this subject, it is recommended that:

- 5.1 The topics that appear to be more demanding need to be treated differently in terms of the use of teaching and learning methodologies. More time should be devoted by both teachers and students to those topics that appear to be more difficult for the students.
- 5.2 Candidates should be encouraged to read short stories, books and other educative French materials so that they can acquire enough vocabulary. This will enable them to express themselves fluently in the French Language, particularly in composition writing.
- 5.3 Candidates need to be taught how to use key instructional terms given in questions. This will enable candidates to familiarize themselves with the instructional terms, their meaning as well as their differences.
- 5.4 French Language subject clubs should be encouraged to assist candidates to practise spoken language.

Appendix

Summary of Analysis of Candidates' Performance in Each Topic.

S/N	Topic	Number of Questions	Percentage of Candidates who Scored an Average of 30% or above	Remarks
1	Language Use	2,4,5 and 6	81.6	Good
2	Language Patterns/Structure	1,7 and 8	58.76	Average
3	Comprehension	3 and 9	36.85	Average
4	Written Expression/Composition	10 and 11	25.75	Poor

