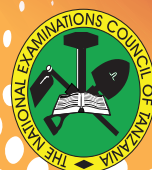




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2021**

FRENCH LANGUAGE



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023 FRENCH LANGUAGE

Published by

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

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance in the French Language subject for the Certificate of Secondary Education Examination (CSEE) in 2021 has been prepared in order to provide feedback to educational administrators, teachers, parents, students, policy makers, school quality assurers and other educational stakeholders about the candidates' performance in the aforementioned subject.

The analysis provided in this report is intended to contribute towards understanding of the possible 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 identified the tasks of the questions, they had adequate knowledge of grammatical rules, 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 in the French Language, the inability to understand the requirements of the questions, insufficient knowledge on various topics and the inability to express themselves by using simple French Language.

It is believed that the feedback provided in this report will enable the school managers, teachers, students, educational administrators and other educational stakeholders to identify proper measures to be taken to improve the teaching and learning of the French Language. This will eventually improve the candidates' performance in future examinations administered by the Council.

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 is an analysis of the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in the French Language subject held in November, 2021. The Examination was set according to the 2010 syllabus and the 2019 examination format.

The 023 French Language paper had 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 had two questions, one on *Grammar* and the second on *Vocabulary* whereby question 1 carried 10 marks and question 2 carried 5 marks, making a total of 15 marks. Section B had 7 questions set from such topics as *Comprehension*, *Language Pattern* and *Language Use* and each question carried 10 marks, making a total of 70 marks. Section C had two questions on *Written Expression* and each carried 15 marks. Candidates were required to choose one question from this section.

The analysis shows the candidates' performance in each question by indicating the candidates' weaknesses and strengths in answering the questions. 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). Extracts of responses from the candidates' scripts have been provided to illustrate their responses in relation to the requirements of each question.

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

A total of 2494 candidates sat for the Certificate of Secondary Education Examination in November, 2021, out of whom, 1,781 candidates (73.05%) passed while in 2020, 1,387(52.98%) candidates passed. Therefore, these results show an increase of 20.07 percent in the candidates' performance in 2021 compared to the last year (2020) results.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

2.1.1 Question 1: Multiple Choice Items (Grammar)

In this question, the candidates were required to answer ten multiple choice items by selecting the correct answer from the five alternatives given. The items tested the candidates' competences in grammatical rules and principles of using French Language verbs, adjectives, pronouns, prepositions and vocabulary.

This question was attempted by 100 per cent of the candidates, out of whom 41.1 per cent scored from 0 to 2.0 marks indicating weak performance; 52.6 per cent scored from 3.0 to 6.0 marks indicating average performance and 6.3 per cent scored from 7.0 to 10.0 marks indicating good performance. The general performance of the candidates in this question was average since 58.9 per cent of candidates scored from 3.0 to 10.0 marks. Figure 1 shows the candidates' performance in this question.

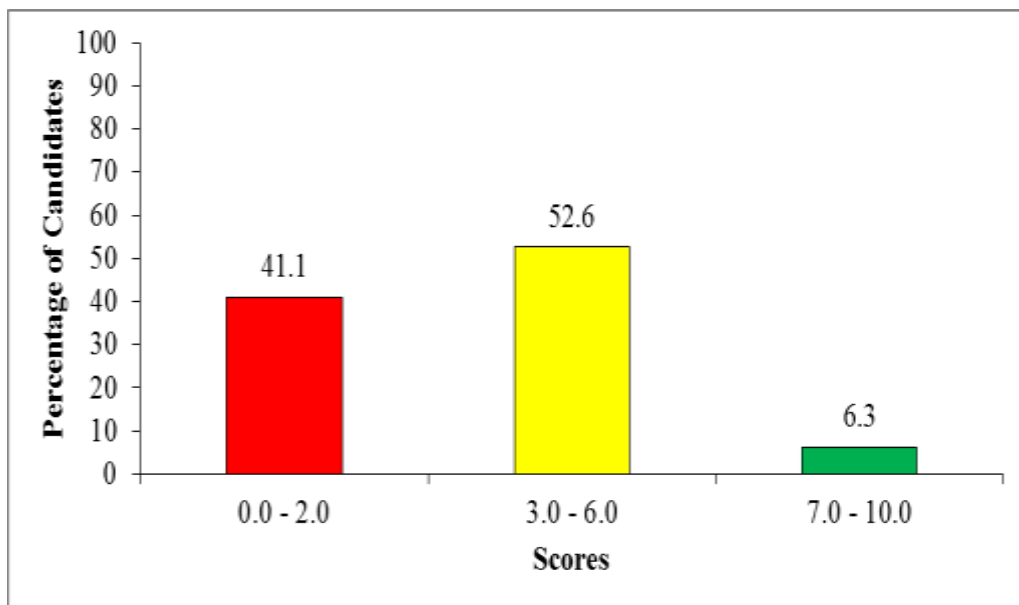


Figure 1: Percentages of the Candidates' Performance in Question 1

In item (i), the candidates were required to fill the blank space with the correct adjective. The question tested the candidates' ability to use indefinite adjective *le même* in different forms.

1. Choisissez une bonne réponse dans les questions suivantes :

- (i) Nous parlons _____ langue quand nous sommes à l'école ou à la maison.
- A les mêmes
 - B le même
 - C la même
 - D le mêmes
 - E les même

The candidates who selected the correct response had adequate knowledge on the use of indefinite adjectives. These candidates knew that the correct answer was C *la même* (the same), this was because the word *langue* (language) is feminine singular noun and the other distracters did not correctly match with this noun. This enabled them to recognize that, the correct adjective should agree with the noun it qualifies in gender and number. Candidates who selected distractor A *les mêmes* did not understand that this adjective was in plural form while the noun it qualifies was in singular form. Option B *le même* was an incorrect response because it was a masculine adjective, it neither agreed in gender nor in number with its noun. Furthermore, the candidates who selected the alternative D *les même* were wrong because the adjective *le mêmes* was incorrectly written, the definite article *le* was singular while the adjective *même* was plural, so it could not be used as the correct answer. Finally, those who opted for E *les même* were not aware that this adjective was incorrectly written, the article *les* was in plural form while the adjective *même* was in singular form.

In item (ii), the candidates were required to fill the blank space with the correct Preposition. The item tested the candidates' ability to use prepositions.

- (ii) Nous viendrons te voir _____ nous serons à Paris.
- A pendant
 - B depuis
 - C où
 - D pour
 - E quand

The candidates who selected the correct answer E *quand* had sufficient knowledge on the use of prepositions. These candidates knew that the preposition *quand* was used to mark specific time (when). The candidates who opted for distractor A *pendant* did not recognize that, it is used to mean the time when something happens, for example, *Elle lit pendant les cours* (She is reading during the lessons). Those who opted for distractor B *depuis* (since) were unfamiliar with the use of this preposition, which is used to show duration of an action which took place in the past and it continues up to the present. Furthermore, the candidates who opted for item C *où* (where or when) were not aware that *où* could have the sense of relative pronoun as in *On se baigne beaucoup pendant les mois où il fait chaud* (We swim a lot during the months when it's hot) or as in *Voici la table où nous mangeons* (here is the table where we eat). Also, the candidates who opted for distractor D *pour* (for or in order) had insufficient knowledge on its use.

In item (iii), the candidates were required to choose the correct Vocabulary on daily activities. The item tested the candidates' ability to use vocabulary in daily activities.

- (iii) Avant la fête, les cuisiniers sont allés au marché pour faire des _____
- A cuisines.
 - B achats.
 - C promenades.
 - D devoirs.
 - E choses.

The candidates who selected the correct answer B *achats* (shopping) had sufficient knowledge on the vocabulary. These candidates understood well the question and knew the meaning of the noun *achats* which helped them to select the correct answer. The Candidates who opted for A *cuisine* (kitchen works) were confused by the presence of the noun *cuisiniers* in the question. Likewise, the candidates who opted for C *promenades* (walking) were not aware of the meaning of this word, they just picked it randomly. Furthermore, the candidates who opted for the incorrect responses D *devoirs* (homework) and E *choses* (things) had insufficient knowledge of these vocabularies. They did not know that the noun *marché* (market) in the question was an indicator of the activity which is done by someone when he/she is at the market.

In item (iv), the candidates were given Tonic Pronouns. This item tested the candidates' ability to use Tonic Pronouns.

(iv) Mes deux cousins ont voyagé avec nous en voiture et moi j'étais assis devant _____

- A elle.
- B lui.
- C toi.
- D eux.
- E vous.

Candidates who selected the correct response D *eux* (them) were able to contextualise the use of this tonic pronoun by relating the subject and the pronoun. In contrast, those who opted for distractors A *elle* (her), B *lui* (him), C *toi* (you) and E *vous* (you) had insufficient knowledge on the use of tonic pronouns. They did not recognize that these tonic pronouns depended on gender and number of the subject they are referring to.

In item (v), the candidates were required to choose the correct Possessive Adjective. The question tested the candidates' knowledge on the use of possessive adjectives.

(v) Tous les élèves de quatrième année ont félicité _____ professeur de français.

- A son
- B ton
- C leur
- D sa
- E ta

The candidates who opted for letter C *leur* (their) as the correct response had sufficient knowledge on the use of possessive adjectives. They knew that *leur* was a third person plural adjective which is used to indicate that the possessor is the third person plural subject.

The choice of distractors A *son* (his/her) and B *ton* (your) was incorrect because *son* is used to indicate possession of the third person masculine noun or pronoun and *ton* is used to indicate possession of the second person

masculine noun or pronoun. Also, candidates who opted for distractors D *sa* (his/her) and E *ta* (your) did not understand that *sa* is used to indicate possession of the third person singular feminine noun or pronoun and *ta* is used to indicate possession of the second person singular noun or pronoun.

In item (vi), the candidates were required to identify the correct adjective of colour. The question tested the candidates' ability to use adjectives of quality.

- (vi) **Ma sœur, Aminata, a des cheveux _____**
- A blanches.**
 - B noir.**
 - C blonds.**
 - D blondes.**
 - E blanc.**

The candidates who selected letter C *blonds* (blond) as the correct response had adequate knowledge on adjectives. They knew that the masculine plural noun *cheveux* (hairs) agrees in gender and number with the adjective *blonds*.

The candidates who selected the distractor A *blanches* (white) failed to understand that this adjective is used to qualify feminine plural nouns as in *des voitures blanches* (white cars). Distractor B *noir* (black) was an incorrect answer because it is used to qualify a masculine singular noun as in *un stylo noir* (a black pen). Furthermore, distractor D *blondes* and E *blanc* were incorrect adjectives because *blondes* was a feminine plural adjective and *blanc* was a masculine singular adjective. The choice of the incorrect responses indicates that these candidates had a poor command of the French Language, specifically on aspect of the adjectives.

In item (vii), the candidates were required to choose the correct Preposition. The question tested the candidates' ability to use the correct preposition.

- (vii) **Nos étudiants mangent du riz deux fois _____ une semaine.**
- A pour**
 - B en**
 - C par**
 - D à**
 - E au**

The candidates who selected letter C *par* (per and by) were knowledgeable about the use of prepositions. They knew that this preposition is used to

indicate how often something is done. It can also mean the reason behind an event, the direction something moves, or the amount of something per some unit of measurement. Distractor A *pour* (in order to/for) was an incorrect response because its meaning could distort the sense of the sentence. Additionally, the choice of distractor B *en* (in, to, by or made of) was wrong because this preposition is used to show direction or materials something is made of. Distractors D *à* (to, at or in) and E *dans* (in) were incorrect responses because preposition *à* is used to show destination, location, distance and point in time whereas preposition *dans* is used to show location as in *Je suis dans la classe* (I am in the class).

In item (viii), the candidates were required to identify the correct Preposition. The question tested the candidates' ability to use temporal expressions.

- (viii) Je crois que _____ les vacances mon père m'achètera un cadeau.
- A pendant
 - B chaque
 - C depuis
 - D car
 - E dans

The analysis of the candidates' responses indicates that those who opted for A pendant as the correct response had sufficient knowledge on the use of adverbs. These candidates knew that the preposition pendant indicates the time of an event. Distractors B *chaque* (every) indicate something or someone in a group and C *depuis* (since) indicates the actual time of an event. For example, *ils se sont mariés depuis le 27 octobre* (they married each other since 27th October). Furthermore, option C *car* was an incorrect response because it shows a reason for something to happen. Distractor E *dans* was an incorrect response because it is used to indicate place(s). The candidates who selected these distractors had insufficient knowledge on the use of prepositions.

In item (ix), the candidates were required to choose the correct prepositions. The question tested the candidates' knowledge on the use of adjectives.

- (ix) Jusqu'à ce matin, j'ai lu _____ livre.
- A pendant
 - B chaque
 - C depuis
 - D car
 - E dans

The candidates who selected the correct response B *chaque* were knowledgeable about the use of adjectives that is why they knew that *chaque* was the correct answer because it is used to indicate someone or something in a group. Option A *pendant* was incorrect because it is used to indicate the time of an event. For example, *pendant la réunion* (during the meeting). Distractor C *depuis* was incorrect as it indicates the actual time of an event. For example, *depuis la naissance de mon fils* (since my son was born). Lastly, distractor D *car* and E *dans* were not correct as the French Language principles do not allow the use of such prepositions in such context, *dans* is usually followed by a determiner like articles and possessive adjectives. For example, *je suis dans la classe* (I am in the class). On the other hand, *car* depends on the sense of the sentence; it can be followed by a determiner and noun or pronoun. For example, *Il n'est pas venu car il est malade* (He didn't come because he's sick).

Lastly, in item (x), the candidates were required the candidates to fill the blank space with the correct preposition. The question tested the candidates' ability to use of prepositions.

- (x) Mes camarades veulent rendre visite _____ le dentiste populaire.
- A à
 - B au
 - C chez
 - D sur
 - E pour

Candidates who opted for the correct response C *chez* (to) had sufficient knowledge on the topic of prepositions. They knew that the preposition *chez* indicates direction towards someone. Those who chose the preposition *à* (to, at and in) did not understand that it is used to show destination, location, distance and point in time. For example, (direction), *Les enfants vont à Songea* (The children are going to Songea). Distractor B *au* (to) was incorrect in the context

of this item as it denotes the direction to a masculine place. For example, *je vais au bureau* (I am going to the office). The selection of distractors D *sur* (on) and E *pour* was incorrect as *sur* denotes that something is placed on another thing whereas *pour* is either used to express the cause or destination. For example, *un livre pour enfants* (a book for children). These incorrect responses indicate that the candidates lacked knowledge of prepositions in French Language.

2.1.2 Question 2: Matching Items (Grammar)

The question had two columns with List A and List B. In list A, there were short expressions of various activities while in List B there were names of professions corresponding to the activities given. The candidates were required to match the descriptions or explanation of activities in list A with their corresponding professions in list B. The question is intended to test the candidates' ability to use expressions pertaining to professions. The question was as follows :

2. Associez les phrases de la **liste A** contre les mots de la **liste B** en écrivant une lettre de la réponse correcte dans votre livret ”.

Liste A	Liste B
<i>Enseigne aux élèves en classe comment lire et écrire.</i>	<i>Médecin</i>
<i>Soigne les maladies à l'hôpital.</i>	<i>Professeur</i>
<i>Conduit des voitures.</i>	<i>Chauffeur</i>
<i>Cultive aux champs.</i>	<i>Bibliothèque</i>
<i>Construit une maison.</i>	<i>Commerçant</i>
	<i>Paysan</i>
	<i>Maçon</i>

This question was attempted by 100 per cent of the candidates, out of whom 5.5 per cent scored from 0 to 1.0 mark indicating weak performance; 49.2 per cent scored from 2.0 to 3.0 marks indicating average performance and 45.3 per cent scored from 4.0 to 5.0 marks indicating good performance. The general

performance of the candidates in this question was good, since 94.5 per cent of the candidates scored from 2.0 to 5.0 marks. Figure 2 shows the candidates' performance in this question.

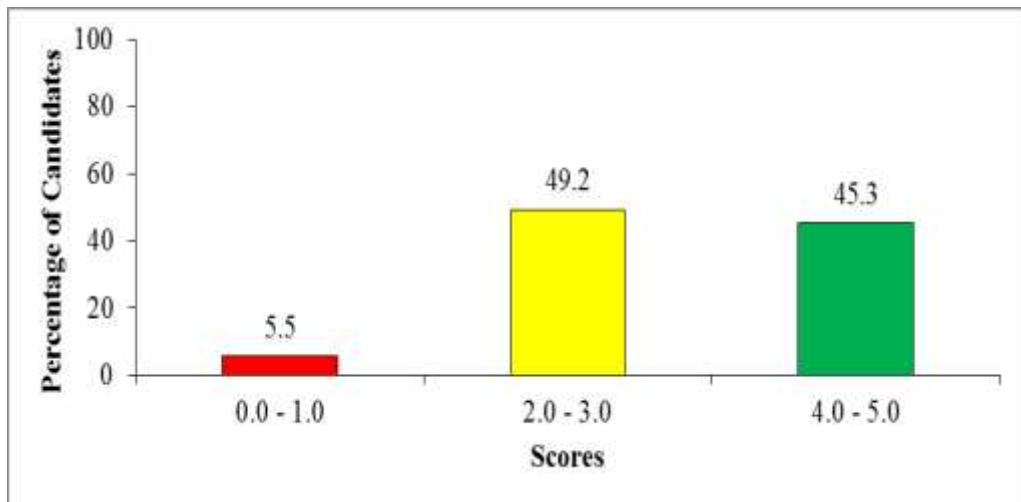


Figure 2: Percentages of the Candidates' Performance in Question 2

The analysis indicates that 49.2 per cent of the candidates had an average performance in this question. These candidates were able to match 2 to 3 items out of the 5 given. For example, one candidate provided the following responses; (i) B, (iii) C, (iv) which were correct whereas (ii) G and (v) E were incorrect. Such responses indicate that these candidates had partial knowledge on the names of professions and their descriptions.

Further analysis shows that 5.5 per cent of the candidates had weak performance in this question. The candidates who scored 0 mark were unable to match the descriptions of professions in List A with their respective names given in List B. Additionally, there were candidates who scored 1 mark. These candidates managed to match correctly only one item out of the five given. For example, one of the candidates gave the following answers; (iii) Someone who drives a car, was matched with letter C *chauffeur* (driver) which was correct whereas (i) Someone who teaches students in the class on how to read and write, was incorrectly matched with letter A *Médecin* (doctor), (ii) someone who treats sick people at the hospital, was wrongly matched with letter F *paysan* (peasant) (iv) someone who cultivate farms, was wrongly matched with letter B *professeur* (teacher) and (v) someone who construct a house was incorrectly matched with letter D *bibliothèque* (library). The candidates who

opted for incorrect responses had insufficient knowledge on the names of professions in the French Language.

In contrast, 45.3 per cent of the candidates had good performance in this question. These candidates were able to match correctly all the descriptions of professions in List A with their corresponding names in List B. For example, in item (i), the candidates managed to match *Enseigne aux élèves en classe comment lire et écrire* (someone who teaches students how to write and read) with the correct response B *professeur* (teacher).

In item (ii), the candidates managed to match *Soigne les maladies à l'hôpital* (someone who treats sick people at the hospital) with the correct response A *médecin* (doctor). This was because they knew that a doctor works at the hospital. Likewise, in item (iii), the candidates were given *Conduit des voitures* (someone who drives cars). The candidates managed to match it with the correct response C *chauffeur* (driver).

In item (iv), the candidates were given *Cultive aux champs* (someone who cultivates in the farm). They managed to match it correctly with letter F *Paysan* (peasant). They gave the correct response because they understood that peasants deal with farm issues. Lastly, in item (v), the candidates were given *Construit une maison* (someone who constructs a house). These candidates managed to match it with the correct response G *Maçon* (builder). Candidates who selected correct responses were knowledgeable about the names of professions in the French Language.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Short Answer Questions (Comprehension)

In this question, candidates were given a short comprehension text to read and respond to the given questions. The question tested the candidates' ability to comprehend written information from a text. The following was a passage proposed to candidates to read and answer the questions;

3. Lisez le texte suivant et répondez aux questions.

L'UNICEF (Fonds d'urgence des Nations Unies pour l'enfance) est une organisation de L'ONU (Organisation des Nations Unies). Elle est chargée de défendre les droits des enfants, de répondre à leurs besoins et d'améliorer leur vie.

L'enfant a plusieurs droits. D'abord, ses parents sont obligés de bien s'occuper de lui (maison, nourriture, vêtements, éducation). Ils doivent aussi le protéger. En même temps, l'enfant doit être protégé contre l'exploitation. Il ne peut pas travailler avant un âge fixé par son pays. Il ne doit pas être exploité sexuellement, et la vente des enfants est interdite. Aussi, l'enfant a le droit à la santé et à l'éducation. L'éducation doit aider les enfants à devenir des grandes personnes, à mieux connaître leur culture et à bien comprendre la société.

En tant qu'organisme de L'ONU, L'UNICEF doit faire face aux problèmes qui concernent les droits à la santé et à l'éducation. Par exemple, Il y a encore trop de maladies graves en Afrique et dans le monde. Elles empêchent souvent les pays les moins riches de se développer mieux.

Mais on peut combattre les maladies et rechercher une bonne santé pour tout le monde: on doit vacciner les jeunes enfants, trouver des traitements moins chers contre le sida et les autres grandes maladies. Des médicaments moins chers existent déjà: ce sont les remèdes traditionnels.

Pour combattre les diarrhées, il faut les soigner très vite. La réhydratation est souvent suffisante, mais parfois il faut prendre des médicaments (des antibiotiques). En ce qui concerne le paludisme, il faut d'abord se protéger contre les moustiques, et prendre des médicaments. Des médecins en Gambie, au Kenya et en Chine sont en train de chercher un vaccin. Enfin, pour combattre la rougeole, il faut vacciner tous les petits enfants, c'est la meilleure protection.

Questions

- (a) Proposez un titre convenable à ce texte (six mots au maximum.)
- (b) Selon le texte, pourquoi est-il nécessaire de lutter contre les graves maladies en Afrique ?
- (c) Selon le texte, comment peut-on améliorer la santé des enfants?
- (d) En se référant au texte, expliquez en bref comment les enfants sont exploités.
- (e) Proposez deux messages que nous pouvons obtenir de ce texte?

This question was attempted by 100 per cent of the candidates, out of whom 42.2 per cent scored from 0 to 2.5 marks indicating weak performance; 46.9 per cent scored from 3.0 to 6.0 marks indicating average performance and 10.9 per cent scored from 6.5 to 10 marks indicating good performance. The general performance of the candidates in this question was average, since 57.8 per cent of candidates scored from 3.0 to 10 marks. Figure 3 shows the candidates' performance in this question.

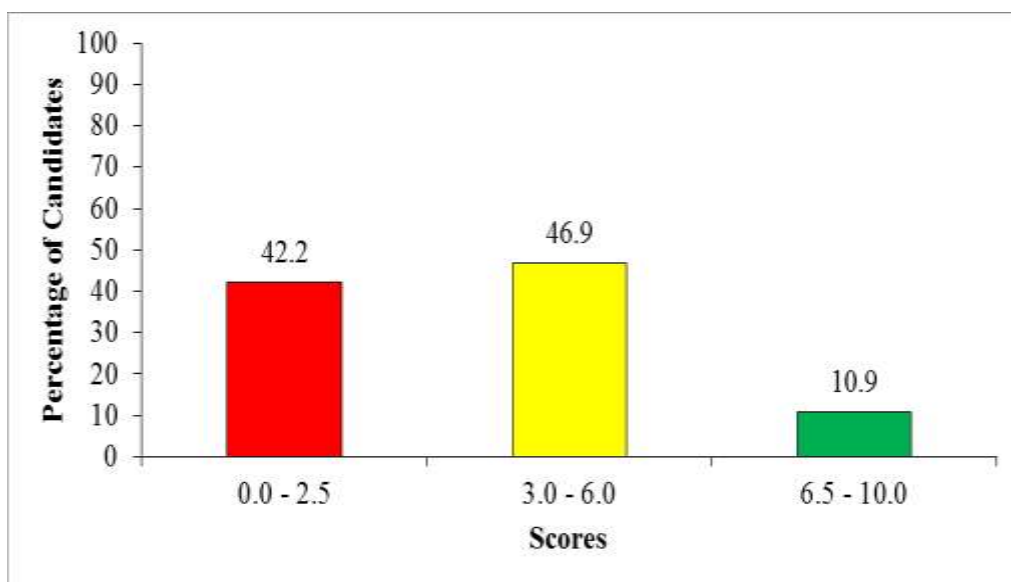


Figure 3: Percentages of the Candidates' Performance in Question 3

The analysis shows that 42.2 per cent of the candidates had weak performance in this question. 7.21 percent of the candidates who scored 0 mark, provided incorrect responses to all comprehension items due to insufficient comprehension skills. For example, one candidate provided irrelevant answers by writing the following;

In item (a), candidates were required to write the title/heading of the passage but the candidate wrote: *Enfants* instead of *Les droits des enfants* or *L'ONU et les droits des enfants*.

In item (b), the candidates were required to give the explanations on why it is necessary to fight against dangerous diseases in Africa?. The candidate wrote: *Parce que les graves maladies* instead of *Il est nécessaire de lutter contre les graves maladies en Afrique parce que les maladies sont les sources/causes de pauvreté/ elle empêche souvent les pays les moins riches de se développer*

In item (c), the candidates were required to give their opinions according to the passage on how to improve children's health. Some candidates wrote: *Défendre les enfants* (to defend children), but they did not say how to defend the children instead of *il faut vacciner tous les jeunes enfants/il faut les protéger contre les moustiques et prendre les médicaments/il faut développer les bons remèdes traditionnels*.

Additionally, in item (d), the candidates were required to explain briefly by referring to the passage showing how children are exploited. In responding to this item, one candidate wrote; *les droits des enfants* (children's rights) instead of *les enfants sont exploités en travaillant avant un âge fixé par leurs pays/ils sont exploités sexuellement/ils sont vendus*

In item (e), the candidates were required to suggest two messages that can be obtained from the passage. Some candidates wrote; *enfants L'ONU* while others wrote *enfants maladies* instead of *les parents doivent éduquer leurs enfants/les parents doivent vivre avec leurs enfants/il faut protéger les enfants contre les moustiques et prendre des médicaments*. These responses show that these candidates had inadequate comprehension skills. Extract 3.1 is a sample of incorrect responses.

3.	a. <u>DES NATIONS UNIES POUR L'ENFANCE.</u>
b.	Pana qui, elle empêche souvent les pays les moins riches de se développer mieux.
c.	Elle est chargée de défendre les droits des enfants, de répondre à leurs besoins et d'améliorer leur vie.
d.	L'enfant a plusieurs droits, d'abord ses parents sont obligés de bien s'occuper de lui (nourriture, vêtements, éducation). Il doit aussi le protéger.
e.	Maintenir les unies pour l'enfance en des Nations.

Extract 3.1: A Sample of Incorrect Responses to Question 3

Extract 3.1 indicates the responses from a candidate who provided irrelevant short answers due to insufficient comprehension skills.

Further analysis of the candidates' responses indicates that 46.9 per cent of the candidates with average performance were able to provide three correct responses. For example, one candidate provided three correct responses to items (a) *LES DROITS DES ENFANTS* (c) *Il faut vacciner tous les jeunes*

enfants (e) *Les enfants doivent vivre avec leurs parents*. This indicates that the candidates had partial understanding of the comprehension text.

In contrast, 10.9 per cent of the candidates with good performance scored from 6.5 to 10 marks. These candidates answered correctly 4 items out of the 5 given because they had sufficient comprehension skills. For example, one candidate had correct answers in the following four items; “(a) *LES DROITS DES ENFANTS* (b) *Il est nécessaire de lutter contre les graves maladies en Afrique parce que les maladies sont les sources/causes de pauvreté/ elle empêche souvent les pays les moins riches de se développer* (c) *il faut vacciner tous les jeunes enfants* (e) *Selon moi, les deux message sont* (i) *il faut protéger les enfants contre les moustiques et prendre des médicaments* (ii) *les parents doivent vivre avec leurs enfants*” whereas in (d) the candidates wrote *les droits des enfants sont protégés* which was a wrong answer. These responses indicate that, candidates had good comprehension skills although there were few grammatical errors in their responses. Extract 3.2 is a sample of correct responses.

03.	(a) Un titre convenable d' ce texte est LES DROITS DES ENFANTS	
	(b) Selon le texte, il est nécessaire de lutter contre les graves maladies en Afrique parceque, elles empêchent souvent les pays moins riches de se développer mieux.	
	(c) On peut améliorer la santé des enfants par :- (i) Vacciner les jeunes enfants. (ii) Trouver des traitements moins chers contre Le SIDA et les autres graves maladies.	
	(d) Les enfants sont exploités par travaillent avant un âge fixé par leur pays. Aussi, ils sont exploités sexuellement. C'est selon le texte.	
	(e) Messages que nous pouvons obtenir de ce texte sont :- (i) Les parents doivent améliorer les droits des enfants et par les donne l'éducation et le protéger. (ii) Les enfants doivent vacciner contre de maladies graves pour obtenir une bonne santé.	

Extract 3.2: A Sample of Correct Responses to Question 3

Extract 3.2 are responses from a candidate who provided correct comprehension responses although there were few grammatical errors and improper use of vocabulary.

2.2.2 Question 4: Short Answers (Usage of Language)

In this question, the candidates were required to complete the dialogue between the General Director and the Secretary. The General Director was calling to Mr. David's office to ask for his assistance in the general meeting. The question tested the candidates' ability to communicate official matters by making telephone calls.

This question was attempted by 100 per cent of the candidates, out of whom 55.3 per cent scored from 0.0 to 2.5 marks which is a weak performance; 37.6 per cent scored from 3.0 to 6.0 marks indicating an average performance and 7.1 per cent scored from 6.5 to 10.0 marks which is a good performance. The general performance of the candidates in this question was average, since 44.7 of the candidates scored from 3.0 to 10.0 marks. Figure 4 shows the candidates' performance in this question.

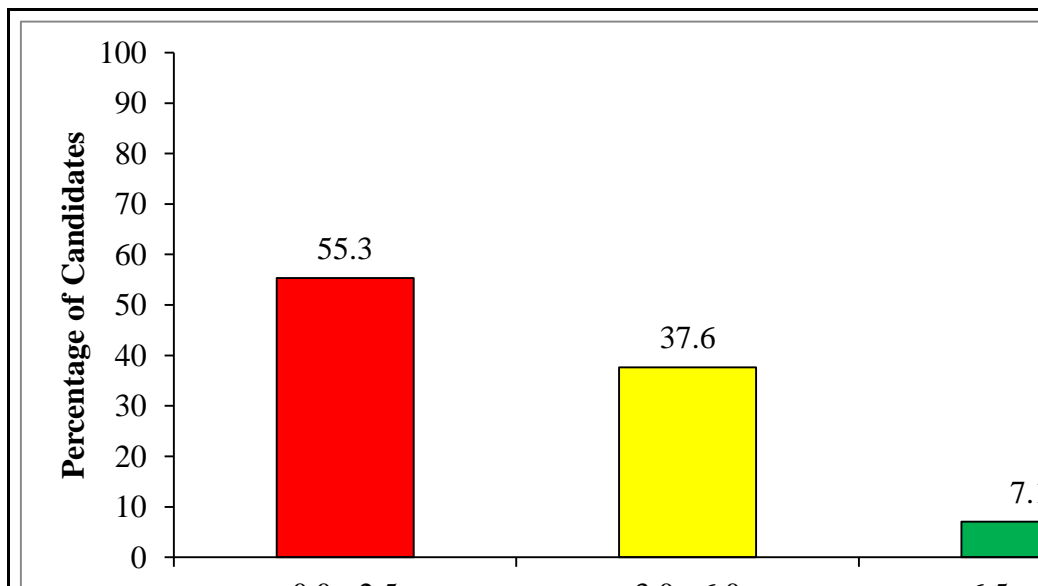


Figure 4: Percentages of the Candidates' Performance in Question 4

The analysis of the candidate's responses shows that, 7.1 per cent of the candidates scored high marks in this question. These candidates had sufficient

knowledge and good mastery of the French Language vocabulary which helped them to create correct sentences. The candidates were able to provide responses to make the conversation meaningful relating to the context of the dialogue. For example, the candidate managed to write the correct response to the first blank space as *Allô, bonjour, c'est le directeur, je voudrais parler à David S'il vous plaît* (Hello, good morning, the director is speaking, I would like to talk to David).

The following were the responses provided by the candidates who responded correctly to this question: *Bonjour, je veux parler avec Davis?* (Good morning, I want to speak to David please), *Excusez-moi madame, est-ce qu'il y a David?* (Excuse me madam is David there?), *Bonjour madame, ou est David?* (Good morning madam, where is David?) and *Bonjour David est là?* (Good morning, is David there?).

In the second blank space, the candidates wrote such correct responses as *je voudrais lui demander d'assister à la réunion générale* (I would like to ask him to attend the general meeting). Other responses provided by the candidates who responded correctly were: *J'ai téléphoné pour lui demander d'assister à la reunion générale* (I telephoned to tell him to attend the general meeting) while others wrote *Oh, Merci, mais je veux lui demander d'assister à la réunion générale* (Oh thanks, but I want to ask him to attend in the general meeting).

In the third blank space, the candidates were required to tell the time at which the meeting would take place. The correct response was *à 16h30 après le travail* (at 4:30 pm after work). The following were the sample of responses provided by the candidates who responded correctly to this question; *à dix heures le soir* (at 5:00pm in the evening), *la réunion aura lieu à deux heures de l'après-midi* (the meeting will be at 2:00 pm in the afternoon) and *À dix heures du matin* (at 10:00 in the morning).

In the fourth blank space, the candidates were required to respond to the question from the secretary which demanded the director to tell if he had any other message to be given to David. The correct response was *Non, c'est tout* (No, it is only that). The following were samples of responses from the candidates who responded correctly *Non, mais je vous demander de lui donner ce message* (No, but I beg you to give him this message), *Non, seulement ça, cette information est nécessaire* (No, only that, the message is important) and

Non je ne voudrais pas passer un autre message (No, I would not like to give another message).

In the fifth blank space, the candidates were required to provide a response expressing appreciation for the service. The correct response was *Merci beaucoup* (Thank you very much). These candidates provided several correct responses, some of their responses were *Merci beaucoup est au revoir* (Thank you, goodbye), *Merci beaucoup toutes les meilleur* (Thank you so much, I wish you all the best) and *Merci, au revoir* (Thank you, goodbye). These responses show that the candidates had good mastery of the French Language. Extract 4.1 is a sample of correct responses to question 4.

04.	Directeur: <u>Allô! Bonjour monsieur David.</u>	
	Secrétaire: <u>Je suis désolé monsieur, David n'est pas là.</u>	
	Directeur: ^{oh!} <u>J'ai voulu pour lui demander d'assister</u> <u>à la réunion générale a demain.</u>	
	Secrétaire: <u>Monsieur, à quelle heure aura lieu la réunion?</u>	
	Directeur: <u>Elle sera à 8:00 au matin.</u> monsieur secret	
	Secrétaire: <u>Voudriez-vous laisser un autre message?</u>	
	Directeur: <u>Oui. Je vous te prie lui dire</u> <u>d'arriver à l'heure.</u>	
	Secrétaire: <u>Oui monsieur, je lui donnerai votre message.</u>	
	Directeur: <u>Merci. Bon travail.</u>	

Extract 4.1: A Sample of Correct Responses to Question 4

Extract 4.1 is a sample response from a candidate who wrote a good dialogue with appropriate use of vocabulary despite a few grammatical errors.

However, there were (37.6) candidates who scored average marks in this question. The candidates' responses analysis in this question indicates that

these candidates had partial understanding of the topic and lacked appropriate vocabulary relating to the context of the dialogue. This made them to score average marks because they were able to respond correctly from 2 to 3 items. The analysis shows that most of the candidates who scored average marks responded correctly to the first, third and the fifth questions. In the first blank space, the candidates were required to greet and say to whom they want to talk to. In the third response the candidates were required to tell the time at which the meeting would take place. In the fifth blank space the candidates were required to give the word of thanks and goodbye. These expressions seem to be familiar to the candidates since they are commonly used in daily conversation.

Further analysis indicates that 55.3 per cent of the candidates had weak performance in this question. The analysis indicates that these candidates had insufficient knowledge of the topic, poor command of the French Language and lacked appropriate vocabulary and expressions relating to the context of the dialogue. The following are sample of the incorrect responses provided by the candidates to this question.

In the first blank space, some of the candidates wrote *comment tu t'appelles? ça va bien merci* and *je sui David n'est pas là*. In the second blank space, some of the candidates wrote *ça va bien*, *Je suis à Mwanza monsieur*, *David n'est pas là* and *mon monsieur*. In the third blank space some of the candidates wrote such incorrect responses as *Il est heure*, *monsieur a heure il est huit juste* and *heure aura lieu la réunion août 2002*. In the fourth blank space, some candidates wrote incorrect responses such as *Monsieur votre message*, *un autre message David pour lui demander d'assister à la reunion* and *Oh monsieur donner un message*. In the fifth blank space some candidates wrote incorrect responses such as *oui secretaire*, *donner le message* and *orevoir*. This shows that these candidates guessing the answers.

The analysis shows that these candidates lacked enough vocabulary as a result some of the candidates were just repeating some phrases which were in the dialogue and other candidates provided incorrect sentences which were grammatically incorrect. Apart from that, there were candidates who provided the incorrect response by picking some sentences from the dialogue. Extract 4.2 is a sample of incorrect responses to this question.

4	Directeur; Est là David ?	
	Secrétaire; Je suis désolé monsieur, David n'est pas là.	
	Directeur; Ou de M. David ?	
	Secrétaire; Monsieur; à quelle heure aura lieu la réunion ?	
	Directeur; Quel est que je passe ?	
	Secrétaire; Voudriez-vous laisser un autre message ?	
	Directeur; Tu donnerai mon message.	
	Secrétaire; Oui monsieur, je il lui donnerai votre message.	
	Directeur; Merci !	

Extract 4.2: A Sample of Incorrect Responses to Question 4

Extract 4.2 is a response from the candidate who wrote incorrect responses by writing ungrammatical sentences. Additionally, the candidate used words which had no relation with the dialogue.

2.2.3 Question 5: Jumbled Sentences

In this question, the candidates were given five jumbled sentences and were required to write them chronologically by writing number 1- 5 against each statement in order to get a meaningful and logical dialogue. The question tested the candidates' ability to create a conversation in French Language. The following were the jumbled sentences given to candidates.

5.	Mettez en ordre les phrases (a - e) du dialogue entre le médecin et le malade pour former un dialogue cohérent en écrivant le numéro 1 - 5 dans votre livret.
(a)	N'inquiétez pas. Je vous donne des comprimés pour le foie.
(b)	Non, docteur, je n'ai pas de fièvre. J'ai mal partout !
(c)	Bonjour Madame. Est-ce que vous avez de la fièvre ?
(d)	Vous êtes fatiguée, vous travaillez trop. Où avez-vous mal exactement ?
(e)	J'ai mal à la tête, j'ai envie de dormir, j'ai mal au ventre.

This question was attempted by 100 per cent of the candidates, out of whom 13.2 scored from 0.0 to 2.5 marks which is a weak performance; 52.0 scored from 3.0 to 6.0 marks which is an average performance and 34.8 per cent scored from 6.5 to 10.0 marks which is a good performance. The general

performance of the candidates in this question was good, since 86.8 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 5 shows candidates' performance in this question.

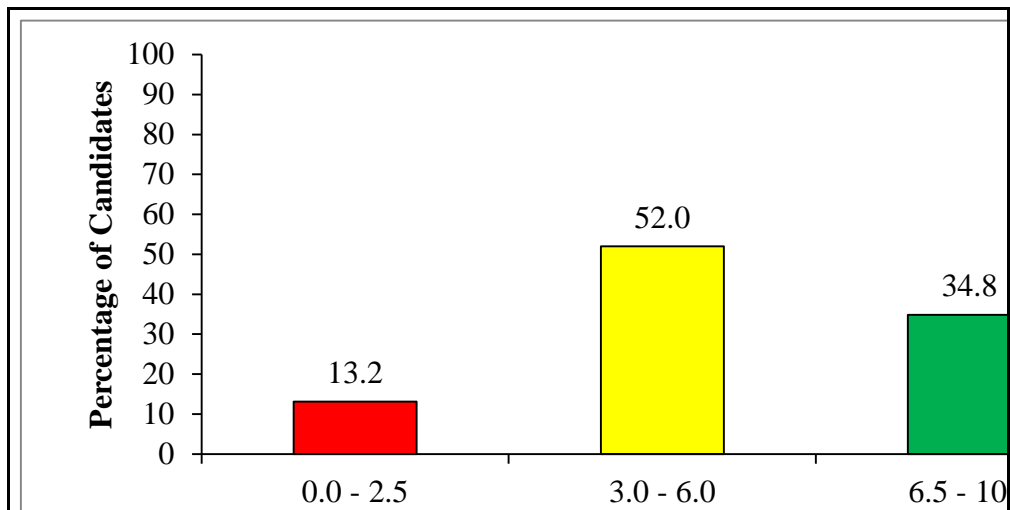


Figure 5: Percentages of the Candidates' Performance in Question 5

The candidates' responses analysis shows that 34.8 per cent of the candidates scored high marks. They understood well the meaning of the sentences due to their good command of French language in terms of vocabulary and grammar. They managed to get the message from the sentences that helped them to identify the chronological order of the sentences given. For example, they wrote the first correct sentence as letter (c), *Bonjour madame. Est-ce que vous avez de la fièvre* (Good morning madam. Do you have fever?). They understood that the word *bonjour* indicated the beginning of the dialogue.

The second sentence was letter (b), *Non, docteur je n'ai pas de fièvre, j'ai mal partout* (No doctor, I don't have fever, I feel pain everywhere). These candidates managed to link the doctor's question with the patient's answer from the first sentence which demanded if she had fever. Therefore, the correct response from the patient was to say whether she had fever or not. This indicates that these candidates understood well the meaning of the sentence.

They wrote the third sentence as letter (d) *vous êtes fatiguée, vous travaillez trop. Où avez-vous mal exactement?* (You are tired; you work too much. Where do you exactly feel pain?). They managed to write the correct sentence because they understood the logical flow of conversation.

Also, the candidates managed to write correctly the fourth sentence as letter (e) *j'ai mal à la tête et au ventre* (I am suffering from headache and stomach. These candidates knew that this sentence matched correctly with the question *Où avez-vous mal exactement?* (Where do you exactly feel pain?) because they understood well the continuity of the logical flow of information.

The fifth sentence was letter (a) *N'inquiétez pas. Je vous donne des comprimés pour le foie* (Don't worry. I give you tablets for the liver). These candidates understood that the word *N'inquiétez pas* (don't worry) meant that the dialogue reached at the end. These responses show that these candidates had enough vocabulary which helped them to understand the sentences. Extract 5.2 illustrates a sample of correct responses.

The analysis of the candidates' responses indicates that 13.2 per cent of the candidates had weak performance as they scored from 0.0 to 2.5 marks. Among them, 2.3 percent of the candidates scored 0 mark.

The candidates' responses analysis shows that the candidates who scored low marks failed to understand the meaning of the sentences due to poor command of French Language in terms of vocabulary and grammar. They failed to get the message from the sentences that could help them to identify the chronological order of the sentences given. For example, the first sentence was letter (c) *Bonjour madame. Est-ce que vous avez de la fièvre* (Good morning madam. Do you have fever?) Some of these candidates opted for letter (a) which was a wrong response as in *N'inquiétez pas. Je vous donne des comprimés pour foie* (Don't worry, I give you liver tablets) The candidates failed to realise that, the word *Bonjour* (Good morning) in the third sentence denotes the beginning of the conversation.

The second sentence was letter (b) *Non, docteur je n'ai pas de fièvre, j'ai mal partout* (No doctor, I don't have fever, I feel pain everywhere) but there were candidates who opted for incorrect response (e) *J'ai mal à la tête et au ventre* (I am suffering from head-ache and stomach pain). These candidates provided incorrect response because they failed to connect ideas. The doctor's question to the patient was so specific that he/she wanted to know if she had fever in the first sentence. Therefore, the correct response from the patient was to say whether she had fever or not. This indicates that these candidates were picking the sentences randomly.

The third sentence was letter (d) *vous êtes fatiguée, vous travaillez trop. Où vous avez-vous mal exactement?* (You are tired; you work too much. Where do you exactly feel pain?). Some of the candidates responded incorrectly by opting for letter (a) *N'inquiètes pas. Je vous donne des comprimés pour le foie* (don't worry, I give you tablets for the liver).

The fourth sentence was letter (e) *j'ai mal à la tête et au ventre* (I am suffering from headache and stomachache). There were candidates who opted for letter (b) *Non, docteur, je n'ai pas de fièvre. J'ai mal partout* (No doctor, I don't have fever, I feel pains everywhere) whereas other candidates opted for letter (d) *Vous êtes fatigué, vous travaillez trop. Où avez-vous mal exactement?* (You are tired. You work too much. Where do you exactly feel pain).

The fifth sentence was letter (a) *N'inquiétez pas. Je vous donne des comprimés pour le foie* (Don't worry. I give you tablets for the liver). There were candidates who opted for letter (c) *Bonjour madame. Est-ce que vous avez de la fièvre?* (Good morning Madam. Do you have fever?). The candidates who opted for this response did not identify the word *Bonjour* (Good morning) denoted the first sentence in the dialogue. These responses show that these candidates had poor command of the French Language.

However, the analysis shows that 52.0 per cent of the candidates scored averagely in this question. These candidates failed to rearrange correctly most of the given sentences instead they managed to rearrange correctly 2 to 3 sentences as a result they got average marks. The analysis shows that most of these candidates managed to rearrange correctly the sentences in item (a), (c) and (d) whereas in item (a), they managed to write *N'inquiétez pas. Je vous donne des comprimés pour le foie* (Don't worry. I give you tablets for the liver) they understood that it is a concluding sentence, so it was supposed to be the fifth sentence.

In item (c), the candidates wrote the sentence *Bonjour madame. Est-ce que vous avez de la fièvre?* (Good morning Madam. Do you have fever?). These candidates knew that it was the introductory sentence. In item (d), they provided such an answer as *Vous êtes fatigué, vous travaillez trop. Où avez-vous mal exactement?* (You are tired. You are working too much. Where do you exactly feel pain?). These candidates with average performance understood few sentences and rearranged them correctly. Most of these candidates failed to

rearrange the sentence in item (b) and (e). This indicates that they lacked some skills on the topic and they ended up scoring average marks.

5.		1	2	3	4	5
		C	B	D	E	A

Extract 5.2: A Sample of a Candidate's Correct Responses to Question 5

Extract 5.2 indicates the responses from the candidate who re-arranged correctly all the jumbled sentences in order to form a meaningful and logical dialogue.

2.2.4 Question 6: Language Use (Vocabulary)

In this question, the candidates were required to fill in the blank spaces in the following dialogue by choosing the correct vocabulary from the box. This question tested the candidates' knowledge on the use of French Language vocabulary.

6 Complétez ce dialogue par le mot propre ci-dessous en écrivant la réponse dans votre livret:

temps, très, marche, fais, le, pied, d'accord, argent, le bus, chez, fait, nouvelle, argent

Aminata : Tiens Njoroge ! Qu'est-ce que tu (i) _____ ?

Njoroge : Je vais (ii) _____ mon oncle.

Aminata : Tu attends (iii) _____ ?

Njoroge : En effet il ne (iv) _____ pas très vite.

Aminata : Moi, je prends (v) _____ camion de M.Kwelo.

Njoroge : Je voudrais prendre un taxi mais je n'ai pas assez d' (vi) _____.

Aminata : Le taxi est (vii) _____ cher, prends-toi le motocycle.

Njoroge : Le motocycle est aussi cher. Je vais à (viii) _____.

Même s'il me prend long (ix) _____.

Aminata : Non, attends, on voyage tous en camion de M.Kwelo. (x) _____ ?

Njoroge: Merci, Aminata.

This question was attempted by 100 per cent of the candidates, out of whom 48.1 per cent scored from 0 to 2.5 marks indicating weak performance; 38.5 per cent scored from 3.0 to 6.0 marks indicating average performance and 13.4 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was average, since 51.9 per cent of candidates scored from 3.0 to 10.0 marks. Figure 6 shows the candidates' performance in this question.

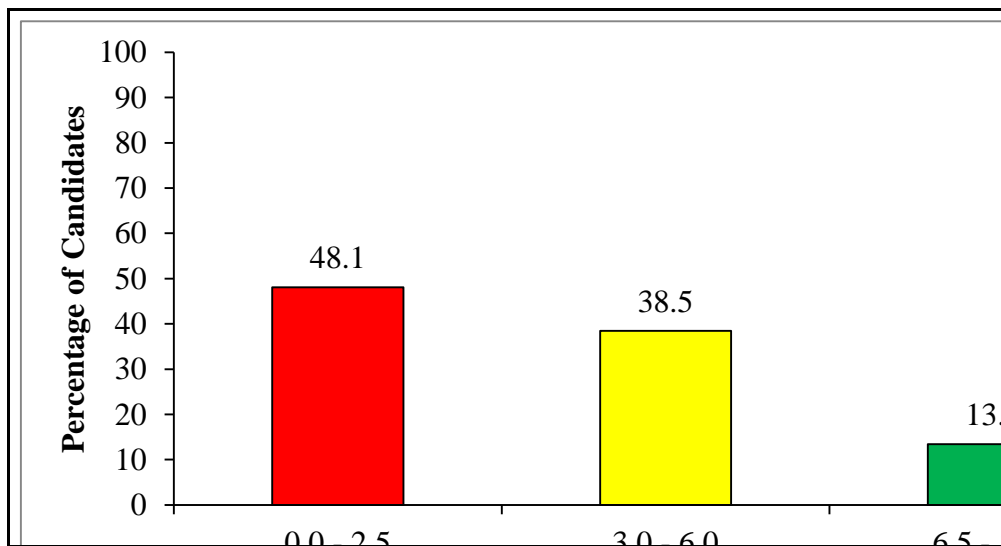


Figure 6: Percentages of the Candidates' Performance in Question 6

The analysis of the candidates' responses indicates that, 48.1 per cent of the candidates had weak performance as they failed to select the correct vocabulary given in the box in order to fill in the blank spaces so as to create a meaningful conversation between Aminata and Njoroge. For example, one candidate wrote the following incorrect answers; (i) *fait* instead of *fais*. These candidates did not know that the preceding pronoun *tu* required the verb in the second person singular. In item (ii) the candidate wrote the incorrect verb *marche* instead of preposition *chez* which is used to indicate direction. This candidate lacked the vocabulary to indicate direction.

In item (iii), the candidate wrote *d'accord* instead of *le bus* because he/she did not understand the meaning of the phrase *tu attend* (you are waiting), this would require the following word to be *le bus* according to the logic of the sentence. In item (iv), the candidate wrote *fais* instead of *fait*. These candidates did not know that the preceding pronoun *il* required the verb to be in the third

person singular. Likewise, the candidate wrote *très* instead of *le* due to poor command of French Language in item (v).

In item (vi), the candidate wrote *nouvelle* instead of *argent* because he/she did not understand that the adverb *assez d'* required the following noun to start with a vowel. The candidate wrote *marche* instead of *très* in item (vii) due to insufficient vocabulary. In item (viii), the candidate wrote *temps* instead of *pied* because he/she did not know that the expression *à pied* means walking on foot and that this expression was preceded by the sentence *je vais* (I am going).

The candidate wrote *chez* instead of *temps* in item (ix) and *argent* in item (x) instead of *d'accord* because of poor command in the French Language. Such incorrect responses reveal that the candidates had insufficient vocabulary in the French Language. Extract 6.1 illustrates incorrect responses to question 6.

6.	i) Nouvelle	fais	
	ii) chez		
	iii) Très		
	iv) Fait		
	v) Marche		
	vi) argent		
	vii) d'accord		
	viii) Le pied		
	ix) le bus		
	x) Temps		

Extract 6.1: A Sample of Incorrect Response to Question 6

Extract 6.1 is the response from a candidate who selected the incorrect vocabulary hence generating an illogical and a meaningless dialogue.

Further analysis indicates that 38.5 per cent of the candidates with average performance were able to fill in 3 to 6 blank spaces. For example, one candidate provided 5 correct answers in items (i) *fais* (ii) *chez* (iv) *marche* (viii) *pied* and (ix) *temps* but wrote incorrect responses in items: (iii) *très* instead of *le bus* (v) *d'accord* instead of *le*, (vi) *temps* instead of *argent*, (vii) *le bus* instead of *très* and (x) *fait* instead of *d'accord*. This indicates that the candidates had partial knowledge on French Language vocabulary.

On the other hand, the analysis of candidates' responses shows that 13.4 per cent of the candidates with good performance were able to fill in the blank spaces with correct vocabulary, because they had good command of the French Language that enabled them to understand a dialogue between Aminata and Njoroge. For example, these candidates knew that the verb *fais* was the correct answer for the blank space (i) due to the presence of the preceding pronoun *tu*. In the blank space (ii), they selected the correct preposition *chez* because they knew that it is used to indicate direction.

Additionally, these candidates selected the word *le bus* for the blank space (iii), because the word was preceded by the phrase *tu attends* (you are waiting for). In item (iv), they chose the word *marche* because they knew that the presence of the phrase *très vite* would require the verb *marche* in order to complete its meaning. These candidates also chose the word *le* for item (v), because they were conversant with the use of definite articles.

Furthermore, the candidates selected the word *argent* for item (vi), they knew that the adverb *assez d'* required the following noun to start with a vowel. This adverb was the only word which started with a vowel in the list, so it acted as a clue to candidates. The word *très* was correct in item (vii) because the candidates were knowledgeable about the use of adverbs. In item (viii), the word *marche* which means to walk attracted these candidates to select the correct word *pied*.

Also, the candidates chose the word *temps* for item (ix) because they recognized the context of conversation from the preceding sentence *Même s'il me prend long.....* Finally, candidates selected the word *d'accord* for item (x) because they knew that this word means to agree and the conversation reached the end. Such good responses indicate that these candidates had sufficient vocabulary in the French Language. Extract 6.2 is a sample of correct responses to question 6.

6.	i/ fais	
	ii/ chez	
	iii/ le bus	
	iv/ marche	
	v/ le	
	vi/ d'argent	
	vii/ très	
	viii/ pied	
	ix/ temps	
	x/ d'argent	

Extract 6.2: A Sample of Correct Response to Question 6

Extract 6.2 indicates the responses from the candidate who selected the correct vocabulary in order to fill in the blank spaces to produce a meaningful and logical dialogue.

2.2.5 Question 7: Short Answers (Simple Present Tenses)

The question required the candidates to select the infinitive verbs given in the box and fill in the blank spaces provided by changing them into simple present tense. The question tested the candidates' ability to use the simple present tense. The question was as follows;

7. La boîte ci-dessous contient plusieurs verbes. Remplissez les vides en utilisant les verbes convenables et mettez-les à la forme correcte.

faire, prendre, téléphoner, se reposer, aller, parler, apprendre, regarder, finir, adorer, aider, se coucher, pleurer

Diane a douze ans. Tous les jours, elle (i) _____ à l'école. Elle (ii) _____ l'anglais et elle (iii) _____ de la musique. L'après-midi, elle (iv) _____ son déjeuner à la cantine de son école. Pendant le soir, Diane et ses amis (v) _____ une demi-heure devant la télévision. Et puis, Diane (vi) _____ sa mère à préparer le dîner. Avant d'aller au lit, elle (vii) _____ son amie Lucie. Elle (viii) _____ tôt. Sa mère (ix) _____ les magazines de société. Son père (x) _____ toujours la télévision quand il est au salon.

This question was attempted by 100 per cent of the candidates, out of whom 80.5 per cent scored from 0 to 2.5 marks indicating weak performance; 17.8 per cent scored from 3.0 to 6.0 marks indicating average performance and 1.7 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was weak, since only 19.5 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 7 shows the candidates' performance in this question.

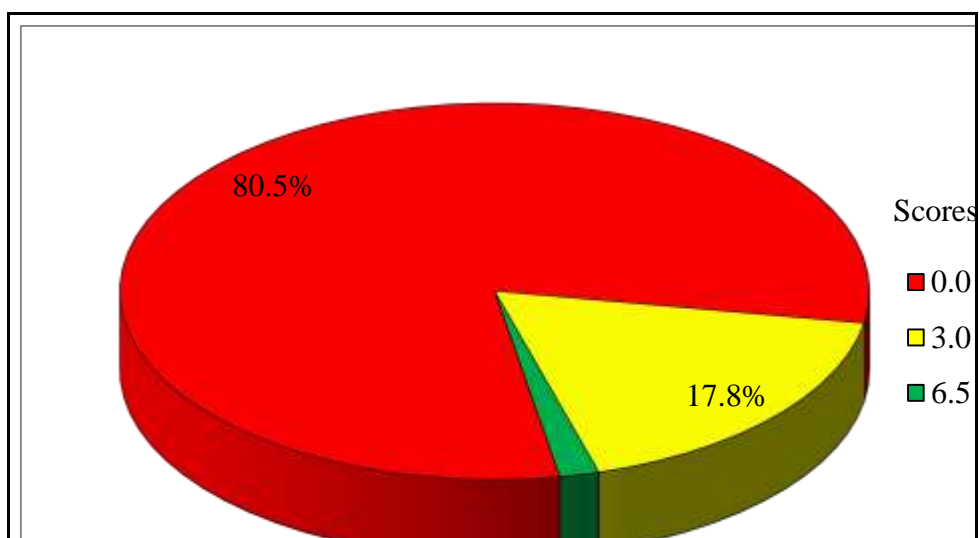


Figure 7: Percentages of the Candidates' Performance in Question 7

The analysis of the candidates' responses shows that 80.5 per cent of the candidates had weak performance. On the other hand, 65.6 per cent of the aforementioned category of candidates scored 0 mark. These candidates were unable to change the infinitive verbs given in the box into their correct form of the simple present tense. For example, some of the candidates copied the infinitive verbs from the box and wrote them as answers without changing them into present tense. For example, one candidate gave the following responses; (i) *aller* instead of *va* (ii) *apprendre* instead of *apprend* (iii) *faire* instead of *fait* (iv) *prendre* instead of *prend* (v) *aider* instead of *se repose* (vi) *regarder* instead of *aide* (vii) *pleurer* instead of *téléphone* (viii) *parler* instead of *se couche* (ix) *finir* instead of *adore* and (x) *prendre* instead of *regarde*.

Additionally, other candidates scored from 0.5 to 2.5 marks. The candidates who scored 2.0 marks were able to complete 2 items by filling in the blank spaces with correct simple present tense of the verb. For example, one candidate provided correct responses in items; (i) *va* and (iii) *fait* whereas responses in items; (ii) *téléphone* (iv) *aide* (v) *fait* (vi) *va* (vii) *se repose* (viii) *parle* (ix) *se couche* (x) *adore* were incorrect. Such responses reveal that these candidates had insufficient knowledge on this topic. Extract 7.1 is a sample of incorrect responses.

7.	Diane a douze ans. tous les jours, elle
(i)	tra a à l'école. Elle (ii) paissapale
	l'anglais et elle (iii) se repasent de la
	Moultque. l'après-midi, elle (iv) prend
	son déjeuner à la cantine de son
	école. pendant le soir, Diane et ses-
	amis (v) regardent une demi-heure
	devant la télévision, et puis, Diane
(vi)	Apprend sa mère à préparer le
	dîner. Avant d'aller au lit, elle (vii)
	arde son amie Lucie. elle (viii)
	fini tôt. sa mère (ix) se couche
	les Magazines de société. son père (x)
	regarde toujours la télévision qu-
	and il est au salon.

Extract 7.1: A Sample of Incorrect Responses to Question 8

Further analysis shows that 17.8 per cent of the candidates had average performance as they were able to fill in 3 to 6 items by changing correctly the infinitive verbs given in the box into simple present tense. For example, one candidate who scored 5 marks had the following correct responses; “(i) *va* (v) *se reposent*, (vi) *aide*, (vii) *telephone* and (viii) *se couche*” whereas responses in items; “(ii) *prend* (iii) *regarde*, (iv) *apprend* (ix) *fait* and (x) *adore*” were incorrect. These responses indicate that the candidates had partial knowledge in this topic.

On the contrary, 1.7 percent of the candidates had good performance because they managed to change 6 to 10 verbs from infinitive to simple present tense. For example, one candidate managed to provide the following correct items; “(i) *va* (ii) *apprend* (iii) *fait* (iv) *prend* (v) *se reposent* (vi) *aide* (vii) *téléphone* (viii) *se couche* (ix) *adore* and (x) *regarde*”. Such responses from the candidates imply that they had sufficient knowledge on changing infinitive verbs into simple present tense. Extract 7.2 is a sample of correct responses to question 7.

i/	va	
ii/	apprend	
iii/	fait	
iv/	prend	
v/	regardent	
vi/	aide	
vii/	telephone	
viii/	se couche	
ix/	adore	
x/	regarde	

Extract 7.2: A Sample of Correct Responses to Question 7

Extract 7.2 is the response from the candidate who was able to change all the infinitive verbs into simple present tense.

2.2.6 Question 8: Short Answers (Self Introduction)

In this question, the candidates were given ten questions on expressing themselves. The question intended to test the candidates' ability to express themselves in written form. A student was required to respond briefly to the guiding questions. The following were the given guiding questions.

8. Répondez en bref aux questions suivantes dans votre livret selon les consignes données.

- Comment est la vie scolaire ? (écrivez une phrase)
- Pourquoi tu aimes français ? (donnez une raison)
- Comment est votre école ? (écrivez une phrase)
- Vous êtes combien dans la classe de français ? (écrivez une phrase)
- Qui est votre ami(e) à l'école ? (écrivez une phrase)
- Quels autres cours étudiez-vous à l'école ? (écrivez une phrase, mentionnez-les deux)
- Quel cours est plus difficile que les autres ? (écrivez une phrase et mentionnez-le)
- Quel sport aimez-vous ? (écrivez une phrase et mentionnez-le)
- Vous aurez quel âge l'année prochaine ? (écrivez une phrase)
- Quelle école préférez-vous d'y aller pour les études des cinquième et sixième années ? (écrivez une phrase et mentionnez-la)

This question was attempted by 99.95 per cent of the candidates, out of whom 56.6 per cent scored from 0.0 to 2.5 marks indicating weak performance; 26.4 per cent scored from 3.0 to 6.0 marks indicating average performance and 17.0 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was average, since 43.4 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 8 shows the candidates' performance in this question.

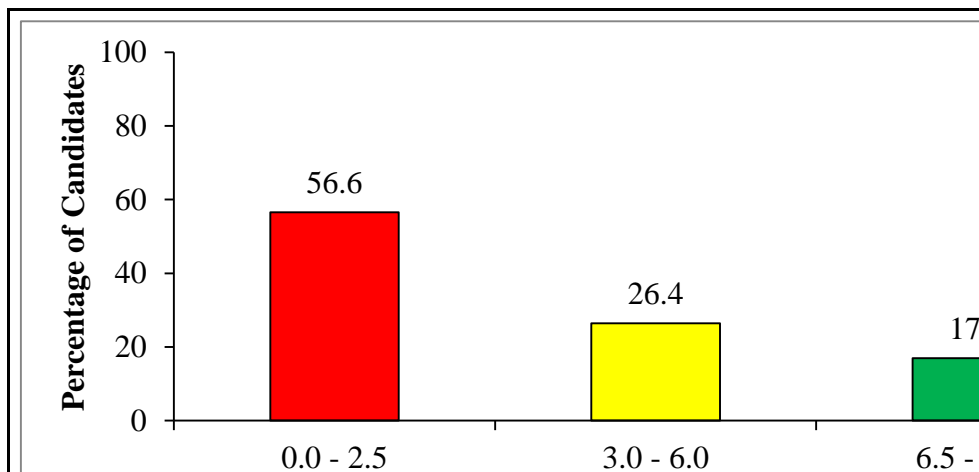


Figure 8: Percentages of the Candidates' Performance in Question 8

The analysis of the students' responses shows that there were few students who performed well in this question; these candidates had sufficient knowledge on short answer questions, good command of the French language in terms of vocabulary and grammar. Their responses were short, clear and precise. However, their answers had some few errors including improper use of punctuation marks, conjugation of verbs and grammar.

In item (a), the candidates were required to respond to the question which demanded them to tell how the school life was. The candidates with high scores managed to write the correct responses as some of them wrote *La vie scolaire est bonne* (school life is good/nice), *La vie scolaire n'est pas bon* (school life is hard) and *La vie scolaire est compliquée* (school life is complicated). The candidates were free to give their opinions regardless of whether they were right or wrong.

In item (b), the candidates were required to give one reason as to why they like French language. The candidates who scored high marks understood well the question and they managed to respond correctly to it. Some of the correct

responses provided by the candidates were; *J'aime le français parce que je veux devenir professeur de français* (I like French because I want to be a French teacher), *J'aime le français parce que je veux travailler avec les organisations internationales* (I like French because I want to work with international organisations) and *J'aime le français parce que je veux parler avec les français* (I like French because i want to speak with the French people).

In item (c), the question required the candidate to describe his/her school. In this question, the candidates managed to tell the way their schools are in terms of good or bad, new or old and attractive or unattractive. Some of the correct responses written by the candidates were *Mon école est bonne, l'environnement est attractif, mon école est vieille* (My school is good, the environment is attractive) and *Mon école est attractive, on arrose des fleurs* (My school is attractive, we are watering flowers).

In item (d), the candidates were required to tell how many they are in the class. The candidates who managed to respond correctly to this item had good knowledge of numbers. Some of the correct answers provided by these candidates were such as *Dans la classe de français nous sommes trente* (In French class, we are thirty), *Dans la classe de français je suis seul* (I am alone in French class) and *Nous sommes dix* (We are ten).

In item (e), the question required the candidates to tell who their friends at school were. The candidates who scored full mark in this item managed to provide the correct responses. They had enough vocabulary to use which enabled them to respond correctly to this question. Some of the correct response provided by the candidates were *Mon ami est Jean* (My friend is John), *Mon amie à l'école s'appelle Neema* (My friend at school is called Neema) and *À l'école j'ai un ami, il s'appelle Juma* (At school I have a friend who is called Juma).

In item (f), the question required the candidates to tell the other subjects which they study at school. The candidates who scored full mark in this item were able to provide the correct responses because they understood the requirement of the question. Some of the responses which were provided by these candidates in this item were; *À l'école j'étudie aussi l'Histoire* (At school I also study History), *la Biologie et la Géographie* (Biology and Geography), *J'étudie*

aussi l'anglais et la Bible (I also study English language and Bible) and *J'étudie la Civique et la Chimie* (I study Civics and Chemistry).

In item (g), the question required the candidates to mention the subject which seems to be more difficult than others. In this question, most of the candidates wrote Mathematics as the most difficult subject. Some of the responses provided by the candidates were; *le cours qui est plus difficile que les autre est Mathematique* (The subject which is more difficult than others is Mathematics) *L'Anglais est plus difficile que les autre cours* (English is more difficult than other subjects) and *la Geographie est plus difficile que les autre cours* (Geography is more difficult than other subjects). Thus, the candidates had varied opinions on the issues of the difficultness of the subjects.

In item (h), the candidates were required to tell in one sentence the sport which they like. The candidates who scored a full mark in this item understood well the demand of the question and they had sufficient vocabulary to use in answering this question. The following were some of the correct responses provided by the candidates; *Moi, j'aime le football* (I like football), *J'aime le volleyball* (I like volleyball) and *Je n'aime pas du sport* (I do not like sports).

In item (i), the question required the candidates to tell how old will they be after one year. The candidates who scored a full mark in this question understood the requirement of the question and had sufficient knowledge of numbers. Some of the correct responses provided by these candidates were; *L'année prochaine j'aurai seize ans* (Next year I will be sixteen years old), *L'année prochaine j'aurai dix-huit ans* (Next year I will be eighteen years old) and *J'aurai quinze ans l'année prochaine* (Next year I will be fifteen years old).

Lastly, in item (j), the question required the candidates to mention the name of school which they prefer to go for advanced level studies (form five and six). The candidates who scored a full mark in this question managed to provide the correct responses because they had enough vocabulary to express their ideas. Some of the responses provided by the candidates were; *Pour les études de cinquième et sixième année je préfère aller au Lycée de Milambo* (I prefer to go to Milambo High school for my form five and form six studies) and *Je préfère aller au Lycée de Zanaki pour les études de cinquième et sixième année* (I prefer to go to Zanaki High school for my form five and form six studies). Extract 8.1 is a sample of good responses to question 7.

08.	(a) La vie scolaire est non seulement très bonne mais aussi très intéressante.	
	(b) J'aime français parce que j'ai obtenu une connaissance pour communiquer avec cette langue internationale.	
	(c) Notre école est très grande et mixte.	
	(d) Nous sommes six élèves dans la classe de français.	
	(e) Mon ami à l'école est Kelvin Lucas.	
	(f) À l'école nous étudions autres cours tels que mathématique et chimie.	
	(g) Le cours qui est plus difficile que les autres est chimie.	
	(h) J'aime beaucoup Le football.	
	(i) L'année prochaine j'aurai dix huit ans (18).	
	(j) Je préfère aller à l'école secondaire d'Ikorodu pour les études de cinquième et sixième années.	

Extract 8.1: A Sample of Correct Responses to Question 8

Extract 8.1 is the response from the candidate who was able to answer the questions by writing the correct responses.

On the other hand, there were candidates (26.4%) who scored average marks in this question. These candidates had partial understanding of the question. They managed to score correctly 3 to 6 items in this question. Their scores differed due to the fact that each candidate had his/her questions for which he/she managed to provide correct responses. Some candidates managed to provide the correct responses in items (i), (ii), (v), (vi) and (viii) but failed to provide correct responses in the rest of the items.

Furthermore, the candidates' responses analysis shows that, 56.6 per cent of the candidates had weak performance whereby 766 (31.4%) out of these scored a 0 mark. These candidates had insufficient knowledge on short answer questions, poor command of the French language in terms of vocabulary and grammar.

Their responses were unclear with wrong structure of sentences. Their answers had a lot of errors including improper use of punctuation marks, conjugation of verbs and some grammatical errors. Some of the candidates provided the following responses;

In item (a), the candidates with low scores wrote the incorrect responses as some of them wrote such answers as *La vie école bien* which was incorrect in terms of structure and semantics. Other candidates wrote the incorrect response *scolaire bien*.

In item (b), the candidates who scored low marks did not understand the question as a result they wrote incorrect responses. Some of the incorrect responses provided by the candidates were; *J'aime français parler*, *J'aime français travaille de France* and *J'aime le français professeur*.

In item (c), the question required the candidate to describe his/her school is. In this question, the candidates failed to tell how their schools look like by using qualitative adjectives such as good, bad new etc... Some of the incorrect responses written by the candidates were; *bien école je étudie*, *notre ecole bien*, and *ne école pas bien*.

In item (d), the candidates were required to tell how many are they in the class. This was among the question which many candidates tried to respond correctly. However, there were few candidates who failed to respond correctly to this question, some of the wrote *les élèves dix*, others wrote *il y a les élèves dans la classe*. All these were incorrect because the sentences were grammatically incorrect and did not have a complete meaning.

In item (e), the question required the candidates to tell who their friends at school were. The candidates who failed to provide the correct response in this item were few as many of them managed to answer correctly this question. The candidates who failed had poor vocabulary which hindered them from responding correctly to this question. Some of the incorrect responses provided by the candidates were; *Ami Juma*, *votre ami à l'école George* and *j'ai amie école Fatuma*. These responses show that these candidates had poor mastery of the French language grammar and structure.

In item (f), the question required the candidates to tell the other subjects which they study at school. The candidates who scored a zero mark in this item were unable to provide the correct responses because they did not understand the

requirement of the question. Some of the candidates misunderstood the word *cours* (lessons/subjects), this made them to provide incorrect responses. Some of the incorrect responses which were provided by these candidates in this item were; *J'étudie à l'école de Nyakitonto, le cours étudiez école and cours le français.*

In item (g), the question required the candidates to mention the subject which seems to be more difficult than others. Most of the candidates who scored low marks understood the requirement of the question but failed to present their answers correctly due to poor grammar. Some of the incorrect responses provided by the candidates in this item were; *difficile mathématiques, le cours est difficile français and anglais difficile.*

In item (h), the candidates were required to tell in one sentence the sport which they like. The candidates who scored a zero mark in this item did not understand the demand of the question. Their responses were unorganized, hence they were poorly structured. Some of the incorrect responses provided by the candidates were; *sport aimez-vous football and le sport vous aimez jour football.*

In item (i), the question required the candidates to tell how old will they be after one year. The candidates who scored a zero mark failed to provide the correct response due to poor command of the French Language. They did not understand the requirement of the question. Some of the candidates did not observe the tense in which they were required to put the verb. The incorrect responses provided by the candidates were; *J'ai quinze ans l'année prochaine and Vous aurez âge douze.*

Lastly, in item (j), the question required the candidates to mention the name of school which they prefer to go for advanced level studies (form five and six). The candidates who scored low marks in this question had poor mastery of the French Language. Some of the candidates wrote their answers in a very short way by mentioning the name of the school only. This shows that these candidates understood well the question but they were not able to produce a correct sentence in French Language. For example, some of the candidates simply wrote *Mlambo, Zanaki, Muyovozi and Korogwe.* The correct response was to be written in the form of a sentence as in *Je préfère aller au Lycée de Zanaki pour les études de cinquième et sixième année.* Extract 8.2 is a sample of incorrect responses to this question.

j.	a: Comment une la vie scolaire	
	b: pourquoi une amis français	
	c: Comment une votre' ecde	
	d: Vous êtes combien dans une classe de français	
	e: Qui une votre ami a l'ecde	
	f) Quels autres etudiez sont vous d'l'ecde	
	g) quel cours le plus difficile que les autres	
	h: quel sport le aimez vous	
	j. Vous aurez - quel l'année une prochain: ne.	

Extract 8.2: A Sample of Incorrect Responses to Question 8

Extract 8.2 is the sample of the incorrect responses from the candidate who was unable to answer the questions correctly.

2.2.7 Question 9: Summary (Comprehension)

In this question, the candidates were required to summarise a given comprehension text from 70 to 80 words. This question tested the candidates' ability to comprehend a text and summarise a written text.

This question was attempted by 99.9 per cent of the candidates, out of whom 21.1 per cent scored from 0 to 2.5 marks indicating weak performance; 76.6 per cent scored from 3.0 to 6.0 marks indicating average performance and 2.2 per cent scored from 6.5 to 9.5 marks indicating good performance. The general performance of the candidates was good, since 78.8 per cent of the candidates scored from 3.0 to 9.5 marks. Figure 9 shows the candidates' performance in this question.

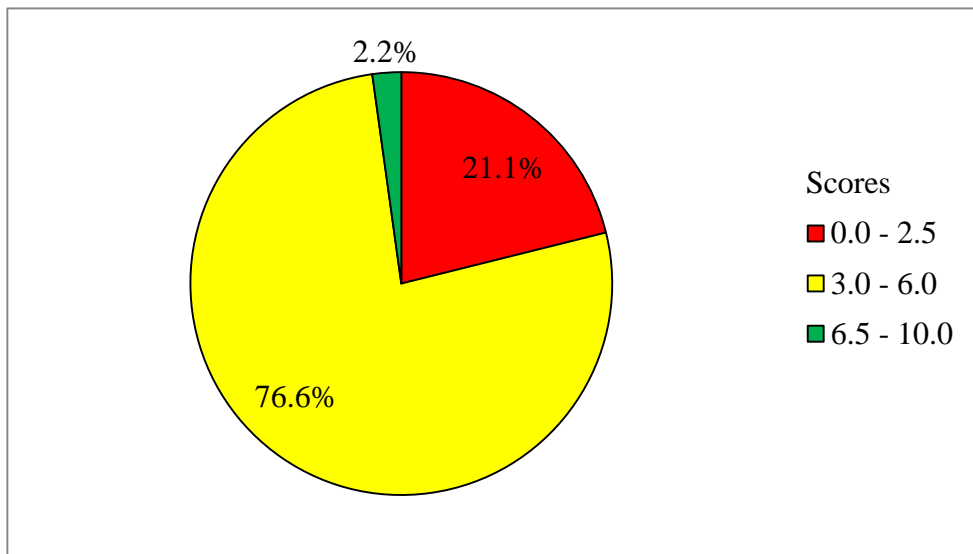


Figure 9: Percentages of the Candidates' Performance in Question 9

The analysis of the candidates' responses indicates that 21.1 per cent of the candidates had weak performance in this question. Some of the candidates failed to understand the requirement of the question and others lacked skills of summarising a text. For example, some of the candidates copied almost the whole text instead of summarizing it. In addition to that, they wrote summaries which were different from the original text. Some of the candidates who copied the text wrote as follows;

“A cause de la crise économique beaucoup de jeunes aujourd’hui sont au chômage. Cette situation ne les encourage guère à quitter leurs familles. Ils sont nombreux à vivre chez leurs parents et ils passent beaucoup de temps devant la télévision.”

These responses indicate that the candidates lacked skills pertaining to summarizing the comprehension text. As indicated above, the candidate copied the first paragraph of the text without adding or removing any words. Furthermore, for the candidates who wrote almost the whole text did not understand the requirement of the question. Extract 9.1 is a sample of incorrect responses to this question.

9.	<p>A cause de la crise économique, beaucoup de jeunes aujourd'hui sont au chômage. Cette situation ne leur permet pas de quitter leurs familles. Ils sont nombreux à vivre chez leurs parents et ils passent beaucoup de temps devant la télévision.</p> <p>Aussi entre 20 ans quarante et entre vingt ans (20) et cent quatre-vingt ans et soixante pourcentage hommes et soixante vingt (80) pourcentage des femmes célibataires habitent chez leurs parents où ils sont assurés du gîte et de nourriture, ces enfants adultes sont devenus les parasites.</p> <p>Avoir l'âge du mariage continue à reculer la difficulté de trouver un emploi stable explique en partie leur hésitation à se marier. Il y a aussi une augmentation dans le niveau de crime en Tunisie.</p> <p>La société doit penser à faire quelque chose pour résoudre ce problème en Tunisie.</p>
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Extract 9.1: A Sample of Incorrect Responses to Question 9

Extract 9.1 is the response from the candidate who copied the text instead of summarising it. Also, the candidates' response analysis shows that 76.6 of the candidates scored average marks. These candidates had partial knowledge on summarising texts. They managed to summarise few key points from the original text. Their sentences had some grammatical errors and their summaries were not well organised. This made them to score average marks.

On the contrary, 2.2 per cent of the candidates had good performance as they scored from 6.5 to 8.0 marks. The candidates who scored 8.0 marks wrote a good comprehensive summary which had few grammatical errors. They also included all the key ideas from the original text. Moreover, the analysis indicates that these candidates had enough knowledge on grammar and structure. For example, one candidate wrote as follows;

“Ce texte parle de la crise économique, beaucoup de jeunes sont au chômage. Cette situation ne les encourage pas à quitter leurs familles. Alors, ils sont

toujours chez leurs parents ou ils sont assurés du lieu à coucher et de nourriture. S'il trouve un petit travail, ils s'achètent les vêtements et les choses électroniques. La difficulté de trouver un emploi stable les fait à hésiter de se marier. On voit aussi une augmentation de crime''

Such good summaries of comprehensions indicate that the candidates had sufficient vocabulary, comprehension skills and knowledge of grammatical rules in French Language. Extract 9.2 is a sample of good responses.

	LA CRISE ÉCONOMIQUE	
9.	le texte parle sur le problème de crise économique qui rapporte les adultes qui habitent chez leurs parents et ils n'ont pas un emploi stable donc ils sont assurés du gîte et de nourriture avec nos parents. Par ce problème beaucoup de jeunes hésitent se marier et autres devient les voleurs causer l'augmentation dans le niveau de crime aussi la crise économique encourage les jeunes à quitter leurs famille et beaucoup de jeunes devenu au chômage le société doit résoudre le problème	

Extract 9.2: A Sample of Correct Responses to Question 9

Extract 9.2 illustrates a response from a candidate who wrote a good summary of comprehension text which was in the form of an indirect speech. The summarised text had few grammatical errors and maintained the key points of the original text.

2.3 SECTION C: Written Expression

2.3.1 Question 10: Written Expression (Composition/Letter Writing)

This question required the candidates to imagine themselves as Mossi Kikombe of Dar es Salaam and they were required to apply for a job to Vodacom in the post of customer services. The question tested the candidates' ability to write official letters.

This question was attempted by 88.8 per cent of the candidates, out of whom 70.4 per cent scored from 0 to 4.0 marks indicating weak performance; 23.8 per cent scored from 4.5 to 9.0 marks indicating average performance and 5.8 per cent scored from 10.0 to 15.0 marks indicating good performance. The

general performance of the candidates in this question was weak, since only 29.6 percent of the candidates scored from 4.5 to 13.0 marks. Figure 10 shows the candidates' performance in this question.

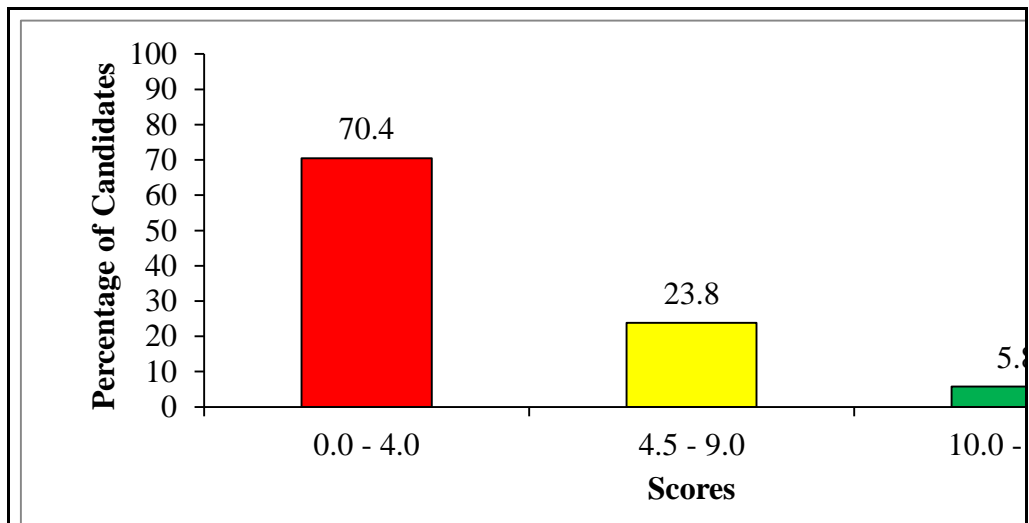


Figure 10: Percentages of the Candidates' Performance in Question 10

The candidates' responses analysis indicates that 70.4 per cent of the candidates had weak performance. Out of these 10.4 per cent of the candidates scored 0 mark. These candidates wrote letters which lacked the date, salutation, address of the sender, address of the receiver, main body, conclusion and signature. Moreover, some of the candidates code-mixed the language, in some cases they used English words. There were also those who wrote incomprehensible sentences due to inappropriate use of vocabulary and non-observance of the French grammar rules.

In addition to that, the candidates who scored from 0.5 to 4.0 marks were able to write correctly the date, salutation, conclusion and signature although their letters lacked the content. For example, one candidate wrote the following letter which had correct address, conclusion and signature;

Tabora, le 20 octobre 2021

Mossi Kikombe
BP 567
Tabora

Société Vodacom Tz
Boite Postale 177
Dar es Salaam

L'objet : Demande de poste de service à la clientèle.

*Cher le directeur je vais bien merci, je demande travailler le Vodacom clietele.
Merci.*

M.Kikombe

These responses show that the candidate managed to write correctly the date, address and the objective of the letter but failed to write the main body. Such responses from the candidates indicate that they had insufficient writing skills, poor vocabulary and grammar in French Language. Extract 10.1 is a sample of poor responses from a candidate who had inadequate skills of writing an official letter

10	Mossi Kikombe, P.O. Box 567, Dar es Salaam	
		Directeur Général, Société VODACOM Tz, Boite Postale 177 DAR ES SALAAM.
		10 Au December 2021.
	Cher ami Directeur Général.	
	Lal but La Société VODA com TZ annonce un poste de service à la clientèle. Ecrivez une la Lettre pour faire une demande à ce poste La vous appelez. Mossi Kikombé BP 567, Dar es Salaam et vous cherchez un travail La Société VODACOM.	
		ton Directeur Général

Extract 10.1: A Sample of Incorrect Responses to Question 10

Extract 10.1 indicates a response from a candidate who wrote an official letter by writing his/her address in English and copied some sentences from the question.

Moreover, 23.8 per cent of the candidates had average performance as they wrote letters which contained the date, address of the sender, address of the receiver, salutation, main body, conclusion and signature but their letter lacked clarity and the contents were not well developed due to inappropriate use of vocabulary and grammatical rules.

In contrast, 5.8 per cent of the candidates had good performance as they wrote letters which contained all the basic parts of an official letters like the date, address of the sender, address of the receiver, salutation, main body, conclusion and signature. On top of that, their letters were clear and adhered to the principles of letter writing because they used appropriate vocabulary even though their sentences had few grammatical errors. Extract 10.2 is a sample of good response to question 10.

10.	
	BP 567, Dar es Salaam. Le 1 ^{er} décembre, 2021.
	Directeur Général, Société VODACOM TZ, BP 177, DARES SALAAM.
	<u>OBJET: DEMANDER UN TRAVAIL</u>
	Monsieur le Directeur,
	J'ai lu votre annonce parue dans le "The Guardian" de 20 ^{ème} novembre 2021 que vous demandez une personne au poste de service à la clientèle.
	Je vous écris pour demander un travail à ce poste. Je suis Tanzanien et j'ai une vingt-quatre ans. J'ai diplôme en service à la clientèle que je obtenu de l'université de Dar es salaam. Aussi, j'ai fait un travail avec TIGO TZ de 2016 de 2020.
	Ci-joint, vous trouverez mes copies de mes certificats et diplômes.
	J'espère que vous agréerez à mon demande, monsieur le Directeur.
	Cordialement, M. Kikombe Mossi Kikombe.

Extract 10.2: A Sample of Correct Response in Question 11

Extract 11.2 indicates a response from a candidate who wrote a good official letter although it contained a few grammatical errors.

2.3.2 Question 11: Written Expression (Composition/Essay Writing)

The question required the candidates to write a composition of not less than 150 words and not more than 200 words to explain how are they going to use French Language after completing their form four studies. The question tested the candidates' ability in written expression.

This question was attempted by 10.9 percent of the candidates, out of whom 44.8 per cent scored from 0 to 4.0 marks indicating weak performance; 40.3 per cent scored from 4.5 to 9.0 marks indicating average performance and 14.9 per cent scored from 10.0 to 14.5 marks indicating good performance. The general performance of the candidates in this question was average, since 55.2 per cent of candidates scored from 4.5 to 14.5 marks. Figure 11 shows candidates' performance in this question.

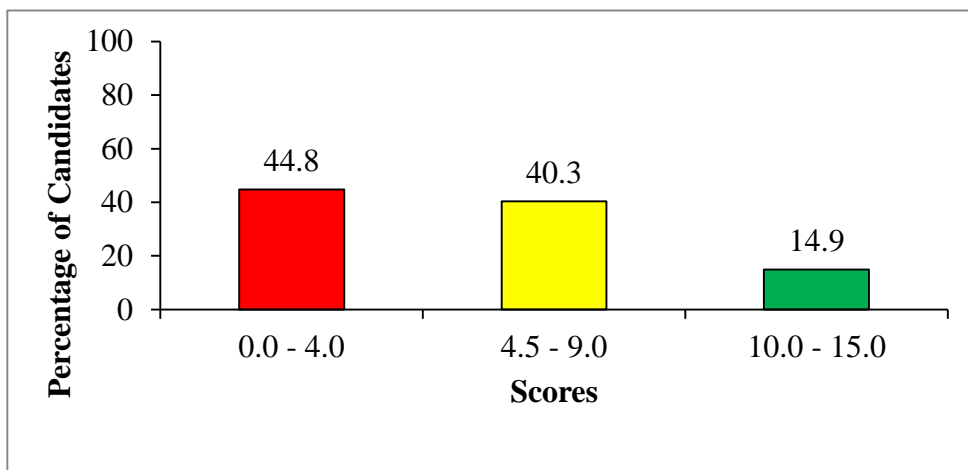


Figure 11: Percentages of the Candidates' Performance in Question 11

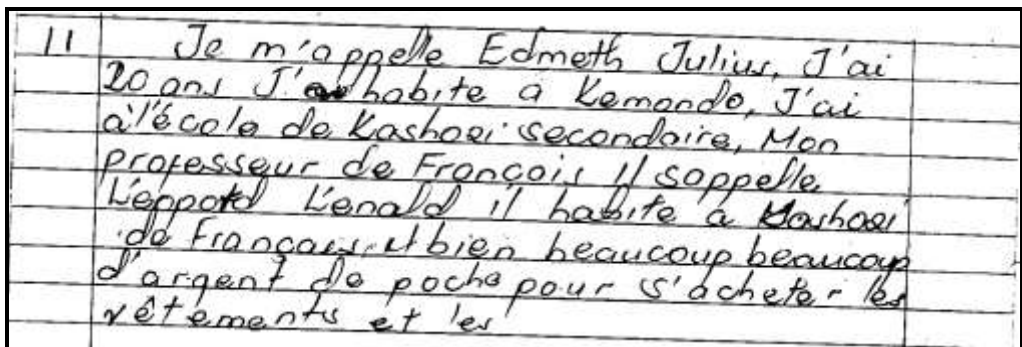
The candidates' response analysis indicates that 44.8 per cent of the candidates had weak performance as they scored from 0 to 4.0 marks. On top of that, 13.8 per cent of these candidates scored 0 because they wrote compositions which lacked important elements like the introduction, conclusion, coherence of ideas, grammatical rules and also had poor vocabulary. For example, one of the candidates wrote the following incomprehensible composition which also

contained English Language words. For example, one candidate wrote as follows ;

“Après mon studies de qutrieme annee, je vais parler francais en classe. J’aime le français et swahili, je parle avec mes amis. Je vais a France et je parle avec les peuple de Français. Je vais travaille UN”

These responses show that, the candidates had insufficient composition writing skills, poor vocabulary and grammatical rules in the French language.

On the other hand, there were candidates who scored from 0.5 to 4.0 marks because they wrote the introduction and conclusion which lacked clarity. They also provided points which lacked coherence and elaboration indicating that they lacked the writing skills. In addition to that, these candidates had insufficient knowledge on the principles and grammatical rules of the French Language. Other candidates did not understand the requirements of the question as they wrote compositions to introduce themselves. Extract 11.1 shows a poor response to question 11.



Extract 11.1: A Sample of Incorrect Response in Question 11

Extract 11.1 shows a sample of a response from a candidate who started by introducing himself/herself instead of writing a composition on how he/she will use French Language after finishing his/her studies.

Further candidates' response analysis indicates that 40.3 percent of the candidates had average performance as they adhered to the principles of compositions writing (e.g writing introduction, coherence or paragraphing, conclusion and content) but their points lacked clarity due to the inappropriate use of vocabulary and grammar.

On the other hand, 14.9 percent of the candidates had good performance as they wrote a composition which had an introduction, a main body which had coherence of ideas, a conclusion, grammatical rules and appropriate use of vocabulary. However, their compositions were not error free since they contained some inappropriate use of vocabulary and grammatical errors. Extract 11.2 is a sample of good response to question 11.

11.	COMMENT JE ALLERAI UTILISER LE FRANÇAIS APRÈS MES ÉTUDES DE QUATRIÈME ANNÉE
<p>Je m'appelle Lyn Mondine et je suis une fille. J'étudie à l'école secondaire de Sainte Monique qui se trouve à Dinga. Dans notre école nous étudions les langues différentes comme le français et l'anglais. Je projette beaucoup français. Les suivants est points qui expliquent comment je vais utiliser le français après mes études de quatrième année.</p>	
<p>D'abord; Je vais utiliser le français pour communiquer avec les gens différents qui viennent à les pays différents en Afrique, spécialement les francophones qui viennent au Burundi, au Kenya et en France.</p>	
<p>Ensuite; Je vais utiliser le français pour gagner l'emploi dans les organisations et les pays différents qui utilisent le français dans la communication. Par exemple le SABC et le EAC.</p>	
<p>Puis; Je vais utiliser le français pour enseigner autres Tanzaniens spécialement les élèves et les étudiants dans mon ville environ comment pour utiliser le français dans communications avec autres gens dans autres pays en Afrique.</p>	
<p>Aussi; Je vais utiliser le français pour enseigner et expliquer environ</p>	
<p>pour ne pas dégrader les environnement comme les animaux (domestiques et sauvages) et les végétations.</p>	
<p>D'autre point; Je vais utiliser le français pour expliquer les importances des autres langues dans notre école aux Tanzaniens pour développer notre pays.</p>	
<p>Finalement; Le français a grandes importances dans notre pays (Tanzanie) parce que le français aide Tanzanien pour obtenir l'emploi dans les pays et les organisations différentes et le français aide Tanzanien pour communiquer avec les gens différents dans les pays différents en Tanzanie et en Afrique.</p>	

Extract 11.2: A Sample of Correct Response to Question 11

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance indicates that, all four topics which were tested had average performance. Those topics are; *Language use*, *Comprehension*, *Language Pattern/Structure* and *Written Expression/Composition*.

The percentages of the candidates' performance in each topic were as follows: *Language use* (77.7%), *Comprehension* (68.3), *Language Pattern/Structure* (40.6%) and *Written Expression/Composition* (43.2%). The performance in each topic is also indicated in the appendix A of this report.

The performance in the topic of *Comprehension* was 49.5 percent in 2020 whereas in 2021 was 68.3 percent, showing an increase of 18.8 percent. Furthermore, the performance in the topic of *Written Expression* was 30.5 percent in 2020 whereas in 2021 it was 43.2 percent, showing an increase of 12.7 percent,

The performance in the topic of *Language use* was 49.53 percent in 2020 while in 2021 it was 77.7 percent, showing an increase of 28.2 percent. Further analysis indicates that, in the topic of *Language Pattern/Structure*, the performance was 36.56 percent in 2020 whereas in 2021 it was 40.6 percent, showing an increase of 4.1 percent. Generally, this year's performance (2021) shows that there was an increase of performance in all the topics as indicated in appendix B.

4.0 CONCLUSION

Generally, the candidates' performance in this subject was average, since 41.12 of the candidates passed. Further analysis of their responses indicates that the candidates had average performance due to partial knowledge and skills in reading for comprehension, principles and grammatical rules; particularly in the present continuous tense, jumbled sentences, simple past tense and short answer from comprehension passage. This resulted into the production of responses with some grammatical errors as well as lexical and orthographical errors.

Candidates lacked adequate knowledge of the key concepts related to the topics covered in the examination. Some of them had poor command of the French Language which hindered them from using appropriate vocabulary and expressing themselves well in their responses.

5.0 RECOMMENDATIONS

Taking into consideration of the analysis of the candidates' response 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 (e.g. jumbled sentences, present continuous tense and simple past tense;
- 5.2 Students 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 and answering comprehension questions;
- 5.3 French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive methods (communicative approach methods) which will motivate students to learn the language. For example, teaching of French language can be done through role play, group work, imitation, discussion and tours to different places;
- 5.4 French Language subject clubs should be encouraged to assist students to practice spoken language.

Appendix A

Summary of Candidates' Performance in Each Topic

S/N	Topic	Question number	Percentages of candidates who scored 30% or above	Average performance by Topic (%)	Remarks
1	Language use	2	94.5	77.7	Good
		6	51.9		
		5	86.8		
2	Comprehension	9	78.8	68.3	Good
		3	57.8		
3	Language Patterns/Structure	1	58.9	40.6	Average
		7	19.5		
		8	43.4		
4	Written Expression/ Composition	4	44.7	43.2	Average
		10	29.6		
		11	55.2		

Appendix B

Comparison of the Candidates' Performance per Topic between the CSEE 2020 and 2021

