



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) 2023

FRENCH LANGUAGE



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FOREWORD

The Candidates' Item Response Analysis (CIRA) report on the performance in the French Language subject in the Certificate of Secondary Education Examination (CSEE) 2023 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 the 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 on grammatical rules, enough vocabulary in French Language to use in different situations and they had sufficient skills in various topics, which were tested. 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 grammatical rules in French Language, the inability to understand the requirements of the questions, insufficient skills in various topics tested and the inability to express themselves using simple French Language.

It is expected that, the feedback provided in this report will enable school managers, teachers, students, educational administrators and other educational stakeholders to identify proper measures to be taken to improve the teaching and learning processes in French Language so as to enhance candidates' performance in future examinations administered by the National Examinations Council of Tanzania.

Finally, The National Examinations Council of Tanzania would like to thank all those who participated in the preparation this report.



Dr. Said Ally Mohamed
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 2023. The Examination was set according to the 2010 syllabus and the 2019 examination format. The analysis shows 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 and extracts showing how the candidates responded to the questions.

The French Language paper had three sections, namely section 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 01 carried 10 marks and question 02 carried 06 marks, making a total of 16 marks. Section B had 06 questions set from *Comprehension*, *Language Pattern* and *Language Use* and each question carried 09 marks, making a total of 54 marks. Section C had three questions on *Written Expression*, where a candidate was required to choose any two questions and each question carried 15 marks, making a total of 30 marks.

A total of 2,344 candidates sat for the Certificate of Secondary Education Examination in November, 2023, out of whom 1,860 candidates (79.56%) passed while in 2022, 1,936 (75.63%) candidates passed. Therefore, these results show that the 2023 performance has increased by 3.93 per cent compared to the performance of the last year, 2022.

The candidates' performance in each question is categorised into three groups, namely good, average and weak. The performance ranging from 65 to 100 per cent is considered as *good*, from 30 to 64 per cent 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 the Appendix.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 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' competence on French Language grammatical rules like verbs, adjectives, pronouns, prepositions and vocabulary.

This question was attempted by 2,344 (100%) candidates, out of whom 1,016 (43.10 %) candidates scored from 0 to 2.5 marks indicating weak performance; 1,203 (51.60%) candidates scored from 3.0 to 6.5 marks indicating average performance and 125 (5.30 %) scored from 7.0 to 10.0 marks indicating good performance. The general performance of the candidates in this question was average since 1,328 (56.66 %) candidates scored from 3.0 to 10.0 marks. Figure 1 shows candidates' performance in this question.

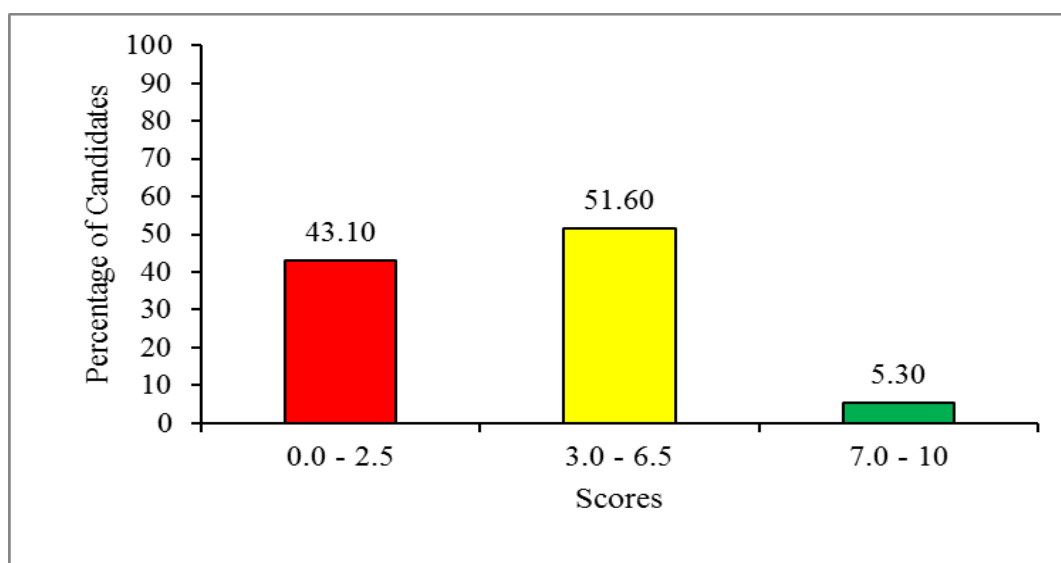


Figure 1: *Percentages of the Candidates' Performance in Question 1*

In item (i), the candidates were supposed to choose the best verb among the given five alternatives. The question intended to assess the candidates' ability to use the past continuous tense. The item was as follows:

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

The correct answer was C. *écrivait* (used to write). In this question, candidates who scored high marks were able to understand the word *toujours* (always) and connected it with the verb *était* (was). Therefore, they understood that the two words suggest the use of past continuous tense. The verb *écrivait* (used to write) was thus the correct answer which was also in the past continuous tense. This is the reason why they got it right.

In item (ii), the question was *Vos enseignantes de l'école primaire de Mtakuja sont toutes _____* (All your teachers at Mtakuja Primary school were all...). The examiner tested candidate's ability to correctly use the past participle tense by considering the gender and number of the subject. The item was as follows:

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

The meaning of the question is *All your teachers at Mtakuja primary school _____*. The right answer was A. *venues* (came). So, the candidates with the high scores understood and recognised that, the subject *vos enseignantes* (your teachers) was feminine in gender. They also identified that the auxiliary verb *sont* proceeded the verb *venues* (came). They managed to connect feminine gender subject *vos enseignantes* with the plural form of the auxiliary *sont* and the past participle *venues* (come) which takes suffix –es in plural form and which in French language indicates feminine gender in plural form.

In item (iii), the examiner tested the candidates on the use of the verb *venir* (to come) with the preposition *de* (from) in connection with the definite articles of nationality. The item was *Les tanzaniens sont fiers parce que Mwana Samatta vient ...* (The Tanzanians are proud because Mwana Samatta comes...). The given question was as follows:

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

The right answer was B. *de Tanzanie* (from Tanzania). In this question, the candidates who scored high marks recognised the use of the verb *venir* (to come) with *vient de* (comes from). Then, they were able to link it with the nation, Tanzania. *Mbwana Samatta vient de Tanzanie* (Mbwana Samatta comes from Tanzania). Therefore, with this ability of understanding, they got it right.

In item (iv), the question was: *Mon amie Hélène habite dans un.....appartement* (My friend Helen lives in a ...apartment. The question tested the candidates on the proper use of qualitative adjectives basing on gender i.e. feminine and masculine in singular and plural beginning with both vowel and consonants. The candidates who scored this question recognised that the noun *appartement* (apartment) was a masculine singular noun beginning with a vowel at the beginning. They managed to connect the noun *appartement* (apartment), a masculine noun that begins with vowel “a” with the adjective *nouvel* (new) that is used to clarify the masculine nouns that begin with vowels. Consequently, they got it right and wrote the response as *Mon amie Hélène habite dans un nouvel appartement* (My friend Helen lives in a new apartment). The correct answer was D. *nouvel* (new). The item was as follows:

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

In item (v), the question was: *Excusez moi Monsieur, je n'ai lu.....roman de cet auteur* (Excuse me Sir, I have not read...novel by this author). The examiner tested the candidates' competence on the use of indefinite adjectives in negative sentences. The correct answer was E. *aucun* (any). The item was as follows:

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

The candidates with high scores managed to recognise the indefinite adjective *aucun* (any) which is supposed to be used in a negative sentence such as the one in the question *Je n'ai lu aucun roman de cet auteur* (I have not read any novel by this author). With this reason, the candidates scored it right.

In item (vi), the candidates were supposed to choose the correct prepositions of place among the given five alternatives. The examiner intended to assess the

candidates' ability to use the correct prepositions before a plural noun indicating a country. The item was as follows:

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

The translation of the question was *My sister Fatuma returned yesterday evening _____ the United States*. The candidates who scored high marks chose the correct response B. *des* because they managed to relate between the noun *Etats-Unis* (United State) which was in plural form and the preposition *des* which was in plural form too. Since the noun, *Etats Unis* is in plural form, and then the preposition should be in plural too. Among all the alternatives, only *des* was in plural form. Therefore, the correct sentence should read as *Ma sœur Fatuma est rentrée hier soir des Etats-Unis* (My sister Fatuma returned yesterday evening from the United States).

In item (vii), the examiner sought to assess the ability of the candidates to answer a question which was asked by using *tu*, a second person singular pronoun (you) whose answer must start with the first person singular. The question was as follows:

- (vii) Joti, est-ce que tu manges du riz ?
A Non, tu ne manges pas. B Non, il ne mange pas.
C Non, elle ne mangeons pas. D Non, nous ne mange pas.
E Non, je ne mange pas.

The candidates who scored high marks opted for E. *Non, je ne mange pas* (No, I don't eat). This is because the question *Joti, est-ce que tu manges du riz ?* (Joti, do you eat rice?) required a statement to be made by the first person singular in answering such a question. Of all the alternatives, only E was concordant with the pronoun used in the question *tu* (you). It is obvious that when a question is asked to a second person singular, the answer must be in the first person singular. The candidates who got it correct were knowledgeable of French language grammatical rules.

In item (viii), the candidates were required to answer the question, as asked in the present simple tense. The question tested the candidates' ability to use the correct form of the verb *préparer* (to prepare). The meaning of the question was *Is she preparing some bananas?* The item was set as follows:

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

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

The candidates who got this item right chose *A. Oui, elle prépare* (Yes, she is preparing). The question required the candidates to answer affirmatively. Thus, of all the options given, A was the correct sentence, as it was in the present tense.

In item (ix), the candidates were supposed to answer the question on possessive adjective. The candidates' task was to identify the appropriate adjective that relates to Zena's bag. The item was as follows:

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

The meaning of the question was Zena has nothing in _____ bag. The correct response was *C. son* (his/her). This is because the possessive adjective *son* is used before a singular masculine noun or a feminine noun beginning with a vowel possessed by a third person. Therefore, the correct sentence read as *Zena n'a rien dans son sac* (Zena has nothing in her bag).

In item (x), the examiner tested candidates' ability to use various word patterns. The question required the candidates to use a proper preposition in the given sentence. The question was as follows:

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

The correct answer was *A. à* (at). The examiner intended to assess the candidates' knowledge about the use of prepositions when telling time. For example, the correct response was *Elle prépare le petit déjeuner à six heures* (She prepares breakfast at six o'clock). Extract 1.1 is a sample of the correct responses to question 1.

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

Extract 1.1: A Sample of the correct Responses to Question 1

Extract 1.1 is the response from one of the candidates who managed to respond correctly to the questions asked.

On the other hand, the candidates' response analysis shows that the candidates who had weak performance scored from 0 to 3 marks out of 10 marks, and some of them provided incorrect responses to all items. The following are the samples of incorrect responses to this question:

In item (i), there were some candidates who chose incorrect responses, hence did not score any mark. In this item the candidates who chose A. *est écrit* (is written), did not understand that the verb *était* (was) is in the past continuous tense, so it couldn't match with the verb in the present perfect tense which is *écrit* (is written). Consequently, they did not score any mark. Also, the candidates who selected B, *écrira* (will write) did not understand that the verb *écrira* (will write) was in the future tense, so it could not match with the verb in the past continuous tense *était* (was).

The candidates who selected D, *écrit* (writes) failed to understand that the verb *écrit*, which was in the simple present tense, could not match with the verb *était*, which was in the past continuous tense. Therefore, they failed to score any mark.

The candidates who selected E *a écrit* (wrote) failed to understand that the verb *a écrit* was in the past simple tense and could not concord with the verb *était* which was in past continuous tense. Such candidates did not score any mark because they had no adequate knowledge about the changes of the verbs in different tenses.

In item (ii), some of the candidates selected incorrect alternatives due to various factors hence scored nothing. For example, candidates who opted for B, *Viendront* (will come) were wrong because the question required the answer to be in present simple tense. Also, candidates who opted for C, *Venus* (came) were wrong because *venus* is the past participle of the infinitive *venir* (to come) with an s added to it to indicate the plural form of the subject and is used for males. Those who opted for D, *vient* (comes) did not understand the verb that was in present simple in the third person singular. Finally, alternative E, *Viennent* (come) was incorrect since the question was in the past simple tense while E. indicates present simple tense. These

candidates failed because they had insufficient knowledge of the changes of the verb suffixes in relation to subject and tense.

In item (iii), the analysis shows that the candidates who opted for alternative A, *du tanzanie* failed to understand that *Tanzanie* (Tanzania) is a country, which is feminine in gender while *du* (from the) is a contraction of masculine preposition *de* (from) and *le* (the) which stands for masculine nouns. Therefore, there is no grammatical connection between *du* (from) which is in masculine singular, and *Tanzanie*, which is feminine singular. Moreover, alternative C, *en Tanzanie* (in Tanzania) does not correspond to the verb *vient* (comes) which in this case must be accompanied with a preposition from and not to or at. Furthermore, the candidates who opted for alternative D, *au Tanzanie* (to Tanzania) were also wrong because of incorespondance between the preposition and the verb as well as the gender. Finally, alternative E, *de la Tanzanie* (from/of the Tanzania) was incorrect due to the fact that we don't say I come from the Tanzania, we say I come from Tanzania. Thus, alternatives A, C, D and E were incorrect because they did not respect French grammatical rules; hence, candidates who opted for those alternatives failed.

In item (iv), the analysis shows that the candidates who opted for alternative A *nouveau* (new) were wrong because the qualitative adjective was in singular form and masculine but it was grammatically incompatible with the noun which starts with a vowel hence incorrect. Also, alternative B, *nouvelle* (new) was incorrect because it did not consider gender compatibility. Since the noun *appartement* (apartment) is masculine, the adjective should be in masculine too. Furthermore, alternative C. *nouveaux* (new) was incorrect because, while the noun was in singular form, the adjective was in plural form, hence couldn't match. Lastly, candidates who opted for E, *nouvelles* were wrong since they opted for the plural feminine adjective, while the noun was in singular masculine. Therefore, the candidates who opted for those distractors were not aware of the concordance of nouns and adjectives as well as other patterns in the given sentence.

In item (v), some of the candidates made wrong choices in this question as follows: Candidates who chose A. *autre* (other), were wrong since the nature of the question was in negative form *Je n'ai lu....* (I have not read....) which cannot be followed by an indefinite adjective *autre* (other). There were candidates who opted for B, *toute* (all) they did not get it right because the noun *roman* was masculine singular, and the adjective *toute* was feminine; so, it could not be used with the noun *roman* which is *masculine*. Candidates who opted for C, *chaque* (every)

failed because they did not understand that the phrase was in negative form. *Je n'ai lu...* and therefore it could not match with an indefinite adjective *chaque* (every). Finally, those who selected D, *plusieurs* (several) did not even understand that the adjective *plusieurs* is always in plural form while the noun “roman” was in singular form. Due to these errors, such candidates could not score high marks.

In item (vi), candidates who opted for A, *de* (from/of) were wrong since they chose a preposition of place that is followed by a singular noun while the noun *Etats-Unis* is in plural form hence they got no mark. Also, there were some candidates who opted for C, *de l'* (from the) which was incorrect. This is because *de l'* is used before a singular noun that begins with a vowel, but *Etats-Unis* (United States) is in plural form, thus incompatible. Moreover, the alternative D, *du* (from/of) also was incorrect because it is the contraction of *de* (of/from) and *le* (the) which is masculine singular, hence incorrect. Those who opted for alternative E, *de la* (of/from/ the) erred because *de la* is used with feminine singular noun. On the contrary, *Etats-Unis* was in plural form.

In item (vii), there were some candidates who were attracted by alternative A. *Non, tu ne manges pas* (No, you don't eat). These candidates got the item wrong because they did not manage to change the subject used in the question *tu* (you). Also, there were some candidates who opted for B, *Non, il ne mange pas*, (No, he does not eat). This was incorrect because the question was asked in the second person singular *tu* (you), therefore, it could not be answered in the third person *il* (he/it) singular. Furthermore, the alternatives C, *Non, elle ne mangeons pas* and D, *Non, nous ne mange pas* were incorrect because they were ungrammatical. Thus, the candidates who opted for the above alternatives couldn't score marks because they were incorrect.

In item (viii), the analysis shows that the candidates who opted for B. *Oui, elle a préparé*. (Yes, she prepared) were wrong since the question was in present tense. Therefore, the answer was supposed to be in present tense too. Alternative C. *Oui, elle aura préparé* was incorrect because apart from having signs of future in its formation, it was also ungrammatical. Alternative D, *Oui, elle va préparer* (Yes, she is going to prepare) was wrong because it was in the near future while the question was in progressive tense, hence needed present continuous tense. Alternative E, *Oui, elle avait préparé* was incorrect because apart from having signs of past perfect in its formation it was ungrammatical. Thus, the candidates who opted for alternatives B, C, D and E failed to respond correctly to this item.

In item (x), there were some candidates who opted for B, *le* (the masculine) which was incorrect. This is because time cannot be told using definite article in French language. The same applies to alternative C and E where *la* (the feminine) and D, *les* (the plural) are said to be zero article. Therefore, candidates who chose alternatives B, C, D and E were incorrect. These candidates failed because they had no knowledge about the proper use of various prepositions in different contexts. Extract 1.2 is a sample of the incorrect responses to question 1.

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

On the other hand, the analysis of the candidates' responses indicates that there were some candidates who had average performance in this question. These candidates were able to score between 3.0 and 6.0 out of 10 marks. Their scores were attributable to the partial understanding of the question

The question had two columns with List A and List B. In List A, candidates were provided with seven items where the last one was given as an example. In list B, there were responses of different types of garments. The question aimed to testing

the candidates' ability to match the description in List A with their corresponding garments in List B. The question was as follows:

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

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

This question was attempted by 2,344 (100%) candidates, out of whom 1,148 (49%) scored from 0 to 1.5 mark indicating weak performance, 936 (39.90%) scored from 2.0 to 3.0 marks indicating average performance and 260 (11.10%) candidates scored from 4.0 to 6.0 marks indicating good performance. The general performance of the candidates in this question was average, since 1,196 (51.02%) candidates scored from 2.0 to 6.0 marks. Figure 2 shows the candidates' performance in this question.

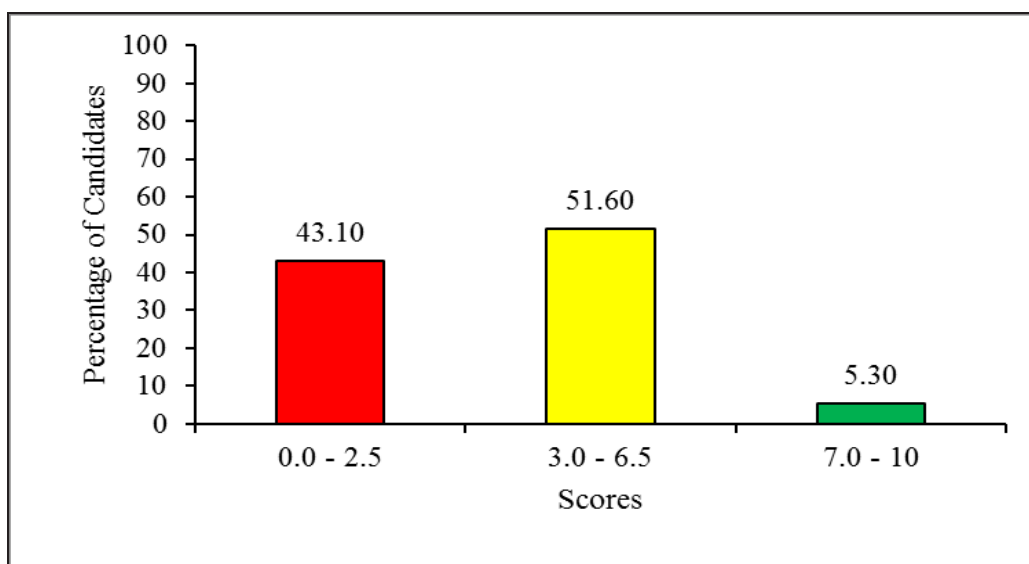


Figure 2: Percentages of the Candidates' Performance in Question 2

The analysis of the candidates' responses indicates that 260 (11.1%) of the candidates had good performance as they managed to score high marks in this question. The candidates were able to match correctly 4 to 6 out of 6 items. The candidates with high scores were able to correspond the description in List A against the garments in List B. This shows that such candidates had sufficient knowledge about garments and had good command of the French language.

In item (i), the question was: *Vêtements masculins sans manches portés sous le veston et par-dessous de la chemise* (Masculine clothes without sleeves worn under men's vest, shirt and t-shirts). The candidates who got the item right chose the correct answer C, *Vestes* (vest). These candidates understood the expressed clothes in list A which were mentioned in list B. This is because the candidates had knowledge about names and meaning of clothes in French language.

In item (ii), the question was: *Vêtements surtout masculins, de tissu léger qui couvre le torse* (Masculine clothes always made of soft materials, which covers the torso). The correct answer was D, *Chemises* (shirts). The candidates with high marks managed to correspond the cloth expressed in the sentence in item (ii) with the answer D which is *Chemises* (shirts). This indicates that some candidates had knowledge about masculine clothes that are worn by males.

In item (iii), the question was: *Vêtements féminines qui partent de la taille et couvrent plus ou moins les jambes selon la mode*, (Feminine clothes that start from the waist and cover the legs more or less depending on the fashion). The answer was E. *jupe* (skirt). In this item, the candidates who scored high marks were able to

correspond the clothes in List B with their descriptions in List A. These candidates had sufficient knowledge about female clothes, their names and vocabulary in French language.

In item (iv), the question was: *Vêtements de nuit ou d'intérieurs composés d'une veste et d'un pantalon* (Night or indoor clothes composed of a vest and trousers). The correct answer was B, *Pyjamas* (pajamas). In this item, the candidates managed to match the sentence expressing the clothes in List A with the name pyjamas in List B as this cloth is worn at night and indoor. Hence, they got it right and scored high marks.

In item (v), the question was: *Culottes longues qui descendent jusqu' aux pieds* (Long panties that descend to the feet). The correct answer was: A, *Pantalons* (trousers). The candidates with high scores were able to match the phrase in List A with the corresponding vocabulary in List B *pantalons* (trousers). Such candidates were aware of different clothes worn by males in French language.

In item (vi), the question was: *Vêtements surtout masculines portés par les males couvrant les hautes parties du corps*, (Masculins clothes worn by the males covering the upper parts of the body). The correct answer was H, *Chemises* (shirts). The candidates with high scores were able to read and understand then match the expression in List A with the right vocabulary in List B, hence got it correct. The candidates had sufficient knowledge about the names of clothes in French language and different parties of the body where those clothes are worn. Extract 2.1 shows a sample of the correct responses to question 2.

| | | | | | | | |
|---------|---|----|-----|----|---|----|-----|
| liste A | I | II | III | IV | V | VI | VII |
| liste B | C | D | E | B | A | II | I |

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

Extract 2.1 presents responses from one of the candidates who correctly managed to match the items in List A to those in List B.

On the other hand, the analysis indicates that 1,148 (48.98%) candidates had weak performance in this question. These candidates scored 0 to 1.0 mark out of 6 marks allocated to this question. The candidates' responses indicate that they lacked knowledge of the topic and had poor mastery of French Language which hindered them from understanding the given expressions of garments. As a result, they

provided incorrect responses. The following are the samples of the incorrect responses provided by these candidates to the given items.

In item (i), some of the candidates who got this item wrong were unable to relate the phrase from List A to the vocabulary in List B. For example, there were candidates who matched the phrase in List A *Vêtements masculins sans manches portés sous le veston et par-dessous de la chemise* (Masculine clothes without sleeves worn under the men's suit jacket and shirts) with the vocabulary H. *chemises* (shirts) in List B. These candidates failed to understand that the masculine garments without long sleeves worn under the vest was not *chemise* (shirt) because *chemise* (shirt) is worn under the coat or pull over/sweater.

Item (ii) read: *Vêtements surtout masculins, de tissu léger qui couvre le torse.* (Masculine clothes made of soft materials, which covers the torso). The candidates who got this item wrong matched the phrase from List A with the vocabulary B. *Pyjama* (pajama) from List B. Such candidates failed to understand that the masculine clothes made of soft materials which cover the body is *chemises* (shirts) and not pajama.

In item (iii), some of the candidates who matched this question incorrectly failed to understand the meaning of the vocabulary in List B, hence failed to correspond with the phrases in List A. The item read *Vêtements féminine qui portent de la taille et couvrent plus ou moins les jambes selon la mode* (The feminine clothes that start from the waist and cover totally or partially the legs depending on the fashion). The candidates who got this question wrong matched this phrase with A, *pantalons* (trousers). This was wrong because trousers always cover legs totally and not partially as it was stated in the corresponding sentence in List A.

In item (iv), the phrase in List A *Vêtements de nuit ou d'intérieurs composés d'une veste et d'un pantalon* (Night or indoor clothes composed of a vest and trousers) was wrongly matched to vocabulary D, *chemises* (shirts). This was wrong because candidates failed to understand the clothes that are worn at night and indoors.

In item (v), some of the candidates who scored low marks failed to match the phrase in List A to the corresponding vocabulary in List B. The item read *Culottes longues qui descendent jusqu' aux pieds* (Long panties that descend to the legs). Some of the candidates who got this item wrong, matched it with E, *Jupse* (skirts) hence failed to score any mark because they were not able to match the phrase in List A against the correct vocabulary in List B.

Questions

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

This question was attempted by 2,344 (100%) candidates, out of whom 1,825 (77.90%) scored from 0 to 2.5 marks indicating weak performance; 475 (20.30%) scored from 3.0 to 5.5 marks indicating average performance and 44 (1.90%) scored from 6.0 to 9.0 marks indicating good performance. The general performance of the candidates in this question was weak, since 519 (22.14 %) candidates scored from 3.0 to 9.0 marks. Figure 3 shows the candidates' performance in this question.

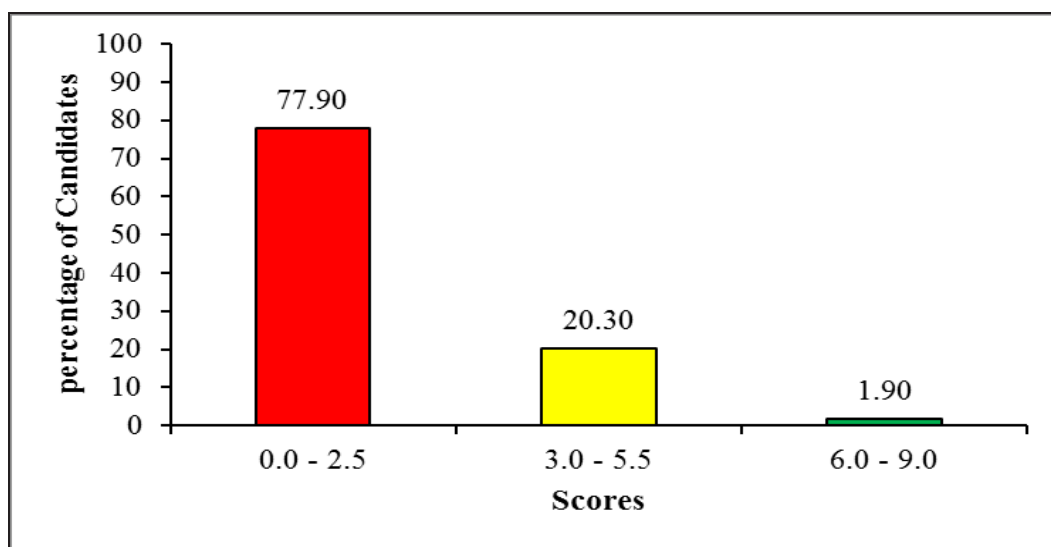


Figure 3: *Percentages of the Candidates' Performance in Question 3*

The candidates' responses analysis reveals that 44 (1.88%) candidates managed to perform well in this question because they were able to correctly answer from 4 to

6 items. The candidates' responses analysis indicates that these candidates understood the provided French text. The followings are samples of the correct responses to this question.

In item (a), the question was about the title of the text. The question was *proposez un titre convenable à ce texte (six mots au maximum)* (Propose an appropriate title for this text (a maximum of six words)). Some candidates were able to respond to this question correctly. The candidates who got it right managed to read and understand the text. As a result, they were able to propose an appropriate title for the text. The possible appropriate titles were *Abdul et un lion*, (Abdul and a lion), *la perte d'Abdul*, (The loss of Abdul) and *Abdul et une vieille femme* (Abdul and an old woman).

In item (b), the candidates were required to provide the reason why Abdul was lost. The question was *Pourquoi Abdul c'est perdu?* (Why did Abdul get lost?). Some candidates responded to this question with the correct answer as *Abdul s'est perdu parce qu'il a vu un lion qui avait faim. Donc, Abdul a décidé de courir et de monter dans l'arbre* (Abdul got lost because he saw a hungry lion. Therefore, Abdul decided to run and climb on the tree). The candidates got this correct because they read the provided passage and understood it.

In item (c), the candidates were required to explain how Abdul arrived at his village. The question was *Comment Abdul est-il arrivé dans son village ?* The candidates with high marks managed to explain how Abdul arrived at his village. These candidates explained their responses in good French language because they read the text and understood it well. Some candidates responded to this question as: *la vieille femme a aidé Abdul d'arriver dans son village* (The old woman helped Abdul to return to his village).

In item (d), the candidates were required to explain two lessons one can learn from the text. The question was as follows: *Expliquez deux leçons que vous pouvez apprendre de ce texte.* (Explain two lessons that you can learn from this text). Candidates who scored high marks were able to explain different lessons that they learned from the text. Some of them provided responses such as *il faut être courageux*. (We should be courageous), *Si vous avez un problème, il faut demander une aide de quelqu'un* (If you have a problem, you should ask for help from someone), *il faut aider nos parents* (we should help our parents).

In item (e), candidates were required to explain what they would do if they did not see Abdul for two days. The question was *Imaginez que vous êtes la mère d'Abdul*

et ça fait deux jours que vous n'avez pas vu votre fils. Expliquez ce que vous allez faire (Imagine that you are Abdul's mother and it is two days that you have not seen your son. Explain what are you going to do). Candidates who scored high marks managed to respond to this question by writing correct answers such as *Je vais informer mes voisins, son père et ses frères qu'Abdul s'est perdu dans la forêt* (I am going to/ I will inform my neighbours, his father and his brothers that Abdul has got lost in the forest). Other candidates wrote responses such as *je vais informer les agents de police de la perte de mon enfant* (I will inform the police officers about the loss of my child). These candidates scored high marks because they understood the passage and the demand of the question.

In item (f), candidates were required to explain how Abdul's family felt when Abdul came back home. The question was : *Comment était la famille d'Abdul après être retourné chez eux ?* (How was Abdul's family after his return to his home?) The candidates responded to the question with the correct answer as *la famille d'Abdul était très contente, elle a préparé une grande fête pour lui.* (Abdul's family was happy and prepared a big ceremony for him). Through careful reading of the passage, the candidates with high scores were able to tell the feeling Abdul's family had after his return. Extract 3.1 is a sample of the correct responses to question 3.

| | | |
|-------|---|--|
| 03-a) | Le titre de texte est 'L'AVENTURE DE D' ABDUL' | |
| b) | Abdul s'est perdu parce que il a rencontre un lion qui avait faim. | |
| c) | Abdul est arrivé dans son village sur l'aide de vieille qui aide Abdul pour prendre la route de son village. | |
| d) | Je peux apprendre les leçons. | |
| | i) Pour demander l'aide quand j'ai la problème. | |
| | ii) Être courageux quand je suis dans la problème. | |
| e) | D'abord je vais irai à la police pour donner les information de problème. et. Je commencerai chercher mon fils Abdul. Parce que je ne suis pas heureuse. | |
| f) | La famille d'Abdul était très heureuse après avoir voir Abdul. Si la famille a préparé une grande fête pour lui. | |

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

Extract 3.1 is a sample of responses from one of the candidates who managed to respond correctly to the questions asked from the passage.

On the other hand, the candidates' response analysis shows that 1,825 (77.86%) candidates had weak performance since they scored from 0 to 3 out of 9 marks. The following are the samples of incorrect responses to this question.

In item (a), some of the candidates with low scores failed to propose a title related to the text. This is because they did not understand the key ideas of the text. Some candidates wrote some words as their titles which did not relate to what was generally indicated in the text. For example, *un jour*, (one day), *la visite*, (the visiting), *la famille* (the family) and the like. Other candidates with low marks copied some sentences from the text and made them titles such as *Abdul est allé*

couper du bois, (Abdul went to cut fire wood), *C'est lui qui va t'emmener chez ton père*, (It is him who is going to take you to your home), *le soir tout était calme* (It was all calm during the evening). Thus, candidates scored low marks for such given explanations and examples.

In item (b), some candidates failed to explain the reasons that made Abdul get lost. This was due to lack of adequate French vocabulary. Some candidates did not understand the text. As a result, they wrote different answers that did not relate to the question. For example, some candidates wrote *Abdul s'est perdu parce que*, (Abdul got lost because). In this example, the sentence was incomplete and there was no reason that had been explained. Other candidates, instead of explaining the reason for the loss of Abdul, explained what his family did for him after his arrival. For example, one of the candidates wrote *Abdul s'est perdu de préparer une grande fête pour lui* (Abdul got lost to prepare a big celebration for him).

In item (c), the candidates were required to explain how Abdul arrived at his village. Candidates with low marks did not manage to write correct answers because they did not understand the requirement of the question. This was due to the lack of adequate vocabulary that could help them understand the meaning of different French language words. For example, there were candidates who copied sentences which had the word village like *j'ai marché depuis hier et je ne suis pas arrivé au village*, (I walked since yesterday and I did not arrive at the village) and *Abdul je ne pas arrive au village*, (meaningless). Again, there were some candidates who wrote sentences that did not relate to the demand of the question. Such sentences included: *pouvez-vous m'aider*, (can you help me) and *parce qu'il était courageux* (because he was courageous).

In item (d), the candidates were required to explain two lessons obtained from the text. However, candidates with low scores failed to explain such lessons because they did not understand the story due to lack of enough vocabulary. For example, some candidates copied different sentences from the text that did not relate to the demand of the question like the following: *pouvez-vous m'aider*, (can you help me), *Petit aide moi le premier*, (help me first), *quand tu vas voir un serpent, laisse-le passer*, (When you see a snake, let it pass). These were not the lessons from the passage.

In item (e), the question required the candidates to share their feelings and approaches on dealing with unusual situations. Some candidates who scored low marks did not give out their views. They tried to find the answers from the text instead of trying to think and give their own views. Examples of such incorrect

answers were *Merci Allah* (Thank you Allah), *Petit aide moi le premier*, (help me first) *Abdul était au village et a expliqué son aventure*. (Abdul was at the village and he explained his adventure). Such candidates did not score high marks because they did not answer the question correctly.

The candidates who scored low marks attempted item (f) in various incorrect ways. Some did not understand the demand of the question due to lack of vocabulary. As a result, they did not manage to correctly respond to it. For example, one of the candidates wrote a sentence that read: *Abdul a dit merci et au revoir la vieille femme mais c'était le chien qui a répondu* (Abdul said thank you and goodbye to the old woman but it was the dog that replied). Extract 3.2 shows a sample of the incorrect responses to question 3.

| | | |
|----|---|--|
| 3@ | Un titre convenable à texte RENCONTRE UN LION QUI- AVANT FAIM. | |
| b) | Abdul rest perdu du bois pour sa mère mais il a recontre un lion qui avait faim. | |
| c) | Abdul est-il arrive dans son village un peu plus tard, ils sont arrivés chez elle. | |
| d) | i) petit, aide-moi le premier ii) porte le seau d'eau | |
| e) | la mère d'Abdul lui a préparé quelque à manger, lui a donné du lait à boire et lui a dit. | |
| f) | i) si l'animal est vert, casse cette calebasse-ci ii) si l'animal est jeune, casse celle-là. | |

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

Extract 3.2 is a response from one of the candidates who responded incorrectly to the questions asked from the passage.

On the other hand, the analysis of the candidates' responses indicates that 475 (20.26%) candidates had average performance. These candidates were able to

score between 3.0 to 4.0 out of 9 marks. This shows that the candidates were able to provide only 03 correct responses. Most of the candidates provided correct responses with some grammatical errors, which made them score averagely.

2.4 Question 4: Short Answers (Language Use)

In this question, candidates were required to fill in the gaps that were left blank in the conversation between a shopkeeper and a customer. The question was as follows:

4. Pendant le week-end, Amalia est allée faire des courses au marché. Complétez le dialogue (i) – (v) entre Amalia et le vendeur en écrivant les phrases dans votre livret.
- Vendeur : (i) _____.
- Amalia : J'ai besoin de beaucoup de choses. D'abord, je voudrais du sucre et de la farine.
- Vendeur : Combien de Kilos voulez-vous ?
- Amalia : (ii) _____.
- Vendeur : Voilà, mademoiselle, et d'autres choses ?
- Amalia : (iii) _____.
- Vendeur : Eh non ! Je n'en ai pas. Je n'ai que des avocats.
- Amalia : (iv) _____.
- Vendeur : Mais, il n'y en a pas aujourd'hui. La boucherie est fermée.
- Amalia : D'abord, ça coûte combien ?
- Vendeur : (v) _____.
- Amalia : Tenez, au revoir.
- Vendeur : (vi) _____.

This question was attempted by 2,344 (100%) of the candidates, out of whom 1,447 (61.73) scored from 0 to 2.5 marks indicating weak performance; 808 (34.47%) scored from 3.0 to 5.5 marks indicating average performance and 89 (3.80%) scored from 6.5 to 9.0 marks indicating good performance. The general performance of the candidates in this question was average since 897 (38.26%) candidates scored from 3.0 to 9.0 marks. Figure 4 shows the candidates' performance in this question.

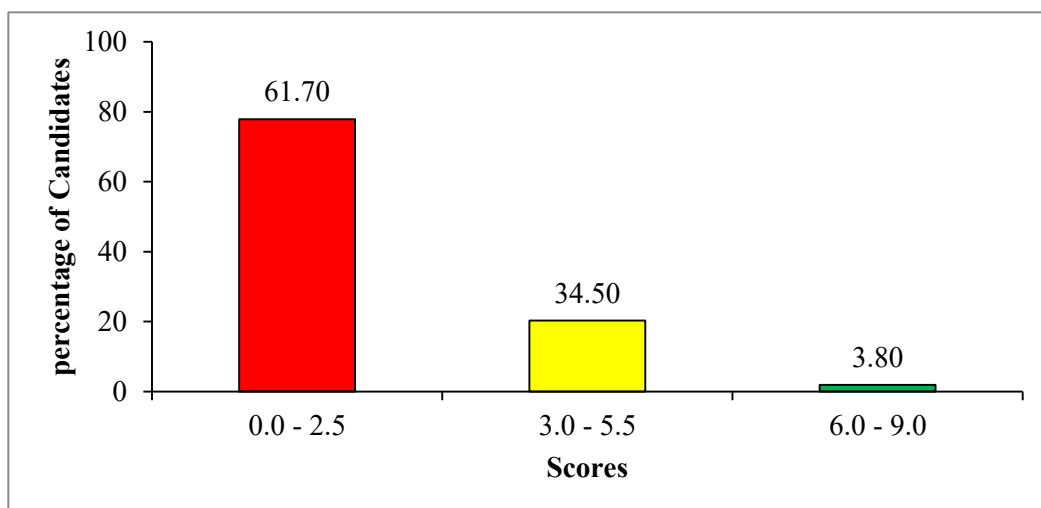


Figure 4: *Percentages of the Candidates' Performance in Question 4*

The analysis of the candidates' responses indicates that 89 (3.8%) candidates scored high marks because they had good command of the French Language which enabled them to provide correct responses.

In item (i), the examiner tested the candidates' ability to greet and request for goods by using an appropriate language in the context of shopping. Candidates were required to ask a question or provide a response on the context of the item. The answer provided by the examiner in this item was *J'ai besoins de beaucoup de chose. D'abord, je voudrais du sucre et de la farine* (I need a lot of things. First, I want some sugar and some flour). The candidates who got this question right understood the given expression and composed the question that could be asked by the seller as follows: *Bonjour. Qu'est-ce que vous desirez /Voudriez?* These candidates managed to read and understand the requirement of the item given.

In item (ii), the examiner tested the candidates' ability to answer to the question which demanded how many kilos of sugar and flour the client/customer would like to buy. The question asked by the seller was: *Combien de kilos voulez-vous?* (How many kilograms do you want?). The answers given by some of the candidates was: *Je voudrais deux kilos de farine et trois kilos du sucre* (I would like two kilos of flour and three kilos of sugar) or *deux kilos de farine et trois kilos de sucre, s'il vous plaît* (two kilos of some flour and three kilos of some sugar please). Candidates scored high marks in this item because they managed to explain the amount of kilos of sugar and flour they would like to buy.

In item (iii), the examiner tested the candidates' ability to ask for the commodities available in a shop. For example, one of the candidates provided the following response: *Eh non, Je n'en ai pas. Je n'ai que des avocats* (Ah! no, I don't have some, I have only avocados). Some candidates scored high marks because they understood that they were required to ask a question about the presence of certain fruits. Other candidates wrote : *Est-ce que vous avez des mangues et des bananes ?* (Do you have mangoes and bananas?) and got the item right.

In item (iv), the candidates were required to compose a sentence asking about goods available at the butchery e.g. eggs, meat and chicken. Some candidates with high scores managed to write correct responses because they understood that they were required to write about things that are available in a butchery. This was due to the presence of the word butchery in the next sentence. The sentence was *Mais, il n'y en a pas aujourd'hui. La boucherie est fermée* (But it is not there today, the butchery is closed).

In item (v), the candidates were assessed on their ability to tell the price of certain goods. The question was: *D'abord, ça coûte combien?* (How much does it cost?). The sentence *ça coûte combien* (How much is it?), made candidates understand that they were required to write a sentence that relates to giving a price of goods. As a result, these candidates scored high marks. For example, the answer was: *le sucre et la farine coutent 6000 shillings/ ça coute coutent 6000 shillings*. (Sugar and flour costs 6000 shillings/ it costs 6000 shillings).

In item (vi), the candidates were required to write a sentence saying goodbye to end the conversation between a seller and a client. The precedent sentence was: *Tenez, au revoir*. (Take care, goodbye). Some candidates scored high marks because they understood that they were required to compose a sentence saying goodbye to someone. Extract 4.1 shows a sample of the correct responses to question 4.

| | | |
|-----|--|--|
| 4 i | Qu'est-ce que tu as besoin? | |
| ii | Je veux trois kilos du sucre et deux kilos de la farine. | |
| iii | Oui, J'ai besoin les oranges et les papayer. | |
| iv | Alors, J'ai besoin de la viande. | |
| v | Il ça coûte cinq mille shillings. | |
| vi | A bientôt. | |

Extract 4.1: A Sample of the correct Responses to Question 4

Extract 4.1 is a response from one of the candidates who responded correctly to the question asked from the dialogue although there were few errors.

On the other side, there were candidates who scored low marks in this question. There were numerous reasons for their failure to score correctly to this question as follows:

In item (i), the analysis indicates that some of the candidates who got the item wrong failed to ask the question. Such candidates failed to complete the conversation between *Vendeur* (the seller) and *Amalia* (the buyer). Hereunder, are examples of their incorrect responses which were written by some of the candidates: *-Ça coute combien tu as choses?* (This costs how much? You have things). *Qu'est-ce que tu as aidé?* (What have you helped). These responses were semantically wrong because they did not give complete meaning.

In item (ii), the analysis shows that most of the candidates who scored low marks failed to respond appropriately to the question. For example: *Vendeur: Combien de kilos voulez-vous?* (How many kilos do you want?). One of the candidates responded: *Il y a mille shillings* (There is a thousand shillings). Another candidate responded: *kilos voulez 3500 shillings* (kilos want 3500 shillings). Such examples of the responses provided by the candidates reveal that candidates lacked knowledge of how to correctly ask a question between a seller and a customer.

In item (iii), the candidates' responses analysis shows that, those who scored low marks failed to ask the question as required in the item. The followings were examples of candidates' answers. *Pris d'autres choses* (take other things). *Ne pas autres choses* (no other thing). These responses were not correct because candidates wrote command type of sentences.

In item (iv), the candidates with low marks failed to answer the question *Mais, il n'y en a pas aujourd'hui. La boucherie est fermée* (But it is not there today, the butchery is closed) where the possible answer was *Je voudrais aussi acheter de la viande* (I would also like to buy some meat). Instead, one responded by writing: *je n'ai que des kilos* and the other one responded: *je voudrais du sucre et de la farine*. Such responses indicate that these candidates did not understand the conversation.

In item (v), the analysis shows that candidates with low marks failed to answer the question. Some of the incorrect responses provided by candidates were: *Ces combien 2 shillings?* This was an incorrect response because the structure of the sentence was wrong. Also, some of the candidates wrote *C'est ne pas étier qui deux milles shillings*. This response was incorrect, because some words were not in their proper positions.

Lastly, in item (vi), the analysis of this question shows that candidates scored low marks because they provided incorrect responses. The following were some of the incorrect responses from the candidates *Ourevoir merci*. This was an incorrect response because the word *Au revoir* was wrongly written. In some cases, some of the candidates wrote *Beaucoup* (much). This was an incorrect response because the word had no connection with the question. Extract 4.2 shows a sample of the incorrect responses to question 4.

| | | |
|-----|----------------------------------|--|
| 04. | (i) Comment ça va welcome | |
| | (ii) Je veux deux kilos de sucre | |
| | (iii) J'ai besoin de beaucoup | |
| | (iv) Il ya avocats. | |
| | (v) Il ya deux mille, sh coûte | |
| | (vi) D'accord madame | |

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

Extract 4.2 is a response from one of the candidates who responded incorrectly to the question asked from the dialogue. In some items he/she used English words.

On the other hand, the analysis of the candidates' responses indicates that 808 (34.47%) candidates had average performance. These candidates were able to score between 3.0 and 5.5 out of 9 marks. This shows that the candidates were able to provide only 03 correct responses. Most of the candidates provided correct responses with some grammatical errors, which made them score averagely.

2.5 Question 5: Jumbled Sentences

In this question, candidates were provided with a telephone conversation which had six (6) unordered sentences. The candidates were required to rearrange them sequentially in order to form a meaningful and logical conversation. The question intended to assess the candidates' ability to correctly rearrange jumbled sentences in French Language. The following were the jumbled sentences given to the candidates.

5. Mettez en ordre les phrases (a) - (e) du dialogue téléphonique entre Mpoki et Madame Massanja en écrivant 1 - 6 dans votre livret.

- (a) Excusez-moi de vous déranger mais je voudrais parler à Joti.
- (b) Joti vient de sortir. Pouvez-vous le rappeler un peu plus tard.
- (c) D'accord, merci Madame, saluez vos voisins.
- (d) Allô, Madame Masanja, Bonsoir c'est Mpoki.
- (e) Merci, je les saluerai.
- (f) Bonsoir Mpoki.

This question was attempted by 2,344 (100 %) of the candidates, out of whom 351 (15%) scored from 0 to 2.5 marks; 798 (34.10%) scored from 3.0 to 5.5 marks and 1,195 (51.00%) scored from 6.0 to 9.0 marks. The general performance of the candidates in this question was good, since 1993 (85.10%) of the candidates scored from 3.0 to 9.0 marks. Figure 5 shows the candidates' performance in this question.

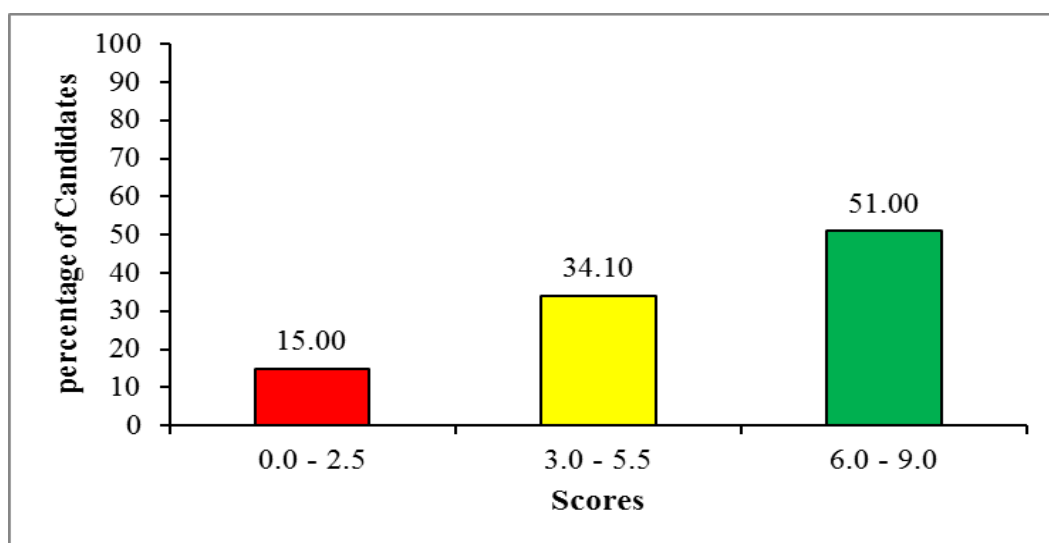


Figure 5: *Percentages of the Candidates' Performance in Question 5*

The analysis of the candidates' responses indicates that candidates who had good performance adhered to French Language structure, language use and other grammatical rules. They also understood the sentences provided as they managed to rearrange them correctly. The responses of candidates who scored high marks were as follows:

In item (d), the candidates with high scores were able to understand some few words, which are commonly used when starting talking with someone by using a

telephone. These words were *Allô* (hello) and *bonsoir* (good evening). These words helped them to select the item (d) to be the first sentence in this telephone conversation. As a result, they got high marks. The sentence in this item reads as: *Allô, Madame Masanja, Bonsoir c'est Mpoki* (Hello, Madame Massanja, good evening. It's Mpoki).

Item (f) was the second sentence in the arrangement of the six (6) jumbled sentences. The sentence in this item was *Bonsoir Mpoki* (Good evening Mpoki). Candidates with high marks were able to select this item as a correct answer because in the previous sentence in item (d) there was a sentence that contained the word *bonsoir* (good evening). Therefore, they made a relationship between the item (d) and (f) and discovered that they had a close meaning. On top of that, these candidates understood that when someone says *bonsoir*, (good evening) the response is always *bonsoir* (good evening).

Item (a) was the third response in the arrangement of the six (6) jumbled sentences in the telephone conversation. The candidates with high scores managed to choose this item as the third one because they were aware of the presence of some words like *excusez-moi* (sorry) *Excusez-moi de vous deranger mais je voudrais parler à Joti*. (Sorry for disturbing you, but I would like to talk to Joti).

In item (b), the candidates with high scores were able to understand some few words which helped them to make a logical relation between them. This was due to the presence of the sentence *...je voudrais parler à Joti* (I would like to talk to Joti).

Item (c) had the following sentence *D'accord, merci madame saluez vos voisins* (Ok, thank you madam, send my greeting to your neighbour). Candidates with high scores managed to select this item as the fifth correct answer. The presence of the sentence *Pouvez-vous le rappeler un peu plus tard ?* (Can you call him in a while or later on?) attracted the candidates with high scores to select it as the correct fifth sentence in a sequential order of telephone conversation.

In item (e), some candidates with high scores successfully selected the sentence that reads *Merci, je les saluerai* (Thank you, I will send your greetings to them). These candidates selected this item because they made a logical relationship between item (e) and item (c) that read *saluez vos voisins* (send my greetings to your neighbours). Secondly, in the sentence in item (e) there was a personal pronoun *les* (them) that replaces the noun *vos voisins* (your neighbour) of item (c). Consequently, they got the item right and scored high marks.

Extract 5.1 shows a sample of the correct responses provided by one of the candidates in question 5.

| | | | | | | | | |
|----|---|---|---|---|---|---|--|--|
| 5. | A | B | C | D | E | F | | |
| | 3 | 4 | 5 | 1 | 6 | 2 | | |

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

Extract 5.1 is a sample of responses from a candidate who rearranged the given sentences into a logical sequence.

Conversely, the analysis indicates that there were candidates who had weak performance in this question. Some of the candidates who scored low marks did not manage to rearrange correctly all of the sentences. However, some of them were able to rearrange correctly 1 to 2 items out of the given 6 items. This made them score low marks. Extract 5.2 shows a sample of the incorrect responses to question 5.

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

Extract 5.2: *A Sample of the incorrect Responses to Question 5*

Extract 5.2 is a response from one of the candidates who failed to rearrange logically some of the sentences.

Apart from that, the analysis of the candidates' responses indicates that some of the candidates had average performance in this question. These candidates were able to score between 3.0 and 5.5 out of 9 marks. This shows that the candidates were able to provide only 03 correct responses. Most of the candidates provided correct responses with some grammatical errors, which made them score averagely.

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

Docteur : Bonjour. Comment ça va ?

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

Docteur : Le pauvre ! Tu es malade, toi ?

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

Docteur : Qu'est-ce que tu as ?

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

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

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

Docteur : Bon, mets-toi sur le lit.

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

Docteur : Eh bien ! Je vais t'examiner.

This question was attempted by 2,344 (100 %) candidates, out of whom 504 (21.5%) scored from 0 to 2.5 marks indicating weak performance; 1,607 (68.60%) per cent scored from 3.0 to 5.5 marks indicating average performance and 233 (9.90%) scored from 6.0 to 9.0 marks indicating good performance. The general performance of the candidates in this question was good, since 1,840 (78.49%) of candidates scored from 3.0 to 9.0 marks. Figure 6 shows the candidates' performance in this question.

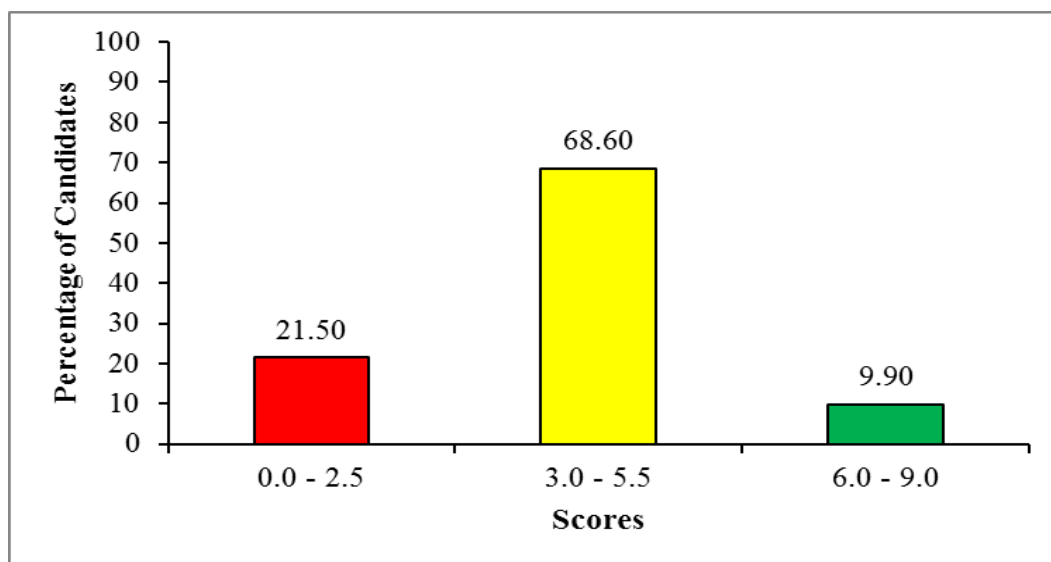


Figure 6: *Percentages of the Candidates' Performance in Question 6*

The candidates' responses analysis for this question indicates that the candidates with good performance scored from 6.0 to 9.0 marks because of their good mastery of the French Language vocabulary. In this question, the candidates were given two dialogues with blank spaces to be filled with different grammatical elements such as verbs, definite and indefinite articles. These candidates were able to fill in the blanks by using the correct vocabulary from the box given and made the dialogue meaningful.

In part A, the candidates were tested on the use of already conjugated verbs from *avoir, être, aller, penser* and *se sentir*. These candidates were required to fill in the gaps of the conversation between a doctor and Kingo. The conjugated verbs which were provided in a box were *ai* (have), *as* (have), *es* (are), *vais* (go), *vas* (go), *va* (goes), *pense* (think) and *me sens* (feel).

In item (i), candidates were required fill in the gaps in the following question: *Kingo: Ça ne..... pas très bien docteur* (Kingo: I not very well doctor). The correct answer was a verb *aller* (go). Candidates with high scores managed to use the verb *aller* (to go) in simple present tense *va* to talk about ones' health. Such a response indicates that candidates had sufficient knowledge and skills on the use of verbs in their daily activities.

In item (ii), candidates were required to fill in the gaps in the following tag question: *Docteur: ...tu es malade, toi?* (Doctor you are sick, aren't you?). The correct answer was *Kingo: Oui, je me sens un peu malade*. (Kingo: Yes, I am feeling a little bit sick). The candidates with high scores were able to fill in the blank by using the verb *me sens* (feel) because they understood that the conjugated verb *me sens* (feel) should be only used with a person pronoun *je* (I) hence, they thus scored full marks in this item.

In item (iii), candidates were required to fill in the gaps using the verb *pense* (think) in relation to conjunction *que* (that) in order to answer the question from the Doctor which was: *Docteur: Qu'est-ce que tu as ?* (Doctor: What is wrong with you?). The correct answer was : *Kingo: Je pense que j'ai de la fièvre*. (Kingo: I think that I have fever). The candidates with high scores selected the verb *pense* (think) because of the use of the subject pronoun *Je* (I) and the relative pronoun *que* (that) in the sentence.

In item (iv), the candidates were required to answer the following question which Kingo was asked by the doctor: *Et, tu n'as pas mal au ventre?* (Doctor: Do you

have stomachache?). The answer was *Kingo: Non, mais j'ai mal à la tête depuis hier soir.* (Kingo: No, but I have headache since yesterday evening). The candidates who scored high marks managed to respond to this item correctly because they understood that the conjugated verb *ai* (have) is only used with the subject pronoun *je* (I).

In part B, candidates were required to use definite and indefinite articles to fill in the gaps provided in order to give meaning to the sentences in the conversation between two couples.

In item (i), the candidates were provided with the following question: *Une copine: Alors, mon chéri, tu as passé (i)..... bon week-end?* (So, my love, did you spend... good weekend?). The correct answer was *un* (a). The candidates with high scores understood that the presence of masculine adjective *bon* (good) needed the indefinite article “*un*”. Therefore, the correct sentence was: *Alors, mon chéri, tu as passé un bon week-end?* (So, my love did you spend a good weekend?).

In item (ii), the candidates were required to provide an appropriate article to the question: *Pas vraiment, j'ai eu problèmes avec le professeur de français.* (Not true, I had ... problems with the French teacher). The correct answer in this question was an indefinite plural article *des* (the). The candidates with high marks understood that the masculine plural noun *problèmes* was introduced in the conversation for the first time.

In item (iii), the candidates were required to answer the question which was: *problèmes graves?.....* (... serious problems?). Some candidates managed to write a correct answer that was *des* (some). The candidates understood that if a noun is repeated then the definite article is used. As a result, these candidates wrote the correct definite article *les* (the).

In item (iv), the candidates with high marks selected the right choice which was *une* (a) as in *une très mauvaise note, 4 sur 10* (a very bad marks; 4 over 10). This is because they understood that the singular adjective *mauvaise* (bad) belongs to feminine gender and if it is used for the first time then it has to take indefinite article. As a result, they selected *une* as the correct answer in this item.

Furthermore, the sentence provided in item (v) was *Oh la! La! Tu as raison. C'estdernière note d'aller à la mention passable.* (Oh, you are right. This is ...last marks). Since the feminine noun *note* (marks) had been repeated, the candidates

with high marks understood that the definite article *la* (the) was the correct answer in this item. Extract 6.1 shows a sample of the correct responses provided by a candidate to question 6.

| | | |
|-----|--|--|
| 6a) | Docteur: Bonjour. Comment ça va? | |
| | kingo: Ça ne va pas très bien docteur. | |
| | Docteur: Le pauvre! Tu es malade, toi? | |
| | kingo: Oui je m'en sens un peu malade! | |
| | Docteur: Qu'est-ce que tu as? | |
| | kingo: Je m'en pense que j'ai de la fièvre | |
| | Docteur: Et tu n'as pas mal au ventre? | |
| | kingo: Non, mais j'ai mal à la tête depuis hier soir | |
| | Docteur: Bon, mets-toi sur le lit. | |
| | kingo: Mais, qu'est-ce que tu vas faire? | |
| | Docteur: Eh bien! Je vais t'examiner | |
| | | |
| | | |
| 6b) | Une copine: Alors mon chéri, tu as passé le bon week-end? | |
| | Un copain: Par vraiment, j'ai eu le problème avec le professeur de français | |
| | Une copine: iii) les problèmes graves? | |
| | Un copain: En fait, j'ai eu iv) une très mauvaise note: 4 sur 10 | |
| | Une copaine: Oh là! là! Tu as raison. C'est v) der dernière note d'aller à la mentron passable | |

Extract 6.1: A Sample of the Correct Responses to Question 6

Extract 6.1 indicates the responses from a candidate who selected the correct vocabulary and article and correctly filled them in the blank spaces but failed in two blank spaces.

On the other hand, the candidates' response analysis shows that candidates who had weak performance failed to identify correct verbs and articles. These candidates had weak mastery of the French language vocabulary and lacked sufficient knowledge of French language grammar.

Question 6 (a) tested the candidates' ability to use verbs such as *es* (are), *va* (goes), *vais* (go), *pense* (think), *as* (have), *vas* (go) and *me sens* (I feel) to fill the blanks of the sentences used in the dialogue between the doctor and Kingo.

In item (i), the correct response was *va*. *Ça ne (i) va pas très bien docteur* (It is not fine). Some candidates who scored low marks responded to the item with the verbs *vais* and *vas*. These candidates did not understand that the word *ça* (it) is in the third person singular, hence goes with the verb *va* (goes). Some other candidates responded to the item by using the verbs *ai* (have) *as* (have). They didn't understand that the subject *ça* (it) could not match with verbs conjugated in the first and second person singular in the context of the dialogue.

Additionally, some other candidates responded to the item using the verb *es* (is). They did not understand that the verb *es* (are) is the second person singular and thus incompatible with *ça*. Also, there were candidates who responded to the item with verb *pense* (think) as they did not understand the meaning of the sentences. Other candidates who used the verb *me sens* (I feel) did not understand that the verb *me sens* was in the first person singular.

In item (ii), the correct answer was *me sens* (I feel). *Je (ii) me sens un peu malade* (I feel a bit sick). Some of the candidates responded by using verbs such as *ai* (have), *es* (is), *vas* (go), *pense* (think/thinks), *va* (goes) and *as* (have). These candidates did not understand the meaning of the sentence.

In item (iii), the answer was *pense* (think/thinks). Some of the candidates with low marks responded by using verbs such as *ai* (have), *es* (are), *vas* (go), *pense* (think/thinks), *va* (goes) *me sens* (self-feelings) and *as* (have). These candidates failed to understand the logical meaning of the verb *pense* + *que* (think/thinks + that).

In item (iv), the correct answer was *ai* (have). *Non, mais j' (iv) ai mal à la tête depuis hier soir* (No, I have headache since yesterday evening). The candidates with low marks answered this question by using other verbs such as *es* (is), *vas* (go), *pense* (think/thinks), *va* (goes) and *as* (have). They didn't understand the verb

ai (have) which was the only one to be used with the first person singular *Je* (I). Such mistakes led them to score low marks.

Question 6 (b) tested candidates' ability to use definite and indefinite articles. This question required candidates to choose the correct article from the given list and fill in the gaps. The given articles were *le, la, les* (the), *un, une* (a/an) and *des*. The candidates who scored low marks did not choose the appropriate articles.

In item (i), the correct response was the indefinite article *un* (a/an). The candidates who chose other articles did not understand that the noun *weekend* is a singular masculine noun and is preceded by a masculine adjective *bon* (good/nice). These candidates failed to recognise that, the noun *bon weekend* was used for the first time. Since the noun was masculine in gender, the correct answer was *Un bon weekend* (a nice weekend).

In item (ii), the answer was *des* (some/ zero article). Some of the candidates with low marks used other articles. They did not understand that the noun was masculine plural. Hence, the correct answer was *des*. The correct phrase is *J'ai eu (ii) des problèmes avec le professeur de français* (I had some problems with the French teacher).

In item (iii), the correct answer was *les* (the). The candidates with low marks failed to understand that the word *problèmes* was mentioned in the previous sentence, therefore the definite article *les* was the appropriate response. Thus, the correct response was *les problèmes graves?* (Serious problems?). It therefore required an indefinite article compatible to its gender.

In item (iv), the answer was *une* (a/an). Candidates who used other articles failed to understand that, *une* (a/an) had to be used in the noun *note* (note) which was singular feminine. The noun had not been used in the sentence before.

In item (v), the candidates who responded correctly used the definite the article *la* (the) because the adjective *dernière* (last) as used in the sentence shows the known things which are in series. Therefore, the candidates who scored low marks didn't notice that there was a known series of issues. They failed to adhere to the French language grammatical rules on the use of definite and indefinite articles in relation to gender and number. Extract 6.2 shows a sample of the incorrect responses provided by a candidate to question 6.

| | | |
|------|---|--|
| 6(a) | Docteur: Bonjour. Comment ça va? | |
| | Kingo: Ça ne (E) Vais pas très bien docteur. | |
| | Docteur: Le pauvre! Tu es malade, toi? | |
| | Kingo: Oui, je (E) Meson un peu malade! | |
| | Docteur: Qu'art - ce que tu as? | |
| | Kingo: Je (E) ai que j'ai de la fièvre. | |
| | Docteur: Et tu n'as pas mal au ventre? | |
| | Kingo: Non, mais j' (E) pense mal à la tête depuis hier soir. | |
| | Docteur: Bon, mets-toi sur le lit. | |
| | Kingo: Mais, qu'art - ce que tu vas faire? | |
| | Docteur: Eh bien! Je vais t'examiner. | |
| 6(b) | Une copine: Alors mon chéri tu as passé - | |
| | (E) V la bon week-end? | |
| | Un copain: pas vraiment, j'ai eu (E) de problèmes avec le professeur de français. | |
| | Une copine (ii) le problèmes graves? | |
| | Un copain: En fait, j'ai eu (E) un très-mauvaise note; 4 sur 10. | |
| | Une copine: Oh la! La! Tu as raison. C'est - | |
| | (iv) dernière note d'aller à la | |
| | Mention passable. | |

Extract 6.2: A Sample of the incorrect Responses to Question 6

Extract 6.2 indicates the responses from a candidate who failed to select the correct vocabulary in order to fill in the blanks in some of the items.

Apart from that, the analysis of the candidates' responses indicates that there were candidates who had average performance in this question. These candidates were able to score between 3.0 and 4.0 out of 9 marks. This shows that the candidates were able to provide only 03 correct responses. Most of the candidates provided correct responses with some grammatical errors, which made them score averagely.

2.7 Question 7: Short Answers (Language Use)

In this question, the candidates were required to select the verbs from the box given, which were in infinitive form. They were supposed to read and understand the sentences given (a-i) then use the right verbs to fill in the gaps after

transforming them in the past tense as in the example provided. 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 comme dans l'exemple.

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

Par exemple : Nous _____ des chansons de Mpoto.

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

- (a) Il _____ la télévision qui est dans sa maison.
- (b) Le père de notre médecin _____ le journal de Mtanzania.
- (c) Ces chauffeurs _____ les voitures à une grande vitesse.
- (d) Je _____ mon travail du cours de français.
- (e) Paul _____ le bras en jouant au football.
- (g) Ma mère _____ au marché pour acheter du riz.
- (h) Neema _____ pour les vacances.
- (i) Nous _____ beaucoup du vocabulaire pendant le cours d'anglais.

This question was attempted by 2,344 (100%) candidates, out of whom 1,799 (76.80%) scored from 0 to 2.5 marks indicating weak performance; 439 (18.70%) scored from 3.0 to 5.0 marks indicating average performance and 106 (4.50%) scored from 5.5 to 9.0 marks indicating good performance. The general performance of the candidates in this question was average, since 545 (23.25%) candidates scored from 3.0 to 9.0 marks.

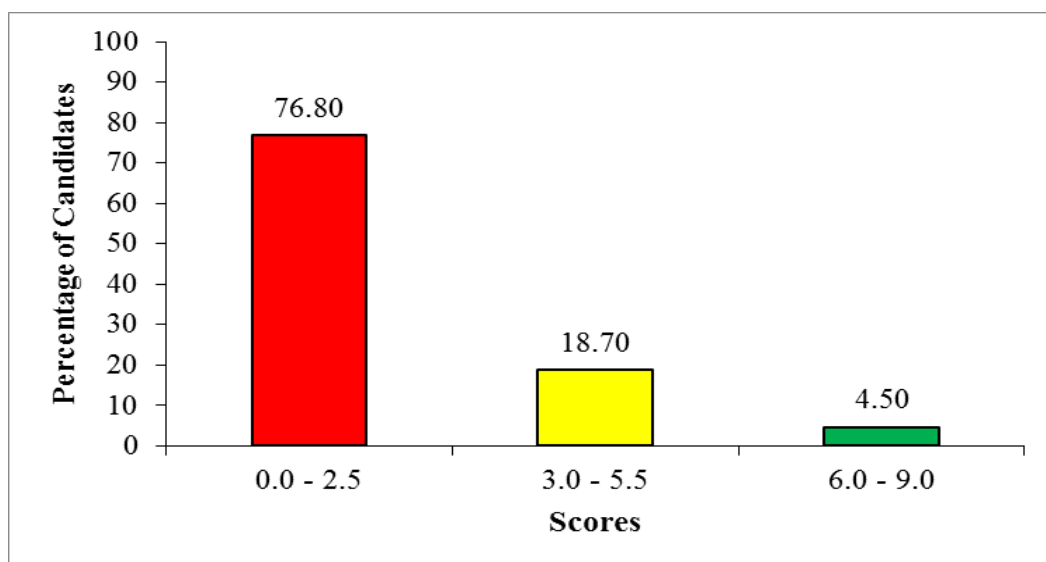


Figure 7: Percentages of the Candidates' Performance in Question 7

The analysis of the candidates' responses indicates that candidates who had good performance scored from 6.0 to 9.0 marks. This indicates that the students were familiar with the given verbs. The responses of candidates who scored high marks were as follows:

In item (a), the question was *Il....la télévision qui est dans sa maison* (He.... the television which is in his house). The right verb to be used according to the context was the verb *regarder* (to watch). So, the candidates with high scores identified the verb and transformed it into past simple tense. The correct answer was *Il a regardé la télévision qui est dans sa maison* (He watched the television which is in his house). Therefore, these candidates got this question right as they used the auxiliary verb *avoir* (to have) in the third person singular and the past participle of the verb *regarder* (to watch).

In item (b), the question was *Le père de notre médecin le journal de Mtanzania* (Our doctor's father....Mtanzania Newspaper). The candidates with high performance understood the context of the sentence, which required the use of the verb *lire* (to read). So, the candidates managed to choose and transform it into past simple tense. Thus, the right answer was *Le père de notre médecin a lu le journal de Mtanzania* (Our doctor's father read the Mtanzania newspaper). Such candidates made the right choice of the auxiliary verb *avoir* (to have), and managed to conjugate the verb *lire* into past participle *lu* (read) and scored high scores.

In item (c), the question was *Ces chauffeurs...les voitures à une grande vitesse*. (The drivers drive _____ cars at high speed). Candidates who scored high marks identified the right verb *conduire* and the use of the verb *avoir* (to have) and they conjugated it in accordance with the subject *Ces chauffeurs* (these drivers)—the third person plural. *Ces chauffeurs ont* (these drivers have...). They also managed to change the verb *conduire* (to drive) to its proper past participle which is *conduit* (driven). Thus, the correct response was *Ces chauffeurs ont conduit les voitures à une grande vitesse* (Those drivers have driven cars at a high speed).

In item (d), the question was *Je...mon travail du cours de français* (I...my French subject work). The correct answer was *J'ai fini mon travail du cours de français*. (I have finished my French subject work). The candidates who scored this question chose the verb *finir* (to finish) as it is connected with finishing the activity of the French subject. Moreover, they used the right auxiliary verb *avoir* (to have) conjugated in the present simple tense with the subject *Je* (I), the first person singular. They managed to transform the verb *finir* (to finish) to its past participle to form the past simple tense.

In item (e), the question was *Paul...le bras en jouant au football* (Paul...the hand when he was playing football). The right answer was *Paul s'est cassé le bras en jouant au football* (Paul broke his hand when he was playing football).—The candidates with high scores managed to fill in the blank spaces with the verb *se casser* (to break oneself). They also managed to use the right form of auxiliary verb *être* (to be) in the third person singular as *t* is used with pronominal verbs.

In item (f), the question was *Félicitations! Vous ... à votre examen* (Congratulations ! You ... your exams). Candidates with high scores used the verb *réussir* (to pass) and they managed to use the proper auxiliary verb *avoir* (to have) which they conjugated in accordance with the subject *Vous* (you), the second person plural. *Vous avez...* (You have...). Additionally, they managed to change the verb *réussir* (to pass) to the past participle form *réussi* (passed). The correct answer was *Félicitations ! Vous avez réussi à votre examen* (Congratulations ! You have passed your exams).

In item (g), the question was *Ma mère ...au marché pour acheter du riz* (My mother ...to the market in order to buy some rice). The correct answer was *Ma mère est allée au marché pour acheter du riz* (My mother has gone to the market to buy some rice). The candidates with high marks were able to choose the correct verb *aller* (to go) and managed to transform it into its past participle *allé* (gone). Also, they managed to use the right auxiliary verb *être* (to be) and conjugated it in

the present tense alongside adding an *e* to *allé* to make it *allée* as the subject was in feminine.

In item (h), the question was *Neema ...pour les vacances*. (Neema for holidays). The answer was *Neema est partie pour les vacances*. (Neema left for holidays). The candidates with high scores managed to select the use of the verb *partir* (to depart). They used properly the auxiliary verb *est* (is) that concords with the subject *Neema*. Also, they managed to correctly change the past participle of the verb *partir* (to leave) which is *parti* (left) with the letter *e* to show feminine gender. So, with this answer, they scored higher marks. Such a correct response indicates that, these candidates had good a command of French Language.

In item (i), the question was *Nous.... beaucoup de vocabulaire pendant le cours d'anglais* (we a lot of vocabulary during the English lesson). The correct answer was *Nous avons appris beaucoup de vocabulaire pendant le cours d'anglais* (we have learnt a lot of vocabulary during the English lesson). The candidates who scored high marks managed to use the verb *apprendre* (to learn) because of the context of learning. Moreover, they were able to use the auxiliary verb *avoir* (to have) and conjugated it in the first person plural *nous avons* (we have). They also changed the verb *apprendre* (to learn) to its proper past participle. Consequently, candidate scored high marks. Extract 7.1 shows a sample of the correct responses provided by a candidate to question 7.

| | | |
|-----|--|--|
| 07. | a, Il <u>a regardé</u> la télévision qui est dans sa maison. | |
| | b, La père de notre médecin <u>a lu</u> le journal de Mtanzania | |
| | c, Ces chauffeurs <u>ont conduit</u> les voitures à une grande vitesse. | |
| | d, J'ai fini mon travail du cours de français | |
| | e, Paul <u>s'est cassé</u> le bras en jouant au football. | |
| | f, Félicitation! vous <u>avez réussi</u> à votre examen. | |
| | g, Ma mère <u>est allée</u> au marché pour acheter du riz | |
| | h, Neema <u>est partie</u> pour les vacances. | |
| | i, Nous <u>avons appris</u> beaucoup du vocabulaire pendant le cours d'anglais | |

Extract 7.1: A Sample of the Correct Response to Question 7

Extract 7.1 indicates responses from a candidate who managed to identify appropriate verbs and transformed them into simple past tense as required.

On the other hand, the analysis of the candidates' responses shows that some of the candidates had weak performance. They scored from 0 to 2.5 marks. These candidates were unable to change the infinitive verbs into the correct tenses. The analysis of their responses is as follows:

In item (a), some of the candidates with low scores failed to use the correct verb that has relationship with the noun, *la télévision*. Example of sentences that had incorrect verbs are *il réussir la télévision*, *il aller la télévision*, *il lire la télévision*. On the other hand, there were candidates who selected the right verb, *regarder* but failed to conjugate it into past tense. For example, some wrote *il est regardé la télévision* and *Il regarder la télévision*, *il e regardé la télévision*, all of which were incorrect.

In item (b), some of the candidates who scored low marks failed to select the verb *lire* (to read) which had a relationship with the noun *journal* in this context. As a result, some candidates wrote other incorrect verbs such as *il ont apprendre*, *le père de notre médecin partir le journal* and *le père de notre médecin partir le journal*. Some candidates selected a correct verb *lire* but failed to transform it into past tense. For example, some wrote *le père de notre médecin lire le journal*. In this sentence, the verb is in infinitive form.

In item (c), some of the candidates with weak performance did not understand the context of the sentence which required the use of the verb *conduire*. They failed to understand that the noun *les voitures* (the cars) has a direct relationship with the verb *conduire* (to drive). Consequently, different verbs were wrongly used such as *les chauffeurs sont parti les voitures*, *ces chauffeurs finir les voitures*. Some of the candidates successfully chose the correct verb, *conduire* (to drive) but they failed to conjugate it into the correct past tense. For example, they wrote *Ces chauffeurs conduire les voitures*, *ces chauffeurs conduire* which were incorrect response.

In item (d), the candidates who did not score high marks in this question failed to use the verb *finir* (to finish). As a result, different incorrect verbs were used to answer this question. Example of incorrect verb used include *je suis partir mon travail*, *Je apprendre mon travail*, *je suis aller mon travail* and *je suis mon travail*. Not only that but also, there were other candidates who selected the correct verb *finir* (to finish) but they failed to conjugate it into past tense and used it wrongly as in *je finir mon travail*.

In item (e), some of the candidates failed to choose the correct verb because they were unable to relate the noun, *le bras* (the hand) with the infinitive verb *se casser* (to break). Consequently, other verbs were incorrectly used and transformed into past tense. For example, *Paul finir le bras*, *Paul est perd le bras*, *Paul regarder le bras*, *Paul est le bras*.

In item (f), some of the candidates with low scores did not manage to use the correct verb *réussir* (to succeed). They failed to make logical relationship between the verb *réussir* (to succeed) and words *Félicitations* and *examen*. It is obvious that these candidates were familiar with the noun *examen* (examination), but they did not understand the meaning of *félicitation* and *réussir* (to succeed). Such mistakes led them to get weak marks. For example, the incorrect answer provided in this item were *vous écouter a votre examen*, *vous avez fini a votre examen*, *vous partir a votre examen*. Others used the correct verb but failed to conjugate it into its

proper past tense as they wrote: *vous allez réussir a votre examen* which was wrong.

In item (g), some of the candidates with low marks were unable to choose the correct verb *aller*, (to go). Some candidates managed to select the correct verb *aller* but failed to conjugate it into past tense. Instead of using the auxiliary verb *être* (to be), they used the auxiliary verb *avoir* (to have). Other candidates failed to get good marks because they failed to make logical relationship between the verb *aller*, (to go) and the noun phrase, *au marché*. Consequently, they used other verbs and got the item wrong.

Extract 7.2 shows a sample of the incorrect responses provided by a candidate to question 7.

| | | |
|----|---|--|
| 7. | Il a regarder la télévision qui est dans sa maison. | |
| | Le père de notre médecin lire le journal de Mtanzania. | |
| | Ces chauffeurs ont conduire les voitures à une grande vitesse. | |
| | Je me se casser mon travail du cours de français. | |
| | Paul avec finir le bras en jouant au football. | |
| | Félicitation! vous est aller à votre examen. | |
| | Ma mère va au marché pour acheter du riz. | |
| | Neema a réussir pour les vacances. | |
| | Nous avons tu apprendre beaucoup du vocabulaire pendant le cours d'anglais. | |

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

Extract 7.2 indicates responses from a candidate who failed to transform the verbs from infinitive form to past tense in order to fill in the blanks in some of the items given.

Furthermore, the analysis indicates that there were some candidates who had average performance in this question. These candidates were able to correctly transform 3 to 6 items out of 9 with minor grammatical errors. For example, one of the candidates managed to write correctly 6 items out of 9 but failed to write correctly 3 verbs into past tense.

2.8 Question 8: Summary Writing (Comprehension)

The question aimed at assessing the candidates' ability to comprehend and summarise a story without distorting its original meaning. The candidates were required to summarise the given comprehension text to between 70 and 80 words.

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

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

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

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

This question was attempted by 2,344 (100%) of the candidates, out of whom 124 (5.30%) scored from 0 to 2.5 marks indicating weak performance; 1,980 (84.50%) scored from 3.0 to 5.5 marks indicating average performance and 240 (10.20%) scored from 6.0 to 9.0 marks indicating good performance. The general performance of the candidates in this question was good, since 2,220 (94.70%) of the candidates scored from 3.0 to 9.0 marks. Figure 8 shows the candidates' performance in this question.

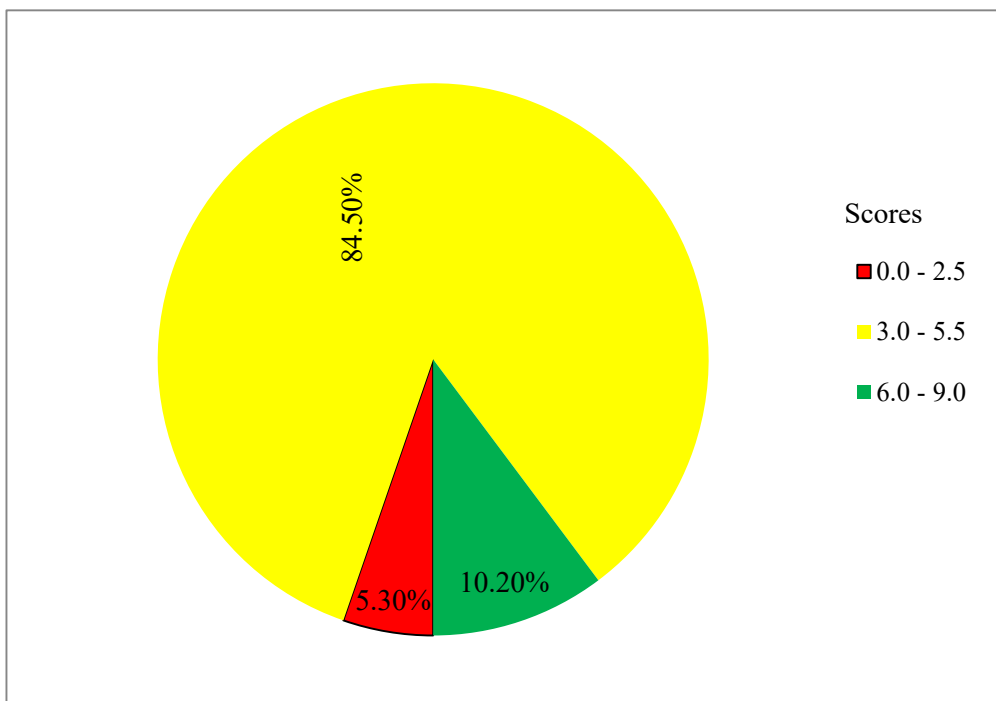


Figure 8: *Percentages of the Candidates' Performance in Question 8*

The analysis of the candidates' responses indicates that there were some candidates who had good performance as they scored from 6.5 to 10.0 marks. These candidates wrote good comprehensive summary with few grammatical errors. They also included all the key ideas from the original text.

The candidates who got the question right managed to summarise the whole text in a range of 70 to 80 words. Also, the candidates summarised the text by considering the key ideas obtained from each paragraph. In the first and second paragraphs, for example, the candidates who scored high marks managed to shorten the information about the spread of the use of internet and multiple functions of the of internet in varions activities. In the third paragraph, the candidates managed to tell the importancce of using computer information technolgy that brings people together. The paragraph also presented official uses of the internet and web site in various official and social activities. The candidates who scored high marks are those who were able to summarise the key ideas found in the text. In addition to that, they used their comprehension skills in the choice of words and flow of ideas without distorting the key ideas from the original text. Therefore, the candidates with high marks had sufficient vocabulary,

comprehension skills and knowledge of the French language grammatical rules. Extract 8.1 is a sample of correct responses to question 8.

| | |
|-----|--|
| 08. | L'internet est une grand réseau qui relie des millions d'ordinateurs du monde entier. L'internet joue un grand rôle à l'éducation, il est facile pour télécharger de documents scolaires. On peut aussi faire une demande d'emploi ou une réservation à l'hôtel. Aussi il peut afficher des photos, des documents scannés, préparés et sauves sur un disque compact ou une disquette. Finalement, l'internet aide beaucoup de chose et donne le développement d'éducation. |
|-----|--|

Extract 8.1: A Sample of a Correct Response to Question 8

Extract 8.1 illustrates a response from a candidate who wrote a good summary about the use of internet in the entire world.

On the other hand, the analysis of the candidates' responses indicates that candidates who had weak performance in this question failed to understand the requirement of the question and lacked summarising skills. Some of the candidates who scored low marks did not consider the requirements of the question. Others did not even understand the passage. As a result, they failed to summarize it. For example, one of the candidates wrote almost the whole text instead of summarizing it. In addition to that, some of them wrote summaries that were different from the original text. Some other candidates copied the text from the question paper. For example, one of the candidates copied sentences such as; *L' internet est un grand réseau qui relie des milions d'ordinateurs du monde entier. La principe composante de l'internet s'appelle <<le web>>.*

Another candidate who scored low marks wrote a composition instead of writing a summary. The candidate started with a title *L'IMPORTANCE D'UTILISER L'INTRNET* (THE IMPORTANCE OF USING THE INTERNET). The analysis further shows that there were candidates who wrote compositions by starting with an introduction followed by the main body which was in two paragraphs, and finally, the conclusion of one paragraph. Extract 8.2 is a sample of incorrect responses to question 8.

| | |
|----|---|
| 8. | L'internet est un grand réseau qui relie des millions d'ordinateurs du monde entier. La principale composante de l'internet s'appelle « le web ». |
| | Le service le plus utilisé sur internet est le courrier électronique ou l'email. Aujourd'hui, c'est facile de communiquer par l'email. On n'a qu'à taper l'adresse de son correspondant et écrit un message. On peut aussi attacher des photos, des documents scannés, préparés et sauvegardés sur un disque compact ou une disquette. L'internet joue un grand rôle à l'éducation. Les étudiants peuvent facilement télécharger des documents scolaires. |

Extract 8.2: A Sample of Incorrect Responses to Question 8

Extract 8.2 is a sample of responses from a candidate who copied the words directly from the original text without summarising it.

Also, the analysis of the candidates' responses indicates that there were candidates who scored averagely in this question. 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 led them to score average marks.

2.9 Question 9: Written Expression (Composition)

The question required the candidates to write a composition on the advantages of using aeroplane as a means of transport in comparison to other means of transport. The question tested candidates' ability writing skills. The question was as follows:

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

This question was attempted by 1,981 (84.51%) candidates, out of whom 1,797 (90.70%) scored from 0 to 4.0 marks indicating weak performance; 173 (8.70%)

candidates scored from 4.5 to 9.5 marks indicating average performance and 11 (0.60%) candidates scored from 10.0 to 15.0 marks indicating good performance. The general performance of the candidates in this question was weak, since 184 (9.28%) candidates scored from 4.5 to 15.0 marks. Figure 9.0 shows the candidates' performance in this question.

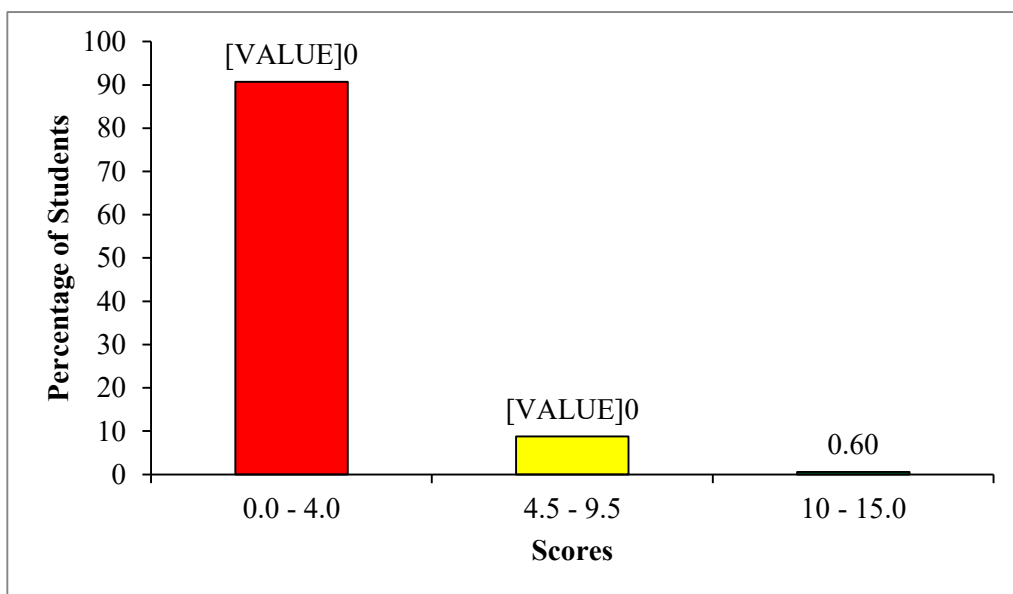


Figure 9.0: Percentages of the Candidates' Performance in Question 9

The candidates' response analysis indicates that the candidates who had good performance scored from 10.0 to 14.0 marks. The candidates who scored 11.5 marks wrote a good essay with few grammatical errors. They also included all the key ideas.

The analysis of the candidates' responses shows that the candidates who scored high marks managed to write the introduction, the main body and the conclusion of the essay on the advantages of using aeroplane instead of other means of transport. In the introduction, some of the candidates with high scores explained the meaning of transportation, others explained the meaning of aeroplane. In the main body, they explained four advantages of using aeroplane such as being fast, safe, reliable, interesting, not tiresome and the like. Lastly, the candidates with high scores explained different ideas for concluding their essays. For example, some of them advised their friends to use aeroplane as a means of transport while others concluded by writing that despite being fast, reliable and safe, aeroplane cost is

high. Therefore, someone who does not have sufficient money should opt for other means of transport. Extract 9.1 is a sample of correct responses to question 9.

| | | |
|---|---|--|
| 9 | L'IMPORTANCE D'UTILISER L'AVION | |
| | L'avion est un grand et rapide moyen de transport que beaucoup de gens aiment et qu'ils aiment. Parce que l'avion est très vite et rapide, l'importance d'utiliser l'avion est que : | |
| | L'avion est très vite et rapide. L'avion est préféré par beaucoup de monde (tout le monde) parce qu'il est très rapide et vite. Donc, aider beaucoup à voyager à leurs lieux de destination — très vite aussi, il aide les hommes et femmes de affaires à transporter des produits et récolte qu'ils aiment très vite et rapide par avion moyen. | |
| | En suite, le voyage par avion est très intéressant et amusant aussi. Beaucoup qui prennent ou descendent à l'avion, parce qu'il est très intéressant et amusant. Beaucoup de service — exemple le nourriture et le bon à l'avion. donc le voyage par avion — il est très amusant et intéressant. | |
| | En-core, l'avion est très sûr et facile à transporter les passagers, parce que l'avion est vite et rapide — donc, l'avion est très sûr et facile moyen de transport pour beaucoup de gens du monde entier. Les gens qui voyagent par avion sont très sûrs et sages parce qu'il y a haute sécurité. | |

| | | |
|----|---|--|
| 09 | <p> Ainsi l'avion ne est pollué par pollué le environnement autres moyens - de transport Exemple le bus taxi auto- bus et bateaux pollué le environnement par les fumes (gaseux) et le bruit pro- duit par autres moyens de transport Mo- ins l'avion que il ne est pas pollué le environnement. </p> <p> En fin, l'avion est le mieux moyens de transport que préfère par beaucoup des gens / peuples, car il est très rapide et vite. Moi, Je aime - prendre l'avion et un jour quand Je voyage à Paris, Je suis prendre - l'avion le mieux moyens de transport. Mon usage l'avion pendant le voyageur à Amman en Turquie car il est très intéressé intéressant mon ami. </p> | |
|----|---|--|

Extract 9.1: A Sample of a Correct Response to Question 9

Extract 9.1 illustrates a response from a candidate who wrote a good composition on the advantages of aeroplane as a means of transport as compared to other means of transport.

On the contrary, the candidates who had weak performance scored from 3 to 6 marks. The analysis of the candidates' responses indicates that the candidates who scored weak marks failed to write different parts of the essay such as the introduction, main body and conclusion. Their compositions had many grammatical errors and illogical arrangement of sentences.

In responding to this question, some of the candidates with weak scores wrote friendly letters instead of an essay. These candidates failed to understand the demand of the question. As a result, they got poor marks. In addition to that, some candidates wrote official letters while others copied the last paragraph of question 8 and made it their answer for this question. For these reasons, the candidates got low marks. Extract 9.2 is a sample of incorrect responses to question 9.

| | | |
|---|--|--|
| 9 | <p>l'avion est bonne moyen de transport et il n'a pas des problèmes, l'avion est plus bonne que différents moyens de transport, l'avion est bonne moyen de transport, parceque:-</p> <p>L'avion d'abord, l'avion est rapide, l'avion est rapidement, Moyen de transport de l'avion est plus rapide que autres moyen de transport comme bateau.</p> <p>Puis, l'avion n'est pas dangereux, Autres moyen de transport est plus dangereuse que l'avion. Mais, je croire de l'avion n'est pas dangereuse moyen de transport.</p> <p>Et puis, Moyen de transport de l'avion prendra moins time pour arriver. Quand personne Utiliser l'avion moyen de transport pour Visiter il arrivera rapidement que personne Utiliser autres moyen de transport.</p> <p>Enfin, l'avion moyen de transport passe en ciel pour Voir bonne environnement, Moyen de transport de l'avion donne bonne vision aux personne.</p> <p>Enfin, Je pense que l'avion moyen de transport est bonne était.</p> | |
|---|--|--|

Extract 9.2: A Sample of incorrect Responses to Question 9

Extract 9.2 illustrates a response from a candidate who wrote a poor composition on the advantages of aeroplane as a means of transport as compared to other means of transport.

On the other hand, the analysis of the candidates' responses indicates that there were candidates who scored averagely in this question. These candidates had partial knowledge of writing French composition.

2.10 Question 10: Written Expression (Composition)

This question required the candidates to write a composition of 150 to 200 words explaining four events taking place in traditional marriages in Tanzania. The question tested candidates' writing skills. The question was as follows:

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

This question was attempted by 506 (21.58%) candidates, out of whom 467 (92.30%) scored from 0 to 4.0 marks indicating weak performance; 34 (6.70%) candidates scored from 4.5 to 9.0 marks indicating average performance and 5 (1.00%) candidates scored from 10.0 to 15.0 marks indicating good performance. The general performance of the candidates in this question was weak since 39 (7.71%) candidates scored from 4.5 to 15.0 marks. Figure 10 shows the candidates' performance in this question.

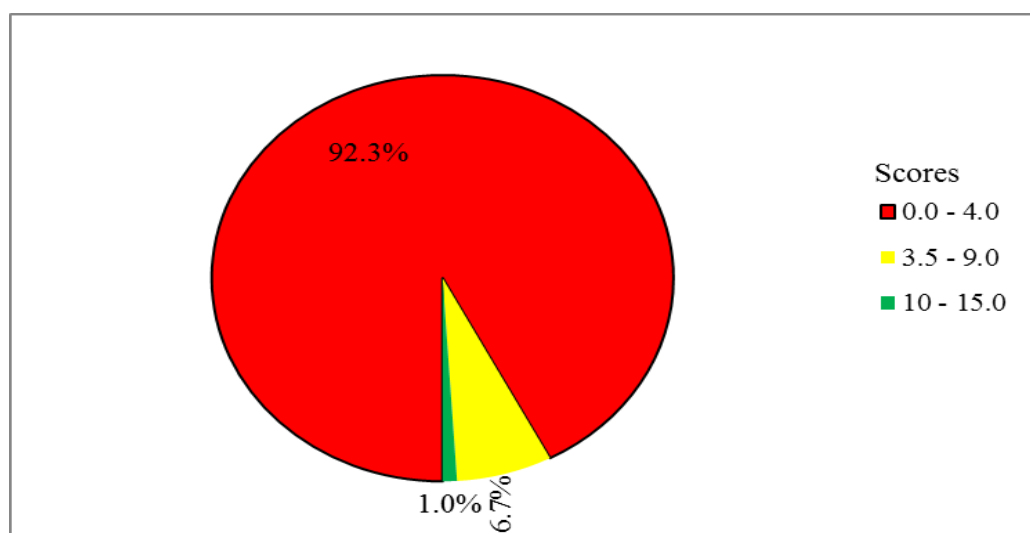


Figure 10: Percentages of the Candidates' Performance in Question 10

The candidates' response analysis indicates that some candidates who had good performance wrote compositions which had all the basic parts like the introduction, main body and the conclusion. On top of that, their compositions were clear and adhered to the procedures of writing a composition. They also used appropriate vocabulary even though their sentences had few grammatical errors.

The candidates who scored high marks managed to write the introduction of the essay on traditional marriages in different Tanzanian societies including defining the term traditional marriage. In main the body, these candidates wrote different marriage events that take place in traditional marriages including pre-marriage and during marriage processes. These events include payment of dowry, courtship formation where engagements of fiancées are done and the arrangement of bride price are made. During marriage, different events take place such as dancing,

drinking, eating, offering gifts to the couples and their parents and religious activities. In the conclusion, candidates with high scores wrote a summary of all what goes on traditional marriages and proposed best ways to improve engagement in traditional marriages. For these reasons, the candidates deserved high marks. Extract 10.1 is a sample of correct responses to question 10.

| | | |
|-----|--|--|
| 10. | Le mariage est quelque chose qui cherche pour le mari et la femme. Dans le mariage traditionnel en Tanzanie il y a beaucoup des événements sur ce qui se passe. Je vais expliquer des événements sur ce qui se passe dans le mariage traditionnel en Tanzanie. | |
| | D'abord, dans le mariage traditionnel en Tanzanie nous dansons la musique traditionnelle. Les mariages traditionnels en Tanzanie sont fantastiques parce que des gens sont dansés la musique traditionnelle avec votre famille qui apporte la coopération. | |
| | Dans le mariage traditionnel en Tanzanie nous allons au marché pour acheter beaucoup d'éléments. Dans le mariage traditionnel des éléments qui apprennent dans le mariage nous allons au marché pour acheter. | |
| | Aussi, dans le mariage traditionnel nous faisons la cuisine pour préparer des aliments. En Tanzanie dans chaque mariage il y a beaucoup des gens pour préparer des aliments et des aliments et très important parce qu'il donne des gens la bonne santé. | |
| | Dans le mariage traditionnel en Tanzanie nous donnons des cadeaux pour des gens qui se passent le mariage. Des cadeaux pour le mariage sont très importants. | |
| | Finalement, dans le mariage traditionnel en Tanzanie il y a beaucoup des événements sur ce qui se passe dans le mariage traditionnel par exemple aller au marché pour acheter des éléments, faire la cuisine pour préparer des aliments. | |

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

Extract 10.1 presents a sample of the response from a candidate who wrote a good composition on the events/activities taking place in traditional marriages although it had a few structural and grammatical errors.

The candidates' responses analysis indicates that 467 (92.30%) candidates got low marks because their responses lacked important elements of composition such as introduction and conclusion. Moreover, some of the candidates code-mixed the language. For example, in some cases, they used English words. Some wrote incomprehensible sentences due to inappropriate use of vocabulary and grammatical rules.

The analysis further shows that, the candidates who scored low marks failed to write a composition with three parts: introduction, main body and conclusion. They failed to introduce generally the traditional marriage for the reader to get a concept of what the composition talks about. In the main body, the candidates failed to write the events that take place in the traditional marriage ceremonies and activities which include pre-marriage such as courtship information, engagement and bride prices activities. Moreover, they failed to write the activities done during marriage such as dancing, drinking, eating, giving and offering gifts to couples and parents and religious activities such as prayers.

Again, some of the candidates with low marks did not respect the grammatical rules in writing composition such as structure of sentences, punctuation and other writing rules in French Language. Furthermore, some of the candidates who scored low marks did not consider writing the conclusion to sum up their ideas. Extract 10.2 is a sample of poor responses to question 10.

| | | |
|-----|--|--|
| 10. | Le mariage traditionnel peut donner develop | |
| | pement en mariage et famille. Parceque à bien | |
| | coopération entre vous. | |
| | Enfin, En mariage vous prépare vous votre. | |
| | Parceque vous créez bien famille et bien coopéra | |
| | tion en famille. | |
| | Merci beaucoup à écouter moi ou le maria | |
| | ge traditionnel. | |

Extract 10.2: A Sample of an Incorrect Response to Question 10

Extract 10.2 presents a sample of a response from a candidate who failed to write a composition with a good introduction, main body and conclusion.

On the other hand, the analysis of the candidates' responses in this question indicates that some of the candidates had average performance. Such candidates scored from 5 to 6 marks out of 15 marks. These candidates had average writing skills as well as poor language skills. Most of the candidates did not attempt this question.

2.11 Question 11: Written Expression (Composition/Letter Writing)

In this question, candidates were instructed to write a French friendly letter explaining to a Senegalese friend four advantages of national parks in Tanzania. The name of the sender was supposed to be Katoto Powa. The question tested the candidates' ability to write a friendly letter in French Language.

The question was as follows:

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

This question was attempted by 2,201 (98.89%) candidates, out of whom 1,652 (76.0%) scored from 0 to 4.0 marks indicating weak performance; 519 (22.58%) scored from 4.5 to 9.0 marks indicating average performance and 31 (1.42%) candidates scored from 10.0 to 14.0 marks indicating good performance. The general performance of the candidates in this question was weak since 550 (24.98%) candidates scored from 4.5 to 12.5 marks. Figure 11 shows the candidates' performance in this question.

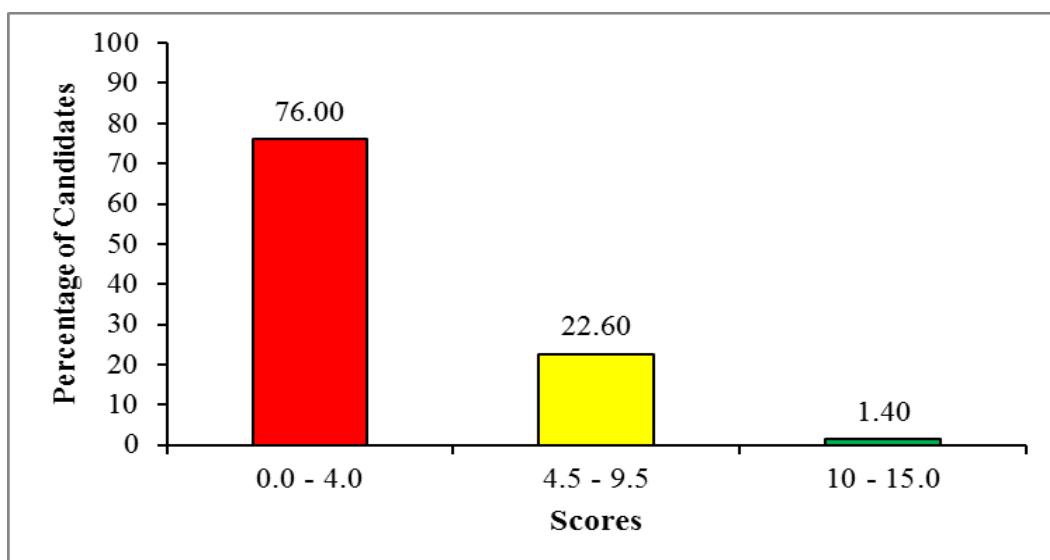


Figure 11: *Percentages of the Candidates' Performance in Question 11*

The candidates' response analysis indicates that candidates who had good performance wrote letters which had the date, introduction, the main body with coherence of ideas and the conclusion. However, some of the letters composed by some of the candidates were not detailed due to inappropriate use of vocabulary and grammatical errors contained therein.

The candidates with high scores managed to follow the structure of a friendly letter in French Language. For example, some candidates were able to place the date of the letter on the right hand side by starting with the name of the city, followed by the date, name of a month in small letters and finally the year. In addition to that, some candidates with high marks managed to write four advantages of national parks in Tanzania. Such advantages include increasing national revenue, availability of jobs, improving conservation of wild animals and the like. Furthermore, some candidates with high scores managed to write different sentences with few grammatical errors. In addition, they were able to conclude their letters by writing the correct ending formula of French Language friendly letter as well as the correct sender name, Katoto Powa that they had been asked to use instead of their proper names. Extract 11.1 is a sample of good responses to question 11.

Cher ami,

Je vous salue au nom de Jesus Christ.
J'espère que vous continuez bien avec toute la famille, et moi, je continue bien avec mes études à l'école secondaire Fr-Ramon.

Le but de cette lettre est pour t'expliquer les avantages des parcs nationaux en Tanzanie. D'abord, Ils fournissent travailleur et emploi; Dans des parcs nationaux, il y a les guides touristiques, les chauffeurs et les cuisiniers. Surc, peuple avoir un emploi.

Ensuite, ils facilitent des relations internationales; Tanzanie a beaucoup de parcs nationaux tels que Mikumi, Ruaha, Serengeti et Selous. Les touristes des pays étrangers comme Senegal et Français facilitent des relations internationales.

Et puis, Ils font le culture de Tanzanie populaire; Le culture de Tanzanie devient populaire quand les touristes visitent les parcs nationaux. Par exemple; Les touristes qui visitent Serengeti apprend le culture de Maasai.

Enfin, Ils améliorent l'économie du pays; Depuis, les touristes payer d'argent pour visiter les parcs nationaux, ils contribuent le revenu dans le pays. Il aide améliorer l'économie de Tanzanie.

Finallement, il y a beaucoup de parcs nationaux en Tanzanie. Ils ont les animaux différents tels que, le lion, l'éléphant et le rhino.

| | | |
|-----|---|--|
| 11. | Je vous prie d'agréer venir en Tanzanie pour voir les parcs nationaux. Je vous souhaite la bonne chance au revoir. Bien amicalement, Katoto Powa. | |
|-----|---|--|

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

Extract 11.1 shows a sample of a response from a candidate who wrote the letter that adhered to principles of letter writing.

On the other hand, candidates who had poor performance wrote French Language friendly letters which had different errors in both structure and grammar as explained here after.

Firstly, in the introductory part of the letter, there were some candidates who wrote the address of the receiver which is not part of a friendly letter in French Language. In addition to that, some candidates wrote incorrectly the place and date. For example, *les Dar-es-salaam, 12 December 2023, le Dar-es-salaam, 12 December 2023*. In these two examples, candidates wrote definite articles *les/le* (the) before a name of city instead of writing it before the date as in *le 12 décembre 2023*. The other problem was that, some candidates started the name of the month in capital letter instead of small letter like *le 12 avril 2024*. Some candidates did not even write the name of a city and the date at the beginning of their letters.

Secondly, in the place of salutation, some candidates wrote *Cher Katoto Powa* which was incorrect. The candidates were supposed to use *Katoto Powa* as a sender's name which was supposed to be at the end of the letter.

Thirdly, some candidates began their letters by following the structure of an official letter. They wrote two addresses of the sender and the receiver and the object of the letter. As a result, they scored low marks in this part.

Fourthly, some other candidates with low scores failed to introduce their letters. They copied some words from the question and made them part of the introduction with ungrammatical structure. For example, one of the candidates wrote his/her introduction as *Pour rien sur les parcs nationaux en Tanzanie. Une lettre pour quatre avantages des parcs nationaux en tanzanie*.

Fifthly, some of the candidates did not understand the demand of the question. This is because instead of writing a friendly letter, some of the candidates wrote an essay. For example, this was an introductory part of one of the candidates: *Je m'appelle Shebani. Je suis eleve du quartrement annee et je vais terminer mes études dans alli ennue (2024) Comme finaliste jai beaucoup de chosisai fairi comme suivant.* This was irrelevant and led to low scores.

Sixthly, in the main body, some of the candidates listed their ideas instead of explaining them and some of them wrote meaningless sentences. One of the candidates wrote in the main body *source d'emploi qui expliquez avantages des parc nationaux en Tanzanie le en par de la tre est explique important parces nationaux que le français en d'emploi.* This indicates that some of candidates had poor knowledge of grammar and vocabulary.

Lastly, at the ending part of the letter, some of the candidates wrote incorrect closing expressions which do not exist in French Language. For example, they wrote: *je tu bonne se teet , bien amendant, bien calemment, je commptoi.* Extract 11.2 is a sample of poor responses to question 11.

| | | |
|-----|--|--|
| 10. | AVANTAGES DES PARCS NATIONAUX EN TANZANIE | |
| 11. | Il y a beaucoup de avantages des parcs nationaux en Tunisie. En Tunisie, il y a beaucoup des parcs nationaux par exemple Miloumi, Ngorongoro et Krengeti. Des avantages des parcs nationaux en Tunisie sont suivantes :- | |
| | Source d'emploi. Beaucoup de peuple sont demande l'emploi sur les parcs nationaux en Tunisie et ils sont emploi parce que des parcs nationaux. | |
| | Source de revenu la gouvernement. Gouvernement prendre de revenue sur les parcs nationaux parce que beaucoup de peuple sont paye funder en gouvernement. | |
| | Il est aide la construction d'environnement. D'environnement est bonne parce que des parcs nationaux qui la gouvernement conserve | |
| | Source de funder la exotiquer. Des parcs nationaux sont aide funder la gouvernement avec foreigner qui ils sont paye funder avec la gouvernement. | |

Extract 11.2: A Sample of a Poor Response to Question 11

Extract 11.2 shows a sample of a response from a candidate who wrote a composition with lot of grammatical errors instead of writing a letter.

Further candidates' response analysis indicates that candidates who had average performance adhered to the principles of letter writing such as writing dates, introduction, main body, cohered paragraphs, conclusion and content but their points lacked clarity due to inappropriate use of vocabulary and grammar.

3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

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

The percentages of candidates' performance in each topic were as follows: *Language Use (53.97%), Comprehension (50.32%), Language Pattern/Structure (45.31%)* and *Written Expression/Composition (15.85%)*. The performance in each topic is also indicated in the appendix A of this report.

The performance in the topic of *Comprehension* was 41.1 per cent in 2022 whereas in 2023, it was 50.32 per cent, showing an increase of 9.22 per cent. Furthermore, the performance in the topic of *Written Expression* was 29.2 per cent in 2022 whereas in 2023 it was 15.85 per cent, showing a decrease of 13.35 per cent.

The performance in the topic of *Language Use* was 74 per cent in 2022 while in 2023, it was 53.97 per cent, showing a decrease of 20.03 per cent. Further analysis indicates that the performance in the topic of *Language Pattern/Structure* was 32.7 per cent in 2022 whereas in 2023, it was 45.31 per cent, showing an increase of 12.61 per cent. Generally, this performance shows that there was a decrease of performance in some of the topics and an increase in performance in other topics as indicated in appendix B.

4.0 CONCLUSION

Generally, the candidates' performance in this subject was average, since 41.36 of the candidates passed. Further analysis of their responses indicates that, 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 typographical errors.

Candidates lacked adequate knowledge of key concepts related to the topics covered in the examination. Some of them had poor command of the French Language which led them to use inappropriate vocabulary and therefore, they could not express themselves properly in their responses.

5.0 RECOMMENDATIONS

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

- 5.1 More time should be devoted by both teachers and students in the topics that appear to be more challenging (e.g. jumbled sentences, present continuous tense and simple past tense). The topics that appear to be more demanding need to be treated differently in terms of the use of teaching and learning methodologies;
- 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 Teachers should be encouraged to use a variety of interactive methods due to the fact that French is a foreign language. Therefore, the use of communicative methods which will motivate students to learn the language is important. For example, teaching of French Language can be done through role play, group work, imitation, discussion and tours to different places;
- 5.4 Subject clubs should also be encouraged to assist students to practice spoken French 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 | 1 | 56.91 | 53.97 | Average |
| | | 2 | 51.02 | | |
| 2 | Comprehension | 3 | 22.14 | 50.32 | Average |
| | | 6 | 78.50 | | |
| 3 | Language Patterns/Structure | 4 | 38.27 | 45.31 | Average |
| | | 5 | 85.03 | | |
| | | 7 | 23.25 | | |
| | | 8 | 94.71 | | |
| | | 9 | 9.29 | | |
| 4 | Written Expression/Composition | 10 | 7.71 | 15.85 | Poor |
| | | 11 | 23.99 | | |

Appendix B

Comparison of the Candidates' Performance per Topic between the CSEE 2022 and 2023

