



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2025

FRENCH LANGUAGE (VOCATIONAL STREAM)



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023 FRENCH LANGUAGE

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FOREWORD

This report presents the Students' Items Response Analysis (SIRA) of the Form Two French Language National Assessment for Vocational Stream students that was conducted in November 2025. The report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in the French Language subject.

The Form Two National Assessment (FTNA) is a formative evaluation that intends to monitor students' learning and provide feedback to teachers, students and other educational stakeholders which may be used to improve teaching and learning. This analysis shows the justification for the students' performance in the French Language subject. The students who attained high marks had adequate knowledge of respective topics and grammatical rules, sufficient basic vocabulary to use in different contexts and the ability to comprehend simple texts. Conversely, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested topics, poor command of French Language, insufficient vocabulary and failure to adhere to the instructions given to the questions asked.

Through this report, students will be able to identify their strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). The report will also help teachers identify challenging topics during the teaching and learning process for future improvements.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will help education stakeholders identify the challenges affecting the teaching and learning of the French Language subject among vocational stream students and take appropriate measures to address them. Consequently, students will acquire the knowledge, skills and competencies stipulated in the syllabus, leading to improved performance in future assessments and examinations.

The National Examinations Council appreciates the contributions of all those who participated in the preparation of this report.



Prof. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report entails the analysis of the performance of the vocational stream students who sat for the Form Two National Assessment (FTNA) in the French Language subject in November 2025. The assessment was set according to the revised syllabus of the new Competence Based Curriculum.

The assessment paper had three sections, namely A, B and C with a total of 10 questions. The students were required to attempt all the questions. Section A had two questions with a total of 15 marks, whereby question 1 carried 10 marks while question 2 carried 5 marks. Section B comprised seven questions with a total of 70 marks. The questions in the said section were 3, 4, 5, 6, 7, 8 and 9 whereby each of them carried 10 marks. Section C had one question, question number 10, which carried 15 marks. The students were assessed in four competency areas, namely: Grammar and Language Use, Vocabulary and Patterns, Reading Comprehension and Composition writing.

A total of 184 Vocational Stream students sat for Form Two National Assessment in French Language subject in November 2025.

The students' performance is categorised into three (3) groups, namely good, average and poor. The performance ranging from 65 to 100 per cent is considered as *good performance*, 30 to 64 per cent as *average* and 0 to 29 per cent as *poor performance*. Three basic colours have been used to represent these categories of performance: *green* indicates good performance, *yellow* indicates average performance, while *red* indicates poor performance. The Students' performance in each topic is summarised in the appendix.

The analysis presents students' performance in each item by explaining the students' weaknesses and strengths in answering the questions. It further highlights the requirements of each question by indicating the expected responses, how the students responded to the questions, followed by the analysis of students' responses. The focus is on the percentages of students with high, average and low marks. Extracts from the samples of scripts showing students' responses have been used to provide a general overview of how students responded to the questions against the tasks of each question.

Table 1: Students' Performance in French Language Subject in the FTNA-2025 (Vocational Stream)

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	01	07	08	19	31	35	58.47
F	03	06	33	27	49	69	53.03
Total	04	13	41	46	80	104	56.53

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

The analysis of students' performance in each question involves the requirements of each question, expected correct responses as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of correct and incorrect responses extracted from the students' scripts are presented to illustrate some of the cases.

2.1 Question 1: Multiple Choice (Grammar and Language Use)

In this question, students were given ten multiple-choice items (i) – (x) and were required to choose the correct answer from the four choices given. Considering the competence-based curriculum, items in this question assessed the students' ability to correctly use vocabulary and proper French language expressions. The total marks for this question was 10 as each item carried 01 mark.

This question was attempted by 100 per cent of the students, out of whom 32 per cent scored from 0.0 to 2.0 marks; 56.53 per cent scored from 3.0 to 6.0 marks and 10.87 per cent scored from 7.0 to 10.0 marks. Figure 1 shows the students' performance in this question.

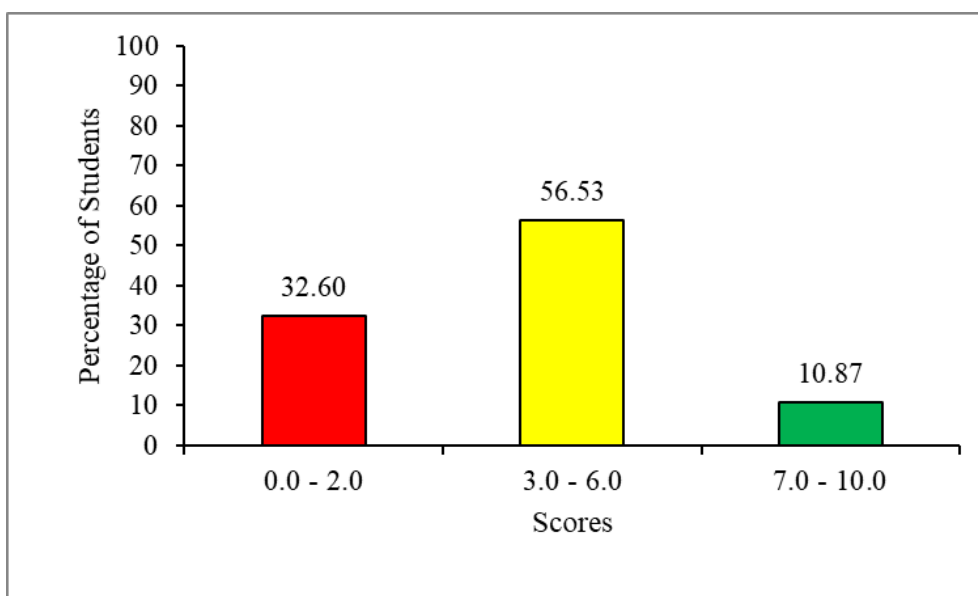


Figure 1: Percentages of Students' Performance in Question 1

The general performance of the students in this question was good, since 67.40 per cent of the students scored from 3 to 10 marks. The analysis shows that 20 (10.87%) of the students had high performance in this question, as they managed to score correctly from 7 to 10 marks. The analysis of the answers given by students who scored high marks is as follows:

In item (i), students were required to choose the correct preposition from the four given alternative responses regarding the requirements of the item. The item intended to assess the students' ability to use the correct preposition when expressing an ailing part of the human body. The item was: "*Le frère de Fatuma a mal ... genoux.*" (Fatuma's brother is suffering ... knees).

The analysis of students' responses indicates that students who chose the correct preposition had adequate knowledge on the use of different prepositions in various contexts. Therefore, such students chose the correct alternative, D, *aux* (from) because they knew that the noun *genoux* (knees) refers to knees, which belongs to the masculine gender and are in plural form.

In item (ii), the question was *Mon professeur de français a acheté ... voiture grise* (My French teacher bought ... grey car). Students were required to choose the correct indefinite article among the four choices given. The item intended to assess the students' ability to use articles in French language

depending on the context. The students who scored high marks chose the correct answer, which was alternative B *une* (a) because they understood that the indefinite article *une* agrees with a singular feminine noun, such as *voiture grise* (grey car) in the question.

Item (iii) assessed the students' ability to use the near future tense in French language. The question was: *Demain matin, les élèves avec leurs professeurs ... au stade national* (Tomorrow morning the students and their teachers ... to the national stadium). Students who scored high marks were able to choose alternative A *vont aller* (are going to) because they understood that *vont* (going) is used as an auxiliary verb to express near future for the third person plural.

In item (iv), the question required the students to identify the correct possessive adjective. The question was: *Les membres de cette famille aiment beaucoup... père* (The members of that family love father). Students who chose alternative D *leur* (their) got it right because the possessive adjective *leur* (their) precedes a singular noun which agrees with the third person plural. Therefore, students with high marks had good knowledge of possessive adjectives and their use.

In item (v), the question was: *Mon frère a trois nouvelles chemises, mais... est très vieille* (My brother has three new shirts, but ... is very old). The item intended to assess students' competence to use demonstrative pronouns. The correct response in this question was C *celle-ci* (this one). The students who chose the correct answer understood that *celle-ci* (this one) replaces a feminine singular noun. Such students demonstrated their ability to use composed demonstrative pronouns as they had good command of French language.

In item (vi), the question was: *S'il vous plaît monsieur, à ... heure le directeur arrive?* (Please sir, at ... time does the director arrive?). Students were required to choose the correct interrogative adjective among the four alternatives given. The item intended to assess the students' ability to use French language interrogative adjectives. The students who got it right chose alternative B, *quelle* (what) because they understood that *quelle* (what) is an interrogative adjective which precedes a singular feminine noun such as *heure* (time) in asking questions.

In item (vii), students were required to demonstrate their ability to negatively respond to questions. The question in this item was as follows: *Prisca, est-ce*

que tu as une sœur? (Prisca, do you have a sister?). Students with high marks chose alternative D *Non, je n'ai pas de sœur* (No, I do not have any sister) because they understood that the negation *ne....pas* (not) is used to negate a sentence and when used with an indefinite article such as *une* (a/an) it changes to *de*.

Item (viii) tested students' ability to use adjectives of nationality. The question was: *Nicole et Jeannette viennent de France, elles sont ...* (Nicole and Jeannette come from France, they are ...). The students who scored high marks chose alternative A *françaises* because they understood that French language adjectives of nationality depend on gender and number. Therefore, Nicole and Jeannette form a feminine plural noun. So, they were able to identify that the proper adjective of nationality for French female names is *françaises*.

In item (ix), the question tested students' ability to use definite articles. The question was: *J'ai vu tous... joueuses de Serengeti Queens à la télévision* (I saw all Serengeti Queens players on the television). Students who got the item right chose alternative C *les* (the) because, a definite article *les* is a plural definite article that precedes both masculine and feminine plural nouns, or specific, unique and known things.

In item (x), students were assessed on their ability to change sentences from singular to plural. The question was: « *Tu as un oignon?* » *Si on change cette phrase au pluriel on dit:* ("Do you have an onion?" If we change this sentence in plural, we say:...). The students with high marks chose alternative D *Vous avez des oignons?* (Do you have some onions?), as the correct answer. Such students were aware of the French language grammatical rules guiding the transformation of sentences from singular to plural. In the given sentence, the personal pronoun *tu* (you) changes to *vous* (you), verb *as* (have) changes to *avez* (have), article *un* (a/an) changes to *des* (some) while noun *oignon* (onion) needs an addition of "s" to form *oignons* (onions). Extract 1.1 shows students' correct responses to question 1.

I. Choisissez la réponse correcte et mettez sa lettre dans la boîte donnée.

(i) Le frère de Fatuma a mal _____ genoux.

- A à B au
C à la D aux

D

(ii) Mon professeur de français a acheté _____ voiture grise.

- A un B une
C de D des

B

(iii) Demain matin, les élèves avec leurs professeurs _____ au stade national.

- A vont aller B sont allés
C sont allées D viennent d'aller

B

(iv) Les membres de cette famille aiment beaucoup _____ père.

- A leurs B ses
C vos D leur

D

(v) Mon frère a trois nouvelles chemises, mais _____ est très vieille.

- A celles-ci B ceux-ci
C celle-ci D celui-ci

D

(vi) S'il vous plaît monsieur, à _____ heure le directeur arrive ?

- A quel B quelle
C quels D quelles

B

(vii) Prisca, est-ce que tu as une sœur ?

- A Non, j'ai une sœur B Non, je n'ai pas une sœur
C Non, tu n'as pas une sœur D Non, je n'ai pas de sœur

D

(viii) Nicole et Jeannette viennent de France, elles sont _____.

- A françaises B français
C française D France

A

(ix)	J'ai vu tous _____ joueuses de Serengeti Queens à la télévision.	
A	la	B le
C	les	D l'
		C
(x)	« Tu as un oignon ? » Si on change cette phrase au pluriel, on dit :	
A	« Nous avons des oignons ? »	
B	« Nous avons un oignon ? »	
C	« Vous avez un oignon ? »	
D	« Vous avez des oignons ? »	D

Extract 1.1: A Sample of Correct Responses to Question 1

Extract 1.1 is a sample response from a student who chose letters of the correct responses, except for items (iii) and (v), where the student provided incorrect answers. The correct answers for items (iii) and (v) were A and C, respectively.

Furthermore, the analysis shows that 60 (32.60%) of the students failed to provide the correct responses in many items as follows:

In item (i), some students failed to understand that the noun *genoux* (knees) in the sentence is a masculine plural noun. As a result, they ended up choosing incorrect responses such as alternative A *à* (to) which is used to indicate a town, region or village. Such students also failed to understand that the noun *genoux* has to be preceded by a plural preposition. Some students who opted for alternative B *au* (to the) failed to understand that the preposition *au* precedes a singular masculine noun. Lastly, some students who chose alternative C *à la* (to the) failed because they were not able to understand that *à la* (to the) is a preposition which precedes a feminine singular noun starting with a consonant sound. All those errors were caused by insufficient grammatical skills and poor command of French language.

In item (ii), some of the students failed because they did not understand the correct use and placement of the indefinite article for the feminine singular noun *voiture* (car). For example, they chose alternative A *un* (a), which precedes a singular masculine noun. Also, some students opted for choice C *de* (from) while others opted for D *des* which precedes plural nouns. Such answers were incorrect and therefore, students who wrote them got the item wrong.

In item (iii), some students with low marks did not understand the tense used in the sentence despite being indicated by *demain matin* (tomorrow morning). As a result, they chose incorrect answers such as alternatives B *sont allés* (went) and C *sont allées* (went) which are used for past actions. Additionally, others chose alternative D. *viennent d'aller* (have just gone) which is used to indicate recent past actions. These students scored low marks because they did not understand the meaning of *demain matin* (tomorrow morning) due to insufficient mastery of vocabulary.

In item (iv), some students chose alternatives A *leurs* (their), B *ses* (his/her) and C *vos* (your). A *leurs* (their) is used to refer to the third person plural subject possessing more than one objects while B *ses* (his/her) is used to refer to the third person singular subject possessing more than one object. Additionally, students who opted for choice C *vos* (your) got it wrong because *vos* is used to indicate possession with second person plural subject possessing more than one object. Such poor understanding of the topic caused them to scoring low and average marks.

In item (v), the students who did not score high marks failed to understand the correct use of demonstrative pronouns. For instance, some students opted for letter A *celles-ci* (these ones), which refers to feminine plural nouns while others chose letter B *ceux-ci* (these ones) which replaces masculine plural nouns. Lastly, other students chose D *celui-ci* (this one) which replaces a masculine singular noun. Consequently, they scored low marks.

In item (vi), some of the students failed to understand that the word *heure* in the sentence given was a singular feminine noun. Consequently, some of them opted for letter A *quel* (which) which was incorrect because it is used as an interrogative adjective for singular masculine nouns. Some selected C *quels* (which), which is an interrogative adjective used before masculine plural nouns. Lastly, distracter D *quelles* is placed before feminine plural nouns when asking questions. As such, it was wrong to be used in the context of the question.

In item (vii), some of the students who scored low marks wrote A. *Non, j'ai une sœur* (No, I have a sister). The sentence lacks negative adverb *ne.... pas*, hence wrong. Other students selected letter B *no, je n'ai pas une sœur* (No, I don't have one sister) which was wrong because indefinite article *une* (a/an) needs to be changed to *de* when negating a sentence. Distracter C *Non, tu n'as pas une sœur* (Non, you don't have a sister) was a wrong answer because

pronoun *tu* (you) remained as it appeared in the question instead of being changed to *je* (I). Again, the indefinite article *une* (a/any) remained the same instead of being changed to *de* (any).

In item (viii), students with low marks chose B *français* (French) which is used for masculine singular nouns. Such students failed to understand that, Nicole and Jeannette are feminine plural names. Some students chose letter C *française* (French) an adjective of nationality used for feminine singular nouns. Lastly, distracter D *France* was the name of the country in Europe hence could not be used to complete the given item. Therefore, the students scored low marks because they failed to choose the correct adjective that agrees with the feminine names mentioned in the sentence.

In item (ix), students who chose letter A *la* (the) failed to understand that, the alternative answer was a feminine singular definite article while *joueuses* (female players) in the sentence was a plural noun. Others chose letter B *le* (the) which is used to refer to a masculine singular noun. Other students chose letter D *l'* (the) because they failed to understand that the article *l'* is used to refer to masculine or feminine singular nouns starting with vowel sounds or passive *h* in French language. Consequently, they scored low marks.

In item (x), some students chose incorrect alternative A “*Nous avons des oignons?*” (Do we have onions?). These students failed to understand that in forming plural sentences, the subject *tu* (you) changes to *vous* (you) and not *nous* (we). Some students chose B “*Nous avons un oignon?*” (Do we have an onion?), which was also an incorrect answer because *Tu* was wrongly changed to *nous*. Further analysis shows that, those who chose C “*Vous avez un oignon?*” (Do you have an onion?) were wrong because article *un* (a/an) was supposed to be changed to *des* and the word *oignon* (onion) to *oignons* (onions). Therefore, these students failed to choose the correct alternative due to poor understanding of the requirements of the question. As a result, they ended up scoring low marks. Extract 1.2 shows students’ incorrect responses to question 1.

1. Choisissez la réponse correcte et mettez sa lettre dans la boîte donnée.

(i) Le frère de Fatuma a mal _____ genoux.

- A à B au
C à la D aux

B

(ii) Mon professeur de français a acheté _____ voiture grise.

- A un B une
C de D des

D

(iii) Demain matin, les élèves avec leurs professeurs _____ au stade national.

- A vont aller B sont allés
C sont allées D viennent d'aller

C

(iv) Les membres de cette famille aiment beaucoup _____ père.

- A leurs B ses
C vos D leur

A

(v) Mon frère a trois nouvelles chemises, mais _____ est très vieille.

- A celles-ci B ceux-ci
C celle-ci D celui-ci

D

(vi) S'il vous plaît monsieur, à _____ heure le directeur arrive ?

- A quel B quelle
C quels D quelles

B

(vii) Prisca, est-ce que tu as une sœur ?

- A Non, j'ai une sœur B Non, je n'ai pas une sœur
C Non, tu n'as pas une sœur D Non, je n'ai pas de sœur

C

(viii) Nicole et Jeannette viennent de France, elles sont _____.

- A françaises B français
C française D France

A

(ix)	J'ai vu tous _____ joueuses de Serengeti Queens à la télévision.	
A	la	B le
C	les	D l'
		D
(x)	« Tu as un oignon ? » Si on change cette phrase au pluriel, on dit :	
A	« Nous avons des oignons ? »	
B	« Nous avons un oignon ? »	
C	« Vous avez un oignon ? »	
D	« Vous avez des oignons ? »	B

Extract 1.2: A Sample of Incorrect Responses to Question 1

Extract 1.2 presents a sample response from a student who chose incorrect responses to question 1, except for items (vi) and (viii).

Generally, the analysis shows that 94 (56.53%) the students (94) had an average performance, as they were able to choose correct answers to some items ranging from 3 to 6. Such responses indicate that these students had partial knowledge of some topics that were asked in the given items in question 1.

2.2 Question 2: Matching Items (Vocabulary and Expressions)

This question had two columns with five sentences in list A and corresponding words in list B. In list A, students were given simple sentences on self-introduction, whereas list B contained various vocabulary items listed from A to G. The question aimed to test students' ability to introduce themselves in different ways. The question further intended to assess students' ability to analyse key vocabulary used in self-introduction.

This question was attempted by 100 per cent of the students, out of whom 11.40 per cent scored from 0.0 to 1.0 mark; 22.84 per cent scored from 2.0 to 3.0 marks and 65.76 per cent scored from 4.0 to 5.0 marks. Figure 2 shows the students' performance in this question.

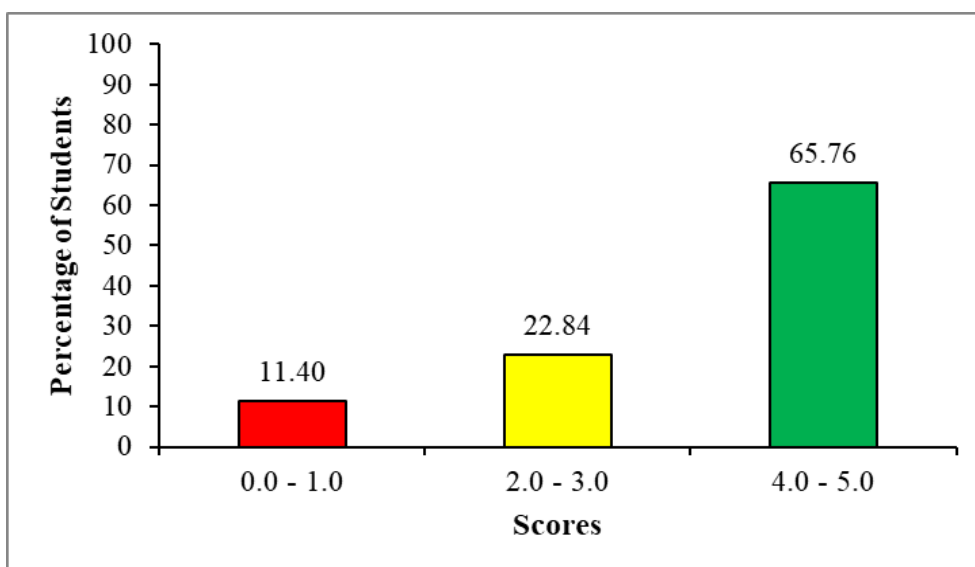


Figure 2: Percentages of Students' Performance in Question 2

The general performance of the students in this question was good, since 88.60 per cent of the students scored from 2.0 to 5.0 marks. The analysis of students' responses indicates that 121 (65.76%) of the students scored from 4.0 to 5.0 marks. Most of the students who scored high marks were able to correctly match all of the five given sentences in list A against their corresponding vocabulary items in list B due to their understanding of self-introduction vocabulary more precise as follows:

In item (i), the corresponding letter was alternative C *nationalité* (nationality). Many students managed to match C *nationalité* (nationality) against its corresponding sentence from list A (i) *Je suis tanzanien* (I am a Tanzanian). Such students understood the relationship between the vocabulary in list B against its corresponding sentence in list A.

In item (ii), the students who managed to score high marks were able to match the sentence *Je suis une capitaine* (I am a captain) against the correct response from List B which was E. *métier /profession* (occupation/ profession). These students managed to link the sentence in list A against the respective vocabulary item in list B.

Likewise, in item (iii), students with high marks were able to match the sentence *Je suis née le 16 juin 2001* (I was born on 16 June, 2001) with the correct answer which was D. *date de naissance* (birth date) from list B. The

students matched the given item correctly because they had good command of the French language vocabulary used when introducing oneself. They were also able to identify dates in French language and the verb *naître* (to be born) as it appeared in list A *née* that corresponds with *naissance*.

Further analysis indicates that in item (iv), the students with high marks, were able to match *Je m'appelle Amina* (My name is Amina) with the correct response F. *nom* (name). So, the students with high marks identified the relationship between the sentence in list A and the vocabulary from list B because the sentence in list A introduced the name in list B.

In the last item (v), students with high marks were able to match the email address written in list A *Mon e-mail est tabia.02@gmail.com* (My e-mail is tabia.02@gmail.com) against letter B, *adresse* (address) because they knew that an address involves, among others, email address and someone's residence.

The students who managed to match the five sentences in list A against the five correct vocabulary items in list B had good command of French language specifically with regards to introducing themselves in simple French language. Extract 2.1 shows the student's correct responses to question 2.

2. Reliez un élément de la **Liste A** à celui de la **Liste B**. Écrivez la lettre de la réponse correcte dans le tableau donné. Chaque réponse doit être utilisée une fois.

Liste A		Liste B	
(i)	Je suis tanzanienne.	A	âge
(ii)	Je suis une capitaine.	B	adresse
(iii)	Je suis née le 16 juin 2001.	C	nationalité
(iv)	Je m'appelle Amina.	D	date de naissance
(v)	Mon e-mail est tabia.02@gmail.com .	E	métier/profession
		F	nom
		G	préférence

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)
Liste B	C	E	D	F	B

Extract 2.1: A Sample of Correct Responses to Question 2

Extract 2.1 is a sample response from a student who matched correctly the sentences in list A against their corresponding vocabulary in List B.

Further analysis indicates that 21 (11.40%) of the students had weak performance in this question as they managed to correctly match only 1 item or none. For example, some of the students provided the following responses.

In item (i), some students failed to match the sentence *Je suis tanzanien* (I am a Tanzanian) in list A against its corresponding word in list B, because they lacked adequate knowledge on the use of adjectives of nationality such as *tanzanien* against the noun *nationalité* (nationality) in list B. As such, some of them selected other incorrect answers from list B such as *adrese* (address), *âge* (age) and *nom* (noun). Students who opted for the word *adresse* were wrong because the item required one's nationality, not an address.

In item (ii), some students failed to match the sentence in list A *Je suis capitaine* (I am a captain) against its corresponding vocabulary in list B because they did not understand the meaning of the noun *capitaine* (captain) as an occupation. Consequently, they opted for incorrect responses such as *nom* (noun) and *adresse* (address), both of which were incorrect responses. Others thought the word *capitaine* (captain) was a title, hence a noun or an adjective. Consequently, they failed to match it against the correct word in list B.

Item (iii) was wrongly attempted by some students because they failed to match the sentence *Je suis née le 16 juin 2001* (I was born on 16 June, 2001) in list A against its corresponding vocabulary in list B because they failed to understand its meaning. Some students opted for the word *âge* (age) instead of *date de naissance* (date of birth).

In item (iv), some students with low scores failed to understand the sentence *Je m'appelle Amina* (My name is Amina) in list A. They selected wrong alternatives from list B such as *adresse* (address) and *nationalité* (nationality) which were both incorrect because they were not related to the sentence.

In item (v), some of the students did not understand that an e-mail is also an address. As a result, some of them failed to match the sentence *Mon e-mail est tabia.02@gmail.com* (My email is tabia.02@gmail.com) against the vocabulary item *adresse*. Students in this category opted for incorrect corresponding words from list B such as *nom* (name) and *préférence* (preference). Those who opted for *nom* thought that it was referring to the name because the e-mail had a name Tabia, while those who opted for

preference thought about social media affairs. As a result, they did not score any mark. Extract 2.2 shows students' incorrect responses in question 2.

2. Reliez un élément de la **Liste A** à celui de la **Liste B**. Écrivez la lettre de la réponse correcte dans le tableau donné. Chaque réponse doit être utilisée une fois.

Liste A		Liste B	
(i)	Je suis tanzanienne.	A	âge
(ii)	Je suis une capitaine.	B	adresse
(iii)	Je suis née le 16 juin 2001.	C	nationalité
(iv)	Je m'appelle Amina.	D	date de naissance
(v)	Mon e-mail est <u>tabia.02@gmail.com</u> .	E	métier/profession
		F	nom
		G	préférence

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)
Liste B	C	F	A	D	B

Extract 2.2: A Sample of Incorrect Responses to Question 2

Extract 2.2 is a sample of responses from a student who failed to match correctly the sentences in list A against their corresponding vocabulary in list B, except for items (i) and (v) for which the student gave correct answers.

On the other hand, the analysis shows that, there were students who had an average performance, as they were able to match correctly some of the items ranging from 2 to 3. For example, one of the students matched correctly items 1, 3 and 5 and provided incorrect responses in items 2 and 4. Such responses indicate that these students had partial command of French language and average understanding of the subject matter.

2.3 Question 3: Short Answers (Partitive Articles)

In this question, students were provided with a dialogue between Boka and his friend Maganga with five incomplete sentences. In order to complete the conversation, they had to choose a correct word for each sentence among *de*, *du*, *de la*, *des* or *de l'*. The question aimed to test students' ability to use partitive articles in various contexts.

This question was attempted by 100 per cent of the students, out of whom 57.60 per cent scored from 0.0 to 2.5 marks, 30.99 per cent scored from 3.0 to 6.0 marks and 11.41 per cent scored from 7.0 to 10.0 marks. The students' general performance in this question was average, since 42.40 per cent of the students scored from 3.0 to 10.0 marks. Figure 3 shows the students' performance in this question.

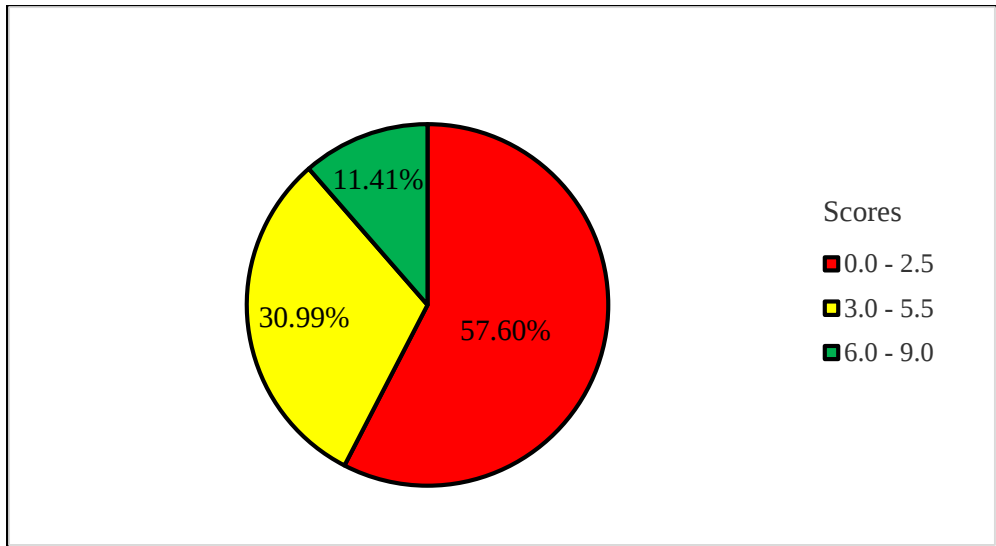


Figure 3: Percentages of Students' Performance in Question 3

The analysis of students' responses indicates that 21 (11.41%) of the students had good performance as they managed to use correctly the partitive articles in the given sentences. Their responses are analysed as follows.

In item (i), students with good performance chose the correct partitive article *du* (some) which agrees with the masculine singular *manioc* (cassava) as an uncountable noun starting with a consonant. Therefore, they wrote the correct answer *du manioc* (some cassava). In another part of the dialogue in item (ii), the students with high marks wrote the correct response *des* (some), which grammatically agrees with plural masculine or feminine nouns. The students supplied the correct partitive article because they understood that the noun *patates douces* (sweet potatoes) was in plural; hence, required an article in plural too. It is therefore evident that these students demonstrated a good understanding of the topic on how partitive articles are used.

Similarly, in item (iii), students with high marks managed to complete the dialogue with the correct article by writing *du* (some) which grammatically agrees with the uncountable singular masculine nouns. Furthermore, these students with high marks knew that *riz* (rice) is an uncountable masculine singular noun that grammatically agrees with the partitive article *du* in singular.

In item (iv), the students understood that, if the sentence is in a negative form the partitive article *des* (some) changes to *de/d'* (any). Based on this, students with high marks correctly wrote *Je ne mange pas de patates douces* (I do not eat any sweet potatoes).

In item (v), the students with high marks wrote *de la* (some) which was the correct answer to complete the sentence...*je vais manger de la salade* (I am going to eat some salad). These students wrote the correct partitive article *de la* because they were aware that the noun *salade* (salad) is a feminine singular noun which needs a singular feminine partitive article as its determinant. Extract 3.1 shows correct responses to question 3.

3. Boka et son ami Maganga viennent de sortir de l'école. En route, ils décident d'aller manger au restaurant parce qu'ils ont faim. Complétez la conversation entre Boka et son ami en utilisant les mots suivants : **de, du, de la, des, et de l'**.

Boka : Oh là là ! Il y a beaucoup de personnes à ce restaurant aujourd'hui !

Maganga : Voici le menu. Que veux-tu manger ? (i) du manioc ou (ii) des patates douces ?

Boka : Peut-être (iii) du riz au poisson. Je ne mange pas (iv) de patates douces.

Maganga : Ok. Moi, je vais manger (v) de la salade.

Extract 3.1: A Sample of Correct Responses to Question 3

Extract 3.1 is a sample response from a student who managed to supply correct partitive articles in all items.

Further analysis shows that 106 (57.60%) of the students had weak performance, as they responded correctly to only 1 item out of the five items.

In item (i), some students with low performance failed to choose the correct partitive article, which was *du* (some) which agrees with uncountable masculine singular nouns starting with consonant sounds. They instead opted for other incorrect options such as *de la* (some) which is used to quantify or describe feminine singular countable nouns. Others opted for *des* (some) which is used before countable plural nouns. They failed to realise that *manioc* (cassava) is a singular uncountable noun because it is food. As such, they did not get any score for the item.

In item (ii), some of the students with low marks filled the blank space with an incorrect partitive article *de la* (some) which agrees with a feminine singular noun while the noun given in the sentence '*patates douces*' (sweet potatoes) is a feminine plural noun, requiring a plural feminine article too. Therefore, the students provided incorrect responses because they lacked competence in the use of the articles.

In item (iii), students with low marks failed to complete the dialogue with the correct partitive article and wrote incorrect responses such as *des* (some), *de* (some/any) and *de l'* (some) which grammatically disagree with uncountable singular masculine nouns, such as *riz* in the item. Consequently, they got the item wrong.

In item (iv), some students with low marks failed to realise that, when the sentence is in negative form, the partitive article *des* (some) changes to *de* (any). Most of them opted for the incorrect partitive article *des* (some) because they lacked grammatical skills.

Finally, in item (v), some students who scored low marks wrote incorrect answers such as *des* (some)...*je vais manger des salade* while others opted for *de* (any) ... *je vais manger de salade* (I am going to eat any salad). Both *des* and *de* were incorrect because they do not agree with the singular feminine noun *salade*. This shows how some students lacked competence in using partitive articles. They did not understand that partitive articles agree in gender and number with the nouns they precede. Therefore, some students scored low marks because of the failure to observe key French language grammatical rules. Extract 3.2 shows the students' incorrect responses to question 3.

3. Boka et son ami Maganga viennent de sortir de l'école. En route, ils décident d'aller manger au restaurant parce qu'ils ont faim. Complétez la conversation entre Boka et son ami en utilisant les mots suivants : **de, du, de la, des, et de l'.**

Boka : Oh là là ! Il y a beaucoup de personnes à ce restaurant aujourd'hui !

Maganga : Voici le menu. Que veux-tu manger ? (i) du manioc ou (ii) dela patates douces ?

Boka : Peut-être (iii) des riz au poisson. Je ne mange pas (iv) dela patates douces.

Maganga : Ok. Moi, je vais manger (v) de salade.

Extract 3.2: A Sample of Incorrect Responses to Question 3

Extract 3.2 is a sample response from a student who failed to correctly supply partitive articles in question 3, except in item (i).

Furthermore, the analysis shows that there were some students who had average performance in question 3 as they supplied correct partitive articles to some of the items ranging from 2 to 3, hence scored average marks.

2.4 Question 4: Reading Comprehension (Self Introduction)

This question required students to read a message posted on Facebook and respond to the questions asked. The questions intended to assess students' ability to comprehend a simple written text and respond to comprehension questions.

The question was attempted by 100 per cent of the students, out of whom 18.50 per cent scored from 0.0 to 2.5 marks; 60.85 per cent scored from 3.0 to 6.0 marks and 20.65 per cent scored from 6.5 to 10.0 marks. Figure 4 shows the students' performance in this question.

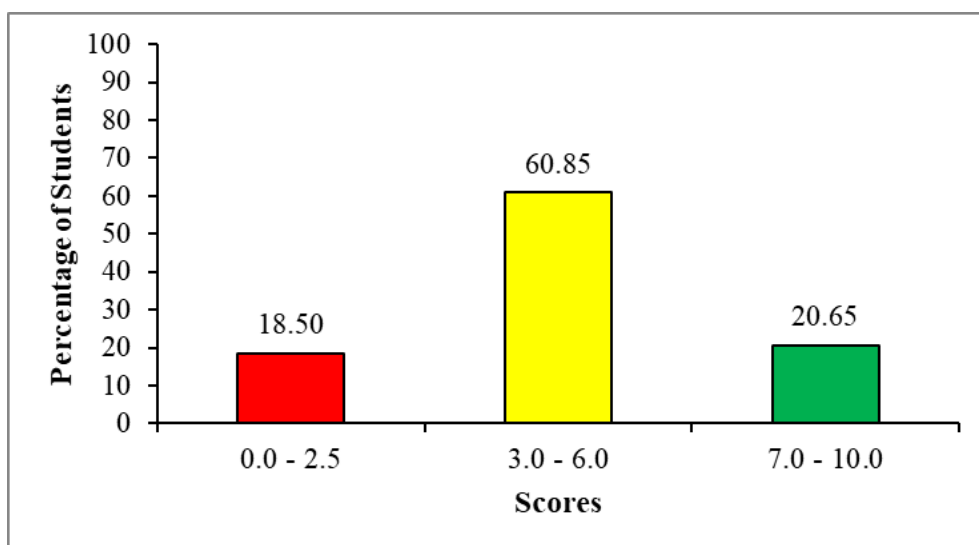


Figure 4: Percentages of Students' Performance in Question 4

The general performance of the students in this question was good, since 81.50 per cent of the students scored from 3.0 to 10.0 marks. The analysis of students' responses indicates that 38 (20.65%) of the students (38) scored high marks in this question, indicating that the students understood well the text. The following is the analysis of the correct answers to this question.

In item (i), the question was as follows: *Qui cherche un/une ami(e) sur Facebook?* (Who is looking for a friend on Facebook?). The question required students to mention someone who was looking for a friend on Facebook as presented in the text. Some of the students with high marks managed to answer correctly as follows: *C'est Bahati qui cherche un/une ami(e) sur Facebook* (It is Bahati who is looking for a friend on Facebook) because they were able to read and comprehend the Facebook post. They therefore responded to this item correctly, thereby substantiating that they had mastery of vocabulary and good command of French language.

In item (ii), the question required students to mention Bahati's age. The question was as follows: *Il a quel âge?* (How old is he?). The students with high marks responded correctly to the question and wrote *Il a quinze ans* (He is fifteen years old). Students under this category read and understood the passage and were able to transform the sentence written in the first person singular *j'ai quinze ans* (I am fifteen years old) to the third person singular *il a quinze ans* (he is fifteen years old).

In item (iii), the question was: *Quelle est la date de son anniversaire ?* (What is his birthdate?). Students who had a good command of French language wrote as follows: *la date de son anniversaire est le 6 novembre*, (His birthdate is 6 November). They wrote correctly because they understood the given text thanks to sufficient vocabulary and good command of French Language.

In item (iv), the students were asked to tell the place where Bahati lives. The question was as follows: *Il habite où?* (Where does he live?). Some students with high marks responded correctly as follows: *Il habite à Tanga* (He lives in Tanga). These students were able to tell the place where Bahati lives because they had a good command of French language, mastery of grammar and sufficient reading comprehension skills.

Item (v) required students to explain the type of music that Bahati likes. The question was: *Il aime quel type de musique?* (Which type of music does he like?). The students with high marks provided the following correct response: *Il aime "Bongofleva"* (He likes Bongofleva). These students managed to explain the type of music Bahati prefers because they understood the given text due to their good comprehension skills as well as sufficient vocabulary. Extract 4.1 shows students' correct responses to question 4.

4. Lisez ce poste de Facebook et puis répondez aux questions qui suivent.

Coucou !

Moi, je m'appelle Bahati. Maintenant, j'ai quinze ans. Je suis né le 6 novembre à Dodoma. Je suis tanzanien, mais mes parents sont d'origine burundaise. J'habite à Tanga avec mon oncle et mes cousins. Je suis étudiant à l'école secondaire de Mawenzi. À l'école, j'ai beaucoup d'amis. Mes amis sont Ali, Fidèle, Upendo et Juliette. Ce que je préfère, c'est aller au cinéma. J'aime bien la lecture et la musique « Bongofleva ». Mes amis aiment d'autres genres de musique comme *Singeli*, *Taarab*, *Rap*, et le *Rhumba*. Ici, je cherche un/une ami(e) qui parle bien français comme moi. Mon adresse e-mail c'est: professeur@gmail.com. À bientôt !

Questions

- (i) Qui cherche un/une ami(e) sur Facebook ?

Bahati cherche un ami sur facebook

- (ii) Il a quel âge ?

Il a quinze ans.

- (iii) Quelle est la date de son anniversaire ?

Il est 6 Novembre.

- (iv) Il habite où ?

Il habite à Tanga

- (v) Il aime quel type de musique ?

Il aime Bongofleva

Extract 4.1: A Sample of Correct Responses to Question 4

Extract 4.1 is a sample response from a student who managed to give correct responses to comprehension questions, although he/she forgot to write *né le* between *est* and *6* in item (iii).

Further analysis shows that 34 (18.50%) of the students had weak performance, as they were able to score correctly up to 2 marks out of ten marks allocated to the question. Their responses are analysed as follows:

In item (i), some of the students with poor performance in this particular item failed to understand the requirements of the question. As a result, one of the students wrote his/her answer as: *Mon adresse e-mail c'est professeur* (my email address is teacher). Some students left the blank space unfilled while

others tried to answer it but their answers had few structural and grammatical errors.

In item (ii), students were required to mention Bahati's age according to the text and the question was: *Il a quel âge?* (How old is he?). Some students were not able to answer the question correctly because they failed to understand the meaning of some vocabulary including the interrogative adjective *quel* (which/who), the verb *a* (has) and the pronoun *il* (he). Others got it right with some spelling mistakes like *quenze* instead of *quinze* (fifteen) resulting to scoring low marks.

In item (iii), students were required to write the birth date of Bahati as follows: *Quelle est la date de son anniversaire?* (What is Bahati's birthdate?). Some students gave wrong answers such as *l'anniversaire est 6* (The anniversary is 6) while others responded to it incorrectly because they failed to understand the word *anniversaire* (anniversary).

In item (iv), students were required to tell where Bahati lives. As indicated earlier, the item read: *où il habite?*. Some students failed to respond correctly because they did not understand the meaning of the relative pronoun *où* (where) and the verb *habite* (live). For instance, one of them wrote an incorrect response as follows: *secondaire de Mawenzi*.

In item (v), students with low marks provided incorrect responses and others did not supply any answer because they did not either partially or completely understand the given question. For example, some students wrote the following incorrect responses: *Mes amis aiment d'autre genre de musique comme Singeli, taarab, rap, et le Rhumba* (My friends like other types of music like Singeli, Taarab, Rap, Rhumba.)

Generally, students failed to score high marks in this question because most of them had poor command of French language, insufficient vocabulary and had difficulty responding to questions derived from the written comprehension. Extract 4.2 shows the students' incorrect responses to question 4.

4. Lisez ce poste de Facebook et puis répondez aux questions qui suivent.

Coucou !

Moi, je m'appelle Bahati. Maintenant, j'ai quinze ans. Je suis né le 6 novembre à Dodoma. Je suis tanzanien, mais mes parents sont d'origine burundaise. J'habite à Tanga avec mon oncle et mes cousins. Je suis étudiant à l'école secondaire de Mawenzi. À l'école, j'ai beaucoup d'amis. Mes amis sont Ali, Fidèle, Upendo et Juliette. Ce que je préfère, c'est aller au cinéma. J'aime bien la lecture et la musique « Bongofleva ». Mes amis aiment d'autres genres de musique comme *Singeli*, *Taarab*, *Rap*, et *le Rhumba*. Ici, je cherche un/une ami(e) qui parle bien français comme moi. Mon adresse e-mail c'est: professeur@gmail.com. À bientôt !

Questions

- (i) Qui cherche un/une ami(e) sur Facebook ?

Qui parle bien français comme moi

- (ii) Il a quel âge ?

quel âge 15

- (iii) Quelle est la date de son anniversaire ?

Il a été né le 6 novembre à Dodoma

- (iv) Il habite où ?

Bahati

- (v) Il aime quel type de musique ?

Singeli, Taarab, Rap et le Rhumba

Extract 4.2: A Sample of Incorrect Responses to Question 4

Extract 4.2 is a sample of responses from a student who failed to read and respond correctly to the questions from comprehension text.

Moreover, the analysis of students' responses indicates that 102 (60.85%) of the students scored average marks in this question, as they partially understood the given text and consequently managed to respond correctly to few questions. These students scored from 3 to 6 marks.

2.5 Question 5: Short Answers (Singular and Plural)

In this question, students were provided with simple sentences numbered from item (i) - (v). Students were required to change the underlined part of each sentence from plural to singular form. This question intended to assess the students' ability to change the words from plural to singular form in French language while adhering to all grammatical rules.

The question was attempted by 100 per cent of the students, out of whom 30.40 per cent scored from 0.0 to 2.5 marks; 27.75 per cent scored from 3.0 to 6.0 marks and 41.85 per cent scored from 6.5 to 10.0 marks. Figure 5 shows the students' performance in this question.

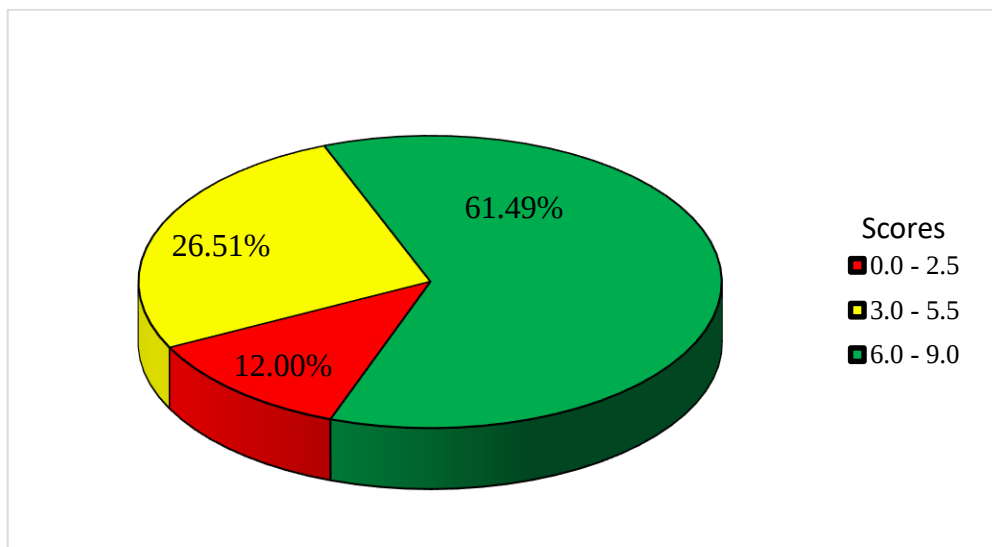


Figure 5: Percentages of Students' Performance in Question 5

The general performance of the students in this question was good, since 69.60 per cent of the students scored from 3.0 to 10.0 marks. The analysis of students' responses reveals that 77 (41.85%) of the students performed well in this question because they managed to correctly answer from 3 to 5 items. The analysis of students' responses indicates that such students managed to change the underlined words from plural to singular as follows:

In item (i), students were given the sentence *Apporte-moi des stylos* (Bring me some pens). Some students were able to transform the underlined words into singular and wrote *Apporte moi-un stylo* (Bring me a pen). These students understood the requirements of the question through the given example of a sentence. Students demonstrated a good command and mastery of French language grammatical rules.

In item (ii), students were required to transform the underlined words in the following sentence: *Je donne des assiettes à ma sœur*. (I give plates to my sister). Students who scored full marks in this item had sufficient knowledge of the topic along with adequate command of French language as they wrote

the correct answer as follows: *Je donne une assiette à ma sœur* (I give a plate to my sister).

In item (iii), the students were required to transform the underlined words in the sentence “*Il y a des cahiers dans l’armoire*” (There are exercise books in the cupboard) into singular. Students who wrote the correct singular form provided the following answer: *Il y a un cahier dans l’armoire* (There is an exercise book in the cupboard). They got the item right because they managed to transform the indefinite article *des* to *un* (a/an) and the noun *cahiers* to *cahier* (an exercise book).

In item (iv), the given sentence was *Neema achète des pantalons* (Neema buys (pairs of) trousers). Those who responded to it correctly provided the following answer: *Neema achète un pantalon* (Neema buys a pair of trousers). The students with high marks got the item correct because they changed the plural indefinite article *des* (does not exist in English i.e. neutral article) to the singular indefinite article *un* (a).

Item (v) required students to change *des tasses* (cups) from plural to singular. Students with high marks transformed the underlined words correctly by writing *Vous mettez une tasse sur la table*. (You put a cup on the table). Such students had sufficient knowledge on singular and plural forms of items.

The analysis indicates that the students who scored high marks had good mastery of the French language vocabulary, grammar and good command of French language. Extract 5.1 shows the students’ correct responses to question 5.

5. Changez les mots soulignés comme dans l'exemple.

Exemple : Donne-moi des craies.

Réponse : Donne-moi une craie.

(i) Apporte-moi des stylos.

Apporte-moi un stylo.

(ii) Je donne des assiettes à ma sœur.

Je donne une assiette à ma sœur.

(iii) Il y a des cahiers dans l'armoire.

Il y a un cahier dans l'armoire.

(iv) Neema achète des pantalons.

Neema achète un pantalon.

(v) Vous mettez des tasses sur la table.

Vous mettez une tasse sur la table.

Extract 5.1: A Sample of Correct Responses to Question 5

Extract 5.1 is a sample response from a student who managed to answer correctly all items of the question by observing singular and plural rules.

Further analysis shows that 56 (30.40%) of the students with poor performance provided incorrect responses to almost all the items. This indicates that these students had weakness in mastering the French language and lacked adequate understanding of French language grammatical rules. The following are the samples of incorrect responses provided by some of the students who had weak performance.

In item (i), some students with low marks were unable to transform the underlined words into singular form. They wrote *Apporte-moi des stylo* while others wrote *Apporte-moi de stylo* (Bring me any pen). These students failed to change the underlined parts from plural to singular because they did not understand the instructions of the question and the given example. As a result, they wrote incorrect responses due to poor command of French language, poor understanding of the structure of sentences and insufficient knowledge of the topic.

In item (ii), some students transformed incorrectly the underlined words because they had inadequate command of French language grammatical skills. Some students wrote *je donne d'assiette à ma sœur*. This sentence was grammatically incorrect because the students who wrote it failed to understand that the singular form of *des* is either *un* (a/an) or *une* a/an) depending on the gender of the given noun.

In item (iii), some students with low marks did not take into consideration the requirements of the question which was to transform the underlined words from plural to singular form. For example, one of the students wrote “*Il y a cahiers dans l'armoire*”. Some students failed to transform the underlined words because they were not aware of the singular form of indefinite articles, the nouns and their gender. Some of the answers in their sentences were *une cahiers, un cahiers, des cahier, les cahiers* etc. For example, some wrote *une cahier* whereby *une* (feminine) does not agree with the noun *cahier* (masculine).

In item (iv), some of the students with low marks failed to change the underlined words in the sentence *Neema achète des pantalons* (Neema buys (pairs of) trousers). Some responded wrongly by transforming parts of the underlined words like *Neema achète des pantalon*. Other students transformed the article *des* correctly but did not transform the noun *pantalons* (trousers), while others transformed *des* to *une* but failed to consider the gender of the word *pantalon* (trouser). Consequently, they scored low marks.

In item (v), some students failed to adhere to the requirements of the question which required them to transform *des tasses* (cups) from the sentence *Vous mettez des tasses sur la table* (You put cups on the table). Some students with low marks incorrectly transformed the underlined words by writing *Vous mettez des tasse sur la table* while other students wrote *Vous mettez de tasse sur la table*. These students did not understand that, *des tasses* (cups) is a feminine plural noun. As such, the indefinite article *des* has to change to *une* (a/an) and the word *tasses* (cups) should drop the “-s” which indicates plural to become *tasse* (cup) in singular form. Extract 5.2 is a sample of incorrect responses from one of the students.

5. Changez les mots soulignés comme dans l'exemple.

Exemple : Donne-moi des craies.

Réponse : Donne-moi une craie.

(i) Apporte-moi des stylos.

Apporte-moi une stylo

(ii) Je donne des assiettes à ma sœur.

Je donne une assiette à ma sœur.

(iii) Il y a des cahiers dans l'armoire.

Il y a un cahier dans l'armoire.

(iv) Neema achète des pantalons.

Neema achète un pantalon

(v) Vous mettez des tasses sur la table.

Vous mettez une tasse sur la table.

Extract 5.2: A Sample of Incorrect Responses to Question 5

Extract 5.2 shows responses from a student who failed to correctly transform the underlined words from plural to singular as instructed.

On the other hand, the analysis of students' responses indicates that there were students who had average performance in this question. Students in this category scored to 2 items out of 5. Most of them provided correct responses, which had some grammatical errors that hindered them from scoring high marks.

2.6 Question 6: Short Answers (Simple Present Tense)

In this question, students were given a passage with two paragraphs. The students were required to transform the infinitive verbs in brackets to the correct form of simple present tense. The question assessed the students' ability to explain their daily routine using simple present tense.

The question was attempted by 100 per cent of the students, out of whom 75.00 per cent scored from 0.0 to 2.0 marks, 20.66 per cent scored from 3.0 to 6.0

marks and 4.35 per cent scored from 7.0 to 10.0 marks. Figure 6 shows the students' performance in this question.

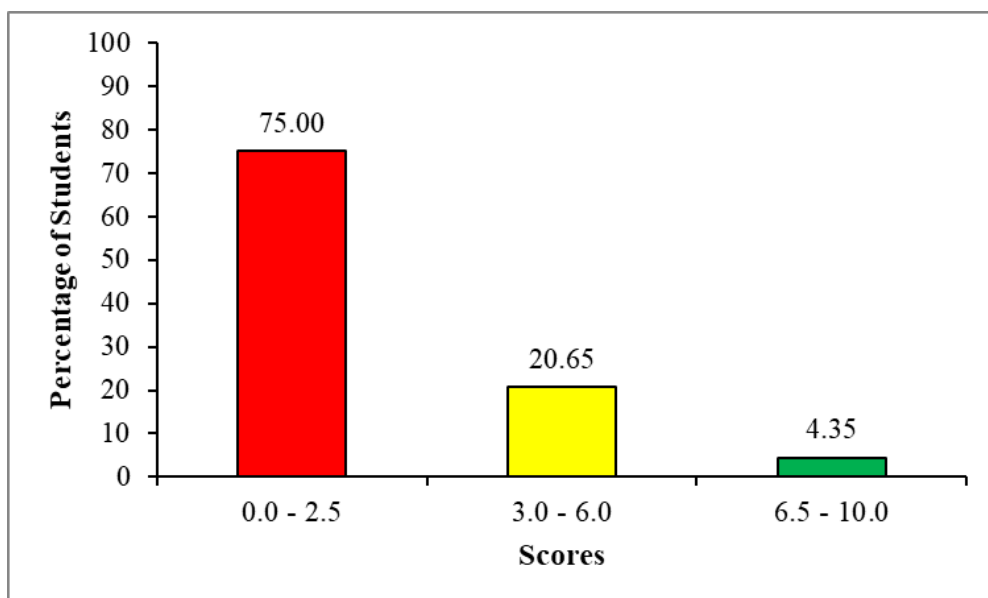


Figure 6: Percentages of Students' Performance in Question 6

The analysis in this question shows that 08 (4.35%) of the students who attempted this question scored high marks. These students had good mastery of French language and good understanding of the topic as they gave 3 to 5 correct responses in this question. Their responses are analysed as follows.

In item (i), the students were required to write the correct form of simple present tense of the verb *se lever* (to get up) to indicate the time they usually get up. Students with high marks managed to write the correct form of simple present tense *Normalement, je me lève à 6h15 du matin* (I normally get up at 6:15 am). The students transformed the reflexive verb correctly, as they were aware of the conjugation of reflexive verbs with the first personal pronoun *je* (I).

In item (ii), students were required to fill the blank space by using the verb *faire* (to do). They were supposed to conjugate the infinitive verb in the required tense. Students who got this item right, wrote the correct form of the verb *faire* (to do) which agreed with the subject *je* (I); thus, the answer was *je fais mon lit* (I make my bed).

In item (iii), students were required to transform the verb *se doucher* (to take a shower) in its correct form. Students who got this item right identified the subject *je* (I) and conjugated the verb to get *je me douche* (I take a shower) as the correct answer. Such students were knowledgeable on rules of conjugating pronominal/reflexive verbs.

With regards to item (iv), students were given the sentence *Ensuite, je ... (prendre) mon petit déjeuner avant de partir pour à l'école*. (Then, I... (to take) my breakfast before going to school). Students with high marks wrote the correct form of the verb *prendre* (to take) in the simple present tense *je prends mon petit déjeuner...* (I take my breakfast.....). The students scored this item because they could apply verb conjugation rules. They were also aware of the various categories of verbs, such as *prendre*, which is under the category of the verbs ending with “-dre” which take “s” at the end in the first and second person pronoun in simple present tense.

In item (v), students were required to conjugate the verb *arriver* (arrive) in the simple present tense with subject *je*. The correct answer was *J'arrive à l'école vers 7 heures*. (I arrive at school around 7hours). Students who got high marks were able to transform the given verb in the correct form because they understood that verbs ending with -er normally use the endings -e for the first person pronoun, -es for the second person pronoun, -e for the third person pronoun in singular which are attached to the root of the verb *arriv-*.

In item (vi), students were required to conjugate the infinitive *déjeuner* (to breakfast) after the subject *je* (I). Students who scored the item correct observed the necessary French grammatical rules in the conjugation of verbs. Accordingly, they wrote: *Je déjeune à la cantine avec mes camarades*. (I take breakfast with my friends at the canteen)

Item (vii) required students to conjugate the reflexive verb *se terminer* (to end) in its correct form. Students who transformed correctly this verb noted that the subject *les cours* (the lessons) was a third person plural. Therefore, the correct answer was: *A 14 heures, les cours se terminent* (Classes end at 14 hours.). These students scored the item correctly because they knew that the reflexive verb ending with -er takes -ons in the first person plural, -ez the second person and -ent in the third person plural. They were also able to correctly use the “se” which is attached to the verb and changes according to the subject. For example, *se* becomes *me* (myself) when used in the first person, *te*

(yourself) in the second person, *se* (himself/herself) in the third person pronoun singular, *nous* (ourselves), *vous* (yourselves) and *se* (themselves) in the first, second and third person plural pronouns, respectively.

On the other hand, in item (viii), students were required to conjugate the verb *rentrer* (to go back) with the subject *je* (I). Students with high marks, managed to write the verb correctly in its form by writing *Je rentre à la maison à 15 heures* (I come back home at 15 hours) because they were aware of the endings -e for the first person pronoun, -es for the second person pronoun, -e for the third person pronoun in singular.

Furthermore, in item (ix), the students were supposed to transform the verb *se reposer* (to rest) into its correct form in the sentence *Après être arrivé, je ... (se reposer) un peu une heure, puis je commence à faire mes devoirs* (After arriving, I ... (to rest) a little for an hour, then I start doing my home works). Students with high marks scored the item correctly and wrote: *Après être arrivé, je me repose un peu une heure, puis je commence à faire mes devoirs* (After arriving, I rest a little for an hour, then I start doing my home works). The students also managed to transform the reflexive pronoun *se* to *me* to agree with the first person pronoun singular *je* (I).

In item (x), students were required to finalise the daily routine by transforming the infinitive verb *se coucher* (to go to bed). The students responded correctly by writing: *...je me couche vers 21h40*. (I go to bed at around 21:40). The students who wrote the correct form of the given verb were able to show how the reflexive verb change in the first person pronoun singular by adapting -e to the root of the verb. Extract 6.1 is a sample of good responses.

6. Vous êtes un/une étudiant(e) à l'école secondaire de Mjimwema. En utilisant la forme correcte des verbes entre parenthèses, complétez le texte suivant pour expliquer ce que vous faites tous les jours.

Je suis un/une étudiant(e) à l'école secondaire de Mjimwema. Normalement, je (i) me lève (se lever) à 6h15 du matin. Et puis, je (ii) fais (faire) mon lit. Après quelques minutes, je (iii) me douche (se doucher). Ensuite, je (iv) prends (prendre) mon petit déjeuner avant de partir pour l'école. À 6h40, je pars à l'école à pied avec mes voisins. J'(v) arrive (arriver) à l'école vers 7 heures.

À 12h30 de l'après-midi, je (vi) déjeune (déjeuner) à la cantine avec mes camarades. Puis, on rentre en classe jusqu'à 13h30. À 14 heures, les cours (vii) se terminent (se terminer). Je (viii) rentre (rentrer) à la maison à 15 heures. Après être arrivé, je (ix) me repose (se reposer) un peu pendant une heure, puis je commence à faire mes devoirs. À 20 heures, je dîne avec ma famille. D'habitude, je (x) me couche (se coucher) vers 21h40.

Extract 6.1: A Sample of Correct Responses to Question 6

Extract 6.1 is a sample of responses from a student who managed to correctly transform the infinitive verbs given in the brackets in question 6.

Moreover, the analysis indicates that 138 (75.00%) of the students had poor performance in this question because they had insufficient understanding of French language sentence structure, grammatical rules and failure to adhere to the instructions of the question. The following are samples of incorrect responses provided by some of the students in this question.

In item (i), some students were unable to write the correct form of the verb *se lever* (to get up) in agreement with the given subject *je* (I). For example, one of the students wrote *je se lève* while some other students wrote *je se lever*. These students were not familiar with the conjugation of the reflexive verbs. In addition, others failed to transform the reflexive pronoun *se* to agree with the subject *je* (I) as they wrote *je se lève*, which was wrong.

In item (ii), some students did not transform the infinitive verb *faire* (to do) in its correct form. They ended up writing the infinitive without conjugating it to form simple present. Some other students wrote wrong forms of the given verb

by adding an –s to the infinitive while others did not make any transformation. For example, some wrote *fares* and *faire*. These students provided the incorrect forms of the simple present because they were not knowledgeable in verb conjugation. They also failed to understand the requirements of the question.

In item (iii), students who scored low marks failed to transform the reflexive verb *se doucher* (to take a shower) because they had poor understanding of conjugating verbs into present tense. Some of them wrote the infinitive verb against the subject as *je se doucher* while others dropped *se* and wrote *je douche*. This shows that, they had poor command of French Language and as a result, they got low marks in this item.

In item (iv), the students with low marks failed to transform the given verb into proper form. The question was *Ensuite, je ... (prendre) mon petit déjeuner avant de partir pour à l'école*. (Then, I... (to take) my breakfast before going to school). Some students failed because they were unfamiliar with verbs conjugation rules. For example, the verb *prendre* falls under the category of the verbs ending with “-dre” which take an “s” ending in the first and second person singular pronouns. Students with low marks failed to write the correct form of the verb *prendre* (to take) as they wrote incorrect forms such as *prendres* and *prendis*. This demonstrates that they had poor knowledge on the French language grammatical rules and insufficient exercises on verbs conjugation.

In item (v), the responses analysis shows that students with low marks failed to transform the verb *arriver* (arrive) in the simple present tense. These students were not aware of the conjugation of the verbs found in the first category ending with -er such as *arriver* (to arrive) in simple present tense. In the first and third person singular pronouns, the verbs in this category end with -e while in the second person singular the verbs end with -es. Also, in the first person plural, the verbs end with -ons, -ez in the first and second person plural and -ent in the third person plural. These endings are attached to the root of the verb such as *arriv-*. Students who got this item wrong provided incorrect responses like *arriveres*, *arriver* and *arrieu*.

In item (vi), students with low marks failed to transform the infinitive *déjeuner* (to have breakfast) to agree grammatically with *je* (I). Some of these students failed to consider the necessary changes which should be taken into

consideration when conjugating verbs. Consequently, they wrote “*dejeuner*” without conjugating it.

In item (vii), some students who scored low marks failed to transform the infinitive reflexive verb *se terminer* (to end) into the present simple tense. These students failed to consider the necessary grammatical changes. For example, some students wrote incorrect responses such as *les cours terminers*, *les cours se termine*, *les cours me termine* etc. Such responses indicate that these students were not familiar with the conjugations of the infinitive verbs, hence scored low marks.

Similarly, in item (viii), some students with low marks failed to transform the verb *rentrer* (to come back) because of poor knowledge in French language grammatical rules. These students failed to observe the necessary endings of the verb such as an -e for the first person, -es for the second person and -e for the third person singular. As a result, they wrote the given infinitive *rentrer* without changing it. This shows that these students had poor command of French Language and insufficient skills on verb conjugation.

In item (ix), some students with low scores failed to transform the infinitive verb *se reposer* (to rest) into the correct simple present form with the first person singular. For instance, some students did not consider the subject of the sentence, as they just wrote an infinitive verb.

In item (x), some students with low marks failed to transform the infinitive verb *se coucher* (to sleep) into simple present tense because they had no adequate knowledge of the French Language particularly in the conjugation of verbs. Such students failed to change the pronominal pronoun (se) and the verb itself. They just ended up writing incorrect forms of the verb, resulting to scoring low marks. Extract 6.2 is a sample of incorrect responses.

6. Vous êtes un/une étudiant(e) à l'école secondaire de Mjimwema. En utilisant la forme correcte des verbes entre parenthèses, complétez le texte suivant pour expliquer ce que vous faites tous les jours.

Je suis un/une étudiant(e) à l'école secondaire de Mjimwema. Normalement, je (i) se lever (se lever) à 6h15 du matin. Et puis, je (ii) faire (faire) mon lit. Après quelques minutes, je (iii) se douche (se doucher). Ensuite, je (iv) prendre (prendre) mon petit déjeuner avant de partir pour l'école. À 6h40, je pars à l'école à pied avec mes voisins. J'(v) arrive (arriver) à l'école vers 7 heures.

À 12h30 de l'après-midi, je (vi) déjeuner (déjeuner) à la cantine avec mes camarades. Puis, on rentre en classe jusqu'à 13h30. À 14 heures, les cours (vii) se terminent (se terminer). Je (viii) rentrer (rentrer) à la maison à 15 heures. Après être arrivé, je (ix) se reposer (se reposer) un peu pendant une heure, puis je commence à faire mes devoirs. À 20 heures, je dîne avec ma famille. D'habitude, je (x) se coucher (se coucher) vers 21h40.

Extract 6.2: A Sample of Incorrect Responses to Question 6

Extract 6.2 is a sample of responses from a student who failed to transform the infinitive verbs into their correct forms of simple present tense, except for item (v) when the student gave a correct response.

The analysis of students' responses further indicates that there were some students who scored 3 to 6 marks out of the 10 marks allocated to the question. As a result, they had average performance. Most of them provided correct responses that had some few grammatical errors.

2.7 Question 7: Short Answers (Jumbled Words)

In this question, students were required to rearrange the given jumbled words to form correct and well-structured meaningful sentences. The question intended to assess students' ability to form clear and meaningful sentences in the French language. In order to rearrange the jumbled words, students must be aware of different French grammatical rules and structure such as the formation of noun phrases, position of the subjects, verbs, adjectives and other related grammatical items in a sentence.

The question was attempted by 100 per cent of the students, out of whom 45.70 per cent scored from 0.0 to 2.5 marks; 28.76 per cent scored from 3.0 to 6.0 marks and 25.54 per cent scored from 7.0 to 10.0 marks. Figure 7 shows the students' performance in this question.

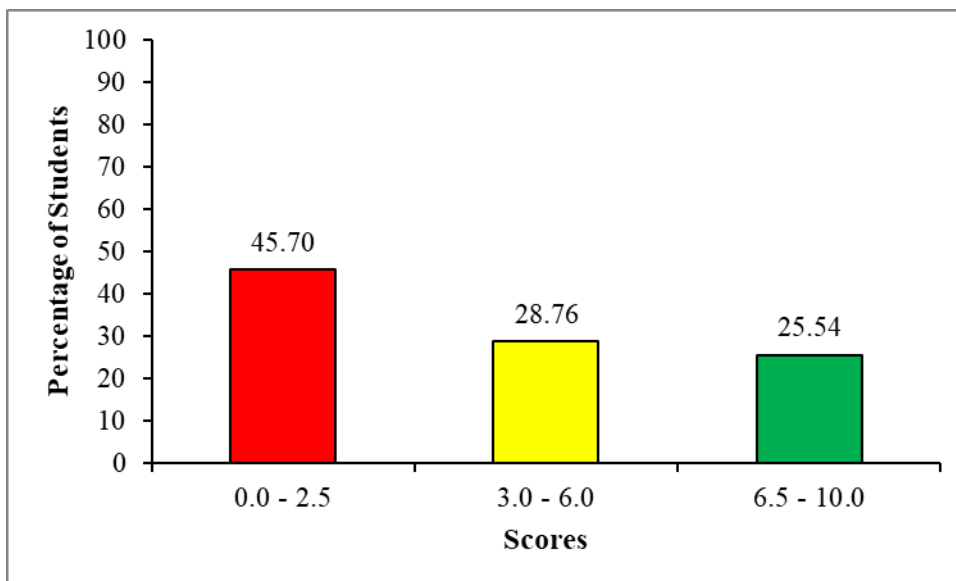


Figure 7: Percentages of Students' Performance in Question 7

The general performance of the students in this question was average, since only 54.30 per cent of the students scored from 3.0 to 10.0 marks. The analysis of students' response indicates that 37 (25.54%) of the students scored high marks in this question. These students were able to rearrange the jumbled words and make a meaningful sentence.

In item (i), the students were required to identify the position of the subject, verb and object. The jumbled words provided in this item were / stylo / achète /il / le /. / (pen / buys / he / the). The students with high marks were able to rearrange these words correctly to form the sentence *Il achète le stylo*. (He buys the pen). These students managed to place the subject, verb and the object in their right positions, whereby the subject *il* (he) was followed by the verb *acheter* (to buy) and the object *le stylo* (the pen) at the end of the sentence to make the sentence meaningful.

In item (ii), the jumbled words provided were: /aime/ j' /chocolat / le /. / (like /I/chocolate /the /. /). The students with high marks constructed a meaningful sentence by identifying the position of the subject, verb and compliment of the

verb *aime* (like). The correct answer in this item was *J'aime le chocolat*. (I like the chocolate).

In item (iii), the students were provided jumbled words */ce /déteste /elle /fruit / . /* (this /dislikes /she /fruit/. /). Some of the students who scored high marks, managed to identify correctly the position of the subject, verb and object and wrote the following meaningful sentence: *Elle déteste ce fruit*. (She dislikes this fruit.).

Item (iv) required students to rearrange the following jumbled words: */les /tu / ignames/cherches / . /* (the /you /yams /look / . /). Some of the students with high marks managed to identify the positions of all jumbled words: *Tu cherches les ignames* (You are looking for the yams) while other students arranged the jumbled words with some minor errors of the subject, verb or object.

In item (v), the given jumbled words were: */crayon / est / mon / où / ? /* (pencil/ is/ my/ where/? /). The students who scored high marks had adequate knowledge about the French language structure and grammatical rules. Therefore, they managed to correctly rearrange all the jumbled words to form a correct sentence. The correct sentence in this item was *Où est mon crayon?* (Where is my pencil?). Extract 7.1 shows a sample of the correct responses provided by a student to this question.

7.	Mettez les mots suivants en ordre pour former des phrases correctes :
	Exemple : /une/ Anita/ orange/ mange/. /
	Anita mange une orange.
(i)	/stylo/achète/ il/ le/. / <u>il achète le stylo.</u>
(ii)	/aime/j'/chocolat/le/. / <u>J'aime le chocolat.</u>
(iii)	/ce/déteste/elle/fruit/. / <u>Elle déteste ce fruit.</u>
(iv)	/les/tu/ignames/cherches/. / <u>Tu cherches les ignames.</u>
(v)	/crayon/est/mon/où/ ? / <u>où est mon crayon?</u>

Extract 7.1: A Sample of Correct Responses to Question 7

Extract 7.1 is a sample of responses from a student who managed to rearrange the jumbled words to form well-structured and meaningful sentences.

Further analysis shows that 84 (45.70%) of the students had weak performance because they provided unstructured and meaningless sentences from the jumbled words provided. The analysis of their responses is as indicated below.

Item (i) required students to identify the position of the subject, verb and object to form a meaningful sentence. The jumbled words provided in this item were: */stylo/ achete /Il / le ./ (/ pen/ buys/ he/ the / ./*. Some students with low marks lacked knowledge of sentence structure, hence wrote incorrect responses. For example, one of them wrote the sentence starting with *stylo* (pen).

In item (ii), the jumbled words provided were */aime /j' / chocolat /le/ / (like/ I/ chocolate/ the/)*. Students with low marks failed to rearrange all words in the correct order. For example, one of the students wrote *Chocolat aime le j'* (chocolate like the I) which lacked meaning. Some other students used words which were not in jumbled words. For example, one of the students wrote *Romana chocolat une chocolate* (Roma chocolate a chocolate).

In item (iii), the given jumbled words were: */ce/ déteste/ elle/ fruit ./ (this/ dislikes/ she /fruit/ ./*. Some students failed to rearrange the jumbled words, as they were unable to put them in a correct order. For example, some of the students wrote *fruit, déteste, ce, elle* (fruit, dislikes, this, she). Furthermore, there were those who did not understand the requirements of the question as they wrote *mange une orange* (eat an orange) which were not part of the jumbled words in the item given.

Item (iv) required students to rearrange the jumbled words (*/les /tu/ ignames /cherches / / (the/ you/ yams /looking for / ./*). Some students failed to rearrange these words because they did not know their meaning. Also, other students did not know how to organise them correctly to form a meaningful sentence due to insufficient mastery of the vocabulary and poor command of the French language. For example, one of them placed the verb at the beginning of the sentence, followed by an article and the subject: *cherche les tu ignames* (looking for the you yams).

In item (v), students were required to rearrange the jumbled words */crayon/ est/ mon/ où/? / (pencil/ is/ where/? /*). Some students were not able to construct

a correct sentence from such words. These students placed incorrectly the verb at the end of the sentence by writing *crayon mon est où?* (pencil my is where?), while others wrote other meaningless sentences, causing them to score low marks. Extract 7.2 shows a student's incorrect responses to question 7.

7. Mettez les mots suivants en ordre pour former des phrases correctes :

Exemple : /une/ Anita/ orange/ mange/. /
Anita mange une orange.

(i) /stylo/achète/ il/ le/. /
Achète il le stylo.

(ii) /aime/j'/chocolat/le/. /
J'aime chocolat le.

(iii) /ce/déteste/elle/fruit/. /
déteste elle le fruit.

(iv) /les/tu/ignames/cherches/. /
cherches les tu ignames

(v) /crayon/est/mon/où/ ? /
Mon est où Crayon ?

Extract 7.2: A Sample of Incorrect Responses to Question 7

Extract 7.2 is a sample of responses from a student who failed to correctly write the sentences from the jumbled words.

On the other hand, the analysis of students' responses indicates that 53(28.76%) of the students had average performance in this question. These students were able to write 2 to 3 correct sentences. Consequently, such students scored averagely.

2.8 Question 8: Short Answers (Affirmative to Negative Sentences)

In this question, students were provided with five sentences (i) – (v) which required them to transform the sentences into negative forms as indicated the sentence provided as an example. The question intended to assess students' ability to change affirmative sentences to negative sentences.

The question was attempted by 100 per cent of the students, out of whom 51.60 per cent scored from 0.0 to 2.5 marks; 33.18 per cent scored from 3.0 to 6.0 marks and 15.22 per cent scored from 6.5 to 10.0 marks. Figure 8 shows students' performance in this question.

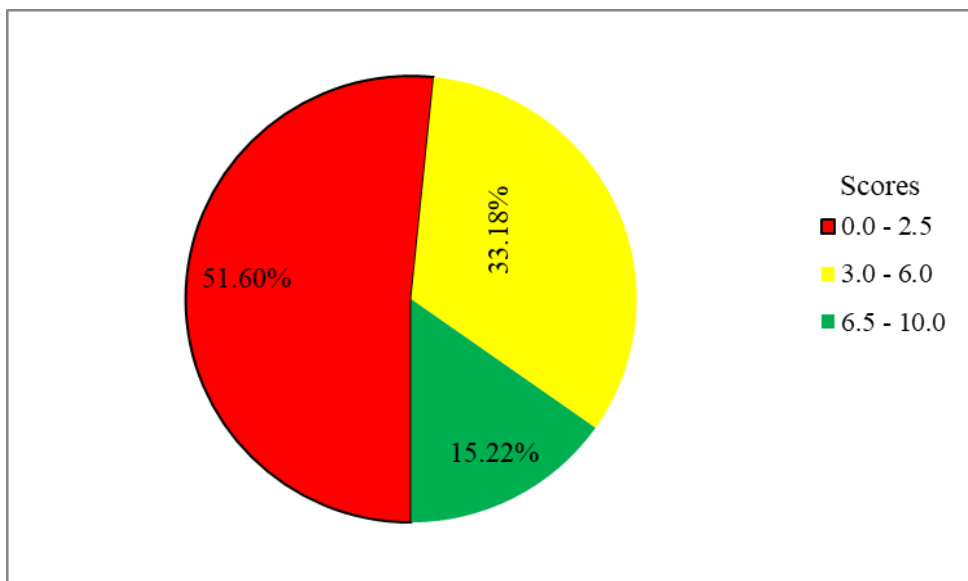


Figure 8: Percentages of Students' Performance in Question 8

The general performance of the students in this question was average, since 48.40 per cent of the students scored from 3.0 to 9.0 marks. The analysis of students' responses in this question shows that 28 (15.22%) of the students scored high marks. These students were able to write correct negative sentences because they possessed a mastery of French language structure, grammar competence and good command of French language.

In item (i), the question was: *Pour quoi Dodo se lève?* (Why does Dodo get up?). Students with high marks wrote the correct sentence in a negative form as follows: *Pour quoi Dodo ne se lève pas?* (Why doesn't Dodo get up?). These students were able to appropriately use the negative expression *ne...pas* and they inserted correctly the reflexive verb *se lève* between them.

In item (ii), the question was as follows: *Tu écris des notes.* (You are writing notes). Students who scored high marks in this item wrote *Tu n'écris pas de notes* (You are not writing notes). The students were able to insert the verb between the French language negative expression *ne...pas*. They were also

able to change the indefinite article *des* to *de* when constructing a negative sentence. By so doing, such students substantiated that they had sufficient knowledge to transform sentences from affirmatives to negative forms.

In item (iii), students were provided with the affirmative sentence *Ma tante aime mes dessins*. (My aunt likes my drawings). The students with good performance in this item correctly changed it into negative by writing *Ma tante n'aime pas mes dessins* (My aunt does not like my drawings). Their good performance was thanks to their good command of French Language and competence in language use and grammatical rules. For example, they dropped letter “e” from *ne...pas* because they knew that when *ne* is followed by a verb starting with a vowel, the letter “e” is dropped and replaced by (').

In item (iv), students were required to form a negative sentence from the affirmative sentence *Je mange une orange* (I am eating an orange). Students who answered correctly this item wrote *Je ne mange pas d'orange*. (I am not eating any orange). These students understood that articles *un*, *une* and *des* change to *de* in negative sentences. Again, they dropped letter *e* from the *de* because the next noun starts with a vowel sound. With these modifications, the students got the item right.

In item (v), the sentence provided was *Coco entre en classe à l'heure*. (Coco enters the class on time). Students who responded correctly wrote *Coco n'entre pas en classe à l'heure* (Coco does not enter the class on time). Such students placed the subject at the beginning of the sentence and the verb in between *ne* and *pas*. By so doing, they demonstrated application of their knowledge of grammatical skills. They understood the structure of the sentence whereby *ne* had to drop the letter *e* because it was followed by the verb *entrer* (to be). Extract 8.1 shows a sample of correct responses to question 8.

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

Exemple : L'oncle vient chez nous.

Réponse : L'oncle **ne** vient **pas** chez nous.

(i) Pourquoi Dodo se lève ?

Pourquoi Dodo ne se lève pas ?

(ii) Tu écris des notes.

Tu n'écris pas notes.

(iii) Ma tante aime mes dessins.

Ma tante n'aime pas mes dessins.

(iv) Je mange une orange.

Je ne mange pas d'orange.

(v) Coco entre en classe à l'heure.

Coco n'entre pas en classe à l'heure.

Extract 8.1: A Sample of Correct Responses to Question 8

Extract 8.1 is a sample of correct responses from a student who managed to transform the affirmative sentences to negative sentences, although they forgot to insert *de* before *pas*. The student had sufficient knowledge on sentence structure.

Moreover, the analysis of students' responses in this question indicates that 51.60 per cent of the students had weak performance. The students scored 0 to 2.5 marks out of the 10 marks allocated to the question. The following were the responses from some of the students who had poor performance in this question.

In item (i), the question was as follows: *Pourquoi Dodo se lève?* (Why does Dodo get up?). The analysis of students' responses shows that some students placed the pronominal verb *se lève* at the end of the sentence and inserted the noun *Dodo* between *ne...pas* as in *Pourquoi ne Dodo pas se lève?* (Why not Dodo get up?). When changing an affirmative to negative sentence, the verb should be placed in between *ne...pas* whereas the correct sentence was *Pourquoi Dodo ne se lève pas?* (Why doesn't Dodo get up?). These students

failed in this item because they lacked competence in the use of the negative expression *ne...pas* in French language.

In item (ii), students failed to use correctly the negation *ne.... pas* (do not) as they failed to change the indefinite article *des* to *de*. For example, some students changed the sentence *Tu écris des notes* (You are writing notes) by writing *Tu écris ne des notes* (You write no some notes) instead of writing it correctly *Tu n'écris pas de notes* (You are not writing notes). As a result, they scored low marks. Poor command of grammatical rules was the reason for their poor performance in this question.

In item (iii), the provided sentence was *Ma tante aime mes dessins* (My aunt likes my drawings). Some students failed to place the given verb at its proper position in the *ne...pas*. For example, some students wrote *Ma tante aime mes dessins ne pas* (My aunt likes my drawings not) instead of writing *Ma tante n'aime pas mes dessins* (My aunt does not like my drawings). Failure to observe the rules caused them to score low marks.

In item (iv), some of the students failed to accommodate the necessary changes in the sentence. For example, the indefinite article *une* changes to *de* but some students failed to change it due to poor grammatical skills. Some students wrote incorrect sentences such as *Je mange ne une orange* (ungrammatical, meaningless). Others scored low marks because they failed to change indefinite article *une* to *de*, while others failed completely to provide a negative sentence.

In item (v), some of the students failed to place the expression of negation *ne...pas* (do not) in its proper position. For example, one of these students wrote *Coco entre en classe pas à l'heure* (Coco enters in class not on time). Other students failed to transform *une* to *de*. For example, one of them wrote *Je mange ne une pas orange* (meaningless). Extract 8.2 shows a sample of the incorrect responses to question 8.

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

Exemple : L'oncle vient chez nous.

Réponse : L'oncle **ne** vient **pas** chez nous.

(i) Pourquoi Dodo se lève ?

pourquoi une dodo se lève

(ii) Tu écris des notes.

Tu écris ne des pas noter

(iii) Ma tante aime mes dessins.

Ma tante la mer il dessin

(iv) Je mange une orange.

Je mange de une la orange

(v) Coco entre en classe à l'heure.

coco entre elle classe dela a' l'heure

Extract 8.2: A Sample of the Incorrect Responses to Question 8

Extract 8.2 is a sample of incorrect responses from a student who failed to transform affirmative to negative sentences due to insufficient grammatical skills and poor command of French Language.

Apart from that, the analysis of students' responses indicates that there were students who had average performance in this question. Such students had partial skills on this topic as they managed to score from 3.0 to 6.0 marks. Most of them provided correct responses with some grammatical errors that hindered them from scoring high marks.

2.9 Question 9: Short Answers (Qualitative Adjectives)

Students were given five sentences (i) - (v) and were required to complete them by choosing the correct forms of the adjectives provided in the brackets. The question aimed to test students' ability to use the French language adjectives.

This question was attempted by 100 per cent of the students, out of whom 40.20 per cent scored from 0.0 to 2.5 marks, 42.95 per cent scored from 3.0 to 6.0 marks and 16.85 per cent scored from 6.5 to 10.0 marks. The students'

general performance in this question was average, since 59.80 per cent of the students scored from 3.0 to 10.0 marks.

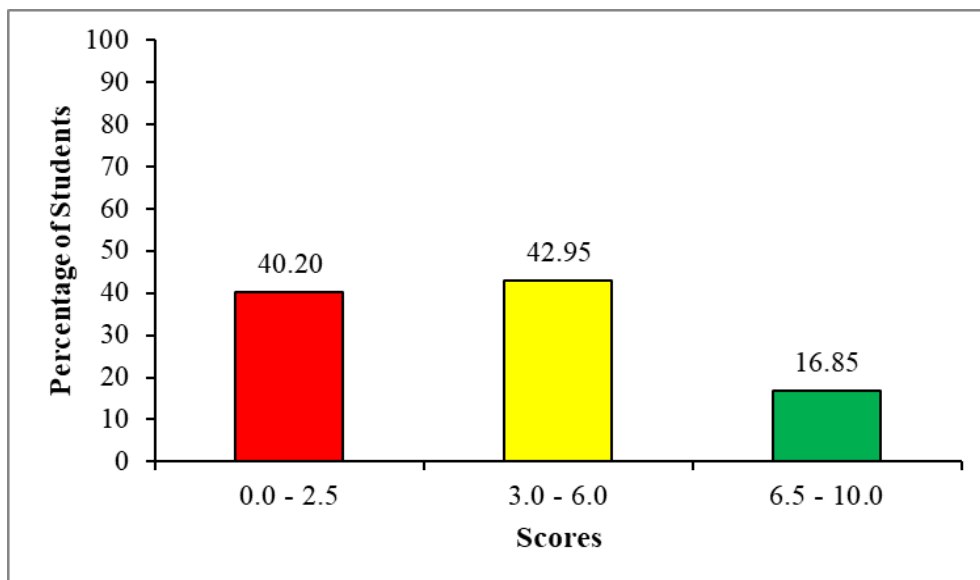


Figure 9: Percentage of Students' Performance in Question 9

The analysis of students' responses indicates that 31 (16.85%) of the students had good performance as they managed to choose the correct adjectives in the brackets and filled in the blanks as explained below.

In item (i), the incomplete sentence was *Mon frère achète des chaussures... (noir/ noire/ noirs/ noires)*. Some of the students with high marks managed to complete the sentence by choosing and writing the correct adjective *noires* (black) which agreed with the noun *chaussures* (shoes) which is a feminine plural noun in French language.

In item (ii), the sentence was *Le mur de notre maison est ... (verts/ vertes/ vert/ verte)*. Students who got it right chose the adjective *vert* (green) because the noun *le mur* (the wall) is a singular masculine noun. Therefore, the singular masculine adjective *vert* (green) agrees with the noun *le mur* (the wall).

In item (iii), the sentence was *Ma petite sœur aime une robe... (brunes/bruns /brun/ brune.)*. Students with high marks managed to complete the sentence by providing the correct adjective *brune* (brown), which is a French language feminine adjective of colour and agrees with the feminine singular noun *une robe* (a gown) in the sentence.

In item (iv), the incomplete sentence was *Son père porte une chemise avec une cravate ... (bleus/ bleues/ bleue/ bleu)*. Students with high marks were able to complete the sentence by writing the adjective *bleue* (blue) since the noun *une cravate* (a tie) given in the incomplete sentence was a singular feminine noun. Therefore, the correct response was *bleue* because it was also a singular feminine adjective.

In item (v), the given sentence was *Ces chemises de notre ami sont ... (blanc/ blanche/ blancs/ blanches)*. Students in this category managed to choose the correct adjective which was *blanches* (white). These students knew that the noun given in the sentence *Ces chemises* (These shirts) was a plural feminine noun and therefore it agrees with the plural feminine adjective *blanches*. Extract 9.1 shows a sample of the correct responses to this question 9.

9. Utilisez les mots entre parenthèses pour compléter les phrases suivantes comme dans l'exemple : Exemple : Mon sac à dos est _____ (violet/violette/violets/violettes). Réponse : Mon sac à dos est <u>violet</u>. (i) Mon frère achète des chaussures <u>noir</u> (noir/noire/noirs/noires). (ii) Le mur de notre maison est <u>vert</u> (verts/vertes/vert/verte). (iii) Ma petite sœur aime une robe <u>brune</u> (brunes/bruns/brun/brune). (iv) Son père porte une chemise avec une cravate <u>bleue</u> (bleus/bleues/bleue/bleu). (v) Ces chemises de notre ami sont <u>blanc</u> (blanc/blanche/blancs/blanches).

Extract 9.1: A Sample of Correct Responses to Question 9

Extract 9.1 is a sample of correct responses from a student who managed to choose the correct forms of adjectives, except for item (v) where the correct response was *blanches*, not *blanc*.

Apart from that, the analysis shows that 74 (40.20%) of the students performed weakly in this question because they had insufficient knowledge about French language adjectives. They also had poor grammatical skills and insufficient vocabulary. Some of the students' responses were as follows.

In item (i), some students who scored low marks completed the sentence using inappropriate adjective such as *noir*, *noire* and *noirs*, all of which were incorrect. This is due to the fact that, *noir* grammatically agrees the masculine singular nouns, *noire* with the feminine singular noun and *noirs* agrees with masculine plural nouns. These students demonstrated incompetence in the application of French language grammar rules because they failed to discover the gender of the mentioned noun in the given sentence.

In item (ii), the sentence provided was *Le mur de notre maison est ... (verts/ vertes/ vert/ verte)*. Some students with low marks failed to complete the sentence with the appropriate adjective because they were not aware of the agreement between the noun and the adjective. For example, those who opted for *verts* and *vertes* (green) were wrong because the noun *le mur* (the wall) is a singular masculine noun which does not agree with the plural adjectives.

In item (iii), some students with low scores failed to complete the sentence *Ma petite sœur aime une robe... (brunes/bruns /brun/ brune)* because they chose incorrect adjectives like *bruns* and *brunes*, which were in plural form, while the noun *robe* (dress), is singular. Other students opted for the alternative adjective *brun* which is a singular masculine while the noun *robe* is feminine.

In item (iv), some students failed to complete the sentence *Son père porte une chemise avec une cravate ... (bleus/ bleues/ bleue/ bleu)* with an appropriate adjective among the four alternatives because they chose wrong adjectives against the noun *cravate* (necktie) which is a singular feminine noun. Therefore, those who opted for the adjective *bleus* and *bleues* failed because they opted for plural adjectives that do not agree with a singular noun. Moreover, those who opted for *bleu* were incorrect because this adjective does not agree with a feminine noun such as *cravate* (necktie).

In item (v), some students failed to complete the sentence *Ces chemises de notre ami sont ...* using the correct form of adjective among the four alternatives given *blanc/ blanche/ blancs/ blanches*. Some students who opted for *blanche* and *blanc* failed because the adjectives were in singular while the noun *chemises* (shirt) was in plural form. Again, those who opted for *blancs* failed because they opted for a plural masculine adjective while the noun in the sentence was feminine plural. Consequently, they scored low marks. Extract 9.2 shows a sample of the incorrect responses to question 9.

9. Utilisez les mots entre parenthèses pour compléter les phrases suivantes comme dans l'exemple :

Exemple : Mon sac à dos est _____ (violet/violette/violets/violettes).

Réponse : Mon sac à dos est violet.

(i) Mon frère achète des chaussures noirs (noir/noire/noirs/noires).

(ii) Le mur de notre maison est verte (verts/vertes/vert/verte).

(iii) Ma petite sœur aime une robe brune (brunes/bruns/brun/brune).

(iv) Son père porte une chemise avec une cravate bleu
(bleus/bleues/bleue/bleu).

(v) Ces chemises de notre ami sont blancs (blanc/blanche/blancs/blanches).

Extract 9.2: A Sample of Students' Incorrect Responses to Question 9

Extract 9.2 is a sample of incorrect responses from a student who failed to use correct forms of the adjectives in most of the given sentences, except for item (iii), due to insufficient grammatical skills and poor command of French Language.

The analysis of students' responses indicates that there were students who had average performance. These students managed to score from 3.0 to 6.0 marks. This indicates that they had partial mastery of the French language, vocabulary and knowledge of different grammatical rules. They also had partial knowledge of the adjectives given as they managed to choose them correctly but with minor grammatical errors.

2.10 Question 10: Composition Writing

In this question, the students were required to write a composition by using the given guiding questions. The question intended to test students' ability to produce a well-structured composition. Students were required to write a composition explaining what they did last Saturday. Students were required

to use the guiding questions prompted with clauses for them to respond as required. The questions were as follows:

- (i) *Samedi dernier, vous êtes allés où ? (supermarché)* (Where did you go last Saturday? – (supermarket)).
- (ii) *Le supermarché se trouve où ? (centre-ville)* (Where is the supermarket found? (city centre)).
- (iii) *Qu'est-ce que vous êtes allé faire ? (des achats)* (What did you go to do?- (purchases))
- (iv) *Pour y aller, vous avez utilisé quel moyen de transport ? (un Bajaji)* (What means of transport did you use to go there? - (a Bajaji)).
- (v) *Pourquoi vous avez pris un Bajaji ? (moyen de transport le plus pratique en ville).* (Why did you take a bajaj? –(It's the easiest means of transport in town))
- (vi) *À l'arrivée au supermarché, vous avez payé combien pour le transport? (1,500 shillings)* (After arriving at the super market, how much did you pay for tansport? (1,500 shilings)).
- (vii) *Au supermarché, qu'est-ce que vous avez acheté? (du sucre, des haricots et du savon)* (At the supermarket, what did you buy? – (some sugar, beans and soap)).
- (viii) *Vous avez payé combien pour tous les achats? (6,500 shillings)* (How much did you pay for the purchase? – (6,500 shillings)).
- (ix) *Enfin, vous êtes rentré à la maison avec quel moyen de transport (à pied)* (Finally, which means of transport did you use to go back home? - (on foot)).
- (x) *Pourquoi vous avez décidé de rentrer à la maison à pied. (j'avais dépensé presque tout mon argent).*(Why did you decided to go back home on foot? – (because I spent almost all my money)).
- (xi) *Votre journée était comment? (magnifique).* (How was your day?-(fantastic)).

The question was attempted by 100 per cent of the students, out of whom 79.90 per cent scored from 0.0 to 4.0 marks; 13.03 per cent scored from 4.5 to 9.5 marks and 7.07 per cent scored from 10.0 to 13.5 marks. Figure 10 shows the students' performance in this question.

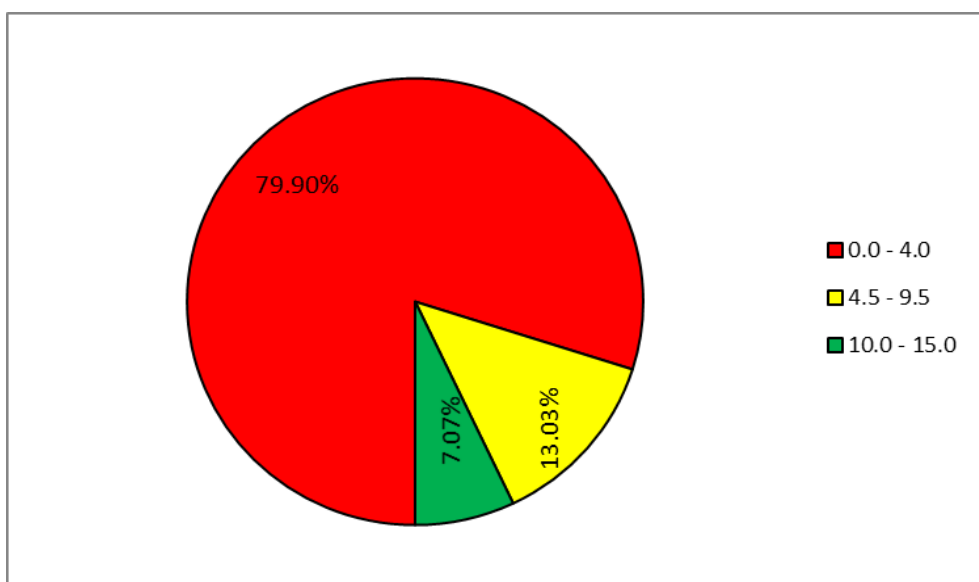


Figure 10: *Percentages of Students' Performance in Question 10*

The general performance of the students in this question was weak, since only 20.1 per cent of the students scored from 4.0 to 13.5 marks. The analysis of students' responses shows that there were 13 students who performed well in this question. These students had good composition writing skills and good command of the French language in terms of vocabulary and grammar. They were aware of all the principles that govern composition writing. They knew that a comprehensive composition should have good organisation of ideas and logical flow of information.

The analysis of students' responses shows that, students with high marks wrote their composition in well-organised paragraphs. Some of them used connecting words in their sentences. Additionally, they were able to observe the French language grammatical rules such as the use of conjunctions, accents and appropriate vocabulary related to the context of the question.

Further analysis shows that, some students with high marks followed all composition writing formats such as introduction, main body and conclusion. However, their composition had some few errors including inappropriate use of punctuation marks, conjugations of verbs and grammatical errors.

The analysis shows that some students wrote correctly their composition with the help of the given guided questions. These students managed to demonstrate

mastery of grammatical rules and essay writing skills. For example, in the introduction part, students with high marks started by the given sentence in the example: *Samedi dernier, je suis allé (e) au supermarché. Le supermarché se trouve au centre-ville.* (Last Saturday, I went to the super market. The supermarket is found in the city centre). These students explained the purpose of going to the super market as they wrote *Je suis allé au supermarché pour faire des achats tels que du sucre, des haricots et du savon.* (I went to the supermarket to purchase various things such as sugar, beans and soap).

Students with high marks were also able to explain the means of transport they used to go to the supermarket and the amount of money they spent. Accordingly, they wrote *Pour y aller, j'ai utilisé un bajaji comme le moyen de transport* (In order to go there, I used a bajaji as a means of transport). *J'ai payé 1,500 shillings pour le transport* (I paid 1,500 shillings for transport). In addition to that, students with high marks managed to state the amount of money spent in purchasing different items as follows: *J'ai payé 6,500 shillings pour les achats* (I paid 6,500 shillings for the purchases), followed by *J'ai décidé de rentrer à la maison à pied parceque j'avais dépensé presque tout mon argent* (I decided to come back home on foot because I had spent almost all the money I had). They finally concluded the composition by describing how their Saturday ended by appreciating their day as *Ma journée était magnifique.* (My day was fantastic).

Generally, students with high performance demonstrated their ability to write good compositions because they understood the requirements of the question, had adequate vocabulary, mastery of composition writing skills and good command of French language. Extract 10.1 is a sample response from a student who provided correct responses by adhering to composition writing rules but with some few errors.

Réponses

Samedi dernier, je suis allé(e) au supermarché. Le supermarché se trouve à Lanya juu. Je suis allée faire des achats. J'utilise un bajaji. J'utilise un bajaji parce que c'est le moyen de transport le plus pratique en ville. J'ai payée 1500 shillings pour le transport. J'ai acheté du sucre, des haricots et du savon. J'ai payée 8,500 shillings pour tous les achats. Je suis rentrée à la maison à pied. J'ai décidé de rentrer à la maison à pied parce que j'avais dépensé presque tout mon argent. La journée était magnifique.

Extract 10.1: A Sample of Correct Responses to Question 10

Extract 10.1 is a sample of correct responses from a student who wrote a good composition using guiding questions but with few structural and grammatical errors.

Furthermore, the analysis of students' responses indicates that, there were 147(79.90%) of the students who had weak performance in this question. These students wrote incomprehensive compositions due to inappropriate use of vocabulary and grammatical rules. Some of them copied randomly some words and short sentences from the question paper while others just listed their answers instead of writing their compositions in paragraphs by using their own words. These students had weak performance in this question because they had insufficient vocabulary, poor command of French Language and lack of composition writing skills. In addition, some of them failed to understand the requirements of the question.

The analysis shows that, some students failed to understand the guiding questions. As such, they were unable to write clear and well-structured compositions, hence scoring low marks. For example, in the question *Samedi dernier, vous êtes allés ou ? (Supermarché)* (Where did you go last Saturday?

(Supermarket)), one of the students just copied some words such as *Supermarché* (Supermarket) and other instructional questions like *Transformez les phrases suivante comme dans l'exemple* (Transform the following sentences as in the example). *Mettez les mots suivants en ordre pour former des phrases Anita* (Rearrange the words in order to form sentences Anita). *Manage une orange chaque Samedi dernier: Vous êtes allés au supermarché ou (centre village)*. (Manage an orange every last Saturday: you went to the supermarket or (at the village centre)). These students failed to respond correctly to the requirements of the question, hence scored low marks.

Further analysis shows that, students who failed to understand the guiding questions supplied incorrect responses while others did not even dare to attempt the question. Some of them tried to respond by repeating the questions instead of answering them in form of a composition with some of their own words. For example, in responding to the question “*Le supermarché se trouve où ? (Centre-ville)*”. (Where is the supermarket found? (City centre)), some students with low marks responded *Le supermarché se trouve où centre ville* (The supermarket is found where city centre). This caused them to score low marks.

The analysis also shows that; some students did not understand the requirements of the question as they responded the question with listed responses like *j'utilise les moto pour aller au supermarché* (I use motorcycle when going to the supermarket) while the questions required them to write a composition. It was also noted that some students copied the text from question 04 like *Je m'appelle Bahati* (My name is Bahati). *Maintenant, j'ai quinze ans* (Now, I am fifteen years old). *Je suis né le 6 novembre 2001 à Dodoma* (I was born on the 6th of November 2001 in Dodoma).

Additionally, some students scored low marks because they lacked vocabulary, hence failed to respond to the guiding questions. They just copied the guiding questions and their incomplete answers like *Pour quoi vous avez pris un Bajaji moyen transport le plus pratique en ville* and *Pour quoi vous avez decide de rentrer à la maison a pied j'avais dépensé presque tout mon argent*. This shows that, some students knew the answers to the guiding questions, but lacked vocabulary to respond correctly to them. Consequently, they scored low marks. One of the students wrote the following response in extract 10.2.

Réponses

Samedi dernier, je suis allé(e) au supermarché. Le supermarché centre-ville
des achats un Bazar. Le moyen de transport le plus
pratique en ville. Vous avez payé combien pour le tran
sport 1500 shilling. Vous avez acheté du sucre, des haric
ots et du savon.

Vous avez payé combien 6,500 shilling, la maison
n avec quel moyen de transport à pied. La maison
à pied j'avais dépensé presque tout mon argent.
était comment magnifique

Extract 10.2: A Sample of Student's Incorrect Responses to Question 10

Extract 10.2 is a sample of incorrect response from a student who answered differently to the guiding questions. Furthermore, the student used inappropriate vocabulary and poor grammatical structure.

Further analysis indicates that, some students with average performance had partial skills of compositions writing. For example, one of them wrote a composition by answering the guiding questions instead of arranging the answers in paragraphs. Other students responded to few guiding questions and left others unanswered. This hindered them from scoring high marks. Again, some students wrote their compositions with some grammatical errors. This led them to be penalised, hence ended up scoring averagely.

Appendix A indicates the students' performance which is grouped into three categories: good, average and weak. This analysis is based on the average percentage of students who scored 30 per cent and above of the marks allocated to each question.

3.0 STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the students' performance indicates that students were tested in four topics. Those topics were *Vocabulary and Expression, Language Pattern/Structure, Language Use* and *Written Expression/Composition*.

The percentages of the students' performance in each topic were as follows: *Vocabulary and Expressions* (78.00%), *Language Patterns/Structure* (54.60%), *Language Use* (54.11%) and *Written Expression/Composition* (20.10%). The performance in each topic is also indicated in appendix A.

4.0 CONCLUSION

The students' general performance in the Form Two National Assessment in the French Language subject (Vocational Stream) was average, since 56.53 per cent of the students passed. This is because most of the students had competences and knowledge in some of the topics taught in forms I and II. The analysis of the items in this report further reveals that students had average performance due to lack of adequate knowledge and skills in reading for comprehension, principles and grammatical rules, particularly in constructing sentences from jumbled words, transforming sentences from singular to plural forms and changing verbs from infinitive to present tense.

Students who failed lacked adequate knowledge of key concepts related to the topics covered in the assessment. Some students had poor command of the French Language which led them to fail to choose appropriate vocabulary in their composition and so could not express themselves well in their responses. Also, there were students who code-switched from French Language to English Language.

5.0 RECOMMENDATIONS

Taking into account the analysis of students' responses, the following recommendations are given so as to improve the students' performance in the French Language subject:

- (a) French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive teaching methods (rich environment) which will motivate students to learn the language. Teaching of certain concepts can be done through role-plays, group work, imitation and tours to different places.
- (b) Students should be given and encouraged to read short stories, books and other educative French language materials so that they can acquire enough vocabulary. This will enable them to express themselves fluently in the French Language, particularly in writing compositions.

- (c) Teachers are advised to form French Language subject clubs to assist students in practicing spoken language.
- (d) Students should be encouraged to study hard and make all the necessary revision so as to master various topics, particularly those that appear to be demanding, for example, jumbled words, transforming sentences from singular to plural and the use of tenses.

Appendix:

Summary of Students' Performance in Each Topic in 2025

S/N	Topic	Question number	Percentages of students who scored 30% or above	Average performance by topic (%)	Remarks
1	Vocabulary and Expressions	1	67.40	78.00	Good
		2	88.60		
2	Language Patterns/Structure	3	42.40	54.60	Average
		4	81.50		
		5	69.60		
		6	25.00		
		7	54.30		
3	Language use	8	48.40	54.10	Average
		9	59.80		
4	Written Expression/ Composition	10	20.10	20.10	Weak

