



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2023**

FRENCH LANGUAGE



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**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON
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EDUCATION EXAMINATION (ACSEE) 2023**

123 FRENCH LANGUAGE

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report focuses on the Advanced Certificate of Secondary Education Examination (ACSEE) in French Language subject which was administered in May 2023. The National Examinations Council of Tanzania (NECTA) is pleased to issue this report to provide feedback to all education stakeholders on candidates' performance in the subject.

The general performance of candidates who sat for French Language examination in 2023 was good. The candidates who passed the examination were 98.87 per cent of all candidates who sat for the examination.

The good performance is attributed to the candidates' ability to answer questions according to the requirements and their competence in the tested topics in the French Language. Contrarily, the candidates who got low marks faced challenges in answering the examination questions. The challenges include the misinterpretation of the questions and insufficient knowledge of French grammatical rules.

The report provides a detailed analysis of the factors which enabled the candidates to perform well and the reasons which made some of them perform weakly in each question. The feedback will enable education administrators, school managers, teachers, students and education stakeholders to take appropriate measures in order to improve teaching and learning of French subject. This will eventually upgrade candidates' performance in the future French Language examination administered by the Council.

Finally, the Council would like to acknowledge examiners and all who participated in the preparation of this report.



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides candidates' performance in the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May 2023 in 123 French Language subject. The questions were set in accordance with the 2010 syllabus stipulations and the 2019 examination format.

French Language examination had two papers, namely 123/1 French Language 1 and 123/2 French Language 2. 123/1 French Language Paper 1 comprised 10 short answer questions. Each question had 10 marks thereby, making a total of 100 marks. 123/2 French Language paper 2 had two sections: A and B. Section A comprised two (2) compulsory questions. Each question carried 10 marks, making a total of 20 marks. Section B comprised five (5) essay questions. Candidates were required to answer four (4) questions, each weighing 20 marks, therefore, making a total of 80 marks.

The analysis presented in this report focuses on the candidates' performance in each question. It shows what candidates were required to do, the general performance and the reasons for such performances. Sample Extracts of candidates' responses have been used to illustrate how candidates answered questions in relation to the requirements of each question.

The performance of the candidates was categorised into three groups: good, average and weak. The performance is regarded as good if a candidate scored marks ranging from 60 to 100. Scores ranging from 35 to 59 marks is regarded as an average performance. The candidates' performance is perceived as weak if a candidate scored marks ranging from 0 to 34. Three colours have been used to represent candidates' performance, whereas green denotes a good performance, yellow represents an average performance and red shows weak performance. Candidates' performance in each topic is summarised in Appendix.

The data analysis reveals that a total of 267 (100%) candidates sat for the examination. The general performance of the candidates in the ACSEE 2023 French Language Examination was good, as 98.87 per cent passed the examination. The performance increased by 3.67 per cent compared to the 2022 performance where 93.61 per cent of candidates passed. In the ACSEE 2023 French Language Examination, candidates attained different grades: A 03 candidates, B 23 candidates, C 101 candidates, D 89 candidates, E 40 candidates and S 08 candidates. It should be noted that 03 candidates failed the examination after obtaining an F grade.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN 123/1 FRENCH LANGUAGE 1

This part analyses the candidates' performance by using the numbers and percentages of candidates who attempted each question. Three categories, namely good, average and weak, are used to show the percentages and scores of the candidates. Moreover, the reasons for good, average and weak performance have been given. Extracts have also been used to exemplify how the candidates answered the questions.

2.1 Question 1: Parts of Speech

This question intended to test candidates' ability to use adverbs and indefinite pronouns in different situations. Candidates were given five compound words in the categories of indefinite pronouns and adverb of place, manner and time. They were required to fill in each blank with appropriate words to make meaningful sentences. The question was as follows:

1. Complétez ces phrases par: **n'importe qui, n'importe quoi, n'importe où, n'importe comment, n'importe quand.**

(a) Il ne réfléchit pas assez ce monsieur. Il dit souvent

(b) Ma petite sœur, ne s'intéresse pas à la mode. Elle s'habille vraiment

(c) Monsieur Malik a laissé un message à ses enfants; «Attention, il ne faut pas ouvrir la porte à, c'est très dangereux.»

(d) Mon ami m'a dit; «demain matin, j'irai pour m'amuser.»

(e) Mes amis, vous pouvez passer, il y a toujours quelqu'un à la maison pour vous accueillir.

This question was attempted by 267 (100%) candidates, out of whom 113 (42.32%) candidates scored from 0.0 to 3.0 marks. 46 (17.23%) candidates scored from 3.5 to 5.5 marks and 97 (40.45%) candidates scored from 6.0 to 10 marks. The candidates' general performance in the question was average, since 154 (57.68%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 1 summarises the candidates' performance on question 1.

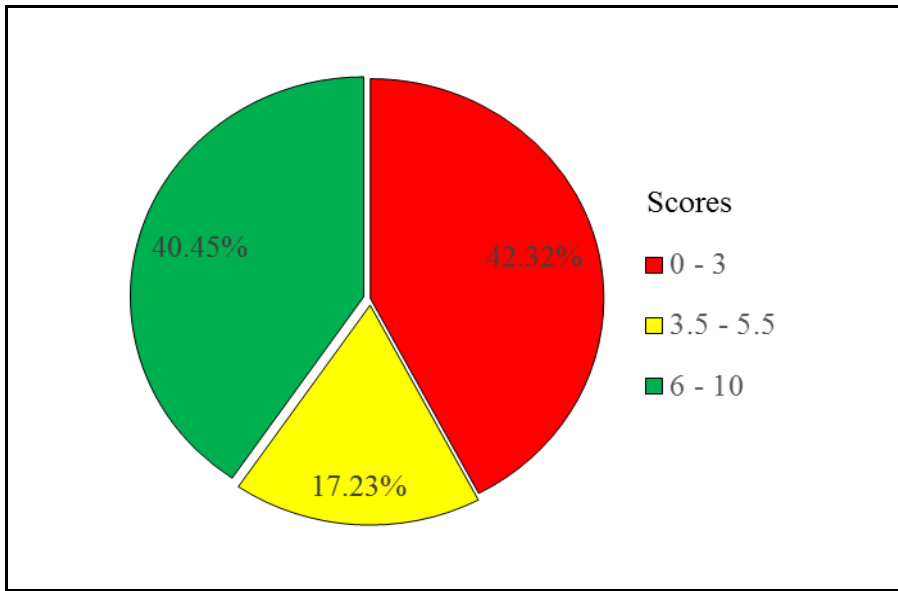


Figure 1: Candidates' Performance in Question 1

A total of 97 (40.45%) candidates had good performance after supplying correct answers to the given items and scoring from 6.0 to 10 marks.

In item (a), the candidates wrote the indefinite pronoun *n'importe quoi* (whatever) were correct because it is a pronoun that can be used to replace the idea explained in the first sentence in the pair. With this correct response the sentence reads in English as *He does not think enough when speaking. He always speaks whatever.*

Moreover, in item (b), the candidates who filled out the correct answer understood the uses of adverbs of manner in showing how an action happens. They also knew that some adverbs are followed by other adverbs as in this item. The adverb *vraiment* was used followed by *n'importe comment* to insist the given action. Therefore, the correct word in this item was *n'importe comment*.

Furthermore, the candidates who got item (c) right were aware that an indefinite pronoun *n'importe qui* in the sentence was used to refer to any person. Therefore, the correct answer, according to the context of the given sentence, was *n'importe qui* which means *whoever*.

In item (d), the candidates who filled in the correct answer understood the use of an adverb of place *n'importe où*. They knew that the verb *irai* (will go) is commonly used with other words to indicate place. Thus, the correct response

in this item was *n'importe où* because it is an adverb of place which refers to *wherever*.

Finally, in item (e) candidates who gave the correct answers understood the uses of adverbs of time. The candidates were aware that the presence of the verb *passer* requires the use of an adverb of time in the given sentence. Therefore, the correct adverb of time in this item was *n'importe quand* (whenever). Extract 1.1 shows a sample of candidates' correct responses to question 1.

01.	a) Il ne réfléchit pas assez ce monsieur. Il dit souvent <u>n'importe quoi</u> .	
	b) Ma petite sœur, ne s'intéresse pas à la mode. Elle s'habille vraiment <u>n'importe comment</u> .	
	c) Monsieur Malik a laissé un message à ses enfants: « Attention, il ne faut pas ouvrir la porte à <u>n'importe qui</u> , c'est très dangereux »	
	d) Mon ami m'a dit: « demain matin, j'irai <u>n'importe où</u> pour m'amuser »	
	e) Mes amis, vous pouvez passer <u>n'importe quand</u> il y a toujours quelqu'un à la maison pour vous accueillir.	

Extract 1.1: A sample of the Correct Responses to Question 1

Extract 1.2 shows responses from a candidate who filled in correct responses in all five items. The candidates knew the uses of each adverb by focusing on the given context of each sentence.

The analysis indicates that 46 (17.23%) candidates performed averagely by scoring from 3.5 to 5.5 marks. These candidates had partial knowledge of adverbs, pronouns and inadequate knowledge of grammatical rule. As a result, they performed averagely. For example, some of these candidates only managed to correctly answer 2 to 3 items out of five in the question.

Further analysis indicates that 113 (42.32%) candidates had a weak performance after scoring from 0 to 3.0 marks. They wrote incorrect answers as they could not correctly use the adverbs and pronouns in the sentences. For example, in item (a), some candidates wrote other pronouns and adverbs like *n'importe qui*, *n'importe comment*. The responses suggest that the candidates were unaware of the use of indefinite pronouns and adverbs.

Moreover, in item (b), candidates who filled in incorrect answers were not knowledgeable on the use the adverbs of manner in sentences. Consequently, they supplied irrelevant adverbs in the context of the sentence. In item (c), candidates who responded incorrectly were not aware that the indefinite pronoun *n'importe qui* is used to refer to every person. Therefore, the given sentence required the pronoun *n'importe qui* to make it complete and meaningful.

Furthermore, in item (d) and (e), the candidates filled in incorrect answers did not know that adverbs of place are used to refer to a place where an action takes place. On the contrary, adverbs of time indicate a moment in which action occurs. Extract 1.2 shows a sample of candidates' incorrect responses to question 1.

1.	a/ Il ne réfléchit pas assez ce monsieur. Il dit souvent <u>n'importe quand</u>
	b/ Ma petite sœur, ne s'intéresse pas à la mode. Elle s'habille vraiment <u>n'importe où</u>
	c/ Monsieur Malik a laissé un message à ses enfants « Attention, il ne faut pas ouvrir la porte de <u>n'importe qui</u> c'est très dangereux
	d/ Mon ami m'a dit « demain matin j'irai <u>n'importe qui</u> pour m'amuser
	e/ Mes amis vous pouvez passer <u>n'importe où</u> , il y a toujours quelqu'un à la maison pour vous accueillir.

Extract 1.2: A Sample of Incorrect Responses to Question 1

Extract 1.2 shows responses from a candidate who supplied the incorrect indefinite pronouns. The responses provided by the candidate indicate that he/she was simply guessing the responses.

2.2 Question 2: Direct and Indirect Speech

Candidates were given a paragraph with four sentences in direct speech and were required to transform the sentences into indirect speech. The question tested candidates' ability to report the messages events from one person to another by using direct and indirect speech. The question was as follows:

2. Rapportez ce que ma mère m'a dit au téléphone samedi dernier.
Samedi dernier, ma mère m'a téléphoné. Elle m'a raconté: "Hier j'ai rencontré dans un magasin une amie que je n'avais pas vue depuis 30 ans. Elle m'a dit: "Je l'ai invitée à déjeuner et j'irai chez elle dimanche prochain pour faire connaissance de son mari!" Son amie lui dit aussi: "Aujourd'hui je vais voir mon quinzième petit-fils! "Et ma mère lui a répondu fièrement: " Il y a trois jours que je suis arrière-grand-mère!"

Samedi dernier, ma mère m'a téléphoné. Elle m'a raconté que

.....

The analysis indicates that a total of 267 (100%) candidates attempted the question, out of whom, 59 (22.10%) candidates scored from 0.0 to 3.0 marks, 33 (12.36%) candidates scored from 3.5 to 5.5 marks and 175 (65.54%) candidates scored from 6.0 to 10 marks. The general performance in the question was good, since 168 (77.90%) candidates scored from 3.5 to 10 marks. Figure 2 is an illustration of the candidates' performance on question 2.

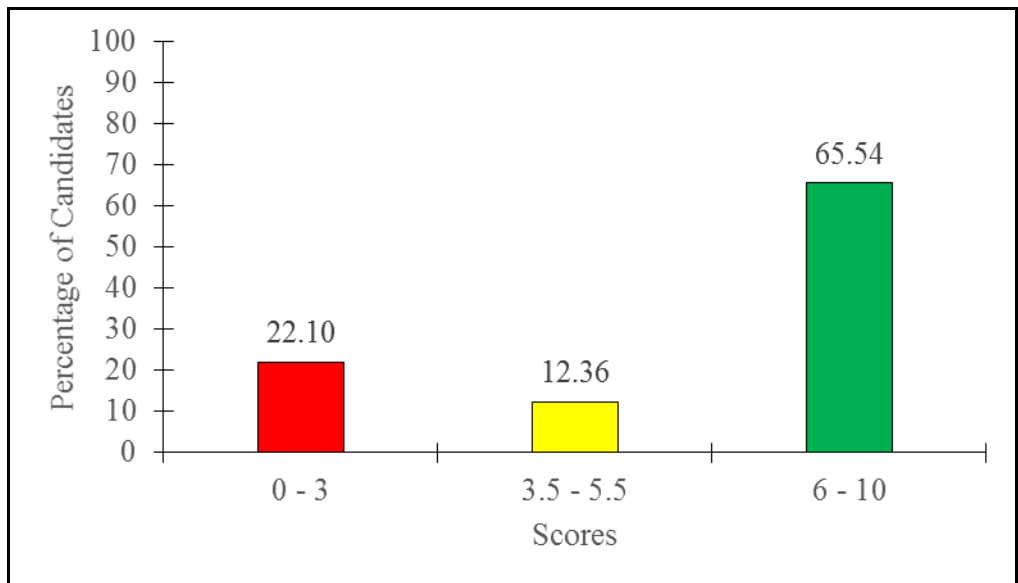


Figure 2: *Candidates' Performance on Question 2*

The analysis shows that 175 (65.54%) candidates had a good performance after scoring from 6.0 to 10 marks. The candidates appeared proficient in applying grammatical rules in changing sentences from direct speech into indirect speech.

In the first sentence, candidates who filled in the correct answer understood that if the introductory verb *a raconté* is in the Past Tense, changes must take place in verbs and adverbs when transforming direct speech into indirect speech. In this case, the adverb *hier*, the simple past tense *ai rencontré* and the past perfect tense *avais vue* are transformed into *le veille*, *avait rencontré* and *avait vue* respectively. In this case, the Simple Past Tense is changed into the Past Perfect Tense while the Past Perfect Tense remains intact. Further, the subject pronoun *je* is changed into *elle*. Therefore, the correct sentence in indirect speech is: *Elle m'a raconté que le veille, elle avait rencontré dans un magasin une amie qu'elle n'avait pas vue depuis 30 ans.*

In the second sentence, candidates who got the answer right understood that the verb *a dit* that introduced the sentence is in the Past Tense. Therefore, the candidates changed the Past Tense *ai invitée* and the Simple Future Tense *irai* into Past Perfect Tense *avait invité* and conditional (conditionnel présent) *irait* respectively. Moreover, they added an *e* at the end of the verb *ai invitée* to show the gender and number agreement with the personal pronoun *la* representing *une amie*. The candidates also changed the pronoun *je* into *elle*

and the adverb *prochain* into *suivant*. Therefore, the correct indirect speech is: *Elle m'a dit qu'elle l'avait invitée à déjeuner et qu'elle irait chez elle dimanche suivant pour faire connaissance de son mari.*

In the third sentence, the introductory verb *dit* is in the simple present tense. Therefore, the adverb *aujourd'hui* and the tense of the verb *vais* should remain unchanged. The pronoun *je* and the possessive adjective *mon* have to be changed into *elle* and *son*, respectively. Thus, the correct indirect speech is *Son amie lui dit aussi qu'elle va voir son quinzième petit-fils.*

In the fourth sentence of the given paragraph, candidates who provided the correct answer changed the verbs *a* and *suis* from Simple Present Tense to imperfect tense *avait* and *était*. This is because the verb in the main clause *a répondu* is in the Past Tense. Moreover, the pronoun *je* has to be changed into *elle* because the word *lui* in the main clause is referring to *son amie*. Thus, the correct indirect speech is: *Ma mère lui a répondu fièrement qu'il y avait trois jours qu'elle était arrière-grand-mère.* Extract 2.1 shows sample of candidates' correct responses to question 2.

2.	<p>samedi dernier, ma mère m'a téléphoné. Elle m'a raconté que la vieille elle avait rencontré dans un magasin un amie qu'elle n'avait pas vue depuis 30 ans. Elle m'a dit qu'elle l'avait invitée à déjeuner et qu'elle irait chez elle dimanche suivant pour faire connaissance de son mari." son amie lui dit aussi que ce jour là elle va voir son quinzième petit-fils!" et ma mère lui a répondu fièrement qu'il y avait trois jours qu'elle était arrière-grand-mère!</p>	
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Extract 2.1: A Sample of Correct Responses to Question 2

In Extract 2.1, the candidate correctly changed the pronouns into their correct forms and the verbs into their correct tenses.

Moreover, the analysis shows that 33 (12.36%) candidates had an average performance after scoring from 3.5 to 5.5 marks. Such candidates had an

inadequate knowledge of the rules of transforming sentences from direct speech into indirect speech. Their moderate knowledge made them change up to only two sentences but failed to change the rest three sentences.

On the contrary, 59 (22.10%) candidates had weak performance. Their scores ranged from 0 to 3.0 marks. Such candidates lacked knowledge of the topic of Direct and Indirect Speech. Consequently, they failed to transform elements from direct into indirect speech, hence scored low marks.

In the first sentence, some candidates changed the adverb *hier* in direct speech to *la veille* in indirect speech. However, they could not change the pronoun *je* and the past tense *ai rencontré* into *elle* and the Past Perfect Tense *avait rencontrée*, respectively. Others were not aware that the Past Perfect Tense does not change its form in indirect speech. Thus, they changed the verb, *n'avait pas vue* into incorrect tenses such as *n'a pas vu*, *n'est pas vue* and *ne pas vu*.

In the second sentence, the introductory verb is in the past tense. Therefore, with exception of the verbs expressed in the Past Perfect Tense and the imperfect tense, all verbs in sentences should be changed. However, some candidates changed the past tense *ai invité* into inappropriate tenses such as *est invite*, *ont invitees*. Other candidates wrongly changed the verb *irai* into Future Tense forms *irais*, *vais*, *ailles*. Such wrong responses indicate low competency of the French Grammar.

In the third sentence, some candidates did not know that the introductory verb *dit* was in the Present Tense and thus does not need any change in tenses and adverbs. As a result, they incorrectly changed the adverb *aujourd'hui* to *ce-jour-la* and the verb *vais* into other tenses such as the simple Past Tense, Past Perfect Tense. Other candidates did not change the pronoun *je* and possessive adjective *mon* into *elle* and *son*, respectively. Extract 2.2 shows a sample of the candidates' incorrect responses in question 2.

from 6.0 to 10 marks. The general performance in the question was average, since 156 (58.80%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 3 is an illustration of candidates' performance on question 3.

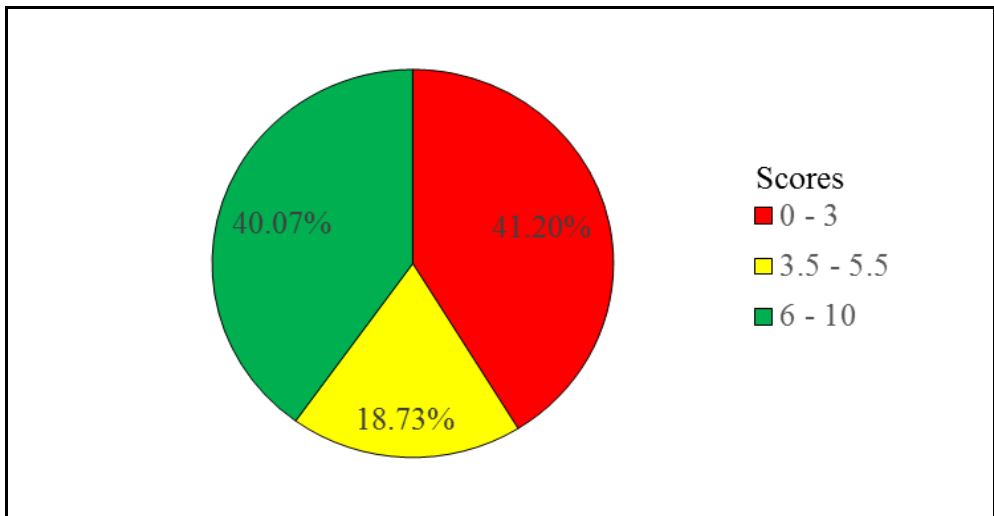


Figure 3: *Candidates' Performance on Question 3*

The analysis shows that 106 (40.07%) candidates had good performance in this question. The candidates identified and underlined words showing direction. In item (a), the candidates underlined the expression *à côté de*, denoting that they had knowledge and ability to use words which show direction.

In item (b), the candidates identified and correctly underlined the expression *loin du* (far from) to indicate direction. The candidates realised the presence of the noun *port* which must be followed by an expression showing direction hence they correctly underlined the word *loin du*.

In item (c), the candidates identified correctly two expressions indicating directions *à la* and *à gauche*. They realised that the presence of the noun *plage* and the verb *tourner* required the expressions *à la* and *à gauche* to show direction.

In item (d), the candidates correctly identified the direction word *derriere*. They knew that noun *college* must be preceded by a word showing its direction. Such response shows that the candidates were knowledgeable on expressions showing directions.

In item (e), the candidates realised that the expression *à côté de* showing direction was the same as in item (a). They used the same knowledge to identify the correct expression and underline it.

In item (f), the direction word *loin de* (far from) was the same as in item (b). This helped the candidates to identify and underline the correct word which show direction. That is, they applied the previous knowledge in this sentence.

In item (g), the word showing direction *à gauche* was the same as in item (c). This made the candidates to use the previous knowledge in (c) to identify the correct word expressing direction in the sentence.

Lastly, in item (h) there were two words showing directions: *jusqu'un* (until) and *tout droit* (straight). The candidates identified and correctly underlined the expressions due to the presence of the word *prochaine feu rouge* (next traffic light) in the first position and due to the presence of the verb *aller* (to go) in the second position which requires a word to accomplish its meaning. Extract 3.1 shows a sample of candidates' correct responses to question 3.

23	a/ le palais du président est <u>à côté de</u> l'océan
	b/ la mairie est <u>loin du</u> port
	c/ Pour aller à la plage des enfants, il faut tourner <u>à gauche</u>
	d/ Il n'y a pas de stade derrière <u>derrière</u> le collège
	e/ L'hôpital de Mwanamala est <u>à côté de</u> la marche
	f/ la grande mosquée n'est pas très <u>loin de</u> de la gare
	g/ Nous tournons par <u>à gauche</u> pour aller <u>chez</u> grand-mère
	h/ Il faut continuer <u>jusqu'au</u> prochain feu rouge, après vous aller <u>tout droit</u>

Extract 3.1: A Sample of Correct Responses to Question 3

In Extract 3.1, the candidate identified and underlined words indicating direction correctly in all the given items.

Further analysis shows that 50 (18.73%) candidates had an average performance after scoring from 3.5 to 5.5 marks. The candidates had a moderate understanding of words locating places. Most of them could correctly identify some of the direction words but failed to do so for other words.

On the other hand, the analysis shows that 110 (41.20%) candidates had a weak performance after scoring from 0.0 to 3.5 marks. Such candidates could not identify at least 3 direction words. Moreover, they did not underline the appropriate direction words. For example, (d) *Il n'y a pas de stade derrière le collège* and (f) *la grande mosquée n'est pas très loin de la gare*. Moreover, some candidates underlined both direction words and other words such as : (b) *La mairie est loin du port* (d) *Il n'y a pas de stade derrière le collège*. This shows that the candidates had limited knowledge about words showing direction. Extract 3.2 shows a sample of the candidates' incorrect responses to question 3.

3.	@ Le palais du président est à côté de l'océan.
	ⓐ La mairie est loin du port
	ⓐ Pour aller à la plage, des enfants, il faut tourner à gauche.
	ⓐ Il n'y a pas de stade derrière le collège.
	ⓐ L'hôpital de Mwananyamala est à côté du marché.
	ⓐ La grande Mosquée n'est pas très loin de la gare.
	ⓐ Nous tournons à gauche pour aller chez grand-mère.
	ⓐ Il faut continuer jusqu'au prochain feu rouge, après vous aller tout droit.

Extract 3.2: A Sample of Incorrect Responses to Question 3

Extract 3.2 shows responses from a candidate who underlined direction words together with words which do not indicate direction.

2.4 Question 4: Translation

In question 4, candidates were given a passage about African families. They were required to translate into English language. The question tested candidates' ability to translate passage from the French language into English language. The question was as follows:

4. Traduisez le texte suivant en anglais.

Le grand rêve des foyers africains a toujours été d'avoir des enfants. Quelle que soit la situation des époux, quel que soit leur rang social, tous veulent avoir une famille nombreuse. Même dans quelques-uns de nos pays, la fierté d'avoir plusieurs femmes a de pouvoir à montrer une multitude de beaux enfants de tous âges. Si l'on se rappelle que dans certains pays civilisés la mode consiste de plus en plus à fonder des foyers sans enfants, l'on ne peut qu'adresser des compliments à l'Africain qui est demeuré fidèle au grand enseignement: "Croyez et multipliez".

The analysis indicates that 267 (100%) candidates attempted the question, of whom, 196 (73.41%) candidates scored from 0.0 to 3.0 marks, 48 (18.35%) candidates scored from 3.5 to 5.5 marks and 23 (8.24%) candidates scored from 6.0 to 10 marks. The general performance in the question was weak, since 71 (26.59%) candidates scored from 3.5 to 10 out of 10 allocated marks. Figure 4 is an illustration of the candidates' performance on question 4.

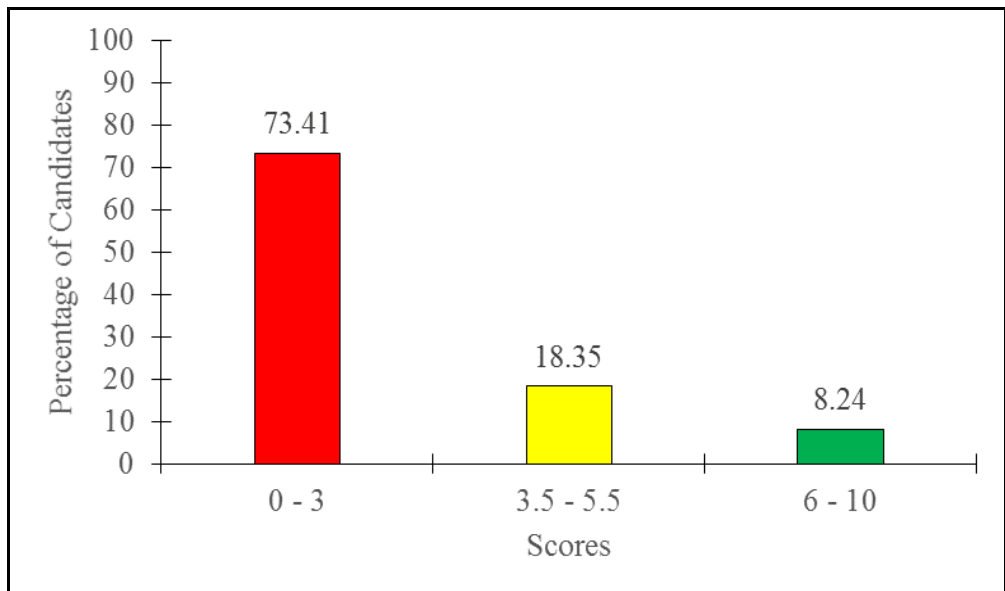


Figure 4: *Candidates' Performance in Question 4*

The analysis of the candidates' responses indicates that 23 (8.24%) candidates scored from 6.0 to 10 marks which is a good performance. Such candidates observed the rules of translation such as maintaining the message of the source language by using structure of the target language. They correctly translated the passage from the French Language into the English Language. This implies that they had skills and knowledge of the source language (French) and the target language (English). However, their work had a few grammatical errors. Extract 4.1 shows a sample of the candidates' correct responses to question 4.

04.	The big dream of African people has always been to have children. Despite being the situation of despite being their social range, they all want to have a big family. The same to some people of our country, the trait to have several wives can show the multitude of beautiful children of all ages. If we take that in a certain civilised mode country consist of more and more people without children, we can not address the compliments of an African who is faithful and big learntful / learnedful.	
	"Believe and multiply"	

Extract 4.1: A Sample of Correct Responses to Question 4

Extract 4.1 shows a response from a candidate who translated the given passage from the French Language into the English language. The translation however had a few errors.

However, 48 (18.35%) candidates had an average performance after scoring from 3.5 to 5.5 marks. Such candidates had partial knowledge and skills in translation. They were able to translate some sentences or some parts of sentences in the passage but failed to do so for other sentences.

Further analysis indicates that 196 (73.41%) candidates scored from 0 to 3.0 marks which is weak performance. Such candidates had insufficient knowledge and skills in translation. They made a lot of errors in translating the passage such that the intended meaning was lost in the source language. Other candidates lacked knowledge of French vocabulary. Hence, they wrote

incomprehensible sentences in English. For example: *We cannot explain the complication of Africa to be honest or lessons and to believe.* Another candidate translated the last sentence wrongly as: *If the rapping in certain country civilised the mode which consists of more founder without children it doesn't need to address the compliments of Africa which is big fidelity.* Extract 4.2 shows a sample of candidates' incorrect responses to question 4.

04	Traduire le texte suivant en anglais	
	The great dream for to an enjoy	
	Africa always had been the childrens.	
	in the situation of being wife and	
	husband, all want to have a grand	
	famille the same someones in our	
	country, they like to have ^{with} many	
	wives who can born the good children	
	for all age. If we agree that in a	
	certain pey country in the world consist	
	more and more happy without children,	
	we can not explain the complication of	
	Africa to be honest or lessons and	
	to believe.	

Extract 4.2: A Sample of Incorrect Responses to Question 4

In Extract 4.2, the candidate wrongly translated the given passage by writing sentences whose meanings are different from the original sentences.

2.5 Question 5: Active and Passive Voices

In this question, candidates were given five (5) sentences in active voice and were required to transform them into passive voice. The question tested candidates' ability to demonstrate the correct use of the form of the verb when the object performs the role of the subject. When forming the passive voice, the subject of active voice is changed to object except for pronouns dropped when followed by the preposition *par* or *de* (by or of, respectively). In addition, direct object is changed to subject in passive voice. The question was as follows:

5. Transformez les phrases suivantes à la voix passive.
- Tout le monde aimait cette mignonne fille.
 - Les habitants de notre village ont bien accueilli le président.
 - Il va rénover cette grande maison pendant ce week-end.
 - Demain, le gardien n'ouvrira pas le musée.
 - Le directeur de notre école devra présenter son projet à bientôt.

The question was attempted by 267 (100%) candidates, of whom, 08 (3.00%) candidates scored from 0.0 to 3.0 marks, 39 (14.61%) candidates scored from 3.5 to 5.5 marks and 220 (82.39%) candidates scored from 6.0 to 10 marks. The general performance in the question was good, since 259 (97.00%) candidates scored from 3.5 to 10 marks out of 10 marks allocated to the question. Figure 5 is an illustration of the performance in question 5.

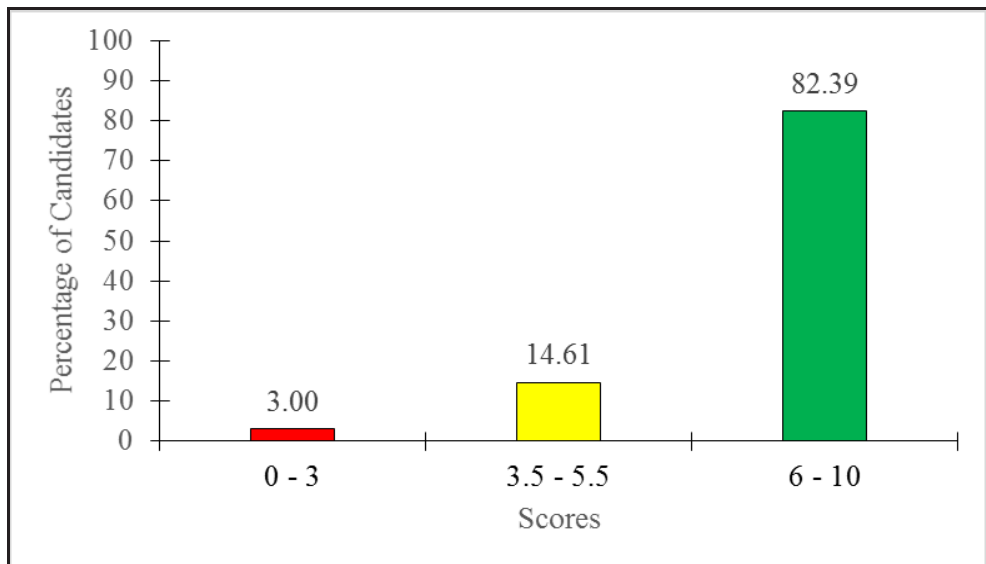


Figure 5: Candidates' Performance on Question 5

The analysis indicates that 220 (82.39%) candidates had a good performance after scoring from 6.0 to 10 marks. Such candidates were competent in the use of grammatical rules on transforming passive voice sentences. They wrote the verbs into their correct forms.

In item (a), the candidates understood that the main verb *aimait* is in imperfect tense in active voice. Therefore, the auxiliary verb "to be" (*être*) is supposed to be in imperfect tense followed by past participle tense of the main verb *aimait*. When necessary, the main verb should consider agreement in gender

and number of subjects. In that case, the candidates in this category responded to this item by writing: *Cette mignonne fille était aimée par tout le monde.*

In item (b), the candidates knew that the main verb is in the Present Perfect Tense in active voice, therefore, the verb to be (être) should be in the Present Perfect tense in passive voice. However, the main verb *accueilli* should remain as it is in active voice. The candidates correctly wrote : *Le président a été bien accueilli par les habitants de notre village.*

In item (c), the candidates realised that the sentence is in active voice and it is in near future hence, its verb to be (être) is supposed to be in infinitive form. However, the main verb *renover* is supposed to be in the past participle form. It is also recommended in the French Language that all pronouns should be dropped while changing active voice sentences into passive voice. For that reason, the subject in passive voice should not appear in item (c). The candidate correctly changed the sentence by writing:

Cette grande maison va être renovée pendant ce week-end. Ou Pendant ce week-end, cette grande maison va être renovée.

In item (d), the candidates were aware that the main verb *ouvrira* was in the simple future in active voice. Therefore, the verb to be *être* has to be in the simple future tense *sera* where the main verb is transformed into the Present Perfect Tense *ouvert*. Moreover, the adverb *demain* may change its position to either at the beginning or at the end of the sentence. The candidate who got the item right wrote: *le musée ne sera pas ouvert par le gardien demain/ Demain, le musée ne sera pas ouvert par le gardien.*

In item (e), the candidates realised that the model auxiliary verb *devra* was in the Simple Future Tense in active voice. In passive voice, the auxiliary verb to be (être) should be changed into infinitive form. The main verb *présenter* has to be changed into past participle but model auxiliary verb *devra* should remain as it was in active voice. The candidates used the knowledge and wrote: *son/le/leur projet à bientôt devra être présenté par le directeur de notre école. Ou, son/le/leur projet devra être présenté à bientôt par le directeur de notre école.* Extract 5.1 shows a sample of the candidates' correct responses to question 5.

5	a) Cette mignone fille était aimée par tout le monde.
	b) le président a été bien accueilli par les habitants de notre village.
	c) Pendant ce week-end, cette grande maison va être rénoverée.
	d) Demain, le musée sera ouvert par le gardien.
	e) A bientôt, son projet devra être présenté par le directeur de notre école.

Extract 5.1: A Sample of Correct Responses to Question 5

In Extract 5.1, the candidate correctly changed the sentences from active voice to passive voice. His/her responses indicate that he/she mastered grammatical rules on changing sentences to passive voice.

Further analysis indicates that 08 (3.00%) candidates scored from 0 to 3.0 marks, which is weak performance. Such candidates did not know the rules used to change sentences from active voice into passive voice.

In item (a), some of the candidates could not change the verb *aimer* into past participle *aimée*. Rather, they changed it into Past Continuous Tense (imperfect) as *aimait*, which indicates that they lacked knowledge of the rules for changing verbs in passive voice.

In item (b), some of the candidates failed to change the important elements in the sentences. Those candidates wrote sentences such as : *De notre village sont les habitants bien accueille le president*. The sentence was incorrect because key words were not correctly changed.

In item (c), some of the candidates wrongly dropped some words. Some of them wrote : *Pendant ce week-end il va être rénover cette grande maison*,

which is incorrect because they mistakenly wrote the verb *rénover* instead of *renovée*.

In item (d), the candidates were given a sentence *Demain le gardien n'ouvrira par les musées*. Some candidates with low marks in the question transformed the verbs as: *Le musée n'être pas ouvert demain par le gardien*, which is incorrect considering that some words were incorrectly transformed and some words are missing in their transformation.

Lastly, in item (e), some of the candidates did not observe the required structure of the sentence in passive voice. As a result, they omitted some words supposed to be part of the sentence. Some of the candidates wrote: *De notre école le directeur devra son projet à bientôt présenté*. Such a wrong response indicates that the candidates had inadequate knowledge of the structure of active voice and passive voice. Extract 5.2 shows a sample of the candidates' incorrect responses in question 5.

5.	a/ Tout le monde aimait cette magnifique fille → Tout le monde a été aimé cette magnifique fille.	
	b/ Les habitants de notre village ont bien accueilli le président. → Le président ont sont accueillaient bien les habitants de notre village	
	c/ Il va rénover cette grande maison pendant ce week-end → Il vait rénover à été cette grande maison pendant ce -week -end	
	d/ Demain le gardien n'ouvrira pas le musée → Demain le gardien n' ont ouvrira par les musée.	
	e/ Le directeur de notre école devra présenter son projet à bientôt. → Le directeur de notre école à été devrait par présenter son projet à bientôt.	

Extract 5.2: A Sample of Incorrect Responses to Question 5

In Extract 5.2, the candidates wrote incorrect sentences in passive voice in all items of the question.

2.6 Question 6: Talking about Different Experiences

In this question, the candidates were given ten (10) items with infinitive verbs in the brackets and were required to transform them into correct mode and tense. The question tested candidates' ability to express themselves in various situations. The question was as follows:

6. Mettez les verbes entre parenthèses à la forme correcte.
- (a) Brigitte, ta sœur de Mbezi Beach Alie est contente que tu (être) là.
 - (b) Mon ami, je n'espère pas que ma grande mère d'Iringa (aller) bien.
 - (c) Si les étudiants viennent à l'heure, ils (ne pas manquer) le train pour Morogoro.
 - (d) Ma cousine Juliet était encore à l'école quand sa mère (mourir) au mois de février.
 - (e) Les robes que ma mère (m'acheter) avant-hier sont très longues pour moi.
 - (f) L'un des professeurs dans notre écolé (monter) sa valise au troisième étage hier soir.
 - (g) Paul dit à son oncle: «Vous fumez tant qu'un jour vous (avoir) des problèmes de santé.»
 - (h) La circulation à Dar-es-Salaam est parfois tellement difficile qu'il (valoir) mieux prendre la moto.
 - (i) Angélique était gravement malade, si bien que sa mère (appeler) le médecin chez elle pour la voir.
 - (j) Nos voisins écoutent de la musique de 'bongo fleva' si tard qu'ils nous (empêcher) de dormir.

The question was attempted by 267 (100%) candidates, out of whom, 154 (57.68%) candidates scored from 0.0 to 3.0 marks, 83 (31.46%) candidates scored from 3.5 to 5.5 marks and 30 (10.86%) scored from 6.0 to 10 marks. Generally, the performance in the question was average, since 113 (42.32%) candidates scored from 3.5 to 10 marks, out of 10 marks allocated to the question. Figure 6 is an illustration of the candidates' performance on question 6.

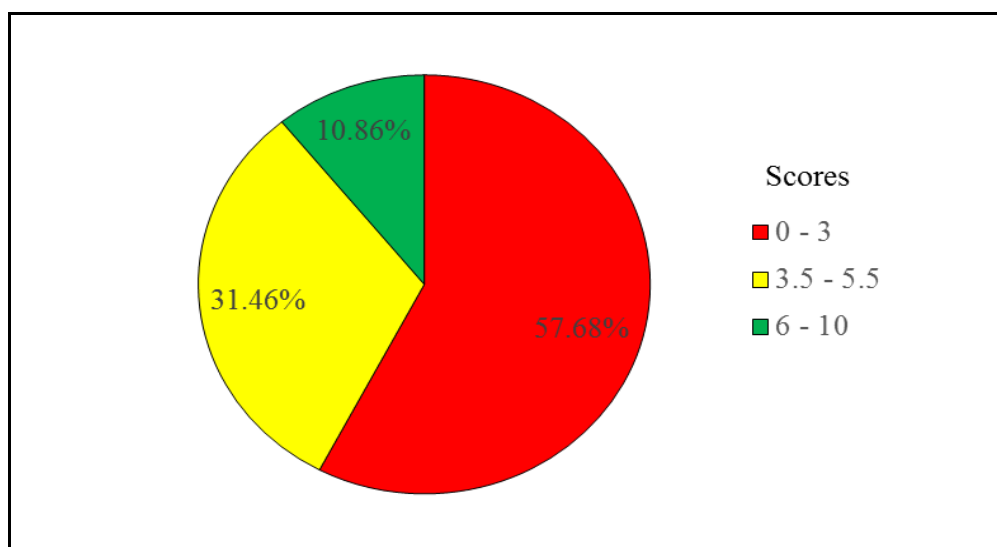


Figure 6: The Candidates' Performance in Question 6

The analysis indicates that 30 (10.86 %) candidates had a good performance after scoring from 3.5 to 10 marks. Such candidates had the high mastery of verb structures in different tenses. Such candidates could write the verbs into their correct forms and so, they performed well.

In item (a), the candidates knew that the verb *être* had to be transformed into subjunctive mood because there is the expression *est content que* which necessitates the use of subjunctive mood. Therefore, the correct structure of the given verb is *sois*.

In item (b), the candidates realised that the infinitive verb *aller* had to be changed into subjunctive mood because there is a negative verb *n'espère pas que* in the sentence. Thus, the correct answer for the item is *aille*.

In item (c), the candidates who scored high marks correctly changed the verb *ne pas manquer* into conditional tense. This is because the subject of the sentence shows condition in independent clause, indicating hypothetical situations. The general rule in this context is *si + present tense + conditional tense*. Therefore, the correct answer to this item is *ne manqueront pas*.

Furthermore, in item (d), the candidates recognised that the verb *mourir* is supposed to be changed into the Simple Past Tense because it shows the relationship between two different past actions: the imperfect and the Past Tense. In this case, the correct answer was *est morte*.

In item (e), the candidates realised that the sentence is in the past form by considering the adverb of time *avant*. For this reason, they changed the verb *acheter* into the simple past tense. Therefore, the correct answer is *a achetées*. The past participle *achetées* shows gender and number agreement. The general rule is that when a relative pronoun *que* is followed by a noun that has a verb in the past form. Then the noun *les robes* used before a relative pronoun *que* must agree in gender and number with the verb in the past form.

Moreover, in item (f), the candidates realised that the adverb of time *hier soir* was used to show that the action had already completed. Therefore, they changed the infinitive verb *monter* into the Simple Past Tense. The correct answer in this item was *a monté*. The candidates also realised that the verb *monter* was followed by the object *sa valise* as a result the verb *monter* is to be followed by the auxiliary verb *avoir*.

Likewise, in item (g) the candidates knew how to change the verb *avoir* into the simple future tense which was *auras*. According to the context of the sentence, the verb *fumez* which was in the simple present tense indicates effect of that action that might happen in the future. In item (h) the verb *valoir* was correctly changed into simple present tense because it showed habitual present of the situation. Thus, the correct answer was *vaut*.

In item (i), the candidates knew how to establish the relationship between the verb *était* in the imperfect tense and another verb into the simple Past Tense *a appelé*. Finally, in item (j), the candidates correctly transformed the infinitive verb into the Simple Present Tense *empêchent*. According to the context of the sentence, the verb indicates the habitual present action. Extract 6.1 shows a sample of the candidates' correct responses in question 6.

6	a. Brigitte, la sœur de Mberli Bach Alié est contente que tu <u>sois</u> là
	b. Mon amie je n'espère pas que ma grande mère d'iringa aille bien
	c. Si les étudiants viennent à l'heure ils ne <u>manqueront</u> le train pour Mombasa
	d. Ma cousine Juliette était encore à l'école quand sa mère <u>est</u> morte au mois de février
	e. Les robes que ma mère m'a achetées avant-hier sont très longues pour moi
	f. L'un des professeurs dans notre école a <u>monté</u> sa valise au troisième étage hier soir
	g. Paul dit à son oncle « Vous fumez tant qu'un jour vous <u>auriez</u> de problème de santé »
	h. La circulation à Dar-es-salaam est parfois difficile qu'il <u>vaut</u> mieux
	i. Angélique était gravement malade si bien que sa mère a appelé le médecin chez elle pour l'avoir
	j) Nos voisins écoutent de la musique de "Bongo Pleu" si tard qu'il nous <u>empêchent</u> de dormir.

Extract 6.1: A sample of the candidates' correct responses in question 6

In extract 6.1 the candidate correctly changed the verbs into their correct modes.

Further analysis indicates that 154 (57.68%) candidates scored from 0 to 3.0 marks, which is weak performance. Such candidates failed to correctly conjugate most of the provided verbs. For example, in item (a), the candidates wrongly transformed the verb *être*. Instead of conjugating it into subjective mode *sois*, they conjugated it into tenses such as *est*, *ai* and *avez*. In the item (b), the verb *aller* had to be conjugated into subjunctive mood due to the

presence of the expression *n'espere pas que*. Nonetheless, most candidates who scored low marks in this item changed the verb into the present tense.

Moreover, in item (c), the candidates did not understand the use of the simple future tense in relation to the simple present tense. The rule suggests that when the first sentence is in the present tense, the second sentence must be in the simple future tense. Due to the low mastery of the rule, the candidates wrote incorrect responses such as: *manqura, ont manqué* and *manquent*.

In item (d), some candidates failed to conjugate the verb *mourir* from infinitive into the past tense. They failed to link the relationship between the past continuous tense *était* in the first part of the sentence with the second part which is supposed to be in the simple past tense *est mort*.

Further analysis indicates that in item (e) and (f) some candidates could not detect elements of the past tense used in the two sentences. For example, in item (e) and (f), the adverb *avant-hier* and *hier soir* are used as indicators of the past tense. As a result, they wrote incorrect responses such as *a acheté, achetera, acheteront, monterai, monte* and *est monté*.

In item (g), some candidates did not know that the first part of the sentence was in the simple present tense, therefore, the second part of the sentence was supposed to be in the simple future tense. This being the case, such candidates wrote incorrect responses such as: *vous ayez, vous avez, vous iriez* and *vous avez eu*.

In addition, many candidates did not understand the contexts of tenses in which the verbs in items (h), (i) and (j) were used. Some incorrect responses provided by such candidates are as follows: (h) *il veut, il valait, il voile, il vau*, (i) *sa mère est appelé, sa mère appelle, sa mère appellera, sa mère avait appelée* and (j) *ils nous avons empechee, ils nous empecheront, ils nous empechis*. Extract 6.2 shows a sample of the candidates' incorrect responses to question 6.

06.	b: Mon ami, je n'espère pas que ma grande mère d'inq aïlle bien.
	c: si les étudiants viennent à l'heure, ils ne manqueront pas le train pour Morogoro.
	d: Ma cousine Juliet était encore à l'école quand sa mère est morte au mois de février.
	e: Les robes que ma mère s'achete avant hier sont très très longues pour moi.
	f: L'un des professeurs dans notre école ont monté sa valise au troisième étage hier soir.
	g: Paul dit à son oncle: «vous fumez tant qu'un jour vous avez des problèmes de santé».
	h: La circulation à Dar - es - Salaam est parfois tellement difficile qu'il vaille mieux prendre la moto.
	i: Angélique était gravement malade, si bien que sa mère appellerait le médecin chez elle pour la voir.
	j: Nos voisins écoutent de la musique de 'Bongo Flevo' si tard qu'ils nous empêcheront de dormir.

Extract 6.2: A Sample of Incorrect Responses to Question 6

In extract 6.2 the candidate wrote incorrect verb forms. His/her responses show that he/she guessed responses. This indicates that the candidate had little knowledge of verb forms in different tenses.

2.7 Question 7: Imperative Mood

The candidates were given five (5) items in this question and were required to transform affirmative imperatives into negative imperatives. The question tested candidates' ability to express themselves by agreeing or disagreeing to a

command. During the process of transforming imperatives, the reflective pronouns change their positions and some of change forms. For example, moi changes to *me/m'*, toi changes to *te/t'*, soi changes to *se/s'*). The question was as follows:

7. Transformez les phrases suivantes comme dans l'exemple.
Exemple: Présente-toi en retard.
Ne te présente pas en retard.

(a) **Inquiète-toi pour ton examen prochain.**
 (b) **Préparez-vous bien pour cet examen.**
 (c) **Occupez-vous des dossiers d'inscription.**
 (d) **Munis-toi des photographies.**
 (e) **Préoccupez-vous des frais de scolarité.**

The question was attempted by 267 (100%) candidates, out of whom, 14 (5.24%) candidates scored from 0.0 to 3.0 marks, 48 (17.98%) candidates scored from 3.5 to 5.5 marks and 205 (76.78%) candidates scored from 6.0 to 10 marks. The general performance in the question was good, since 253 (94.76 %) candidates scored from 3.5 to 10 marks. Figure 7 is an illustration of the candidates' performance on question 7.

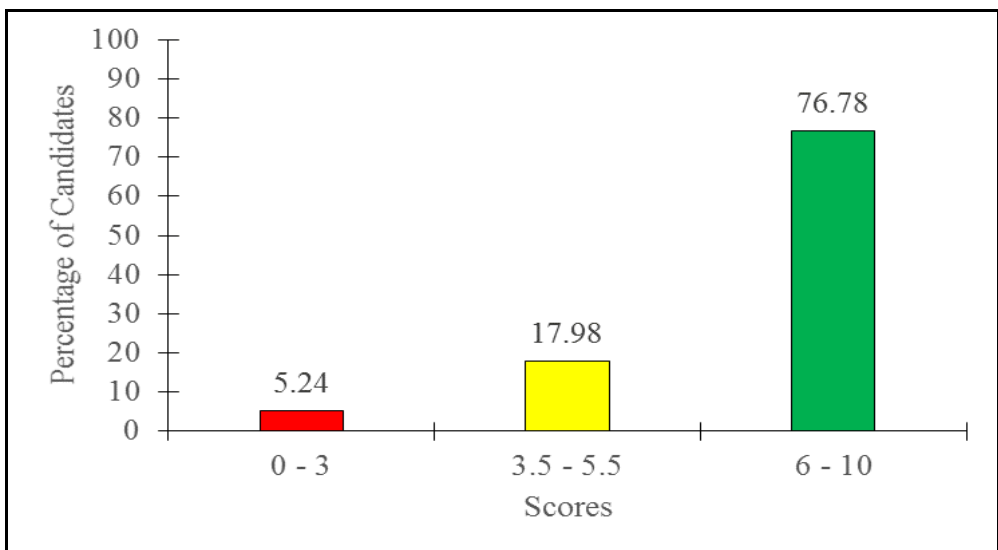


Figure 7: *Candidates' Performance on Question 7*

Figure 7 shows that a total of 205 (76.78%) candidates had a good performance in the question. The candidates had knowledge of imperatives and negative forms and how they are used to express commands and requests.

In item (a), the reflexive pronoun *toi* has to be changed into *t'* since the verb commences with a vowel, hence, it has to be placed before the verb *inquiète* in negative form as in *Ne t'inquiète pas pour ton examen prochain*.

In item (b), the candidates changed the position of the reflexive pronouns *vous* and placed a negative form in its proper position as in *Ne vous préparez pas bien pour cet examen*. Likewise, in item (c) the candidates correctly changed the position of the reflexive pronoun *vous* and the form of indefinite article *des* into *de* to match the negative form as in *Ne vous occupez pas de dossiers d'inscription*.

In item (d), the candidates changed the reflexive pronoun *toi* correctly into *te* and indefinite article *des* into *de*. The changes concurred with the negative form as in *Ne te munis pas de photographies*.

In item (e), the candidates correctly changed the reflexive pronoun *vous* and the indefinite article *des* into *de* to match with negative form as in *Ne vous préoccupez pas de frais de scolarité*. Such candidates knew how articles change when they appear in a negative sentence. Extract 7.1 shows a sample of the candidates' correct responses to question 7.

7. a	Ne t'inquiète pas pour ton examen prochain	
b	Ne vous préparez pas bien pour cet examen	
c	Ne vous occupez pas de dossiers d'inscription	
d	Ne te munis pas de photographies	
e	Ne vous préoccupez pas de frais de scolarité.	

Extract 7.1: A Sample of Correct Responses in Question 7

In Extract 7.1, the candidate correctly negated the sentence indicating showing that the candidate was competent in the use of different forms of sentences expressing positive and negative information.

The analysis shows that 48 (17.98%) candidates had an average performance as they scored from 3.5 to 5.5 marks. Such candidates only placed a section of negative words into their proper positions, not all. Thus, they demonstrated moderate knowledge of changing words into imperative mood and thus, performed averagely in this question.

Moreover, analysis shows that 14 (5.24%) candidates had a weak performance after scoring from 0 to 3.0 marks. Such candidates had little knowledge of forms of sentences in expressing different information. Their lower level of knowledge made them fail to change many affirmative sentences into negative imperative mood.

In item (a), some candidates could not change the pronoun *toi* into *te*. In such instance, they wrote sentences such as *Ne inquiete-toi pas pour ton examen prochain*. This is incorrect because the pronoun *toi* has not been transformed into *te*, and is also misplaced.

In item (b), the candidates wrote incorrect responses such as *Ne nous préparons pas bien pour cet examen*. This is incorrect because the pronoun *nous* and the verb *préparons* do not fit in the given context. The candidates who wrote such responses did not understand that the pronoun *vous* is supposed to be placed before the verb *préparer* and the verb *préparer* is supposed to be written as *préparez*.

In item (c), the candidates failed to correctly position the pronoun *vous* and negation words. Moreover, some of them incorrectly used the pronoun *nous* and did not change the article *des* into *de* in the negative sentence. This made to write the incorrect answer in this item as *Nous n' occupons pas des dossiers d'inscription*. Moreover, in item (d), the candidates could not transform the pronoun *toi* into *te*. Moreover, the pronoun *te* was misplaced in the sentence leading to a wrong answer, *Ne munis pas toi des photographies*.

In item (e), the candidates failed to place the pronoun *vous* in its correct position. Some of them wrote the reflexive pronouns *vous* and the personal pronoun *vous* consecutively as in *Ne vous vous préoccupez pas des frais de scolarité*. Extract 7.2 shows a sample of the candidates' incorrect responses in question 7.

07.	a) Ne te inquiète pas pour ton examen prochain.	
	b) Ne vous vous préparez pas bien pour cet examen.	
	c) Ne vous vous occupez pas des dossiers d'inscription.	
	d) Ne te munis pas des photographies.	
	e) Ne vous vous préoccupez ^{pas} des frais de scolarité.	

Extract 7.2: A Sample of Candidates' Incorrect Responses to Question 7

Extract 7.2 shows responses from a candidate who wrote incorrect pronouns, verb forms and negations.

2.8 Question 8: Phonology

The question comprised of six (06) items and the candidates were required to attempt all of them. The items consisted of underlined words which the candidates were supposed to translate them phonetically. The question was as follows:

<p>8. Transcrivez les mots soulignés comme dans l'exemple.</p> <p>Exemple: Ne roule pas (vite). Ne roule pas [vit].</p> <p>(a) En avril en (France), il fait frais.</p> <p>(b) Ils vivent (loin) de leurs (parents).</p> <p>(c) Pendant la saison de pluie (toutes) les routes (sont) dangereuses.</p> <p>(d) Sa (famille) est très grande.</p> <p>(e) Pendant la (fête) de (noël), les enfants portent les nouveaux vêtements.</p> <p>(f) Elle n'a jamais pensé à (changer) sa couleur de (peau).</p>
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A total of 267 (100%) candidates attempted the question, of whom 96 (35.96%) candidates scored from 0.0 to 3.0 marks, 90 (34.08%) candidates scored from 3.5 to 5.5 marks and 81 (29.96%) scored from 6.0 to 10 marks.

The overall performance in the question was average, since 171 (64.04%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 8 is an illustration of the candidates' performance in question 8.

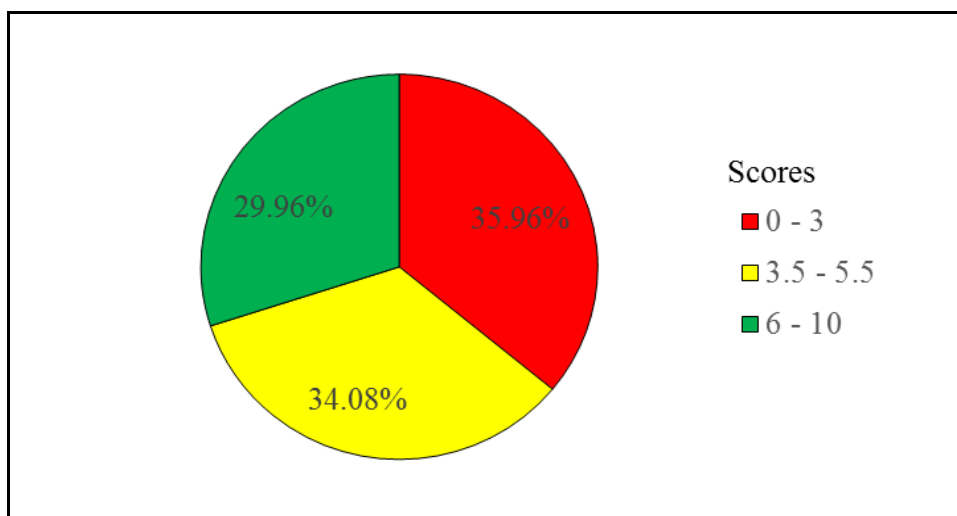


Figure 8: Candidates' Performance on Question 2

The analysis shows that 81 (29.96%) candidates scored from 6.0 to 10 marks which is good performance. Such candidates correctly transcribed the words provided. Such candidates had skills in the phonetic transcription. For example, item (a) the word *France* was correctly transcribed as [frãs] but another correct transcription for this word is [fãs]. In item (b), there were two words which were required to be transcribed. The words were *loin* and *parents*. They transcribed the word *loin* and *parent* as [lwê] and [paRã] or [paã] respectively.

Moreover, in item (c), the candidates correctly transcribed the words *toutes* and *sont* as [tut] and [Sõ] respectively. The candidates knew that the last letter *s* in the word *toutes* is always not pronounced. Moreover, the analysis shows that the candidates differentiated sounds [o] which is not a nasal sound from nasal sound [õ]. As a result, they correctly transcribed the word *sont*.

In item (d) and (e), the candidates correctly transcribed all words from the two sentences: the word *famille* into [famij], the word *fête* into [fet] and the word *noël* into [nɛl].

Finally, in item (f), the candidates differentiated the sound [a] from a nasal sound [ã]. Therefore, they correctly transcribed the words [ʃãʒe] *changer* and [po] *peau*, respectively. The analysis shows that the candidates mastered the topic of phonology well. Extract 8.1 shows a sample from the candidates' correct responses.

a) En avril en [fʁãs], il fait frais	
b) Ils vivent [lɔ̃] de leurs [paʁã]	
c) Pendant la saison de pluie [tut] les routes [sɔ̃] dangereuses	
d) Sa [famij] est très grande.	
e) Pendant la [fɛt] de [noel], les enfants portent les nouveaux vêtements	
f) Elle n'a jamais pensé à [ʒãʒe] sa couleur [po]	

Extract 8.1: A Sample of Correct Responses to Question 8

In Extract 8.1, the candidate correctly transcribed the words given in the items. The candidates' responses indicate that he/she had skills in phonetic transcription.

Contrarily 90 (34.08%) candidates had an average performance after scoring from 3.5 to 5.5 marks. These candidates only transcribed a few items correctly. Most of them failed to transcribe a proper nasal vowel {ã} or proper {ʁ} of the word (France) in item (a). They wrongly transcribed the word as {fʁas} instead of [fʁãs] where **R** and **ã** are transcribed wrongly. Such wrong transcriptions of some words shows that they had partial knowledge of phonology in the French language.

Conversely, 96 (35.96%) candidates had weak performance after scoring from 0 to 3.0 marks. Such candidates did not have skills and knowledge of the phonetic transcription in French language. This being the case, these candidates transcribed words without considering the basic rules. For

example, in item (a), some of the candidates wrongly transcribed the word *France* as [frãk], [frans] and [franse]. Other words which were wrongly transcribed were *parent* was wrongly transcribed as [paRent], *toute* was transcribed as [tute], *famille* as [family], *fete* as [fæte], *noël* as [noEl], *changer* as [sjanje] and the word *peau* was transcribed as [peu]. Extract 8.2 shows a sample of the candidates' correct responses to question 8.

8.	(a). En avril en [FRãse].	
	(b). Ils vivent [lwa] de leur [PãRã].	
	(c). Pendant la saison de pluie [tute] les routes [Sõ].	
	(d). Sa [Famje] est très grande.	
	(e). Pendant la [fete] de [nwal].	
	(f). Elle n'a jamais pensé a [Sã?e].	
	sa couleur de peau [PØ].	

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

In Extract 8.2, the candidate wrongly transcribed the words given. His/her responses indicate that she/he had low skills and limited knowledge of phonetic transcription.

2.9 Question 9: Translation

The candidates were given a passage about love among people and were required to translate it from the French Language into Swahili language. The question tested the candidates' ability to communicate the meaning of a source language text by means of an equivalent target language text. The question was as follows:

9. Traduisez le texte suivant en Swahili.

COURRIER DE LECTEURS

"J'ai épousé un prisonnier"

Quand j'allais parler à des détenus, j'avais le sentiment d'être utile à quelqu'un. C'est comme ça que j'ai rencontré Paul, un garçon un peu perdu. Nous avons beaucoup parlé de sa vie et de son passé. Moi-même, je me suis beaucoup confiée à lui. Nos conversations nous ont rapprochés. Ma présence lui était utile. Un jour, j'ai découvert des qualités chez lui. Nous sommes tombés amoureux. Amour difficile! Pourtant, nous avons décidé de nous marier. Notre union a été célébrée en prison et nous sommes très heureux.

The data analysis indicates that 267 (100%) candidates attempted the question, of whom, 139 (52.43%) candidates scored from 0.0 to 3.0 marks, 116 (43.45%) scored from 3.5 to 5.5 marks and 12 (4.12%) scored from 6.0 to 10 marks. The general performance in the question was average, since 128 (47.57%) candidates scored from 3.5 to 10 out of 10 marks allocated to the question. Figure 9 is an illustration of the candidates' performance on question 9.

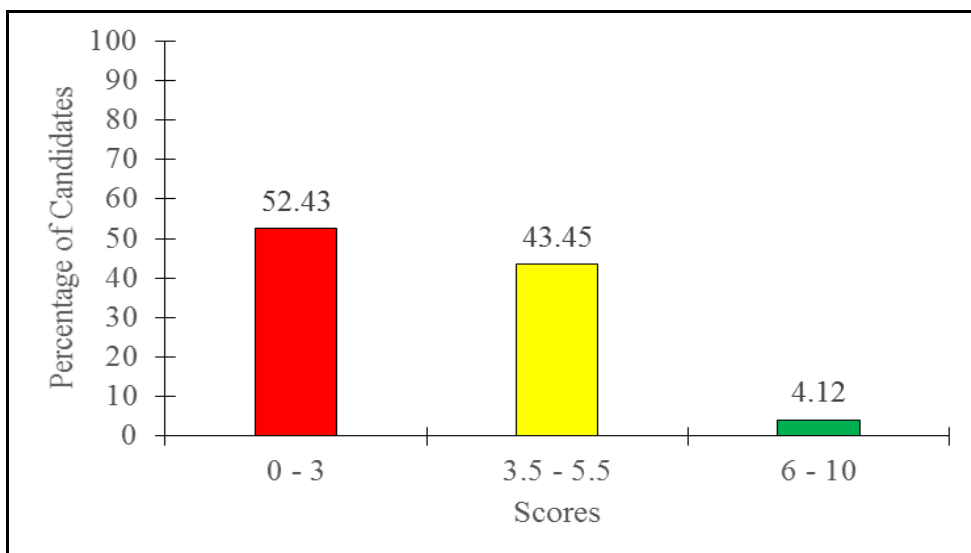


Figure 9: *Candidates' Performance on Question 9*

The candidates' response analysis indicates that 12 (4.12%) candidates scored from 6.0 to 10 marks, which is good performance. These candidates correctly translated the passage from French language into Swahili language. This implies that they had both comprehension and translation skills in French and Swahili language. They knew the rule of maintaining the message of the source language by using structure of the target language. Extract 9.1 is a sample of the candidates' correct responses in question 9.

9	Traduisez le texte suivant en Swahili.	
	KAZI ZA UFUNGWA	
	"Niliolewa na mfungwa"	
	Wakati nilipokuwa nikienda kuongea na wafungwa, nilipata haba ya kuwa wa thamani kwa mtu. Kama nilivyokutana na Paul, kijana aliyepotea kidogo. Tuliongelea sana juu ya maisha yake na maisha yake ya nyuma. kwa upande wangu, nilikuwa muwazi kwake. Maongezi yetu yalivyopendelea, Uwepo wangu kwake ukawa wa thamani. Siku moja, nikagundua taba zake na haba. Tukapendana, upendo ulio ngumu! Hivyo, tukaaamua kufunga ndoa. Muunganiko wetu ulisherehekewa gereza na tulikuwa na furaha sana.	

Extract 9.1: A Sample of the Correct Responses to Question 9

In Extract 9.1, the candidates correctly translated the given passage from the French language to The Swahili language. His/her response indicates that he/she had ability to use the translation techniques.

Moreover, 116 (43.45%) candidates had an average performance after scoring from 3.5 to 5.5 marks. Such candidates had partial knowledge and skills in translation. They managed to translate some sentences or some parts of sentences in the passage but failed to do so in other sentences. This is because they had moderate skills in translation.

Furthermore, 52.40 (54.83%) candidates had a weak performance after scoring from 0 to 3.0 marks. Such candidates lacked knowledge and skills in translation. They translated the passage with a lot of errors which lost the meaning in the original text. Other candidates lacked understanding of French vocabularies and thus incomprehensible sentences. Extract 9.2 is a sample of the candidates' incorrect responses in question 9.

09.	Nitilusulika kufungwa.	
	Nitipokuna naenda kuongea kwa wabwana, Nitikuna	
	mzuri kwa kila mmoja. Hivyo, kama vile kwamba	
	nika muagiza pande, mwanaka mmoja mwenye kuniweza.	
	Tulikuna tumushaongea sana kuhusu maisha yake	
	na mengine yaliyopita. Uwepo wangu ulikuna mzuri	
	kwake. Siku moja nitimuonesha ubora kwake. Tulianguki	
	ia kwenye mapenzi. Upendo mzuri. Tuliambia kuwana.	
	Mwingano wetu ulikuna wa furaha na af kufungwa	
	na af tunafuraha sana.	

Extract 9.2: A sample of the Incorrect Responses to Question 9

In Extract 9.2, the candidate translated the given passage wrongly by adding words which were not conveying the message in the original text; hence he/she distorted the intended meaning.

2.10 Question 10: Comprehension and Phonology

In this question, candidates were given a passage to read and answer questions that followed by using the information from the passage. The first item (a) required candidates to propose a convenient title that relates to the text. The second item (b) required them to identify natural catastrophes from the text given. The third item (c) required candidates to find only four words with the falling tone (accent grave) from the text. The question was as follows:

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

L'actualité a inspiré notre dossier mensuel consacré aux catastrophes naturelles. En effet, leur étude appartient à la géologie, à la climatologie, à la vulcanologie, à l'océanographie; bref à l'ensemble des sciences de la nature. Mais elle relève également de l'histoire dans la mesure où les tremblements de terre, les éruptions volcaniques, les tsunamis et les inondations sont aussi des catastrophes humaines.

La connaissance même du sinistre est proportionnée au nombre et à la qualité des personnes qui en sont les victimes ou témoins. L'information, le reportage aujourd'hui et la médiatisation créent à leur manière l'événement qui, localisé dans un désert, n'aurait pas eu droit à l'existence. Demeure aujourd'hui une inégalité de l'information selon telle ou telle catastrophe, pour des raisons qui n'ont rien de naturel: la responsabilité des individus.

L'humanisation de ces catastrophes dit naturelles et aussi de remises en cause soit d'une autorité gouvernementale dont l'impéritie a été manifestée, soit comme se fut le cas après le tremblement de terre de Lisbonne en 1755, d'un système de pensée ou de croyance.

La causalité divine ou diabolique a laissé place raisonnement scientifique mais la pensée magique n'a pas complètement disparu, y compris en occident. Il y a plus inquiétant: la perte de mémoire, mène toutes les imprudences et une certaine inaptitude contemporaine à l'affrontement aux évidences de la nature.

Qu'est-ce qu'une catastrophe naturelle? C'est un événement naturel qui se produit sur un territoire en situation de vulnérabilité. À partir de là, l'on peut se demander si un événement naturel qui n'a aucune conséquence sur les hommes serait une catastrophe. La réponse est non, un tsunami dans une zone peu peuplée n'est pas une catastrophe. C'est la présence de l'homme qui fait de l'événement naturel. Un événement catastrophique.

L'histoire, Décembre 2005.

Questions

- (a) Donnez un titre convenable au texte.
- (b) D'après le texte quels sont les catastrophes naturelles? Donnez les quatre.
- (c) D'après le texte, trouvez quatre mots avec les accents graves.

The question was attempted by 267 (100%) candidates, out of which, 235 (88.10%) candidates scored from 6.0 to 10 marks, 19 (7.49%) scored from 3.5 to 5.5 marks and 13 (4.49%) scored from 0 to 3.0 marks. The general performance in the question was good, since 248 (95.59%) candidates scored from 3.5 to 10 marks. Figure 10 summarises the candidates' performance in question 10.

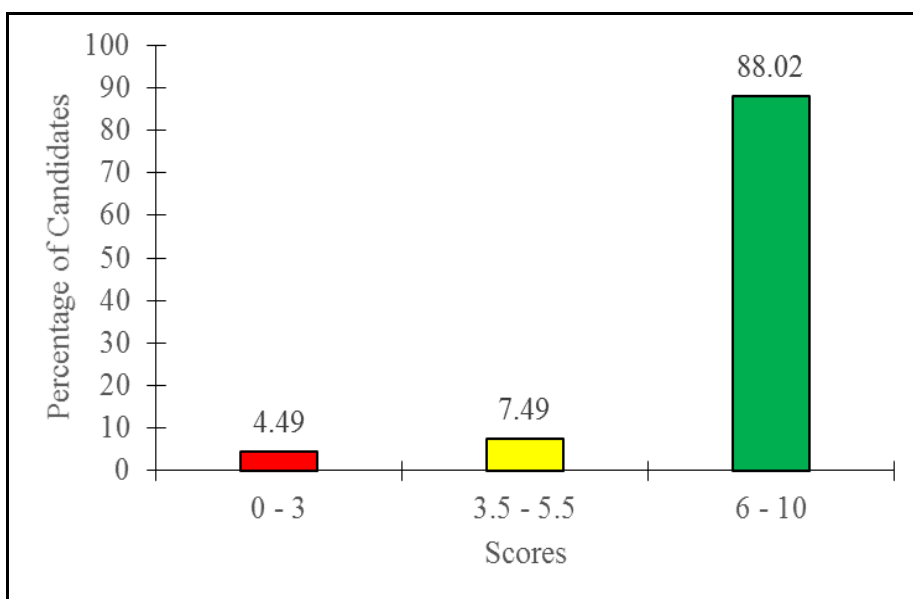


Figure 10: *Candidates' Performance in Question 10*

The analysis shows that 235 (88.10%) candidates scored from 6.0 to 10 marks, which is a good performance. Such candidates comprehended the passage and answered its related questions correctly. For instance, in item (a), candidates were required to propose the convenient title of the passage, for which the candidates proposed titles such as: *LES CATASTROPHES/LES CATASTROPHES NATURELLES*

In item (b), candidates were required to identify the natural catastrophes from the text given. The candidates who scored full marks in this item, understood the given passage. One of them, for instance wrote: *les tremblements de terre, les éruptions volcaniques. Les tsunamis et les inondations* This indicates that they comprehended the passage.

Moreover, in item (c), candidates were required to list four (4) words with the falling tone {*accent grave (`)* }. Those who scored differentiated the *accent grave* (falling tone) from *accent aigu* (raising tone). Therefore, they listed the correct words such as; *à la, manière, de là, relève, mère, complètement après and système*. Extract 10.1 is a sample of the candidates' correct responses in this question.

10	Lisez le texte suivant et répondez à toutes les questions
a)	Donnez un titre convenable au texte <u>LES CATASTROPHE NATURELLES</u>
b)	D'après le texte quels sont les catastrophes naturelles? Donnez les quatre Les catastrophes naturelles sont les suivantes - Les tsunamis - les tremblements de terre - les inondations - les éruptions volcaniques
c)	D'après le texte, trouvez quatre mots avec les accents graves. Les mots avec les accents graves sont - à - Relève - où - Après

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

In Extract 10.1 the candidate responded to correctly to the questions in all items. This is a sign that the candidate was well equipped with comprehension skills.

There were 19 (7.49%) candidates who had an average performance after scoring from 0 to 3.0 marks. Such candidates correctly answered some of items but failed to answer other items. For example, some of them wrote the title of the passage correctly in item (a) but failed to list down types of natural catastrophes in item (b). This shows that they had partial comprehension skills.

However, 13 (4.49%) candidates scored from 0 to 3.0 marks, which is a weak performance. Such candidates did not understand the passage and they lacked skills in reading for comprehension.

For example, in item (a) some of the candidates copied the words from the passage and wrote them as they are as answers to the question. In item (b), candidates were asked to list the types of natural catastrophes. Surprisingly, some candidates wrote none of such catastrophes. They wrote wrong answers as: *leur études appartient à la géologie, à la climatologie et à la vulcanologie*. Extract 10.2 is a sample of the candidates' incorrect responses in question 10.

10. a) Un titre est	LES CATASTROPHES	
	NATURELLES.	
b) Quels sont les catastrophes naturelles		
i/	à la vulcanologie	
ii/	à l'océanographie	
iii/	à la climatologie	
iv/	à la géologie.	
c) Quatre mots avec les accents graves.		
i/	proportionnée	
ii/	localisé	
iii/	responsabilité	
iv/	vulnérabilité.	

Extract 10.2: A Sample of the Incorrect Responses to Question 10

In Extract 10.2, the candidate wrote the incorrect responses in item (b) and (c). In item (b), the candidate incorrectly used the preposition *à* (to) to mention the catastrophe. In item (c), the candidate listed words with the raising tone instead of words with the falling tone.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN 123/2 FRENCH LANGUAGE 2

This part presents the analysis of two sections: A and B. It examines the candidates' performance in each question in 123/2 French Language 2. Likewise, the analysis focuses on the number of candidates who attempted each question and their percentages. Moreover, it explains how the candidates responded to questions. The candidates' performance in each question is reported in three categories, namely good, average and weak. In section A, the scores range from 6.0 to 10 marks, 3.5 to 5.5 marks and 0 to 3.0 marks, out of 10 marks. In section B, the scores range from 12.0 to 20 marks, 7 to 11.5 marks and 0 to 6.5 marks, out of 20 marks allocated.

SECTION A: Short Answer Questions

In this section, candidates were given two questions, namely question 1 and 2. Each question weighed 10 marks, making a total of 20 marks. Candidates were required to answer all the questions.

3.1 Question 1: Talking about Measures to Solve the Problem of Diarrhoea

The question required candidates to propose ways which can be used to solve the problem of diarrhoea in the village. They were required to write their suggestions in a paragraph of five sentences. The question tested candidates' ability to write a composition on measures to be control the diarrhoea. The question was as follows:

<p>1. Vous venez de terminer vos études de sixième année. En arrivant à votre village les enfants de moins de 5 ans souffrent de la diarrhée. Les villageois sont très inquiets. Ils ne savent pas à quoi faire. Donnez-les les conseils de quoi fait pour trouver la solution de ce problème. Écrivez un paragraphe de 5 phrases.</p>
--

This question was attempted by 267 (100%) candidates, of whom, 170 (64.04%) candidates scored from 0.0 to 3.0 marks, 70 (26.22%) scored from 3.5 to 5.5 marks and 27 (9.74%) scored from 6.0 to 10 marks. The general performance in the question was weak, since 97 (35.96%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 11 indicates the candidates' performance in question 1.

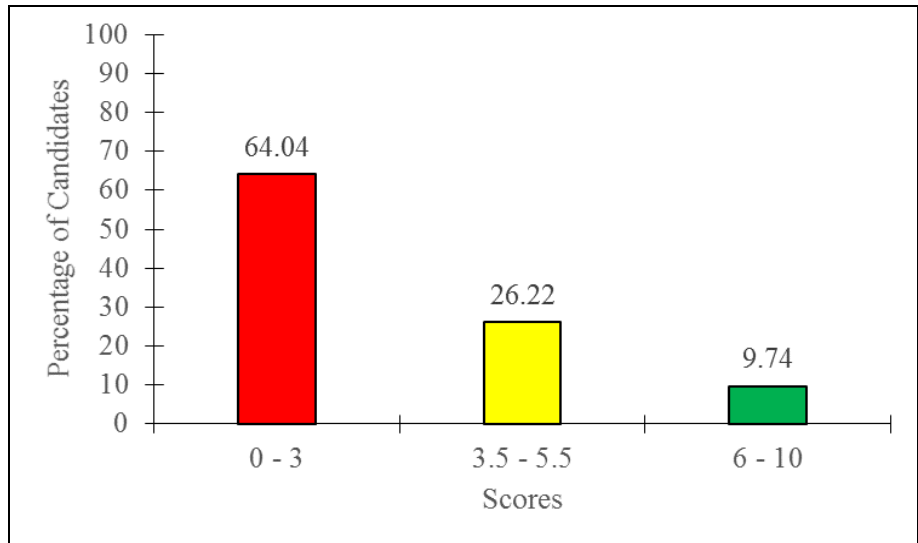


Figure 11: Candidates' Performance in Question 1

The analysis of the candidates' responses indicates that 27 (9.74%) candidates had a good performance in the question. Such candidates had skills in composing about a particular topic. They also had knowledge of the topic of diarrhea. They explained measures of solving the problem of diarrhea in society by composing a paragraph containing five sentences. Such candidates correctly responded to the question. However, their responses had a few grammatical errors. Extract 11.1 illustrates such responses.

6)	Tout d'abord, il faut utiliser de l'eau ^{des eaux} propres pendant la préparation des nouritures. Aussi il faut maintenir le nettoyage des instrument utilisé pendant mangrant tels que les tasses, fourchettes, marmites et les autres. Après ça, tous les nouritures doivent être couverts pour éviter les infections. Aussi les villageois doivent boire d'eau propre, par exemple il faut mettez les médicaments pour tuer les infections qui se trouvent dans d'eau. finalement, avant de manger il faut laver les fruits comme les ananas, orange pour effacer les infections en utilisant d'eaux propres.
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Extract 11.1: A Sample of good Responses to Question 1

Extract 11.1 shows responses from a candidate who wrote correct measures to solve the problem of diarrhoea, although his/her work had few grammatical errors.

Further analysis shows that 70 (26.22%) candidates had an average performance by scoring from 4 to 6 marks. Such candidates had partial skill in writing and measures for controlling diarrhoea. Some of them wrote general sentences which do not directly relate to the question asked. For example, one of the candidates wrote *il faut fournir l'éducation à les villageois vers bonne santé pour éviter ce problem.* Such candidates also had partial knowledge of French grammatical rules like the choice of vocabulary and their uses, structures of the sentences and their meanings. Thus, they ended up performing averagely in the question. For example, one of the candidates wrote *la diarrhée est maladie qui avait les conséquences à les enfants*, instead of *la diarrhée est maladie qui a les conséquences aux enfants*. That is, the verb *avait* had to be in the simple present tense as *a* and the words *à les* had to be contracted as *aux*

Moreover, the analysis reveals that 170 (64.04%) candidates had a weak performance after scoring from 0 to 3.0 marks. Such candidates had an inadequate writing skills and knowledge of the topic of diarrhoea. For that reason, they wrote incomprehensible sentences such as *il faut defendre leurs enfants ne pas jouer les salès differents* and *les gens faut fournir utilisent les nourites qui combien les nutrients*. some of them used vocabularies which were irrelevant to the context of the sentence. For example, one of the candidates wrote *les villageois doivent balayer les mains et les fruits avant et apres mangent*. In this sentence, the verb *laver* was supposed to be used instead of *balayer*. Other candidates wrote incomplete sentences that did not provide a meaningful information. For example, one of them wrote *il faut pour eviter utilisent les choses qui n'ont pas*. Other candidates wrote causes of the problem instead of writing measures to be taken against the problem. For example, one of the candidates wrote *les enfents beaucoup souffrent de la diarrhee parce qu'ils ont manger les repas ou l'eau qui sont improper*. Lastly but not the least, some candidates incorrectly wrote more than one paragraphs. Extract 1.2 is a sample of the candidates' incorrect responses in question 1.

1.	<p>Diarrhée est une maladie qui cause à travers manger les repas ou l'eau qui sont impropres / mal. Les enfants beaucoup souffrent de la diarrhée parceque ils ont manger les repas ou l'eau qui sont impropres. Je conseil mes villages à faire pour trouver la solution. Les parents doivent donner les repas et l'eau qui sont propre. Aussi les parents doivent donner balgona^{nettoyant} l'environnement qui trouve les maisons parceque est l'environnement qui est mal cause diarrhée.</p>
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Extract 11.2: A Sample of the Incorrect Responses to Question 1.

In Extract 11.2 the candidate wrote a passage about diarrhoea with a lot of structural and grammatical errors. Moreover, his/her ideas were not well elaborated.

3.2 Question 2: Making an Argument

In this question, candidates were required to read a passage and summarise it in a paragraph of five sentences. The passage was about the life of a character called *Emmanuela* with her family. The question tested candidates' ability to comprehend the written information. The question was as follows:

2. Lisez le texte et puis écrivez le résumé d'un paragraphe de 5 phrases en utilisant vos mots.

Emmanuèle vit dans un petit village s'appelle Mtangimbore qui se trouve dans la région de Ruvuma. Elle habite avec sa mère, son père, sa grand-mère, ses cinq frères et ses deux sœurs. Sa case est très petite. En fait Emmanuèle habite avec toute sa famille. Dans les autres maisons du village, il y a ses oncles, ses tantes et ses cousines.

Emmanuèle a 12 ans et elle va à l'école à pieds. L'école est très loin de sa maison. Pour y aller, il faut marcher plusieurs kilomètre. Mais Emmanuel aime bien faire le chemin avec les autres enfants du village. Elle a cours de 7h30 à 14h30. Pour déjeuner, Elle mange une bouille ou de la pâte de mil. Pendant le weekend elle part avec les autres enfants aux champs pour aider ses parents dans les champs de mil. Elle aime la vie dans son village. Le soir, avec ses frères et sœurs, elle va chercher l'eau au puits. C'est aussi le moment de s'amuser.

This question was attempted by 267 (100%) candidates, of whom 22 (8.61%) scored from 0.0 to 3.0 marks, 145 (54.68%) scored from 3.5 to 5.5 marks and 100 (36.71%) scored from 6.0 to 10 marks. The general performance in the question was good, as 196 (91.39%) candidates

scored from 3.5 marks to 10 marks allotted to the question. Figure 12 is an illustration of the candidates' performance in the question.

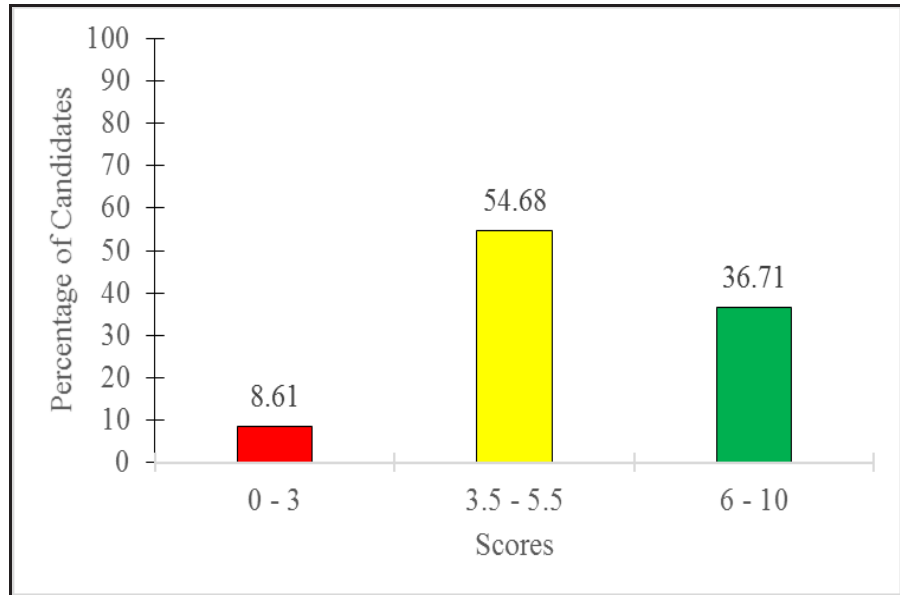


Figure 12: *Candidates' Performance in Question 2*

The analysis indicates that 100 (36.71%) candidates had a good performance. Such candidates scored from 0 to 6.5 marks. The candidates in this category had sufficient knowledge of contemporary issues and comprehension skills. They summarised the passage using their own words. However, they could not score full marks because of a few grammatical errors as shown in Extract 12.1.

2:	Emmanuèle vit dans un petit village s'appelle Ntangimbore qui se trouve dans la région de Rumuna. Elle habite avec sa mère, son père, sa grand mère, ses cinq frères et ses deux sœurs et avec toute la famille. Emmanuèle a 12 ans et elle va à l'école à pieds mais l'école est très loin de sa maison. Mais Emmanuèle aime bien faire le chemin avec les autres enfants du village. Pendant le weekend elle part avec les autres enfants aux champs pour aider ses parents dans les champs de mil.
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Extract 12.1: A Sample of the Correct Responses to Question 2

In Extract 12.1, the candidate summarised the passage correctly. His/her responses indicate that he/she had enough comprehension and writing skills.

Further analysis shows that 145 (54.68%) candidates scored from 3.5 to 5.5 marks. This indicates an average performance. This candidates' average performance was due to their moderate level of skills in comprehension and grammatical rules. For example, one of the candidates who attempted this question wrote *le texte parle du vie de la petit fille s'appeller Emmanuel . Il faut que Emmanuel a 12 ans*. The partitive article *du* before the feminine noun *vie* was wrongly used in the sentence. Moreover, the adjective *petit* was wrongly placed before the feminine noun *fille*. The candidate was supposed to write *le texte parle de la vie de la petite fille qui s'appelle Emmanuèle. Elle a 12 ans*.

Further analysis reveals that 22 (8.61%) candidates had a weak performance after scoring from 0 to 3.0 marks. Such candidates lacked knowledge of vocabulary and skills in using French grammar. Some candidates wrote incomprehensible sentences. For example, one of them wrote *elle aime la vie qui en vivant à chez-lui avec ses Frères et sœurs*. Another example, *le weekend autres enfants et sesparents avec ses frere et soeurs aussi le moment de villages*. Other candidates wrote long meaningless sentences with no clear meaning. Such expressions were *Emmanuèle est garçon qui a 12 ans qui vit dans un petit village s'appelle Mtangimbora dans la vie il aime vivre et sa mère, son père, sa grand-mère et ses cinq frères et ses deux sœurs*. Other candidates wrote irrelevant information. One of them wrote *Emmanuel et sa famille vivent dans un petit village Mtangimbole qui se trouve dans le region de Kigoma*, whereas the word *Kigoma* was not in the given text. Such responses indicate that the candidates had poor comprehension skills. Extract 2.2 shows a sample of the candidates' incorrect responses in question 2.

2.	Emmanuèle vit dans la région de Ruvuma avec un petit s'appelle Mtangimbore, Elle vit avec son père, sa grand-mère et ses frères aussi sa sœurs. Emmanuèle est contente parcequ'elle habite avec tous sa famille, elle gagne l'âge de 12 ans aussi elle va dans école à pieds malgré est très loin de sa maison où vivre avec sa famille y compris mes parents. Cette fille aime bien faire le chemis avec les autre enfants dans la village. Mais cette fille donne les cours de 7h30 à 14h30 dans à l'école, aussi aime manger un bouillie ou de la pâte avec mil parcequ'il construite bon sante. Quand le vacance elle part avec les autres camarade pour aider ses parents dans la plantation de mil, l'où cause aime la vie son village, et l'autres peuple telles que frère et sœurs ils decident chercher de l'eau à puits pendant le soir.
----	--

Extract 12.2: A Sample of Incorrect Responses to Question 2.

Extract 12.2 shows responses from a candidate who copied sentences from the passage irrespective that they were not answering the asked comprehension questions. He/she also invented own words out of the passage.

3.3 Question 3: Writing Essays on Various Contemporary Issues

Candidates were required to write the friendly letter to a person who works at UNESCO. The letter was supposed to be on the effects of employment on children under eighteen years old. The question tested candidates' ability to write the friendly letter in the French Language. The question was as follows:

3. Vous êtes Bichera. Ecrivez une lettre à une amie au nom de Dinka qui travaille à l'UNESCO, en lui expliquant quatre conséquences sur le problème de recrutement des mineurs dans votre pays.

This question was attempted by 128 (48%) candidates, of whom, 79 (61.72%) candidates scored from 0.0 to 6.5 marks, 32 (25.00%) candidates scored from 7.0 to 11.5 marks and 17 (13.28%) candidates scored from 12 to 20 marks. The general performance in the question was average, since 49 (38.28%) candidates scored from 7.0 to 15 marks allocated to the question. Figure 13 is an illustration of the candidates' performance in this question.

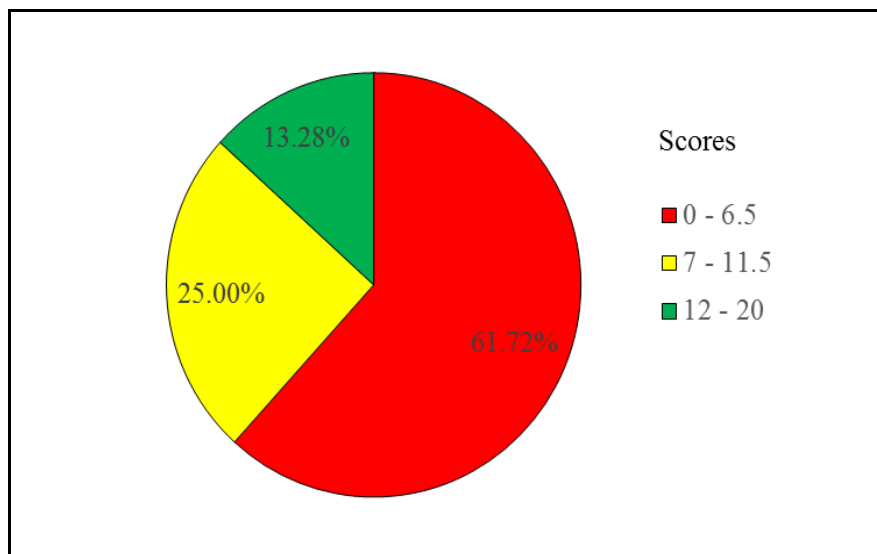


Figure 3: *Candidates' Performance in Question 3*

The candidates with a good performance in the question were 17 (13.28%) candidates. Such candidates had sufficient writing skills and knowledge of the subject matter. For this reason, they wrote the date, place and the name at the top right-hand side followed by salutations. In the main body, they organised their ideas well and explained the consequences of child labour in the country in detail. At the end, they wrote a good conclusion consisting of suggestions and opinions. This shows that the candidates had enough skills in communicating simple ideas in the French Language. Extract 16.1 is a sample of the candidates' correct responses in question 3.

3. Mugoma, le 9 mai 2018

Chère Mon amie ^{Dinta} ~~Upendo~~,

Comment allez-vous mon amie Dinta. D'après moi, je continue bien avec mes activités de professeur à l'école parima.

Le but de vous écrire cette lettre vous informe sur les conséquences de recrutement de mineurs dans notre pays; les conséquences de recrutement de mineurs à savoir:

Tout d'abord, il cause la déforestation, le recrutement des mineurs cause la déforestation ou le déboisement pour conduire cette activité il amène ~~peut~~ de couper les arbres pour commencer ou les activités de recrutement de mineurs donc ce conséquence de recrutement parce qu'il manque la manque de la plus parce qu'il n'y a pas les arbres.

En plus, il cause les morts parmi gens, les activités de recrutement de mineurs dans notre pays cause beaucoup de morts parmi gens qui sont morts à cause de ~~si~~ ^{la} ~~trappe~~ ^{trappe} qui cause les morts par exemple l'année dernière les gens de ~~speta~~ ^{speta} étaient morts parce que le recrutement des mineurs.

En plus, il cause l'environnement pollution. Dans notre pays cette activité cause l'augmentation de pollution à l'environnement parce que cette activité consiste différents

3	<p>machine qui produire le malair qui cause la pollution dans notre environnement de notre pays.</p> <p>En suite. Il cause augmentation del'erosion des sols, les recrutement des mine us cause l'erosion des sols parce que beaucoup de peuple qui engagent dans cette activite d'utiliser pas les moderne machine de utiliser mal methode de recrat des mineurs qui, c'est-à-dire ils utilisent naturelle Methode de recrutement des mineurs qui cause l'erosion des sols dans une place.</p> <p>Mon amie ces consequence du probleme de recrutement des mineurs dans notre pays pourri, malgré de ces consequence recrutement de mineurs ont beaucoup avantage comme. Il crée l'emploi parmi des gens, Il crée relation international.</p> <p>Mon amie n'oublie par salut votre mari monsieur Kagoti et votre enfants Juma et hawajui.</p> <p>Bien amicalement.</p> <p>B.</p> <p>Bichara</p>
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Extract 13.1: A Sample of the Correct responses to Question 3

In Extract 3.1, the candidate observed all the rules of friendly letter. He/she wrote all the necessary components of the friendly letter writing.

Further data analysis indicates that 32 (25.00%) candidates had an average performance, scoring from 7.0 to 11.5 marks. Such candidates correctly wrote parts of the friendly letter such as place and date as well as greeting. Nonetheless, they failed to correctly write information in the main body. In the last part of the letter, one of the candidates wrote *A bientôt*, *Bisous* instead of *A bientôt*. Another candidate concluded the letter by writing the word *sincerement* which is an equivalent of the English word *sincerely*. The implication of their responses is that some candidates did not understand the requirements of the question.

Moreover, the analysis shows that 79 (61.71%) candidates had a weak performance, after scoring from 0 to 6.5 marks. Most of such candidates failed to understand vocabularies relevant to the employment of children under eighteen years old.

For example, the introductory part of the letter was wrongly written, with sentences with poor grammatical structure such as *je continuez bien avec mes études*. In this sentence, the verb *continuez* was supposed to be conjugated as *je continue*; in another sentence; *le recrutement des mineurs cause les morts des gens qui pratiquer cette activité*, the infinitive verb *pratiquer* was supposed to be conjugated as *des gens qui pratiquent*. Moreover, some candidates used English in writing some words. For example, in the noun phrase *l'augmentation du sol érosion* the candidate was required to write *l'augmentation de l'érosion du sol*.

Moreover, it appears that many candidates did not understand the requirement of the question. For example, one of the candidates wrote *le but de cette lettre est unforme les consequences sur les probleme de recrutement des minieurs dans votre pays: -education facile, professionalite gens, la corruption et communication facile*. Another sentence was *En plus, le problème de chômage est le problème de conséquences sur le problème de recrutement des mineurs*. Extract 13.2 is a sample of the candidates' incorrect responses in question 3.

8.	Mwanza, le 9 mai 2023.
	Chère Catheline,
	D'après, Je suis très bien et Je suis bien avec mes études d'étude au lycée de SAUT. Comment-allez vous ?
	Je suis bien continue avec mes études au lycée SAUT.
	Primo; Je suis écrit lettre à toi amie Catheline au nom de Dinko qui travaille à l'UNESCO, Je suis écrit la lettre à toi amie pour conséquences sur le problème de recrutement des mineurs dans notre pays.
	le problème de l'irresponsabilité, ce problème est conséquences sur le problème de recrutement des mineurs qui le problème de l'irresponsabilité.
	En sus, le problème est le problème de recrutement des mineurs qui cause le problème raisons pour conséquences sur le problème de recrutement des mineurs.
	En plus, le problème de chômage. est le problème de conséquences sur le problème de recrutement des mineurs.
	pour la parachever est le problème de recrutement des mineurs dans votre pays. La parachever est le problème de recrutement des mineurs.
	Amitiés
	Biehera.

Extract 13.2: A Sample of the Incorrect Responses to question 3

Extract 13.1 shows responses from a candidate who wrote the friendly letter with a lot of grammatical errors and incomprehensible sentences.

3.4 Question 4: Analysis of Works of Art

In responding to this question, candidates were required to explain four themes found in one of the works of art. The question tested candidates' ability to analyse French literary books and using themes conveyed in the books to reflect the reality in the society. The question was as follows:

En utilisant l'un des livres de français que vous avez lu pendant vos études au lycée, expliquez quatre thèmes en donnant les exemples appropriés.

A total of 264 (98.88%) candidates attempted the question, of whom 7 (3.03%) candidates scored from 12.0 to 20 marks 77 (29.17%) scored from 7.0 to 11.5 marks and 180 (67.80%) scored from 0 to 6.5 marks. The general performance in the question was good, since 187 (96.97%) candidates scored from 7.0 to 20 marks allotted to the question. An illustration of the candidates' performance is shown in Figure 14.

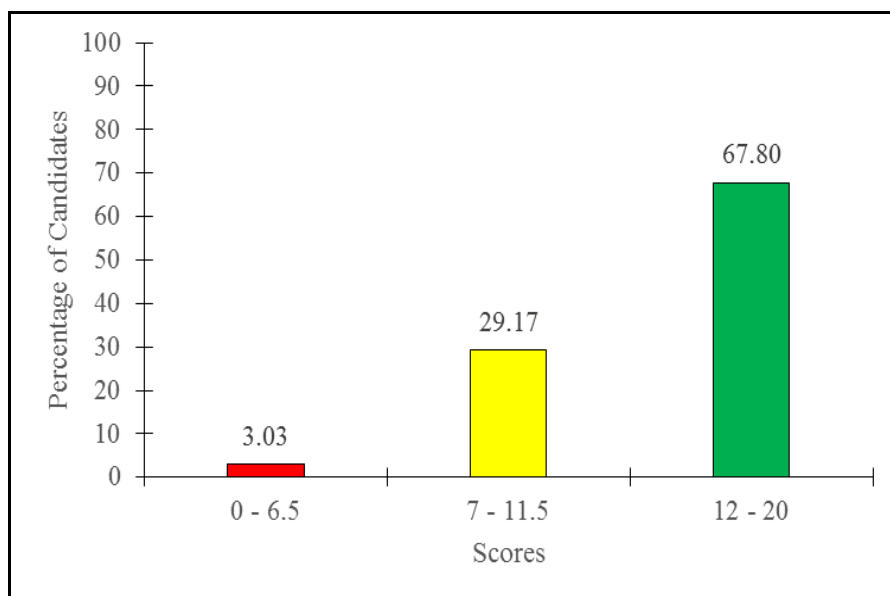


Figure 14: *Candidates' Performance in Question 4*

The analysis reveals that there were 180 (67.80%) candidates with a good performance after scoring from 12.0 to 20 marks. Such candidates clearly explained four themes from the French literary book, and they provided appropriate examples from the selected books. The language used in explaining those themes was clearly understood, despite a few grammatical errors. In the introduction, some of them identified the key terms from which they wrote the title of the book, the year of publication and the writer of the book.

In the main body, the candidates explained the four themes with appropriate examples as shown in the selected book of art. They divided the main body into four paragraphs, each with a single theme.

Moreover, they used cohesive devices such as *firstly*, *secondly* and alike to make their work attractive to readers. They also provided appropriate examples from the themes they provided.

In the conclusion, the candidates summarised what had been explained in the main body. Moreover, they briefly gave suggestions, opinions and ideas. This proved that the candidates had enough skills in book analysis. Extract 14.1 is a sample of the candidates' correct responses in question 4.

04.		Use only
	<p>Les thèmes ce sont les idées générales - que l'écrivain expose aux gens pour - connaître les choses différentes qui se - trouvent dans la société comme l'ivresse, - le mauvais dingeant, le SIDA. En utilisant - le roman intitulé LES FRASQUES D'EBINTO qui a écrit par Amadou Koné en 1980 - en Côte d'Ivoire. Il est publié par Hatier. Ce roman explique les problèmes sociaux - qui se trouvent en Afrique à travers le person - nage principal qui est Ebinto. Les suiva - ntes sont les thèmes qui se trouvent - dans ce roman intitulé 'LES FRASQUES D' EBINTO':</p> <p>La pauvreté. La pauvreté est la - situation de ne pas obtenir les besoins - nécessaires comme les vêtements, les nourritures - et les habitations. Dans ce roman, l'écrivain - mentionne la famille de Monsieur Amadou que - il manque les besoins nécessaires comme - les savons, aussi les mendiants avec la - famille d'Ebinto où son père était pauvre - parce qu'il était le pêcheur petit. Donc, - les gens dans la société doivent travailler dur - pour éviter ce problème.</p> <p>L'humiliation. L'humiliation c'est une - situation de maltraiter quelqu'un(e). - Dans ce roman, Ebinto était maltraité - par les collègues anciens après être arrivé - au collège Moderne de Grand Bassam en - lui forçant de chanter les chansons - qu'il ne savait pas bien. C'est bien mentionné</p>	

4	en page 11, où il a chanté comme- ça;	
	“Je suis en tacot Ma valeur est zéro Les lases sont en diamant Et moi, je suis en fumier”	
	Donc, c'est problème de l'humiliation n'est- pas bon comportement dans la société - parce qu'il mène à la manque de paix - quand quelqu'un arrive dans cette place - à première temps.	
	Le chômage. Le chômage c'est une action où des gens vivent sans avoir les travaux. Dans ce roman, l'auteur montre que dans la village d'Atkounougbo, il n'y a pas les travaux. Ça cause Ebinto avec Monique de bouger pour les chercher et ils ont obtenu à Ayame dans les la planta- tion de banane de Monsieur Rouget. Ce problème est aussi dans notre société où beaucoup de gens bryivus n'ont pas l'emploi, ça cause de manque les besoins nécessaires.	
	L'amour. L'amour c'est une situ- ation de sentir le quelqu'un. Dans ce roman, l'auteur montre l'amour vrai - avec l'amour faux. L'amour vrai est bien monté à travers Ebinto avec sa mère - Koula et Basie avec Ebinto et l'amour faux est bien monté à travers Munele avec Ebinto. Les gens doivent être l'amour- faux parce qu'il mène à conflit parmi-	

Extract 14.1: A Sample of the Correct Responses to Question 4

Extract 14.1 shows responses from a candidate who correctly wrote four themes in the novel *les Frasques d'Ebinto*. The arrangement of ideas is good, and the language used has only a few grammatical errors.

In addition, 77 (29.17%) candidates performed averagely in the question after scoring from 7.0 to 11.5 marks. Such candidates had moderate skills in book analysis. They identified the themes of the book but failed to clearly explain them in detail. They also failed to provide appropriate examples of the themes they explained. As a result, the candidates scored average marks.

In addition, 7 (3.00%) candidates had a weak performance for failing to understand the requirement of the question. These wrote the summary of the book instead of writing the themes in the book related to the society. Such candidates to score low marks for the lack of knowledge of book analysis.

Furthermore, the poor sentence structure also contributed to the weak performance among the candidates. For example one of the candidates wrote *Ebinto ce garcon qui habite où Akounobe village avec ses familles*. The sentence was supposed to be written as *Ebinto est un garcon qui habite à Akounoubé avec sa famille*. Another ungrammatical sentence by the candidates was *la mère d'Ebinto a lui envoyé à l'université pour chercher lui avenir mais Ebinto a décidé s'engager avec la relation*.

Moreover , some did not provide appropriate examples for the themes they provided. For example, one of the candidates wrote *Ebinto traite mal son autres comme Rouge, il Ebinto trait Rouge comme robot dans chambre de banana*. In this sentence, the candidate provided a wrong example “that Rouge was a manager of a banana plantation, instead of a worker of the banana plantation”. Additionally, the sentence was ungrammatical, leading to the candidate’s score of low marks in the question. Extract 14.2 is a sample of the candidates’ incorrect responses in question 4.

4	<p>Le livre de frasco DEBINTO par Amadou Koné il de différents thèmes</p>
	<p>D'abord, l'amour: une rivre de frasco de-binto il ya de vrai l'amour et ampie monique il aime ebinto beaucoup et monique décide gagner les process de ebinto parce que monique aime beaucoup Ebinto, et Ebinto aime beaucoup munel Ebinto aime munel en universite parce que la ebinto il ya pauvre personne il decide ne pas marquer munel pendant la Ebinto aime munel il cause ebinto tombe dans la classe</p>
	<p>Depuis, pauvreté: la thème de pauvreté une rivre il ya aussi le famille de Ebinto il ya pauvre il ne pas bonne maison comme dans la munel</p>
	<p>Aussi; Humiliation: le thème de la-humiliation une rivre il explique pendant Ebinto aller une universite il ya de groupe de gens humilié de la universite ebinto il rappelle le différent appelle exemple tacco gbestade et Ebinto humilié monique pendant la process il ne pas vrai amour avec monique parce que il force marri monique parce que il gagner les process de ebinto</p>
	<p>conclut! il ya beaucoup conclut une rivre de ebinto conclut Ebinto avec classes: une rivre de frasco de-binto il ya classe avec riche peuplet personnes et pauvre personnes. une rivre de-</p>
4	<p>frasco munel il ya riche personnes et Ebinto il ya pauvre personnes</p>
	<p>conclusion: le livre de frasco de Ebinto il ya de rivre de beaucoup thèmes educate de la société</p>

Extract 14.2: A Sample of the Incorrect Responses to Question 4

Extract 14.2 shows responses from a candidate who wrote an answer with incoherent flow of ideas and full of grammatical errors.

3.5 Question 5: Mass Media

The question required candidates to agree or disagree with the statement provided in the question. The question was about the usage of the internet in our daily life. Candidates were asked to provide any four arguments to defend their responses. The question tested candidates' ability to express themselves in the French Language. The question was as follows:

5. La vie est devenue plus facile en utilisant l'internet. Etes-vous d'accord avec cette affirmation? Proposez quatre raisons pour défendre votre réponse.

The analysis shows that 174 (65.17%) candidates attempted the question, of whom, 8 (4.60%) scored from 0.0 to 6.5 marks, 53 (30.46%) scored from 7.0 to 11.5 marks and 113 (64.94%) scored from 12 to 20 marks. The general performance in the question was good, as 166 (95.40%) candidates scored from 7.0 to 20 marks allocated to the question. Figure 15 is an illustration of the candidates' performance in the question.

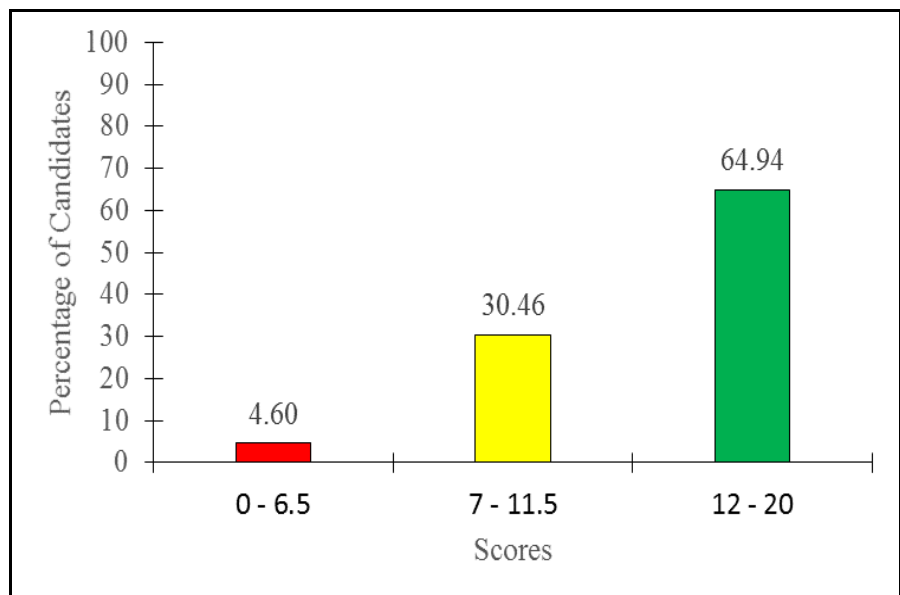


Figure 15: Candidates' Performance in Question 5

The data analysis reveals that 113 (64.94%) candidates had a good performance after scoring from 12.0 to 20 marks. Such candidates understood the requirement of the question going by how they clearly explained four arguments and provided appropriate examples related to their arguments. For example, in the introductory part some of the candidates explained the key terms such as meaning of internet. Some of them briefly introduced what they were going to discuss in the main body. In the main body, they explained four arguments related to the usage of the internet in the society. Some of them agreed that the internet makes life easy through its numerous advantages while others disagreed. Further, they divided the main body into four paragraphs whereby each of them presented a positive or negative effect of internet towards the society. Moreover, they used cohesive devices such as to begin with, moreover, in addition to that and alike to make their work attractive to readers.

In the conclusion, the candidates with high scores summarised what had been argued in the main body and briefly gave suggestions, opinions and ideas about the positive usage of the internet. Overall, there were minor grammatical errors in their responses as shown in Extract 15.1.

05	<p>Les masse media sont les media qui sont utilisés par les gens pour obtenir l'information aux gens. En Il est vrai que la vie est devenue plus facile en utilisant l'internet comme "twtter", "facebook", "telegram", "tictok", "tiktok" et les autres que les gens utilisent pour obtenir les informations mondiales. Les suivantes sont les avantages del'utilisation del'internet;</p>
	<p>Il mene la communication - parmi les gens. Il est vrai que beaucoup de gens utilisent l'internet pour faire la communication entre les gens qui ne sont pas familiers. Il peut être un tanzanien avec une sénégalaise, ou une vietnamienne en utilisant l'internet peut faire la communication.</p>
	<p>Il mene les développements de-commerce parmi les gens. Toujours les gens peuvent utiliser l'internet pour exposer les produits que quelqu'un ou quelqu'une veut vendre comme les voitures, les camions, les chaussures, les pantalons et les autres produits qui sont là. Donc les gens doivent payer l'argent des produits aussi en utilisant l'internet pour faire la chose être bien et ^{pour} maintenir le développements de-commerce parmi les pays du monde comme Tanzania avec le china.</p>
05	<p>L'internet aussi mene beaucoup de lèves à améliorer la performance - parmi les étudiants. À travers les utilisations del'internet, les élèves peuvent chercher les matières qui sont utilisées pour faire bien dans les examens - et ça vient quand les élèves utilisent l'internet bien mais quand ils utilisent l'internet à négatif, il mene la mauvaise performance. Et les enseignants utilisent l'internet pour augmenter la connaissance.</p>
	<p>L'internet mene beaucoup de gens d'obtenir l'emploi et l'argent. Les gens peuvent être demander l'emploi à-travers l'internet comme les professeurs, la secrétaire, ou les gens mettent toute les choses qui sont demandées par l'employer. Aussi beaucoup de gens utilisent l'internet pour faire l'argent - comme "Monsieur" "brother k", "Ebitike" et les autres. Par exemple, "Google", "You tube" etc.</p>
	<p>En conclusion, j'aime donner les effets del'utilisation del'internet - à négatif comme; il mene l'immoralité parmi les jeunes, aussi il mene la mauvaise performance parmi les élèves, et les autres effets. Donc, le gouvernement doit donner l'éducation sur la bonne utilisation del'internet.</p>

Extract 15.1: A Sample of good Responses to Question 6

Extract 15.1 shows responses from a candidate who wrote a good essay on the uses of the internet and how the society can benefit from it. The candidate used a simple and clear language despite a few grammatical errors, which led to the reduction of marks.

Further analysis indicates that 53 (30.46%) candidates performed averagely in the question. These scored from 3.5 to 5.5 marks. Some of these described only one or two arguments. Others accepted the argument in the introduction, but focused on the disagreement in their explanations, leading them to scoring average marks.

Moreover, 8 (4.60%) candidates who scored from 0 to 3.0 marks demonstrated a weak performance. The analysis shows that such candidates understood the requirement of the question but failed to clearly present their ideas due to the low mastery of the French language. Some of them wrote incorrect sentences such as *Il facilite la communication ; chacuns personne sont utilisées les internet pour faire la communication avec ses amis ou dirigeant dans autre pays de Tanzanie*. Such ungrammatical sentences clearly indicate that the candidate understood the question but failed to organise their ideas logically.

Some candidates wrote meaningless sentences in the French language. One of such candidates wrote *pour fournir d'emploi à chez gens dans la société, aussi parce que maintenant à travers d'internet nous obtons d'emploi pour travaillera autre secteur*. Such incorrect sentences show that the candidate's insufficient vocabulary power hindered him/her from expressing themselves.

Moreover, some candidates' essays were dominated by the repetitions. For example, one of the candidates wrote *pour simplifier le travail dans la société, aussi à travers d'internet nous obtons pour simplifier le travail qui se trouver dans notre société comme le travail de communication et les autres travaux*. In this example, the candidate used the word *simplifier* two times unnecessarily. Generally, the candidates lacked skills in essay writing. Extract: 15.2 is a sample of the candidates' incorrect responses in question 5.

5.	<p>L'internet; C'est le machine del e science et technologie. Dans notre our vie il ya beaucoup l'ilisation del'internet à savoir:</p> <p>Premièrement, facilite la communication. C'est vrai parceque beaucoup de des peuple utilisent l'internet pour transformer l'information aussi les autres peuple obtenu obtiennent cette information. Alors, l'internet et a beaucoup l'utilisation dans notre vie.</p> <p>Deuxièmement, Aide reduire la pauvrete. C'est vrai parceque, beaucoup des peuples obtiennent le travail parcequ'ils savent utiliser l'internet. Alors, quand le personne sait utiliser l'internet peut peut obtenir le travail.</p> <p>Troisièmement, Aide reduire l'ignorance. C'est vrai parceque beaucoup des peuple apprennent beaucoup des choses de l'internet donc, ils obtiennent l'education qui les aident à leur vie. Et il faut utiliser l'internet pour obtenir l'education dela differente se choses dans notre vie.</p> <p>Quatrièmement, Aide reduire la corruption. C'est vrai parceque, beaucoup des peuple evitent la corruption à cause de l'internet parceque quand le personne utilise l'internet voient les lois stricte del' gouvernement gouvernement et commencent peur.</p> <p>Done, il faut utiliser l'internet pour obtenir l'education de beaucoup des choses qui nous aide dans notre vie de toujours.</p>
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Extract 15.2: A Sample of the Incorrect Responses to Question 5

In Extract 15.2, the candidate wrote the use of internet but failed to express his/her ideas due to the low mastery of the French language.

3.6 Question 6: Making the Public Aware of Certain Calamities (INONDATION) /Making an Argument (Debate)

In this question, candidates were required to write an essay about the causes and solutions to floods. The question tested candidates' ability to

write argumentative essay by following the rules such as the introduction, main body and conclusion without forgetting the proper use of French grammar. The question was as follows:

6. L'inondation est un problème très grave en Tanzanie qui face les Tanzaniens pendant la saison de pluie. A votre vie quels sont les causes de ce problème (donnez-les deux).
Donnez deux solutions pour résoudre ce problème.

The question was attempted by 247 (95.50%) candidates, of whom 8 (3.64%) candidates scored from 0.0 to 6.5 marks, 123 (49.80%) scored from 7.0 to 11.5 marks and 116 (46.56%) scored from 12 to 20 marks. The general performance in the question was good, since 239 (96.36%) candidates scored from 7.0 marks and above. Figure 16 is an illustration of the candidates' performance in this question.

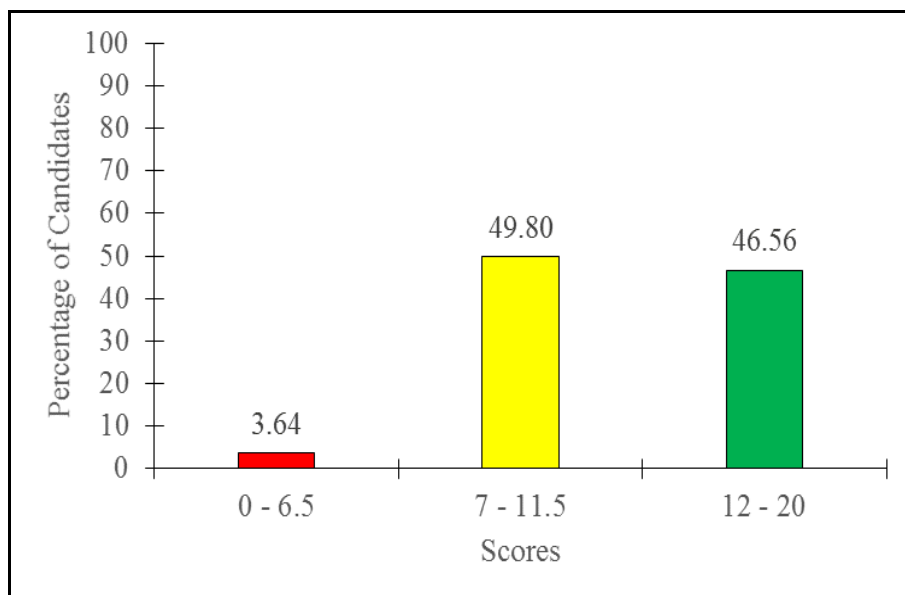


Figure 16: *Candidates' Performance in Question 6*

The candidates with a good performance in the question were 116 (46.56%) candidates. These wrote good essays about the causes and solutions to floods (*inondations*) by using appropriate French vocabularies. They started by defining the key word *inondation* and cited areas affected by floods such as Dar es Salaam, Morogoro and Rufuji. In the main body, they organised their points from the causes to solutions. At the end, they gave suggestions to the society or government. This reveals that the candidates were well equipped with

information about calamities such as floods. Extract 16.1 is a sample of the candidates' correct responses in question 6.

06.	<p>L'inondation, c'est la situation d'accumulation de l'eau dans une place. C'est un grand problème parce qu'il cause la mort des êtres vivants, l'occurrence de maladies comme le choléra, la pauvreté parmi les gens. Exemple à la région de Dar es Salaam et les autres régions, ce problème se passe. Les suivantes sont les causes de l'inondation en Tanzanie;</p> <p>La zone géographique. C'est une des causes de ce problème. En Tanzanie, il y a les endroits qui ne sont pas les montagnes avec les pierres, donc ces places sont faibles à attaquer par l'inondation, tandis que les endroits qui ont les montagnes avec les pierres sont difficiles d'être inondés parce qu'ils aident à réduire le direct mouvement de l'eau pendant la pluie.</p> <p>Le manque de tuyaux. Beaucoup d'endroits en Tanzanie n'ont pas les tuyaux qui sont assez pour débordement l'eau dans une place à les autres places. Sa cause-</p>	
06	<p>Les eaux de rester dans même place et il mène l'inondation parce que il n'y a pas les tuyaux pour les collecter.</p> <p>Les suivantes sont les solutions de l'inondation en Tanzanie;</p> <p>Fourniture de l'éducation aux gens sur les effets de ce problème parce que il tue. Le gouvernement doit faire comme ça pour faire les gens d'être familiers avec les effets de l'inondation et les endroits, portable pour construire les maisons. Ça diminuera ce problème aux gens parce que quand ce problème se passe, beaucoup de gens meurent.</p> <p>Utilisez les méthodes d'agriculteurs qui sont bien. Les cultivateurs doivent utiliser l'agriculture qui est bien au lieu d'utiliser l'irrigation, longue parce que il mène l'endroit d'être inondé. À travers faire comme ça, ce problème peut être évité par les gens de Tanzanie.</p> <p>En conclusion, j'aime de conseiller les gens de Tanzanie que ce problème mène la mort parce qu'il se passe à n'importe quel temps, donc ils doivent suivre les conseils du gouvernement pour savoir les moyens pour surmonter ou éviter ce problème parce que il est très dangereux à la vie. Pour maintenir la santé de leur même et aussi les enfants, et aussi quand ce problème survient, il mène la présence de maladies comme-</p>	

Extract 16.1: A Sample of the Correct Responses to Question 6

Extract 16.1 the candidate wrote good essay on the causes, effects and solutions to flood. The candidate used simple and clear sentences to elaborate his/her answers and had minimal errors in his/her essay.

Moreover, 123 (49.80%) candidates attained an average performance in this question. Such candidates had partial knowledge of the causes and solutions to floods. They correctly wrote some of the required points, despite a few grammatical errors. This reveals that the candidates understood the question but failed to present their ideas and defend points they raised as expected.

The analysis also shows that 8 (3.64%) candidates had weak performance in the question. Such candidates failed to organise their essays coherently. Their introductions were not well elaborated, the main body did not contain the key points and they did not conclude their presentations. This implies that the candidates had insufficient knowledge of the topic and lacked enough vocabulary to use in their essays. Extract 16.2 is a sample of the candidates' incorrect responses in question 6.

C6 L'inondation c'est la situation de la présence de l'eau qui certain place, il y a très un problème grave en Tunisie qui face les Tunisiens pendant la saison de pluie, a votre vie quels sont les causes de ce problème à savoir

Premièrement L'inondation est cause qui la présence de la mauvaise construction dans pays en Tunisie, l'inondation est cause qui la présence de la mauvaise construction dans pays en Tunisie à cause l'inondation les Tunisiens pendant la saison de pluie,

Deuxièmement L'inondation est cause qui la présence de la corruption parmi différentes bureaux l'inondation est cause qui la présence de la corruption parmi différentes bureaux à cause ne construction pas différentes places où trouve pas dans Tunisiens pendant la saison de pluie

Troisièmement Il y a solutions pour résoudre ce problème à savoir

Troisièmement Donner de la l'éducation qui Tunisiens pour résoudre ce problème, Donner de l'éducation qui Tunisiens pour résoudre ce problème que Tunisiens peuvent différentes moyens qui résoudre ce problème pendant la saison de pluie

Quatrièmement La présence de la très bien construction dans sociétés différentes qui trouve dans Tunisie, la présence de la construction dans sociétés différentes qui trouve dans Tunisie Tunisie donc pour résoudre ce problème

Finalement, L'inondation est un problème très grave en Tunisie qui face les Tunisie pendant la saison de pluie donc la présence de l'éducation les gens pour résoudre ce problème

Extract 16.2: A Sample of the Incorrect Responses to Question 6

Extract 16.2 is a response from a candidate with the low mastery of the French language. As a result, his/her essay was laden with a lot of grammatical errors and incomplete messages.

3.7 Question 7: Making the Public Aware of Certain Calamities (EARTHQUAKE) /Making an Argument (Debate)

In this question, candidates were required to argue on four (4) consequences of the earthquake. The question was as follows:

7. Le tremblement de la terre est un bouleversement qui est inquiétant dans certain régions de la Tanzanie. A votre vie quels sont les conséquences de ce problème (listez-les quatre).

The question was attempted by 252 (94.38%) candidates, of whom 20 (8.33%) scored from 12.0 to 20 marks, 63 (25.00%) scored from 7.0 to 11.5 marks and 169 (66.67%) scored from 0 to 6.5 marks. The general performance in the question was good, since 232 (91.67%) candidates scored from 7.0 to 20 marks allocated to the question. Figure 17 is an illustration of the candidates' performance in the question.

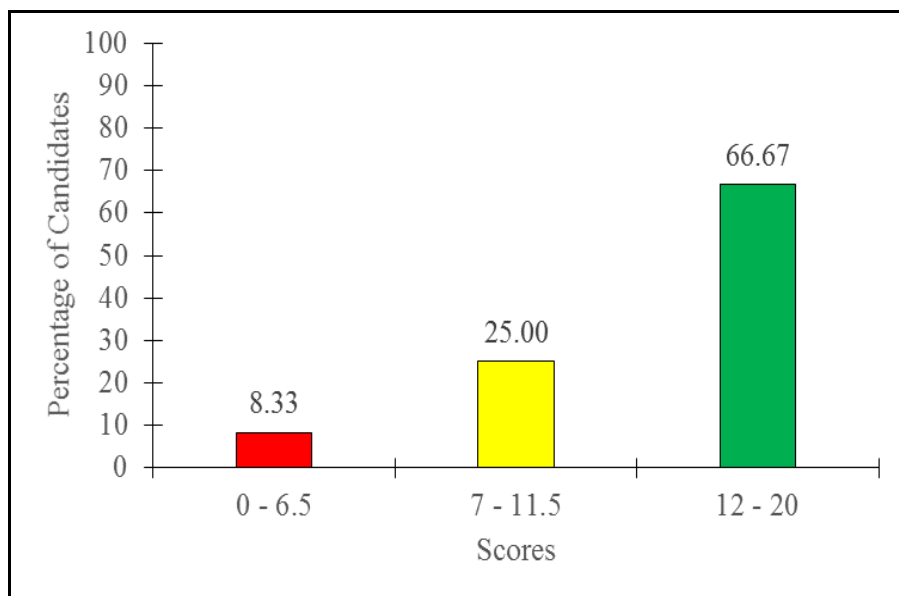


Figure 17: Candidates' Performance in Question 7

The analysis shows that 169 (66.67%) candidates with a good performance in the question correctly wrote four consequences as it was required. They started with defining key word *tremblement de terre*. They used vocabulary and linking words like *aussi*, *d'abord*, *premièrement*, *deuxièmement*, *puis*, *et puis*, *ensuite* etc. correctly. This indicates that the candidates understood the question and had good

knowledge of earthquakes. Extract 17.1 is a sample of the candidates' correct responses to the question.

07.	<p>Le tremblement de la terre est un catastrophe naturel qui est dramatique en suite de la terre dans certains parties de la pays tel que Tanzanie qu'est causé par le mouvement de la plaques et le mouvement des différents animaux d'un partie à l'autre partie ces animaux sont comme éléphants. Il est vrai cela le tremblement de la terre est un bouleversement qui est inquiétant dans certain régions de la Tanzanie. Voici sont les conséquences de ce problème de la tremblement de la terre.</p> <p> tout d'abord, le tremblement de la terre entraîne à destruction des les propriétés dans la société et pays. Les destruction des les propriétés qui est causé par le tremblement de la terre à par les propriétés de les gens dans la société sont détruite, dans qui</p>
07	<p>différente choses tel que migration de la vivant. Donc le tremblement de la terre entraîne à destruction des les différentes propriétés dans la société.</p> <p>Egalement, Migration des les gens et animaux est autre conséquence de la tremblement de la terre. Migration est la mise de la mouvement des les gens et animaux d'un partie à l'autre, à chercher nourriture et parce que de certaine problème, les gens et animaux mouvement ou bouge d'un partie à l'autre partie parce ils veut être sûr des dangereux choses et aussi à chercher nourriture à manger. Donc, les gens et animaux bouge d'un partie à l'autre seulement à chercher de la settlement dans certain partie et régions de la Tanzanie.</p> <p>Aussi, le tremblement de la terre veut aussi mener à le mort des les gens et animaux. Mourir des les gens et animaux dans certain régions de la Tanzanie est dus à l'occurrence de le tremblement de la terre dans qui les gens et animaux mort dus à manques de la nourriture et quand il ya l'éruption de volcanique dans certain parties et régions avec montagne comme Kilimanjaro. Donc, le tremblement de la terre veut aussi mener à le mort des les gens et animaux.</p> <p>De plus, le déclin de l'attraction touristique est autre effet des le tremblement de la terre: le déclin de l'attraction touristique, il aussi mener à le déclin de la développement dans certain régions de la Tanzanie dans qui non seulement personne veut faire changement par développant le région parce que il y non a plus de dans qui il n'y a pas de attraction de seulement choses. Donc, le déclin de l'attraction touristique est autre effet de le tremblement de la terre qui est inquiétant dans certain régions de la Tanzanie..</p>

Extract 17.1: A Sample of the Correct Responses to Question 7

Extract 17.1 shows responses from a candidate who wrote a good essay on the effects of the earthquake. The candidate organised his/her ideas

in a logical order and defended his/her points satisfactorily well. However, he/she committed a few topographical errors in his/her essay.

Meanwhile, 63 (25.00%) candidates attained an average performance on the question. Such candidates understood the question but failed to write the effects of the earthquake in required detail. That they could not elaborate their points clearly, which made them to score average marks.

Further analysis shows that 20 (8.33%) candidates who scored low marks in this question lacked knowledge of the earthquake. Likewise, their essays had illogical arrangement of events and used wrong diction in most parts. For exemple one of the candidates wrongly used coordinators such as *puis, d'abord, et puis, en bref*. Another candidate wrote ... *temblement de terre la mort occure parce que la chute tombée a la societé et destructs cette maisons qui dans la maison il ya le personne*. Moreover, they did not follow the principles of essay writing, namely the introduction, main body and conclusion. This made them score low marks as demonstrated in Extract 17.2.

7.	<p>Le tremblement de la terre, est un mouvement de la terre monde. le tremblement de la terre causer par l'activité minière et la tombe de la chute. Il y a les conséquences de ce problème a votre vie, cette conséquences a comme voici.</p> <p>Premièrement, la mort, a tremblement de la terre la mort peure parce que le chute tombées a la société et destructe cette maisons qui dans la maison il y a le personne migration des animaux, tremblement de la terre causer l'animal shift from un place a another de is due to the escape de cette problem.</p> <p>Proisièmement, l'éruption de maladie, l'éruption de maladie occur due to the mouvement de personnes, when il y a le nombre de population maladie transper so that tremblement de la terre causer l'émption de maladie, et quelques s'unes gets maladies pour fear.</p> <p>Quatièmement, la pauvreté, pauvreté can occur when people move a une place a another during de tremblement de la terre, people can be pauvre, get mort et quelques unes melanger mauvaise vie et orphanelles avant le société.</p> <p>Pour finir, le société il faut seras eduquer pour le bonne place a tremblement de la terre et move from mauvaise places.</p>
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Extract 17.2: A Sample of the Incorrect Responses to Question 7.

Extract 17.2 showcases responses from a candidate who failed to provide the consequences of the earthquake elaboratively. Likewise, her essay lacked the logical flow of ideas.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The candidates were tested in 10 topics in French language subject. The general performance was good as it can be noticed that 98.87% of the candidates passed. The topic with a good performance were *Direct and Indirect Speech* 97.00%, *Making the public aware of certain calamities (e.g., HIV)/Making an argument (debate)* 94.10%, *Talking about the causes and consequences of natural catastrophes* 91.67%, *Analysis of Various Literary*

works 91.39%, and *Phonology* 64.04%. The analysis shows that the good performance is attributed to the candidates' ability to understand the requirements of questions and their sufficiency in knowledge and skills in the topics tested.

Further analysis shows that the candidates performed averagely in the topics of *Locating places* 58.80%, *Expressing wishes* 57.70%, *Talking about different experiences (past, present and future)* 42.32%, *Writing for various contemporary topics* 38.28% and *Translation* 37.08%. This implies that the candidates had partial knowledge of the topics and insufficient vocabulary to use in writing essays. It should be noticed that there were no topics with low performance.

The performance of the candidates in the tested topics is summarised in the appendix 1, whereas green colour indicates that the topic was well performed, yellow colour indicates that the topic was averagely performed while red colour indicates a weak performance.

5.0 CONCLUSION

The candidates' performance in French Language subject in the 2023 ACSEE was generally good, considering that 98.87 per cent of the candidates who sat for the examination passed. Such candidates understood the requirements of the questions and had sufficient knowledge of the subject matter from which the questions were set. Likewise, they applied French grammatical rules and principles to correctly answer the asked questions. Further analysis of their responses indicates that some of the candidates performed averagely and weakly. Such candidates lacked skills in using French Language grammatical rules. Other candidates in this category failed to understand the requirements of the questions; so they gave irrelevant responses.

6.0 RECOMMENDATIONS

According to the analysis of the candidates' item response, the following recommendations are made to improve future candidates' performance in French Language subject.

- (a) Teachers should put more effort in teaching the topic of *Talking about different experiences (present, past and future)*, *Talking about the causes and consequences of natural catastrophes* and *making an argument by using images, passages and photos*.

- (b) Teachers should guide students to read more books to increase their vocabulary to enable them to express themselves and write good essays.
- (c) Teachers should give students different texts and task them to read and write summaries out of them to improve their summary writing skills.

Appendix

The Candidates' Performance in Each Topic, ACSEE 2023

S/N	Topic	2023		
		Number of questions	Percentage of Candidates who Scored an average of 35 per cent or above	Remarks
1	Reported speech	1	97.00	Average
2	Making the public aware of certain calamities (e.g., HIV)/Making an argument (debate)	2	94.10	Good
3	Talking about the causes and consequences of natural catastrophes	2	91.67	Good
4	Analysis of Various Literary works	3	91.39	Good
5	Phonology	1	64.04	Good
6	Locating places	1	58.80	Average
7	Expressing wishes	1	57.70	Good
8	Talking about different experiences (past, present and future)	1	42.32	Good
9	Writing for various contemporary topics	2	38.28	Average
10	Translation	2	37.08	Average

