

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2018**

**123 FRENCH LANGUAGE**

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*Published by:*

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

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## FOREWORD

The Advanced Certificate of Secondary Education Examination (ACSEE) marks the end of two years of Advanced Secondary Education. This is a summative evaluation which, among other things, shows the effectiveness of education system in general and the educational delivery system in particular. Basically, the candidates' responses to the examination questions are a strong indicator of what the education system was able or unable to offer to the students in their two years of education.

The Candidates' Items Response Analysis Report (CIRA) in French language subject for the 2018 Advanced Certificate of Secondary Education Examination (ACSEE) has been prepared in order to provide feedback to teachers, parents, students, policy makers, school quality assurers and other education stakeholders, on the candidates' performance in this subject.

This report is intended to contribute to the understanding of the reasons behind the candidates' responses in French Language subject. The report highlights the factors which have contributed to both high and low scores. These factors include the ability and inability to identify the requirements of the questions, express their ideas clearly by using the French language, and use principles and rules related to the subject. The feedback provided will enable the education administrators, school managers, teachers, school quality assurers and students to identify proper measures to be taken in order to improve the teaching and learning in secondary schools. Consequently, this will improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general, that aim at improving future reports.

Finally, the Council would like to thank all those who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the analysis of the candidates' performance in the French Language for the Advanced Certificate of Secondary Education Examination (ACSEE) conducted in May, 2018. The Examination was set according to the 2010 syllabus and the 2015 examination format.

The French language examination had two papers, namely 123/1 French Language 1 and 123/2 French Language 2. The 123/1 French Language 1 paper was comprised of two sections with a total of 12 questions. Section A consisted of the topics of *Language Use* and *Translation*. *Language Use* had a total of 10 questions, with a total of 65 marks, while the *Translation* part had one question with a total of 15 marks. Section B had a comprehension question with a total of 20 marks. The 123/2 French Language paper 2 was on essay writing. The paper tested the candidates' ability to write and express their ideas appropriately and logically in French. This paper had five questions and the candidates were required to answer four questions with 25 marks each.

The analysis of the candidates' performance in each question is presented by indicating the requirements of each question, the expected responses to the questions, how the candidates responded and the explanations for the candidates' responses. Excerpts of responses extracted from the candidates' scripts have been presented in order to provide a general overview of how the candidates answered the questions in view of the requirement of each item.

The candidates' performance in this report is categorised into three groups which are good, average and poor. These are represented by different colours. If the performance ranges from 60 to 100 percent, it is considered good and is represented by green colour. The performance between 35 and 59 percent is considered average and is represented by yellow colour. Moreover, the performance from 0 to 34 percent is considered poor and is represented by red colour. The candidates' performance in each topic is summarised in the Appendix.

A total of 162 candidates sat for this examination in 2018, out of which 129 candidates (80.12%) passed the examination with the following grades: A - 0, B - 0, C - 15 candidates, D - 40 candidates, E - 52 candidates and S - 22 candidates. However, 32 candidates failed this examination by obtaining

grade F. This shows that the general performance of the candidates was good as 80.12% passed the examination. In addition, the rate of performance in this year has decreased by 4.28 percent as compared to the performance of 2017. In 2018, out of 162 candidates who sat for that examination, 129 candidates passed and 32 failed.

It is therefore expected that, this report will enable teachers to improve the teaching and learning of the French language in secondary schools in order to improve future candidates' performance in this subject.

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

### **2.1 Question 1: Indefinite Pronouns**

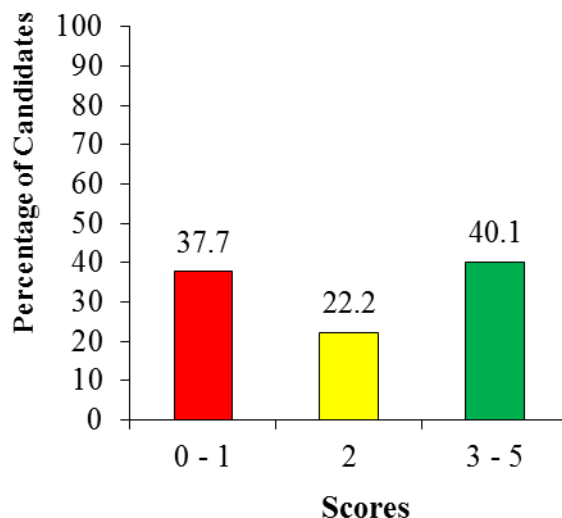
The question had five sentences containing blank spaces which the candidates were asked to fill by using the given indefinite pronouns. The pronouns were *aucun* (none/no one), *plusieurs* (several), *tout* (all) *chacun* (each one/ everyone) and *personne* (any one/no body).

**Question 1:** Complétez les phrases suivantes par: **aucun, plusieurs, tout, chacun, personne.**

- a) Au marché, le marchand m'a dit: "Madame, il me reste quelques ananas bien mûrs et délicieux. Je vous les fais à 2,000 sh." Je me suis laissée tenter mais, en fait, ..... étaient pourris.
- b) La philosophie de notre professeur Mtimkavu est simple: dans la vie, ..... doit faire ce qui lui plaît.
- c) Je n'ai rencontré ..... dans la rue, sans doute à cause du match de football à la télévision.
- d) Madame, le vétérinaire assure que ..... a été fait pour sauver votre vache.
- e) Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais ..... ne lui plaît.

The question was attempted by 100 percent of the candidates, out of which 40.1 percent scored from 3 - 5 marks, which is a good performance; 22.2 percent scored 2 marks, which is an average performance; and 37.7 percent scored from 0 - 1 mark, which is a poor performance. The general performance of the candidates in this question was good, since 62.3 percent

scored from 2 - 5 out of the 5 marks allotted to the question. This performance is summarized in Figure 1.



**Figure 1:** *The Candidates' Performance in Question 1.*

The candidates who performed well in this question were able to fill in the blank spaces with the correct indefinite pronouns. For example, in question 1 item (a), one candidate filled the blank space with the correct answer which was *...Je me suis laissée tenter mais, en fait, **plusieurs** étaient pourris* which means (I risked myself to take them but several were rotten). The candidates made use of the presence of the verb *étaient* (were in the plural form) to identify the correct answer.

In question 1 item (b), the candidates were also able to fill the blank space with the correct indefinite pronoun *chacun* due to the presence of the verb *doit* which indicates the third person singular in the present tense. The correct answer was *La philosophie de notre professeur Mtimkavu est simple: dans la vie, **chacun** doit faire ce qui lui plaît* which means (The philosophy of our teacher Mr. Mtimkavu is simple; in life **everyone** must do what pleases him).

Furthermore, in question 1 item (c), the candidates were able to write the correct answer because they knew that the sentence was in the negative form. Therefore, the correct answer was *Je n'ai rencontré personne dans la rue, sans doute à cause du match de football à la télévision* (I met **no one** on the street, probably because of the football match on the television).



Moreover, in question 1 item (d), the candidates managed to write the correct answer which was *Madame, le vétérinaire assure que tout a été fait pour sauver votre vache* (Madame, the veterinarian assures that all/everything (efforts) was done in order to save your cow). The candidates knew that *tout* replaces something which has been done...*a été fait*... The presence of the verb *avoir* in third person singular *a* served as an indicator.

Lastly, in question 1 item (e), the candidates were able to write the correct answer which was *Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais aucun ne lui plaît* (My mother offered 3 novels to my cousin Abdou for his birthday but **none** pleases him). This was due to the presence of the negative form ...*ne*... This indicates that the candidates understood the requirement of the question and knew the meaning and uses of the indefinite pronouns. Extract 1.1 shows a response of the candidate who answered the question correctly.

### Extract 1.1

a/	Au marché, le marchand m'a dit : "Madame, il ne reste quelques ananas bien murs et délicieux. Je vous les fais à 2,000 sh." Je me suis laissée tenter mais, en fait, <u>plusieurs</u> étaient pourris.
b/	La philosophie de notre professeur Mtimkavu est simple: dans la vie, <u>chacun</u> doit faire ce qui lui plaît.
c/	Je n'ai rencontré <u>personne</u> dans la rue, sans doute à cause du match de football à la télévision.
d/	Madame, le vétérinaire assure que <u>tout</u> a été fait pour sauver votre vache.
e/	Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais <u>aucun</u> ne lui plaît.

Extract 1.1 shows a response of the candidate who filled the blanks with the correct indefinite pronouns.

The candidates who scored averagely in this question had partial knowledge of the indefinite pronouns. That is why they were able to fill some blanks correctly but failed to fill others. For example, they were able to fill the blanks correctly in question 1 item (a) which was ...*Je me suis laissée tenter mais, en fait, **plusieurs** étaient pourris.*(...I risked myself to take them but several of them were rotten).

In question 1 item (b) the answer was *La philosophie de notre professeur Mtimkavu est simple: dans la vie, **chacun** doit faire ce qui lui plaît* which means (The philosophy of our teacher Mr. Mtimkavu is simple; in life everyone must do what pleases him).

In question 1 item (c), the answer was *Je n'ai rencontré **personne** dans la rue, sans doute à cause du match de football à la télévision* (I did not meet any one in the street, probably because of the football match on the television). However, they filled incorrect pronouns in question 1 item (d), by writing *Madame, le vétérinaire assure que **chacun** a été fait pour sauver votre vache* (Madame, the veterinarian assures that **each one** was done in order to save your cow) instead of the correct answer which was *Madame, le vétérinaire assure que **tout** a été fait pour sauver votre vache* (Madame, the veterinarian assures that **all** (efforts) were done in order to save your cow).

In question 1 item (e), the candidates failed to fill the correct indefinite pronoun as they wrote *Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais **tout** ne lui plaît* (My mother offered 3 novels to my cousin Abdou for his birthday but **all no** pleases him). Due to the presence of the negative form ... *ne*; the correct answer was supposed to be *Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais **aucun** ne lui plaît* (My mother offered 3 novels to my cousin Abdou for his birthday but none pleases him). The negative form ... *ne*... was an indicator that the correct answer was supposed to be ...*aucun*... in order to complete the negation ...*aucun ne*.... This suggests that the candidates did not have enough knowledge of indefinite pronouns. Extract 1.2 is a response by the candidate who wrote correct indefinite pronouns for items (a), (b) and (d), but wrote incorrect indefinite pronouns for items (c) and (e).

## Extract 1.2

01. a)	Au marché, le marchand m'a dit: Madame, il me reste quelques ananas bien <u>sa</u> mûrs et délicieux. Je vous les fais à 2,000 Sh. Je me suis laissée tenter mais, en fait, <u>plusieurs</u> étaient pourris.
b)	La philosophie de notre professeur Mfimbamu est simple: dans la vie Chacun doit faire ce qui lui plaît
c)	J'en ai rencontré <u>aucun</u> dans la rue, sans doute à cause du match de football à la télévision.
d)	Madame, le vétérinaire assure que <u>tout</u> a été fait pour sauver votre vache.
e)	Ma mère a offert trois romans à mon <u>ex</u> cousin Abdou pour son anniversaire mais <u>personne</u> ne lui plaît.

Extract 1.2 is a response by the candidate who wrote correct indefinite pronouns for items (a)-*plusieurs*, (b)-*chacun* and (d)-*tout*, but wrote incorrect indefinite pronouns in items (c)-*aucun* and (e)-*personne*.

Although most of the candidates had good and average performance in this question, others performed poorly. For example, in question 1 item (a), the candidates were not able to fill correctly the blank with the correct indefinite pronoun. They opted for **chacun** (each one/ everyone) instead of **plusieurs** (several). This indicates that they did not know how to use this pronoun.

In question 1 item (b), the candidates failed to fill in the blank space with the correct indefinite pronoun since they opted for **aucun** (none) instead of **chacun** (each one/ everyone). The random picking of the aforementioned indefinite pronouns shows that candidates lacked sufficient knowledge on its use. Also in question 1 item (c), the candidates filled in the blank space with

the incorrect indefinite pronoun *tout* (all) instead of *personne* (no one). In question 1 item (d), they filled the blank space with the incorrect pronoun *chacun* (each one/ everyone) instead of *tout* (all).

Lastly, in item (e), the candidates failed to fill the blank space with the correct indefinite pronoun which was *aucun* (none) because they opted for *chacun* (each one/ everyone) which was a wrong answer. The analysis indicates that the candidates did not understand the meaning of the sentence and the uses of the indefinite pronoun. Extract 1.3 is a response of the candidate who failed to fill in the blanks with the correct indefinite pronouns.

### Extract 1.3

1	(a)	Au marché, le marchand m'a dit: "Madame il me reste quelques ananas bien mûrs et délicieux. Je vous les fais à 2,000 Sh." Je me suis laissée tenter mais, en fait toutes étaient pourries.	
	(b)	La philosophie de notre professeur Mtimkavu est simple: dans la vie plusieurs doit faire ce qui lui plaît.	
	(c)	Je n'ai rencontré aucun dans la rue, sans doute à cause du match de football à la télévision.	
	(d)	Madame, le vétérinaire assure que chacun a été fait pour sauver votre vache.	
	(e)	Ma mère a offert trois romans à mon cousin Abdou pour son anniversaire mais personne ne lui plaît.	

Extract 1.3 is a response of the candidate who failed to fill in the blanks with the correct indefinite pronouns. The correct answers were (a)-*plusieurs*, (b)-*chacun*, (c)-*aucun* (d)-*tout*, and (e)-*personne*.

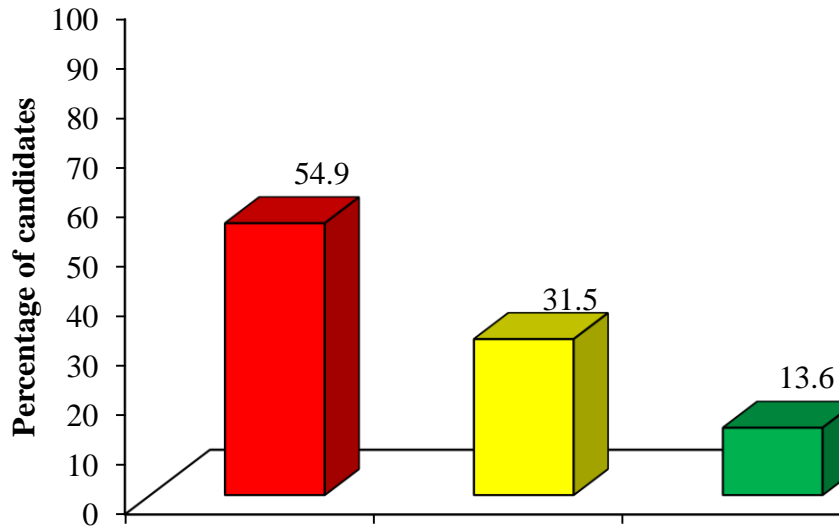
## 2.2 Question 2: Tense and Mood

This question consisted of eight sentences with verbs in the infinitive forms in the brackets and the candidates were required to change the verbs into correct tenses (present/ past tense) and mood (subjunctive).

**Question 2:** Mettez les verbes entre parenthèses à la forme correcte.

- a) Maintenant, la plupart des femmes ne font plus de couture, elles achètent du prêt-à-porter, mais au siècle dernier, elles (faire) elles-mêmes leurs vêtements.
- b) Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles (partir) en juillet.
- c) Quand il était enfant, Mzurikwao lisait beaucoup de contes; dimanche passé il en (lire) plusieurs à sa petite soeur qui a sept ans.
- d) Je n'ai pas pu vous appeler ce week-end parce que je (ne pas emporter) le bout de papier où je (noter) votre numéro de téléphone.
- e) Bien que notre professeur (vivre) depuis trente ans au bord de la mer, il ne mange jamais de sardines.
- f) Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous (changer) de poste. Nous commençons une nouvelle expérience: nous (diriger) le service export.
- g) Si vous suiviez les conseils du médecin, vous (aller) mieux dans deux jours, mademoiselle.
- h) C'est sûr madame, quand nous prendrons notre retraite, nous (s'installer) à Bagamoyo.

The question was attempted by 100 percent of the candidates, out of which 13.6 percent scored from 6 - 10 marks, which is a good performance; 31.5 percent scored 3.5 - 5.5 marks, which is an average performance; and 54.9 percent scored from 0 - 3 marks, which is a poor performance. The general performance of the candidates in this question was average, since 45.1 percent scored from 3.5 - 10 marks out of the 10 marks allotted to the question. This performance is summarised in Figure 2.



**Figure 2:** *The Candidates' Performance in Question 2.*

The analysis of candidates' response shows that there were candidates who performed poorly in this question. These candidates failed to change the verbs into appropriate tense and mood. They lacked sufficient knowledge on tense and mood. They failed to make use of expressions and indicators found in sentences to identify the correct answer. For example, in question 2(a), the candidates did not understand that the expression .... *Mais au siècle dernier* ..... ( ...but in the past century ... ) needed the verb to be in the habitual past. They wrote *Maintenant, la plupart des femmes ne font plus de couture, elles achètent du prêt-à-porter, mais au siècle dernier, elles **fairont** elles-mêmes leurs vêtements* (Nowadays, most of the women do not do tailoring to make clothes any more, they buy readymade clothes, but in the last century they will make their own clothes). These candidates changed the verb into future tense instead of past continuous tense. Other candidates changed the given verbs into other tenses, which were also not correct answers.

In question 2(b), for example, the candidates who scored zero were not able to notice that the action was done once and was not continuing. Therefore, they provided the incorrect answers as one of them wrote *Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles **partirons** en juillet* (Before, Asha and her cousin used to go for their holidays in December, but last year they will go in July instead of *sont parties*).

In question 2(c), the candidates who scored zero were not able to identify the expression .... *Dimanche passé* (Last Sunday) as an indicator for changing the verb into the simple past tense ..... *a lu* ... (read). Due to lack of skills and knowledge, these candidates provided wrong answers like *Quand il était enfant, Mzurikwao lisait beaucoup de contes; dimanche passé il en lirerait plusieurs à sa petite soeur qui a sept ans* (When he was child, Mzurikwao used to tell a lot of stories, last Sunday he (meaningless word) several stories to her young sister who is seven years old).

In question 2(d), the candidates who scored zero did not understand that in the sentence, one action took place before the other. That means, the verbs in 2(d)(i) and (ii) were supposed to be changed into past perfect tense but they were wrongly changed as in *Je n'ai pas pu vous appeler ce week-end parce que je ne pas **emporterai** le bout de papier où j'**avais noté** votre numéro de téléphone* ( I was not able to call you this weekend because I did not bring the piece of paper on which I had noted your telephone number).

In question 2(e), the candidates who scored zero did not understand the expression .... *Bien que* .... as an indicator for the subjective mood..... *vive* ..... and this was the source of the incorrect response *Bien que notre professeur **vivront** depuis trente ans au bord de la mer, il ne mange jamais de sardines* (Although, our teacher will live at sea shore for thirty years, he does not eat small fish). This shows that the candidates had poor knowledge of subjunctive mood, as a result they wrote incorrect responses.

Also, in question 2(f), the candidates failed to understand that the whole sentence was explaining events in the present, and that the verbs 2(f) (i) and (ii) were supposed to be in present tense .... *Dirigeons* ... and ...*changeons* ...For example, one of the candidates wrote *Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous **changerons** de poste. Nous commençons une nouvelle expérience: nous **dirigerons** le service export* (Our company is moving to a new area/building, my colleague and I are changing our positions, we start a new experience, we will head the export service department).

In question 2 (g), the candidates were given a sentence with two parts; the first part was in the past continuous tense and the second part contained a verb which was supposed to be in conditional present tense ..... *iriez* ..... For example one of the candidates wrote *Si vous suiviez les conseils du*

médecin, vous **allez** mieux dans deux jours, mademoiselle (If you would follow the doctors' advice, you go fine in two days). They did not understand how to change the verb into conditional present tense.

Question 2(h), like question 2 (g), was about tense agreement. The introductory part of the sentence was in simple future tense and the second part of the sentence was supposed to be in simple future tense. The candidates who scored zero in this question lacked the knowledge of tense agreement. Some candidates wrote *C'est sûr madame, quand nous prendrons notre retraite, nous s'installons à Bagamoyo* (It is sure madam, when we will retire, we go to live in Bagamoyo) which was not correct. The analysis shows that these candidates lacked skills on tense and mood. Extract 2.1 is a sample of a response by the candidate who failed to put the verbs into correct tense and mood.

### Extract 2.1

2.	a) Maintenant, la plupart des femmes ne font plus de couture, elles achètent du Prêt-à-porter, mais au siècle dernier, elles faisaient elles-mêmes leurs vêtements.
	b) Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles partiront en juillet.
	c) Quand il était enfant, Neurikwao lisait beaucoup de contes dimanche parce il en <u>lisait</u> <del>plusi</del> <u>lisait</u> plusieurs à sa petite sœur qui a sept ans.
	d) Je n'ai pas pu vous appeler ce week-end parce que je <u>ne pas emporterais</u> le bout de papier où je <u>noterais</u> votre numéro de téléphone.
	e) Bien que notre professeur vivrait depuis
	- trente ans au bord de la mer, il ne mange jamais de sardines
	f) Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous <u>changeront</u> de poste. Nous commençons une nouvelle expérience. Nous <u>dirigerons</u> le service export
	g) si vous suivez les conseils du médecin vous <u>allez</u> mieux dans deux jours, mademoiselle.
	h) C'est sûr madame, quand nous prendront notre retraite, nous <u>s'installons</u> à Bagamoyo.

Extract 2.1 is a sample of a response by the candidate who failed to put the verbs into correct tenses and mood.



The candidates who scored average marks in this question had some knowledge on the topic of tense and mood. They were able to answer correctly some items of the question depending on the verbs which they mastered well. For example, they wrote a correct answer in question 2 item (a), *Maintenant, la plupart des femmes ne font plus de couture, elles achètent du prêt-à-porter, mais au siècle dernier, elles **faisaient** elles-mêmes leurs vêtements* (Nowadays, most of the women do not do tailoring (to make clothes) any more, they buy readymade clothes, but in the last century they used to make their own clothes).

In item 2(b), they also wrote the correct response which was *Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles **sont parties** en juillet* (Before, Asha and her cousins were going for their holiday in december, but last year they went in July).

In item 2(c), the candidates wrote the correct answer *Quand il était enfant, Mzurikwao lisait beaucoup de contes; dimanche passé il en **a lu** plusieurs à sa petite sœur qui a sept ans* (When he was young, Mzurikwao read a lot of stories, last Sunday he read several to his young sister who is seven years old).

Another item which they answered correctly was 2(f) of which the correct answer was *Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous **changeons** de poste. Nous commençons une nouvelle expérience: nous **dirigeons** le service export* (Our interprise moves to a new area/building, my colleague and I change our position/job. We start a new experience: we are heading the export service department). For the remaining part of the question, the candidates failed to provide the correct answer. Extract 2.2 is a sample of a response by the candidate who put the verbs into correct tenses in items (a), (b), (c), and (f), but failed to do so in items (d), (e), (g) and (h).

### Extract 2.2

2.	a) Mais au siècle dernier, elles <u>faisaient</u> elles-mêmes	
	b) Elles <u>sont parties</u> en juillet	
	c) Il <u>en a eu</u> plusieurs à sa petite sœur qui a sept ans	
	d) Je <u>n'avais pas emportées</u> le bout de papier où j' <u>avait notés</u> votre numéro de téléphone	
	e) Bien que notre professeur <u>vit</u> depuis trente ans au bord de la mer,	
	f) Nous <u>changeons</u> de poste, nous <u>dirigeons</u> le service export.	
	g) Vous <u>irez</u> mieux dans deux jours	
	h) Nous nous <u>installons</u> à Bagamoyo	

Extract 2.2 is a sample of a response by the candidate who put the verbs in correct tenses in items (a), (b), (c) and (f), but failed to do so in items (d), (e), (g) and (h).

Further analysis shows that, the candidates who scored high marks in this question were able to identify different expressions and used them as indicators to change the verbs into correct tense and mood. For example, in question 2(a), the candidates understood the meaning of the sentence and knew that the verb needed to be transformed into habitual past. Based on this indicator, the candidates wrote the correct answer which was *Maintenant, la plupart des femmes ne font plus de couture, elles achètent du prêt-à-porter, mais au siècle dernier, elles **faisaient** elles-mêmes leurs vêtements* (Nowadays, most of the women do not do tailoring (to make clothes) any more, they buy readymade clothes, but in the last century they were making clothes themselves).

For question 2(b), the candidates were able to put the verb into simple past tense because there was an adverb *l'an dernier* (last year) which served as an indicator. The correct answer was *Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles **sont parties** en juillet*

(Before, Asha and her cousins used to go for their holiday in December, but last year they went in July).

Also in question 2(c), they were able to identify the expression ..... *demanche passé...* (last Sunday) which served as an indicator in changing the verb into simple past tense *Quand il était enfant, Mzurikwao lisait beaucoup de contes; dimanche passé il en a lu plusieurs à sa petite sœur qui a sept ans* (When he was young, Mzurikwao used to read a lot of stories, last Sunday he read several to his young sister who is seven years old).

In question 2(d) (i) and (ii) the candidates were able to notice that one action took place before the other, which means that the verb was supposed to be changed into past perfect tense *Je n'ai pas pu vous appeler ce week-end parce que je n'avais pas emporté le bout de papier où j'avais noté votre numéro de téléphone* (I was not able to call you this weekend because I did not take the piece of paper on which I had written your telephone number).

Furthermore, in question 2(e), the candidates noticed that the presence of the expression ...*bien que*..... requires the verb to be changed into subjective mood. Thus, the candidates who got it right wrote the correct answer *Bien que notre professeur vive depuis trente ans au bord de la mer, il ne mange jamais de sardines* (Even though, our teacher lives at the sea shore for years, he never eats sardine).

Also in question 2(f), the candidates were able to put the verb into present tense. They noticed that the whole sentence was explaining about the events that were in the present. Therefore, they knew that the verb was to be changed into present tense which was *Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous changeons de poste. Nous commençons une nouvelle expérience: nous dirigeons le service export* (Our enterprise moves to a new area/building, my colleague and I, we change our position/job. We start a new experience; we are heading the export service department).

In question 2(g), the candidates who scored high marks had good knowledge of tense agreement. The introductory sentence was in the past continuous tense and the last sentence was supposed to be in the conditional present, *Si vous suiviez les conseils du médecin, vous iriez mieux dans deux jours,*

*mademoiselle* ( If you followed the doctors' advice, you would be fine in two days). Therefore, these candidates understood well how to change the verb into conditional present.

Also question 2(h), like question 2 item (g), was about tense agreement. The first part of the sentence was in simple future and the second part of the sentence was supposed to be in simple future. The correct answer was *C'est sûr madame, quand nous prendrons notre retraite, nous nous installerons à Bagamoyo* (It is sure Madam, when we retire, we will go to live in Bagamoyo). The candidates who performed well in this item had good knowledge of conditional sentence type one. This shows that the candidates had adequate knowledge and basic principles governing the use of tenses and moods in the French language. Extract 2.3 shows a sample of the response of the candidate who performed well in this question.

### Extract 2.3

2(a)	Maintenant, la plupart des femmes ne font pas plus de couture, elles achètent du prêt-à-porter mais au siècle dernier, elles faisaient elles-mêmes leurs vêtements.
(b)	Avant, Asha et ses cousines prenaient leurs vacances au mois de décembre, mais l'an dernier, elles sont parties en juillet.
(c)	Quand il était enfant, Munitwao lui avait beaucoup de contes; dimanche passé il en a lus plusieurs à sa petite sœur qui a sept ans.
(d)	Je n'ai pas pu vous appeler ce week-end parce que je n'avais pas emporté le bout de papier où j'avais noté notre numéro de téléphone.
(e)	Bien que notre professeur vive depuis trente ans au bord de la mer, il ne mange jamais de sardines.
(f)	Notre entreprise déménage dans de nouveaux locaux. Ma collègue et moi, nous chargeons de poste. Nous commencerons une nouvelle expérience; nous dirigeons le service export.
(g)	Si vous suivez les conseils du médecin, vous iriez mieux dans deux jours, Mademoiselle.
(h)	C'est sûr madame, quand nous prendrons notre retraite, nous nous installerons à Bagamoyo.

Extract 2.3 is the sample of a response of the candidate who changed the verbs into correct tense and mood.

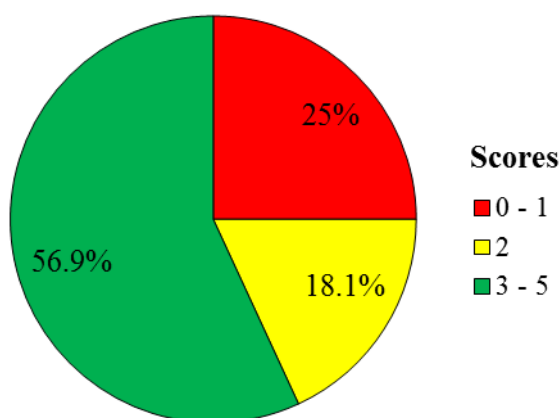
### 2.3 Question 3: Expression of Cause

In this question, the candidates were supposed to fill in the blanks with the correct expressions of cause which were *puisque* (because - to explain the known cause), *grâce à* (because of-positive reason), *parce que* (because of) and *à cause de/d'* (because of -negative reason). The question was:

**Question 3:** Complétez les phrases suivantes par: **puisque, grâce à, parce que, à cause de.**

- (a) -L'appareil photo est cassé. Ce n'est pas ma faute! C'est ..... elle!  
Avec toi, c'est toujours ..... quelqu'un d'autre! Tu ne fais jamais de bêtises, toi?
- (b) - Allô? Lulu, ne m'attends pas pour dîner ..... je vais rentrer tard. - Bon, eh bien, ..... tu ne rentras pas tout de suite, j'ai le temps de préparer des gâteaux.
- (c) J'avais peur de me perdre sur les petites routes de campagne mais .....  
Juma, j'ai trouvé la maison de mes amis rapidement.

The question was attempted by 100 percent of the candidates, out of which 56.9 percent scored from 3 - 5 marks, which is a good performance; 18.1 percent scored 2 marks, which is an average performance; and 25 percent scored from 0 - 1 mark, which is a poor performance. The general performance in this question was good, since 75 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. This performance is summarised in Figure 3.



**Figure 3:** The Candidates' Performance in Question 3.

The candidates who performed well in this question were able to fill in the blank spaces with the correct expression. For example, in question 3 item (a)(i), the candidates supplied the correct expression which was *-L'appareil*

*photo est cassé. Ce n'est pas ma faute! C'est à cause d'elle!* (The camera is broken. It is not my fault! It is because of her! (because of –negative reason/effect). The phrase *Ce n'est pas ma faute!* was a good indicator. In question 3 item (a)(ii), the candidates were able to fill in the blank correctly by using the expression *à cause de* (because of – negative reason) as in *Avec toi, c'est toujours à cause de quelqu'un d'autre! Tu ne fais jamais de bêtises, toi?* (With you, always it is because of someone else! Don't you make mistakes, you?). They identified the correct answer because there was an indicator which shows the negative effect which was ...*quelqu'un d'autre*...

In question 3 item (b) (i), the candidates were able to fill in the blank space with the correct expression of cause *parceque* (because) - *Allô? Lulu, ne m'attends pas pour dîner parceque je vais rentrer tard* (Lulu, do not wait for me for dinner because I will come back late). These candidates identified the correct answer because the sentence needed a reason. *Lulu, ne m'attends pas pour dîner* (Lulu, do not wait for me for dinner (why)). In question 3 item (b) (ii), the candidates opted for the expression *puisque* due to the fact that they were able to identify the cause/ effect relationship given in item (b)(i) - *Bon, eh bien, puisque tu ne rentreras pas tout de suite, j'ai le temps de préparer des gâteaux* (Well, since you will come back late, I have time to prepare some snacks/bites).

Also in item (c), the candidates were able to write the correct answer which was - *J'avais peur de me perdre sur les petites routes de campagne mais grâce à Juma, j'ai trouvé la maison de mes amis rapidement* (I was afraid to get lost on the street in the village but thanks to Juma, I found my friend's house quickly). These candidates knew that *grâce à* is used to express something which has a positive effect/reason. Extract 3.1 shows the sample of a response of the candidate who responded to this question correctly.

### Extract 3.1

3. Je complétez les phrases suivantes par : Puisque, grâce à, parce que, à cause de.
a) L'appareil photo est cassé. Ce n'est pas ma faute! C'est <u>à cause d'elle!</u>
- Avec toi, c'est toujours <u>à cause de</u> quelqu'un d'autre! Tu ne fais jamais de bêtises, toi!
b) Allô? Lulu, ne m'attends pas pour dîner <u>parce que</u> je vais rentrer tard.
- Bon, eh bien <u>puisque</u> tu ne vas rentrer pas tout de suite, j'ai le temps de préparer des gâteaux
c) J'avais peur de me perdre sur les petites routes de campagne mais <u>grâce à</u> Juma, j'ai trouvé la maison de mes amis rapidement

Extract 3.1 is the sample of a response of the candidate who filled in the blank spaces with the correct expressions of cause.

Furthermore, there were candidates who performed averagely in this question. These candidates had some ideas on the expressions of cause. They were able to fill in some blanks with correct expressions but failed to fill others with correct expressions. For example, the candidates were able to fill in the blanks correctly in item (a)(i) *L'appareil photo est cassé. Ce n'est pas ma faute! C'est à cause d'elle!* (The camera is broken. This is not my mistake! It is because of her! In question 3 (a)(ii), the correct answer was *Avec toi, c'est toujours à cause de quelqu'un d'autre! Tu ne fais jamais de bêtises, toi?* (With you, always it is because of someone else! Don't you make mistakes, you?).

In item (b)(i), the correct answer was *parce que* as in *-Allô? Lulu, ne m'attends pas pour dîner parce que je vais rentrer tard* (Lulu do not wait for me for dinner because I will come back late). In question 3 item (b)(ii), the correct answer was *puisque* as in *- Bon, eh bien, puisque tu ne rentras pas*



tout de suite, j'ai le temps de préparer des gâteaux (Well, since you will not come back soon, I have time to prepare some snacks/bites), but the candidates provided wrong answers. For example one of the candidates wrote in items (b)(i) *puisque* instead of *parceque* and in question 3 item (b)(ii) the candidate wrote *parceque* instead of *puisque*. This indicates that the candidate could not distinguish the uses of the two expressions.

In item (c), the correct answer was *grace à*. But the candidates failed to answer it correctly as they randomly picked other expressions such as *parceque* which was wrong answer. This shows that they lacked knowledge of the expressions of cause. Extract 3.2 is the sample of a response of the candidate who was able to fill in blank spaces in 3(a) but failed to do so in 3(b) and 3(c).

### Extract 3.2

3(a) L'appareil photo est cause. Ce n'est ma faute! (c'est à cause d' elle! Avec toi, c'est toujours <del>à cause de</del> quelqu'un d'autre! tu ne fais jamais de bêtises, et toi?	
(b) Allô! huh, ne m'attends pas pour dîner <u>puisque</u> je vais rentrer retard. - bon, eh bien, <u>parce que</u> tu ne rentres pas tout de suite, j'ai le temps de préparer des gâteaux.	
(c) J'avais peur de me perdre sur les petites routes de campagne mais <u>parce que</u> juma j'ai trouvé la maison de mes amis rapidement.	

Extract 3.2 is the sample of a response of the candidate who got right in question 3 (a) but failed in 3(b) and 3(c). The correct answer for items (b)- *parce que/puisque* and (c)- *grace à*.

There were also candidates who performed poorly in this question. For example, in question 3 item (a)(i), the candidates were not able to fill in the blank space with the correct expression. They filled in the blank space with the expression *parceque* instead of *à cause de*. For example, one of the candidates wrote *L'appareil photo est cassé. Ce n'est pas ma faute! C'est parceque elle!* (The camera is broken. This is not my mistake! It is because her!). In item (a)(ii), the candidates were not able to fill in the blank space with the correct expression *à cause de*, instead they filled it with the expression *parceque* as in *Avec toi, c'est toujours parceque quelqu'un d'autre! Tu ne fais jamais de bêtises, toi?* (With you, it is always because someone else! Don't you make mistakes, you!). This indicates that the candidates had no enough knowledge on expressions of cause/effect relationship.

In item (b)(i), the candidates were not able to fill in the blank spaces with the correct expression. For instance, some candidates picked *puisque* which was wrong instead of *parceque* as in - *Allô? Lulu, ne m'attends pas pour dîner parceque je vais rentrer tard* (Lulu do not wait for me for diner because I will come back late). This shows that they had no knowledge of this expression and that is why they picked it randomly. In question 3, item (b) (ii), the candidates also picked randomly the wrong expression *parce que* instead of *puisque* as in- *Bon, eh bien, puisque tu ne rentreras pas tout de suite, j'ai le temps de préparer des gâteaux* (Well, since you will come back late, I have time to prepare some snacks/bites).

In question 3(c), the candidates failed to fill the blank space with the appropriate expressions. They filled in the blank space with *à cause de* instead of *grâce à* and this turned the sentence ungrammatical - *J'avais peur de me perdre sur les petites routes de campagne mais à cause de Juma, j'ai trouvé la maison de mes amis rapidement* (I was afraid to get lost in the street in the village but because of Juma, I found my friends' house quickly). This shows that they had poor knowledge on the expressions of cause. Extract 3.3 is the sample of a response of the candidate who failed to fill in the blanks with appropriate expressions of cause.

### Extract 3.3

(a)	L'appareil photo est cassé c'est pas ma faute! C'est parce que elle!
	Avec toi, c'est toujours puisque quel que un d'autre! Tu ne fais jamais de bêtises toi?
(b)	Allo?, Lulu, ne m'attends pas pour dîner puisque je vais rentrer tard.
	-Bon, eh bien grâce à tu ne rentreras pas tout de suite, j'ai le temps de préparer des gâteaux
(c)	J'avais peur de me perdre sur les petites routes de campagne mais parce que juma j'ai trouvé la maison de mes amis rapidement.

Extract 3.3 is the sample of a response of the candidate who failed to fill in the blanks with appropriate expressions of cause. The correct answers were (a) *à cause d' / à cause de*, (b) *parce que/puisque* and (c)- *grâce à*.

### 2.4 Question 4: Gerund

This question had five sentences in the imperfect tense and the candidates were required to transform them into gerund form.

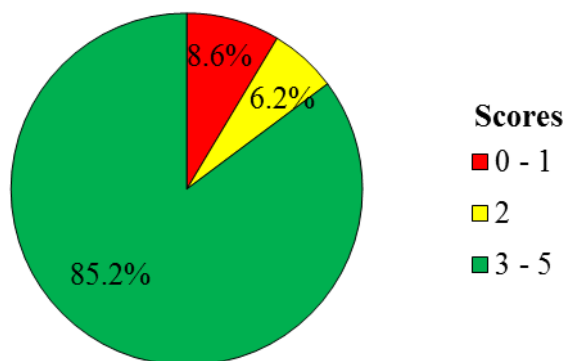
**Question 4:** Transformez les phrases suivantes comme dans l'exemple.

**Exemple:** Hier, Jumbe a provoqué un accident parce qu'il a freiné trop tard.

Hier, Jumbe a provoqué un accident **en freinant** trop tard.

- Ma mère n'a pas osé sonner hier soir parce qu'elle pensait que vous dormiez.
- Ils ont préféré rester chez eux parce qu'ils savaient qu'il y avait un bon film à la télévision.
- Massawe a répondu à toutes nos questions parce qu'il connaissait très bien Arusha.
- Hier soir, je n'ai pas mis de pull pour sortir parce que je pensais qu'il allait faire beau.
- Ma sœur a sensiblement maigri parce qu'elle a supprimé les gâteaux dans son plat.

The question was attempted by 100 percent of the candidates, out of which 85.2 percent scored from 3 - 5 marks, which is a good performance; 6.2 percent scored 2 marks, which is an average performance; and 8.6 percent scored from 0 - 1 mark, which is a poor performance. Generally, the performance of the candidates in this question was good, since 91.4 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. The performance is summarised in Figure 4.



**Figure 4:** *The Candidates' Performance in Question 4.*

In French language, the gerund is formed by changing the verb in the present participle tense with the preposition *en*. There are various procedures for changing the verb into gerund form. Firstly, for changing the verb into its gerund form, the ending of the verb in the 1<sup>st</sup> person plural of the present tense *-ons* is removed and the present participle ending *-ant* is suffixed to the stem. Then, the preposition *en* is combined with the present participle to form the gerund form as shown in Table 1.

**Table 1**

Present tense: 1 <sup>st</sup> Person Plural	Stems	Endings for gerund	Participle present	Gerund
Nous Pensons	Pens	-ant	pensant	en pensant
Noun Savons	Sach (exceptional)	-ant	sachant	en sachant
Nous Connaissons	Connaiss	-ant	connaissant	en connaissant

Nous pensons	Pens	-ant	pensant	en pensant
Nous Supprimons	Supprim	-ant	supprimant	en supprimant

The analysis of candidates' performance reveals that the candidates who scored high marks in this question used the knowledge above and were able to transform the sentences by changing the verbs into the gerund form. This was an indicator that they understood the requirements of the question and had sufficient knowledge about the procedures governing the transformation of verbs into gerund form. For example in question 4 item (a), the candidates wrote the correct answer which was *Ma mère n'a pas osé sonner hier soir **en pensant** que vous dormiez* (Yesterday, my mother did not dare to knock by thinking that you were asleep). These candidates knew that the correct form of the verb *penser* in the 1<sup>st</sup> person plural (nous) of the present indicative tense is *nous pensons* on which all the transformation processes are applied. Not only that but also the candidates had knowledge on how to change verbs into gerund form by adding the preposition *en*.

In item (b), they were able to transform the exceptional verb *savoir* into gerund. The present indicative tense of the verb *savoir* is *savons* in the 1<sup>st</sup> person plural. These candidates were able to notice that this verb was exceptional and the stem is *sach* and not *sav*. Therefore, they wrote the correct answer which was *Ils ont préféré rester chez eux **en sachant** qu'il y avait un bon film à la télévision* (They preferred to stay at home knowing that there was a good film on the television).

Also in item (c), the candidates were able to transform a sentence into gerund form, they wrote the correct answer which was *Massawe a répondu à toutes nos questions **en connaissant** très bien Arusha* (Massawe answered all our questions because he knew Arusha well).

Furthermore, in item (d), the candidates were able to transform sentences by changing verbs into gerund form as in *Hier soir, je n'ai pas mis de pull pour sortir **en pensant** qu'il allait faire beau* (Yesterday evening, I did not put on my jacket when I was going out by thinking that the weather would be fine). Lastly, in item (e), the candidates changed the verb into gerund form correctly *Ma sœur a sensiblement maigri **en supprimant** les gâteaux dans son plat* (My sister has significantly lost weight because she decided to exclude bread in her meal). This indicates that these candidates had enough knowledge on

gerund. Extract 4.1 is the sample of a response of the candidate who was able to change the verbs into gerund forms.

#### Extract 4.1

a) Ma mère n'a pas osé sonner hier soir <u>en pensant</u> que vous dormiez	
b) Ils ont préféré rester chez eux <u>en sachant</u> qu'il y avait un bon film à la télévision	
c) Massawa a répondu à toutes nos questions <u>en connaissant</u> très bien Arusha	
d) Hier soir, je n'ai pas mis de pull pour sortir <u>en pensant</u> qu'il allait faire beau.	
e) Ma sœur a sensiblement maigri <u>en supprimant</u> les gâteaux dans son plat	

Extract 4.1 is the sample of a response of the candidate who was able to change the verbs into gerund forms.

On the other hand, there were other candidates who performed averagely in this question. They had some knowledge on gerund forms which enabled them to transform some sentences by changing verbs into gerund form correctly but failed in others. For example, they were able to change verbs into gerund form in item (a) which was *Ma mère n'a pas osé sonner hier soir **en pensant** que vous dormiez* (Yesterday, my mother did not dare to knock by thinking that you were asleep).

In item (b), the candidates wrote the correct answer which was *Ils ont préféré rester chez eux **en sachant** qu'il y avait un bon film à la télévision* (They preferred to stay at home by knowing that there was a good film on the television). In item (e), the candidates also answered correctly as in *Ma sœur a sensiblement maigri **en supprimant** les gâteaux dans son plat* (My sister has significantly lost weight because she decided to exclude bread in her meal).

Some of the candidates transformed the sentence in question 4(c) incorrectly. For example, one of them wrote *Massawe a répondu à toutes nos questions parce que en connaissait très bien Arusha* instead of *Massawe a répondu à toutes nos questions en connaissant très bien Arusha* (Massawe answered all our questions because he knew Arusha well). This candidate had an idea about gerund but failed to write the correct form of the verb. Furthermore, the candidate did not realize that the conjunction *parce que* was supposed to be omitted.

In question 4 (d), the verb *a supprimé* was supposed to be changed into gerund form but it was left unchanged. For instance, one of candidates wrote *Ma sœur a sensiblement maigri parce qu'elle ayant supprimé les gâteaux dans son plat*. This indicates that the candidates did not master well the topic on gerunds. Extract 4.2 is the sample of a response of the candidate who was able to write correct answers in items (c) and (e) but wrote incorrect answers in items (a), (b) and (d).

#### Extract 4.2

4	a) Ma mère n'a pas osé sonner hier soir parce qu'elle pensait que vous dormiez.	
	→ Ma mère n'a pas osé sonner hier soir en pensait nte que vous dormiez.	
	b) Ils ont préféré rester chez eux en <u>savaient</u>	
	c) Massawe a répondu à toutes nos questions en <u>connaissant</u>	
	d) Hier soir, je n'ai pas mis de pull pour sortir en pensaient	
	e) Ma sœur a sensiblement maigri en <u>supprimant</u>	

Extract 4.2 is the sample of a response of the candidate who wrote correct answers in items (c) and (e) but wrote incorrect answers in items (a), (b) and (d).

Some candidates performed poorly in this question. For example, in item (a), the candidates failed to transform a sentence into gerund correctly. One of the candidates wrote *Ma mère n'a pas osé sonner hier soir **en pensaint** que vous dormiez* instead of ***en pensant***. This shows that the candidate had an idea of gerund but lacked mastery of the concept. This indicates that they did not know how to form gerund by omitting nouns, pronouns, conjunctions and the insertion of the preposition *en* before changing the verb into gerund.

In question 4(b), the candidates failed to write the correct answer as they wrote *Ils ont préféré rester chez eux **en savant** qu'il y avait un bon film à la télévision* instead of the correct answer ***en sachant***. This indicates that these candidates knew the procedures for changing verbs into gerund, but they did not know that the verb *savoir* was exceptional.

In question 4(c), the candidates failed to transform a sentence correctly. The correct answer was *Massawe a répondu à toutes nos questions **en connaissant** très bien Arusha* but some of the candidates wrote ***en connaissait*** which was wrong. This shows that the candidates had an idea of gerund but they lacked mastery of it.

Moreover, in question 4 item (d), the candidates gave a wrong answer. For example, one of the candidates wrote a wrong answer *Hier soir, je n'ai pas mis de pull pour sortir **en je pensais** qu'il allait faire beau* instead of the correct answer *Hier soir, je n'ai pas mis de pull pour sortir **en pensant** qu'il allait faire beau*. This indicates that the candidates lacked sufficient knowledge on the topic.

Lastly, in question 4 item (e), the candidate also transformed wrongly the sentence *Ma sœur a sensiblement maigri en ayant supprimait les gateaux*. This indicates that these candidates did not have enough knowledge on the topic of gerund. Extract 4.3 is the sample of a response of the candidate who failed to change the sentences into gerund form.



### Extract 4.3

4	a) Ma mère n'a pas osé sonner hier en pensant que vous dormiez	
	b) Ils ont préféré rester chez eux en sachant qu'il y avait un bon film à la télévision.	
	c) Masawe a répondu à toutes nous en connaissant très bien Anushe.	
	d) Hier soir, je n'ai pas mis de pull pour sortir en je pensais qu'il allait faire beau.	
	e) Ma sœur a sensiblement maigri en ayant supprimé les gâteaux dans son plat.	

Extract 4.3 is the sample of a response of the candidate who failed to change the sentences into gerund form.

### 2.5 Question 5: Active and Passive Voice

In this question, the candidates were given five sentences which they were instructed to transform from active to passive voice.

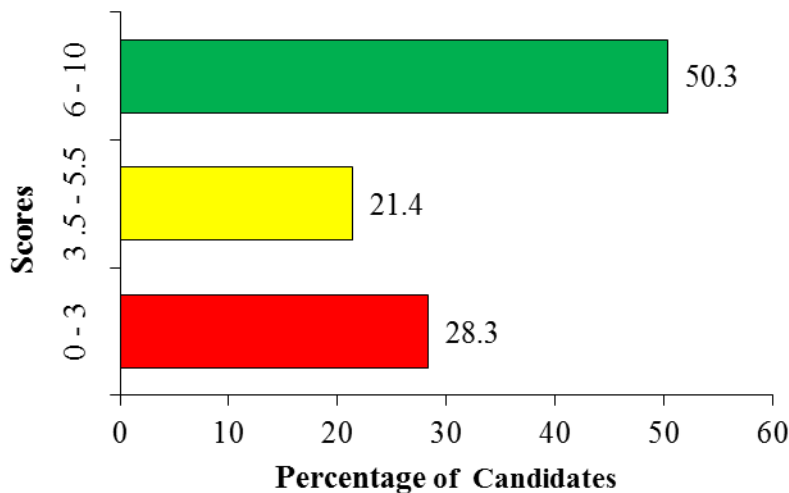
**Question 5:** Réécrivez les phrases suivantes comme dans l'exemple.

**Exemple:** Notre père organisera des activités diverses.

Des activités diverses seront organisées par notre père.

- Des étudiants de Dar es Salaam ont organisé une vente de peinture au profit de la lutte contre le sida.
- Les enseignants sensibilisent les lycéens aux questions économiques de leur pays.
- Nos professeurs accompagneront les étudiantes de cinquième année de Zanaki à l'aéroport.
- Des responsabilités professionnelles retiennent les femmes actives de notre région.
- Les habitants de cet immeuble vont rédiger une pétition pour protester contre le mauvais entretien de l'escalier.

The question was attempted by 100 percent of the candidates, out of which 50.3 percent scored from 6 - 10 marks, which is a good performance; 21.4 percent scored from 3.5 - 5.5 marks, which is an average performance; 28.3 percent scored from 0 - 3 marks, which is a poor performance. It was noted that the candidates' performance in this question was good, since 71.7 percent scored from 3.5 - 10 marks out of the 10 marks allotted to the question. This performance is summarised in Figure 5.



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

In the French language, a sentence in active voice consists of the subject as the doer of the action, the verb and the object complement. In the process of changing the active voice sentence into the passive voice sentences there are procedures that are to be followed as shown below.

1. The object of an active voice sentence becomes the subject of a passive voice sentence.
2. Auxiliary verb *être* is inserted. The tense of the auxiliary verb changes according to the tense of the verb given in the active voice sentence that is to say if the verb was in the present, the auxiliary verb *être* is changed to the present.
3. The main verb of the active voice sentence is changed to the past participle.
4. The past participle of the main verb must agree with the subject (masculine/feminine, singular/plural of the passive voice sentence.)
5. The subject of the active voice sentence becomes the object of a 'by phrase'.

The candidates' item response analysis shows that the candidates who scored high marks in this question were familiar with the rules and procedures governing the transformation of active sentences into passive ones. These candidates knew that the subject and its modifier should agree with the past participle in person, gender and number. This agreement is marked by an *-e* suffixed to the past participle of the main verb if the noun is feminine singular, by *-es* if the noun is feminine plural and *-s* suffixed to the past participle if the subject is a masculine plural noun.

The candidates who got right question 5(a) noticed that the verb of the active voice sentence was in the past tense and that the auxiliary verb *être* was to be changed into past tense, and then the past participle was added. The correct answer for this item was *Une vente de peinture a été organisée par des étudiants de Dar es Salaam* (The paint sales event was organized by the students of Dar es Salaam). In question 5(b), the candidates were able to write the correct answer which was *Les lycéens sont sensibilisés par les enseignants aux questions économiques de leur pays* (A-level students are sensitised by teachers about economic issues of their country). They were able to put an agreement to the past participle *sensibilisés* by adding (s) to show that the subject was in masculine plural form.

In question 5(c), the candidates wrote the correct answer which was *Les étudiantes de cinquième année de Zanaki seront accompagnées à l'aéroport par nos professeurs* (Form five students at Zanaki will be accompanied to the airport by our teachers). They correctly marked the grammatical concord on the past participle *seront accompagnées* by adding an *-es* to show that the subject was the feminine plural noun. They also wrote the correct answer in item (d) which was *Les femmes actives de notre région sont retenues par des responsabilités professionnelle* (Active women of our region are heldback by professional responsibilities).

Lastly, the candidates wrote the correct answer in question 5 item (e), which was *Une petition pour protester contre le mauvais entretien de l'escalier va être redigée par les habitants de cet immeuble* ( An appeal to protest against poor maintenance of stairs will be written by residents of that building). This suggests that the candidates had enough knowledge on the passive and active voice. Extract 5.1 is the sample of a response of the candidate who answered correctly this question.

### Extract 5.1

5 a.	Une vente de peinture a été organisée par des étudiants de Dar es Salaam - au profit de la lutte contre le sida.
5 b.	Les lycéens sont sensibilisés par les enseignants aux questions économiques de leur pays.
5 c.	Les étudiantes de cinquième année de Zanaki seront accompagnées par nos professeurs à l'aéroport.
5 d.	Les femmes actives de notre région sont retenues par des responsabilités professionnelles.
5 e.	Une pétition va être rédigée par les habitants de cet immeuble - pour protester contre le mauvais entretien de l'escalier.

Extract 5.1 is the sample of a response of the candidate who was able to write the correct answers in this question.

Apart from the candidates who performed well in this question, the analysis shows that there were candidates who performed averagely. These candidates had partial knowledge on the passive and active voice. That is why they were able to rewrite some of the sentences correctly but failed to rewrite others correctly. For example, some of the candidates were able to rewrite correctly 5(c), *Les étudiantes de cinquième année de Zanaki seront accompagnées à l'aéroport par nos professeurs* and 5(e), *Une pétition pour protester contre le mauvais entretien de l'escalier va être rédigée par les habitants de cet immeuble*. They were able to put an agreement to the past participle of the verb. However, in question 5(a), some of the candidates wrote *Une vente de peinture a été organisé par des étudiants de Dar es salaam au profit de la lutte contre le sida*. These candidates failed to put *-e* to the past participle of the verb to indicate that the subject was a singular feminine noun.

Moreover, in question 5(b), some candidates wrote incorrect sentences due to lack of knowledge on passive and active voice. For example, one of them wrote *Les Lycéens sont sensibilisée aux question économiques de leur pays* and thus missing out both the masculine and plural markers on the past

participle which was supposed to be *sensibilisés*. Extract 5.2 is the sample of a response by the candidate who performed averagely in this question.

### Extract 5.2

5.	a) Une vente de peinture a été organisé par
	des étudiants de Dar es salaam au profit
	de la lutte contre le sida.
	b) Les Lycéens sont sensibilisées au x
	questions économiques de leur pays par
	les enseignants.
	c) Les étudiantes de cinquième année de
	Zanaki seront accompagnées par nos
	professeurs à l'aéroport.
	d) Les femmes <sup>actives</sup> sont retenues par des respo
	nsabilités de notre région.
	e) Une pétition vient d'être rédigé par les
	habitants de cet immeuble pour protes
	ter contre le mauvais entretien de
	L'es calier:

Extract 5.2 is a sample of a response by the candidate who performed averagely in this question.

Also, there were candidates who scored low marks in this question. These candidates failed to transform the sentences from active to passive. Some candidates failed to mark agreement between the subject and past participle of the verb in this question. For example, in question 5(a), one of the candidates wrote *Une vente de peinture a ete organise par des étudiants de Dar es Salaam au profit de la lutte contre le sida*. This was incorrect because the candidate failed to assign stress to French verbs. The correct sentence was *Une vente de peinture a été organisée par des étudiants de Dar es Salaam* and its subject *une ventre de peinture* was in feminine singular form. Therefore, the past participle was supposed to be *organisée* and not *organise*.

In question 5 item (b), *les lycéens* was a masculine plural noun but some of the candidates put the past participle in feminine/plural form *sensibilisées* instead of *sensibilisés*. In question 5 item (c), the candidates wrote *les*

*étudiantes de Zanaki sera accompagnée à l'aéroport par nos professeurs* instead of the correct answer *Les étudiantes de Zanaki seront accompagnées à l'aéroport par nos professeurs*. The candidates failed to realise that the subject *les étudiantes* was a feminine plural noun and not a feminine singular noun.

Furthermore, in question 5 item (d), most of the candidates wrote the auxiliary verb *sont* correctly but they wrote the past participle wrongly. For example, one of them wrote *Les femmes actives de notre région sont retenus par des responsabilités professionnelle* without realising that *les femmes* was a feminine plural noun that required the past participle *sont retenues* instead of *sont retenus*.

Lastly, the candidates answered wrongly question 5 item (e) as one of them wrote *Une pétition pour protester contre le mauvais entretien avait va par les habitants de cet immeuble* instead of *Une pétition pour protester contre le mauvais entretien de l'escalier va être rédigée par les habitants de cet immeuble*. The past participle was supposed to be *rédigée* due to the noun *une pétition* which was feminine. In this respect, an *-e* was supposed to be added to the past participle for concord purpose. This indicates that the candidates had an idea of active and passive voice sentences but they failed to apply the procedures governing the transformation of active sentences into passive sentences. Extract 5.3 is a sample of response by a candidate who failed to transform the sentences from active voice to passive voice.

### Extract 5.3

A.	Une vente de peinture au profit de la lutte contre	
	a été organisée par des étudiants de Dur-es-alacum.	
b/.	De leur pays ont été ense. sensibilisent les lycéens	
	aux questions économiques par les enseignants.	
c/.	Les étudiantes de cinquième année de Zaraki à	
	l'aéroport a été accompagnant par nos professeurs.	
d/.	Les femmes actives de notre région ont été retiennent	
	par des responsabilités professionnelles.	
E.	Une pétition pour protester contre le mauvais entretien	
	avait été faite par les habitants de cet immeuble	

Extract 5.3 is a sample of a response by a candidate who performed poorly in this question.

### 2.6 Question 6: Direct and Indirect Speech

In this question, the candidates were given five sentences in direct speech and they were instructed to change them into indirect speech. The question was as follows:

**Question 6:** Transformez les phrases suivantes comme dans l'exemple.

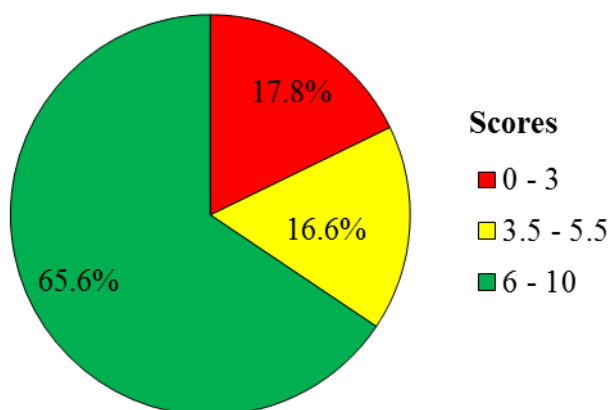
**Exemple:** Ma sœur m'a dit: "J'adore ce disque de Diamond et je l'écoute tout le temps."

Ma sœur m'a dit qu'elle adorait ce disque de Diamond et qu'elle l'écoutait tout le temps.

- Chiku m'a dit: "A l'examen une étudiante a été surprise en train de parler avec son voisin et les deux tricheurs ont été renvoyés de la salle."
- Le porte-parole des ouvriers a annoncé: "Les ouvriers ont voté pour la prolongation de la grève et ils ne reprendront donc pas le travail demain."
- Mon amie explique à la réceptionniste de l'hôtel: "J'ai oublié ma montre dans la chambre 12 et j'aimerais bien la récupérer."

- d) Ce matin, le bulletin météo a annoncé: “Il fera beau et chaud et les températures resteront inchangées toute la journée.”
- e) Le directeur affirme: “Je ne suis pas d’accord avec cette interdiction, mais nous allons contrôler les téléphones dans la banque.”

The question was attempted by 100 percent of the candidates, out of which 65.6 percent scored from 6 - 10 marks, out of the 10 marks; which is a good performance; 16.6 percent scored from 3.5 - 5.5 marks, which is an average performance; and 17.8 percent scored from 0 - 3 marks, which is a poor performance. It was noted that the candidates’ performance in this question was good, since 82.2 percent scored from 3.5 - 10 marks out of the 10 marks allotted to the question. The general performance in this question is summarised in Figure 6.



**Figure 6:** *The Candidates' Performance in Question 6.*

The candidates’ item analysis indicates that the candidates who scored high marks in this question were able to transform the sentences into indirect speech as they were required. It seems that these candidates had sufficient knowledge of the rules and principles of transforming sentences from direct speech to indirect speech. They knew that the transformation of sentences from direct speech to indirect speech involves the changing of certain elements like tense, personal pronouns, possessive adjectives, adverbs and other expressions relating to time or place.

In question 6 item (a), for example, the candidates who performed well in this item were able to transform the sentence into indirect speech because they noticed that the introductory verb was in simple past tense and that the verb in the indirect speech was supposed to be in the past perfect tense. These candidates wrote the correct answer which was *Chiku m’a dit qu’à l’examen*



*une étudiante avait été surprise en train de parler avec son voisin et que les deux tricheurs avaient été renvoyés de la salle.* (Chiku told me that during examination, one student had been caught talking to his neighbour and the two cheaters were sent out of the examination room).

In question 6 item (b), the introductory verb was in simple past tense and therefore, the verb in the indirect speech was supposed to be in the past perfect tense *plusque parfait*. The candidates who got right managed to change the simple past tense into past perfect tense and the simple future tense into conditional present. They wrote correctly the answer, which was *Le porte – parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne reprendraient donc pas le travail le lendemain* (The spokesperson of the workers announced that the workers had voted for the extension of the strike and that they could not go back to work on the next day).

Furthermore, in question 6 item (c), the candidates understood that the verb in the introductory sentence was in the simple present tense and that no changes were required in the indirect speech. Therefore, they wrote the correct answer as *Mon amie explique à la réceptionniste de l'hôtel qu'elle a oublié sa montre dans la chambre 12 et qu'elle aimerait bien la récupérer* (My friend told the hotel receptionist that he forgot his watch in room number 12 and that he would like to take it).

In question 6 item (d), the candidates noticed that the introductory sentence was in simple past tense and that the verb in the direct speech was in the simple future tense. Thus, they knew that the verb in the indirect speech had to be changed into conditional present tense as in *Ce matin-là, le bulletin météo a annoncé qu'il ferait beau et chaud et que les températures resteraient inchangées toute la journée* (That morning, the weather forecaster announced that the weather would be fine and that the temperature would remain the same the whole day).

Finally, in question 6 item (e), the candidates understood that the introductory verb was in present tense and that the verb in the direct speech would not change when put into indirect speech as in *Le directeur affirme qu'il n'est pas d'accord avec cette interdiction, mais ils vont contrôler les téléphones dans la banque* (The director confirms that he does not agree with this prohibition, but they are going to control the telephones in the bank).

This proves that these candidates understood the requirement of the question and they were able to attempt it correctly by observing all the rules and principles governing the transformation process. Extract 6.1 is a sample of a response by the candidate who was able to transform the direct speech sentences into indirect speech sentences.

### Extract 6.1

06	a/ Chiku m'a dit qu'à l'examen une étudiante avait été surprise en train de parler avec son voisin et que deux tricheurs avaient été renvoyés de la salle.	
	b/ Le porte-parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne reprendraient donc pas le travail le lendemain.	
	c/ Mon amie explique à la réceptionniste de l'hôtel qu'elle a oublié sa montre dans la chambre 12 et qu'elle aimerait bien la récupérer.	
	d/ Ce matin-là, le bulletin météo a annoncé qu'il ferait beau et chaud et que les températures resteraient inchangées toute la journée.	
	e/ Le directeur affirme qu'il n'est pas d'accord avec cette interdiction, mais ils vont contrôler les téléphones dans la banque.	

Extract 6.1 is a sample of a response by the candidate who transformed the direct speech sentences into indirect speech sentences correctly.

There were also candidates who scored averagely in this question. These candidates were able to follow some of the procedures involved in transformation of direct and indirect speech. Some of them were able to change tenses but failed to mark verb agreement. Other candidates failed to

change the personal pronouns and possessive adjectives, adverbs and other sentence elements. For example, one of the candidates provided the answer with the conjugation error on the auxiliary verb *avoir*. This candidate conjugated the verb *avoir* in 3<sup>rd</sup> person singular instead of the 3<sup>rd</sup> person plural as in question 6 item (a) *Chiku m'a dit qu'à l'examen une étudiante avait été surprise en train de parler avec son voisin et que les deux tricheurs avait été renvoyés de la salle*. Furthermore, in question 6 item (c), one of the candidates provided the correct answer *Mon amie explique à la receptioniste del'hotel qu'elle a oublé sa montre dans la chambre 12 et qu'elle aimerait bien la recuperer*.

On the contrary, in question 6 item (b), the candidates failed as one of them wrote *Le porte- parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne reprendront donc pas le travail le lendemain*. The candidate failed to change the verb *reprendre* into conditional present which was supposed to be *reprendraient*. On the contrary, the candidate wrote *reprendront*.

Moreover, in question 6, items (d) and (e), some of the candidates failed to apply all procedures governing the transformation of sentences from direct speech to indirect speech which involve the changing of certain elements like tenses, personal pronouns, possessive adjectives, adverbs and other expressions relating to time or place. Extract 6.2 is an example of such responses.

## Extract 6.2

a)	Chiku m'a dit qu'à l'examen une étudiante avait été surprise en train de parler avec son voisin et que les deux tricheurs avaient été renvoyés de la salle.
b)	Le porte-parole des ouvriers a annoncé qu'ils avaient votés pour la prolongation de la grève qu'ils ne reprendraient donc pas le travail demain.
c)	Mon amie explique à la réceptionniste de l'hôtel qu'elle a oublié sa montre dans la chambre 12 qu'elle aimerait bien la récupérer.
d)	Le matin le bulletin météo a annoncé qu'il <del>fa</del> it beau et chaud et que les températures resteraient inchangées toute la journée.
e)	Le directeur affirme qu'il n'est pas d'accord avec cette interdiction, qu'il va contrôler les téléphones dans la banque.

Extract 6.2 is a sample of a response by the candidate who performed average in this question. He/she transformed some elements and failed other elements.

On the other hand, there were candidates who performed poorly in this question. These candidates were not able to transform the direct speech into indirect speech because they lacked sufficient knowledge on the rules and principles governing the transformation. For example, in question 6 item (a), the candidates failed to realize that the verb in the introductory sentence was in simple past tense and that the verb in the indirect speech was supposed to be in the past perfect tense as in *Chiku m'a dit qu'à l'examen une étudiante avait été surprise en train de parler avec son voisin et que les deux tricheurs avaient été renvoyés de la salle*. The candidates' failure in this question is attributed to their lack of knowledge of rules and principles governing the process of transforming direct speech into indirect speech. One of the

candidates wrote *Chiku m'a dit qu'elle a l'examen une étudiante a été surprise en train de parler avec son voisin et que les deux tricheurs avaient été renvoye de la salle* which was wrong.

In item (b), as was the case in question 6 item (a), the candidates failed to realize that when the introductory verb is in the simple past tense, the verb in the indirect speech is supposed to be in the past perfect tense. Thus, the correct answer was *Le porte – parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne répondraient donc travail le lendemain*. However, these candidates failed to apply the rules and principles; as a result, one of them wrote *Le porte – parole des ouvriers a annoncé qu'il les ouvriers ont voté pour la prolongation de la grève et qu'ils ne répondront donc pas le travail demain* which was a wrong answer.

In item (c), the candidates who performed poorly failed to realize that the verb in the introductory sentence was in simple present tense, and that there were no changes in the indirect speech as follows; *Mon amie explique à la receptioniste de l'hôtel qu'elle a oublié sa montre dans la chambre 12 et qu'elle aimerait bien la recuperer*. These candidates had no idea of what was supposed to be done. Some of the candidates wrote *Mon amie explique à la receptioniste de l'hotel qu'elle oubliait ma montre dans la chambre 12 et que aimerai la recuperer*. These candidates put the verb *oublier* into past continuous tense *oubliait* instead of simple past tense *a oublié*. The candidates also wrote the verb *aimer* into simple future tense *aimerai* instead of conditional present *aimerait*.

In item (d), the candidates who performed poorly did not know that if the introductory sentence is in the simple past tense and the verb in direct speech was in the simple future tense, the verb in the indirect speech ought to be changed into conditional present as in *Ce matin – là, le bulletin météo a annoncé qu'il ferait beau et chaud et qu'il ferait bien et chaud et que les temperature resteraient inchangées toute la journée*. The candidates failed to change the above sentence due to lack of knowledge on rules and principles of transformation. One of the candidates wrote *Ce matin, le bulletin météo a annoncé qu'il ferait beau et chaud et que les temperatures resteront inchangée toute la journée*. The candidate's response was incorrect since he/she changed the verb into future tense instead of conditional present.

In item (e), the candidates provided incorrect answers because they did not realise that the introductory sentence was in the present tense, and that no changes were to be made in the indirect speech as in *Le directeur affirme qu'il n'est pas d'accord avec cette interdiction, mais ils vont contrôler les téléphones dans la banque*. These candidates provided the following incorrect response: *Le directeurr affirme qu'il ne suis pas d'accord avec cette interdiction, mais nous allons contrôler les téléphones dans la banque*. This indicates that these candidates lacked knowledge on the topic of direct and indirect speech. Extract 6.3 is an example of such responses.

### Extract 6.3

6.	a) Chikeu m'a dit qu'elle a l'examen une étudiante a été surprise en train de parler avec son voisin et que les deux tricheurs ont été renvoyés de la salle.
	b) Le porte-parole des ouvriers a annoncé qu'il les ouvriers ont voté pour la prolongation de la grève et qu'ils ne reprendront donc pas le travail demain.
	c) Mon amie explique à la réceptionniste de l'hôtel qu'elle oublie ma montre dans la chambre 12 et que j'aimerais bien la récupérer.
	d) Ce matin, le bulletin météo a annoncé qu'il ferait beau et chaud et que les températures resteront inchangées toute la journée.
	e) Le directeur affirme qu'il ne suis pas d'accord avec cette interdiction, mais nous allons contrôler les téléphones dans la banque.

Extract 6.3 is a sample of a response by a candidate who failed to transform the sentences from direct into indirect speech.

## 2.7 Question 7: Conditional Sentence

The question had five sentences with infinitive verbs in brackets. The candidates were required to change them into conditional sentences. The question was as follows:

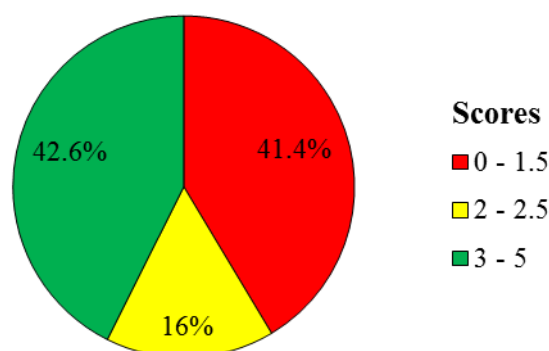
**Question 7:** Réécrivez les phrases suivantes comme dans l'exemple.

**Exemple:** Si Mariam finit ses études, elle (devenir) médecin.

Si Mariam finit ses études, elle **deviendra** médecin.

- a) Si vous aviez suivi mes conseils, nous (arriver) à faire d'énormes économies.
- b) Si Jamilla et ses sœurs partaient ensemble en vacances, personne ne (pouvoir) s'occuper de leur jardin.
- c) S'ils (voyager) plus souvent, ils découvrirait que les hommes sont tous différents.
- d) Si tu avais lu l'article avec plus d'attention, tu ne (poser) pas ces questions embarrassantes.
- e) Si mes amis viennent de Zanzibar demain, nous (préparer) notre exposé pour la semaine prochaine.

The question was attempted by 100 percent of the candidates, out of which 42.6 percent scored from 3 – 5 marks, which is a good performance; 16 percent scored from 2 - 2.5 marks, which is an average performance; and 41.4 percent scored from 0 - 1.5 marks, which is a poor performance. The data show that the general performance for this question was average, since 58.6 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. This performance is summarised in Figure 7.



**Figure 7:** *The Candidates' Performance in Question 7.*

In the French language, there are three types of conditional sentences, namely type one, type two and type three. In all the three types of conditional sentences, it is always the tense of the *if clause* that determines the tense of the resulting clause. That is, if the tense of the *if clause* is simple present,

imperfect and past perfect tense, the tense of the resulting clause will be future, conditional present and conditional past respectively.

The analysis of candidates' performance reveals that the candidates who performed well in this question had enough knowledge and skills on the conditional sentences and they were able to change the verbs into the correct form. For example, in question 7 item (a), the candidates knew that the *if clause* was in past perfect and the second clause was supposed to be in conditional past. These candidates also knew that the auxiliary verb was *être*, and therefore, the main verb was supposed to agree with the subject. Thus, they got the item right by writing *Si vous aviez suivi mes conseils, nous serions arrivés à faire énormes d'économies*. (If you had followed my advice, we would have made enormous savings).

In Question 7 item (b), the candidates identified the sentence as conditional type two whose *if clause* was in past imperfect tense. These candidates realised that the resulting clause was to be changed into conditional present *Si Jamila et ses sœurs partaient ensemble en vacances, personne ne **pourrait** s'occuper de leur jardin*. (If Jamila and her sisters left altogether for holiday no one could be able to take care of their garden).

Also in question 7 item (c), the candidates were able to write the correct answer *S'ils **voyageaient** plus souvent, ils découvrirait que les hommes sont tous différents* (If they travelled oftenly, they would discover that all men are different). The candidates understood that this sentence was in the conditional sentence type two whose resulting clause was in conditional present. Therefore, they realised that the *if clause* was supposed to be transformed into past imperfect tense *voyageaient*.

Furthermore, in question 7 item (d), the candidates were able to write the correct answer which was *Si tu avais lu l'article avec plus d'attention, tu **n'aurais pas posé** ces questions embarrassantes* (If you had read the article attentively, you would not have asked these embarrassing questions). These candidates had enough knowledge and skills of conditional sentences.

Lastly, in question 7 item (e), the candidates wrote the correct answer *Si mes amis viennent de Zanzibar demain, nous **préparerons** notre expose pour la semaine prochaine*. (If my friends come from Zanzibar tomorrow, we shall prepare our presentation for next week). These candidates identified that this sentence was conditional type one since its *if clause* was in present tense.



This gave them a clue of realizing that the resulting clause was to be rewritten in simple future tense. This indicates that these candidates had mastered well the topic. Extract 7.1 shows a response of the candidate who was able to rewrite the sentences correctly.

### Extract 7.1

07 a/	Si vous aviez suivi mes conseils, nous serions arrivés à faire d'énormes économies.	
b/	Si Jamilla et ses sœurs partaient ensemble en vacances, personne ne pourrait s'occuper de leur jardin.	
c/	S'ils voyageaient plus souvent, ils découvriraient que les hommes sont tous différents.	
d/	Si tu avais lu l'article avec plus d'attention, tu n'aurais pas posé ces questions embarrassantes.	
e/	Si mes amis viennent de Zanzibar demain, nous préparerons notre exposé pour la semaine prochaine.	

Extract 7.1 is a sample of a response of the candidate who wrote correct answers in this question.

Further analysis of candidates' performance shows that there were candidates who performed averagely in this question. They had partial knowledge of conditional sentences. They were able to rewrite correctly some of the sentences. For example, in question 7 item (b), they wrote the correct answer *Si Jamilla et ses sœurs partaient ensemble en vacances, personne ne pourrait s'occuper de leur jardin.*

They got right items (c) and (d) as indicated in the answers for the aforementioned items in that order, *S'ils voyageaient plus souvent, ils découvriraient que les hommes sont tous différents* and *Si tu avais lu l'article avec plus d'attention, tu n'aurais pas posé ces questions embarrassantes.*

However, these candidates got wrong items (a) and (e). For example, one of the candidates got wrong item (a) by writing *Si vous aviez suivi mes conseils, nous arriverions à faire énormes d'économies* which was incorrect due to lack of tense agreement. In question 7 item (e), the candidates failed to change the verb into simple future tense. They instead changed it into simple present tense. For instance, one of the candidates wrote *Si mes amis viennent de Zanzibar demain, nous préparons notre exposé pour la semaine prochaine*. This indicates that the candidates had no enough knowledge on conditional sentences. Extract 7.2 is an example of such responses.

### Extract 7.2

7. (a)	Si vous aviez suivi mes conseils, nous arriverions à faire d'énormes économies	
(b)	Si Jamila et ses sœurs partaient ensemble en vacances, personne ne pourrait s'occuper de leur jardin.	
(c)	S'ils voyagent plus souvent, ils découvriraient que les hommes sont tous différents.	
(d)	Si tu avais lu l'article avec plus d'attention, tu n'aurais pas posé ces questions embarrassantes.	
(e)	Si mes amis viennent de Zanzibar demain, nous préparons notre exposé pour la semaine prochaine.	

Extract 7.2 is a sample of a response of the candidate who performed averagely in this question. He/she wrote correct answers in items (b) and (d), but failed in items (a), (c) and (e).

Even though there were good and average performances, there were candidates who performed poorly in this question. For example, in question 7 item (a), the candidates failed to rewrite the correct sentences as they wrote *Si vous aviez suivi mes conseils, nous arriverions à faire énormes d'économies* instead of *Si vous aviez suivi mes conseils, nous serions arrivés à faire énormes d'économies*. In question 7 item (b), the candidates failed to write the correct answer as one of them wrote *Si Jamila et ses sœurs partaient ensemble en vacances, personne ne pourraient s'occuper de leur jardin*. This

indicates that the candidate failed to observe the rule of tense and verb agreement, and ended up putting the verb into the third person plural *pourraient* instead of third person singular *pourrait*.

In question 7 item (c), the candidates wrote the incorrect answers, as one of them wrote *S'ils voyaient plus souvent, ils découvriraient que les hommes sont tous différent*. This candidate failed to put the verb *voyager* into past continuous tense. The verb needed the letter *e* to be added before suffixation of *aient*. In question 7 item (d), the candidates were given the sentence in conditional type three but they changed it wrongly as one of them wrote *Si tu avais lu l'article avec plus d'attention, tu ne poserais pas ces questions embarrassantes* instead of *Si tu avais lu l'article avec plus d'attention, tu n'aurais pas posé ces questions embarrassantes*.

Lastly, in question 7 item (e), the candidates failed to notice that the *if clause* was in present tense, and that the clause was supposed to be changed into future tense. On the contrary, one of them wrote *Si mes amis viennent de Zanzibar demain, nous préparont notre expose pour la semaine prochaine*. This shows that the candidates lacked knowledge on conditional sentences. Extract 7.3 is an example of such responses.

### Extract 7.3

7	(a) Si vous avez suivi mes Conseils, nous seront arrive' d faire d'énormes économies
	(b) Si Jamilla et ses sœurs parlaient ensemble en vacances, personne ne pourraient s'occuper de leur jardin
	(c) S'ils voyaient plus souvent ils découvriraient que les hommes sont tous différents
	(d) Si tu avais lu l'article avec plus d'attention, tu ne poserais pas ces questions embarrassantes
	(e) Si mes amis viennent de Zanzibar demain, nous prépareront notre expose pour la semaine

Extract 7.3 is a sample of a response of the candidate who failed to change the verbs into conditional sentences.

## 2.8 Question 8: Comparative

This question consisted of five sentences and the candidates were instructed to rewrite them by correlating things, activities or people using the correlational expression: **Plus** (more) **moins** (less). The question was as follows:

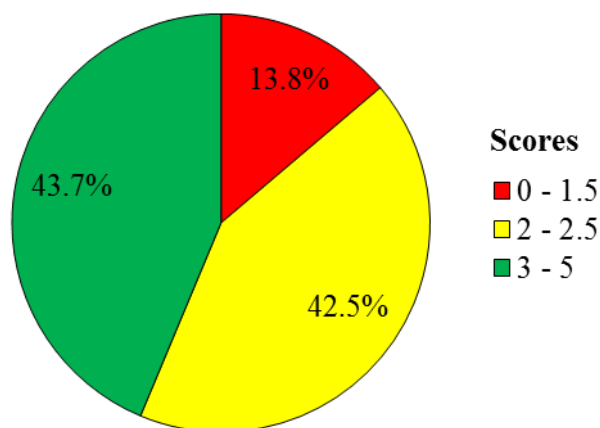
**Question 8:** Transformez les phrases suivantes comme dans l'exemple.

**Exemple:** Quand il fait plus beau, les gens partent plus en week-end.

**Plus** il fait beau, **plus** les gens partent en week-end.

- (a) Si les étudiants lit plus, ils font plus de progrès en français.
- (b) Quand les rivières sont plus polluées, il y a moins de poissons.
- (c) Quand je fais moins de sport, je suis plus malade.
- (d) Si vos enfants lit plus, ils font moins d'erreurs en mathématiques.
- (e) Quand ma mère fait plus de sport, elle est plus en forme.

The question was attempted by 100 percent of the candidates, out of which 43.7 percent scored from 3 - 5 marks, which is a good performance; 42.5 percent scored from 2 - 2.5 marks, which is an average performance; and 13.8 percent scored from 0 - 1.5 marks, which is a poor performance. The data shows that the general performance for this question was good, since 86.2 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. This performance is summarized in Figure 8.



**Figure 8:** *The Candidates' Performance in Question 8.*

The candidates who scored high marks in this question were able to rewrite the sentence correctly by using the comparative **plus** (more) **moins** (less). This shows that these candidates had enough knowledge and skills on

comparison. They compared things, activities and people. For example, in question 8 item (a), they wrote the correct answer **Plus les étudiants lisent, plus ils font de progrès en français** (The more the students study, the more they excel in French). In question 8 item (b), the candidates wrote a sentence correctly **Plus les rivières sont polluées, moins il y a de poissons** (The more the rivers are polluted, the less the fishes are found). In question 8 item (c), the candidates also wrote the correct answer **Moins je fais du sport, plus je suis malade** (The less I engage in sport, the more I become sick).

Furthermore, in question 8 item (d), the candidates were able to write the correct answer which was **Plus vos enfants lisent, moins ils font d'erreurs en mathématiques** (The more your children read, the less errors they make in mathematics). Lastly, in question 8 item (e), the candidates wrote the correct answer **Plus ma mère fait de sport, plus elle est en forme** (The more my mother engages in sport, the more she becomes healthier). This indicates that the candidates had sufficient knowledge on this topic. Extract 8.1 is an example of such responses.

### Extract 8.1

8. a.	Plus les étudiants lisent, plus ils font des progrès en français.
8. b.	Plus les rivières sont polluées, il y a moins de poissons.
8. c.	Moins je fais de sport, plus je suis malade.
8. d.	Plus vos enfants lisent, moins ils font d'erreurs en mathématiques.
8. e.	Plus ma mère fait de sport, plus elle est en forme.

Extract 8.1 shows a sample of a response of the candidate who wrote the correct answer in this question.

The analysis of candidates' performance indicates that there were candidates who performed averagely. These candidates had partial knowledge on correlational expressions and that is why they were able to rewrite some of

the sentences correctly. For example, some candidates wrote the correct answers in question 8 item (c) *Moins je fais de sport, plus je suis malade*; question 8 item (d) which was *Plus vos enfants lisent, moins ils font d'erreurs*; and question 8 item (e), which was *Plus ma mère fait de sport, plus elle est en forme*. But they rewrote incorrect responses in question 8 item (a) and (b) *Moins les étudiants lisent, plus ils font des progrès en français*.

The candidates' failure in this item is attributed to their lack of enough knowledge on correlational expressions. The same factor is attributed to candidates' failure in item (b) where they wrote *Moins les rivières sont polluées, moins il y a de poissons*. This implies that these candidates had partial knowledge on how the correlational expressions are used. Extract 8.2 is an example of such responses.

### Extract 8.2

8	(a) Plus les étudiants lit, Plus ils font de progrès en français	
	(b) Plus les rivières sont polluées, Plus moins de poissons	
	(c) Plus je fais moins de sport, Plus je suis malade	
	(d) Plus vos enfants lit, Plus ils font moins d'erreurs en mathématiques	
	(e) Plus ma mère fait de sport, Plus elle est en forme	

Extract 8.2 is a sample of a response of the candidate who wrote correct answers for items (a), (b) and (e) but failed in items (c) and (d).

Further analysis of candidates' performance indicates that there were candidates who performed poorly. For example, in question 8 item (a), instead of writing the correct sentence *Plus les étudiants lisent, plus ils font de progrès en français*, some candidates wrote *Plus les étudiants lisent, moins*

*ils font de progrès en français*. This implies that they misunderstood both the meaning of the correlative expressions and the meaning of the sentence.

Also, in question 8 item (b), the correct sentence was **Plus** *les rivières sont polluées*, **moins** *il y a de poisons* but the candidates got it wrong as they wrote **Moins** *les rivières sont polluées*, **moins** *il y a de poisons*. Moreover, in question 8 item (c), the candidates wrote *Moins je fais de sport*, *moins je suis malade* instead of *Moins je fais du sport*, *plus je suis malade*. The candidates also failed item (d) whose correct answer was **Plus** *vos enfants lisent*, **moins** *ils font d'erreurs en mathématiques*. But one of these candidates wrote **Plus** *vos enfants lisent*, **plus** *ils font d'erreurs en mathématiques* which was a wrong answer.

Lastly, in question 8 item (e), the candidates missed the correct answer **Plus** *ma mère fait de sport*, **plus** *elle est en forme*. One of them wrote **Plus** *ma mère fait de sport*, **plus** *elle est en forme*. This shows that they lacked knowledge of correlative expressions. Extract 8.3 is a sample of a response of the candidate who failed this question.

### Extract 8.3

8.	(a) Plus les étudiants font, plus de progrès en français.	
	(b) Plus les rivières sont, Plus polluées, il y a moins de poisons.	
	(c) Plus Je fais moins de sport, Plus je suis Plus malade.	
	(d) Plus vos enfants <del>lit</del> plus, ils font moins d'erreurs en Mathématique.	
	(e) Plus ma mère fait Plus de sport, Plus elle est Plus en forme.	

Extract 8.3 is a sample of a response of the candidate who was not able to rewrite the sentences using the correlational expressions.

## 2.9 Question 9: Tenses

In this question, the candidates were given five sentences which had two parts. They were instructed to join the two parts of each of the sentences by starting with the conjunction *pendant que* (while), which requires the first part of the sentence to be changed into imperfect tense. The verb of the second part was supposed to be changed into *passé composé* simple past tense.

**Question 9:** Transformez les phrases suivantes comme dans l'exemple.

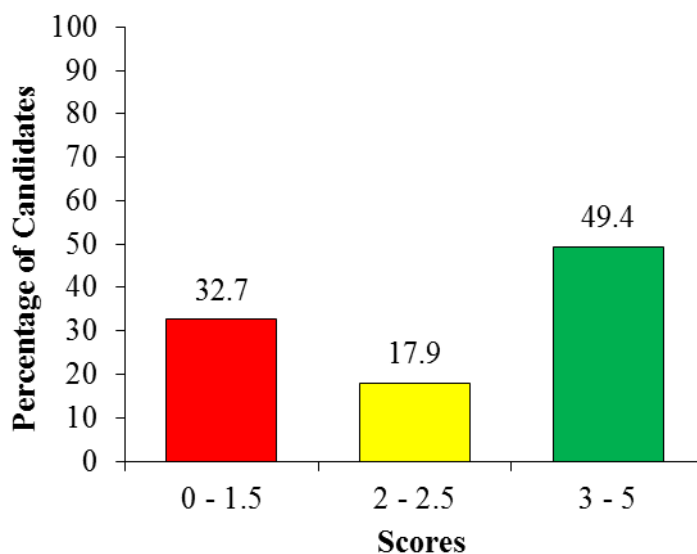
**Exemple:** Je regarde un film. La télévision s'éteint.

Pendant que je regardais un film, la télévision s'est éteinte.

- a) Le directeur général d'une usine parle. Des manifestants entrent.
- b) Notre professeur fait un discours. Son micro tombe en panne.
- c) Les invités répondent aux questions de journalistes. Des spectateurs sortent.
- d) Nous faisons la queue pour entrer dans la salle. Les agents de police font sortir tout le monde.
- e) Ils écoutent le concert. Il y a une panne d'électricité.

The question was attempted by 100 percent of the candidates, out of which 49.4 percent scored from 3 – 5 marks, which is a good performance; 17.9 percent scored from 2 - 2.5 marks, which is an average performance; and 32.7 percent scored from 0 - 1.5 marks, which is a poor performance. The data show that the general performance for this question was good, since 67.3 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. This performance is summarised in Figure 9.





**Figure 9:** *The Candidates' Performance in Question 9.*

The analysis of the candidates' performance reveals that the candidates who scored high marks in this question used correctly the conjunction *pendant que* (while) and they performed all the transformations required by the question. For example, in item (a) of the question the correct answer was *Pendant que le directeur général d'une usine parlait, des manifestants sont rentrés* (While the general director of the industry was speaking, the strikers returned). The candidates understood well the agreement of the verbs in gender and number.

In question 9 item (b), the candidates were able to write the correct response which was *Pendant que notre professeur faisait un discours, son micro est tombé en panne* (While our teacher was giving a speech his microphone stopped working). This indicates that the candidate understood well the topic. The candidates also answered question 9 item (c) correctly as they wrote *Pendant que les invités répondaient aux questions de journalistes, des spectateurs sont sortis* (While the invited guests were answering the questions from the journalists, the audience went out.) This shows that the candidates had good mastery of the subject of conjunction.

Furthermore, in item (d) of the question, the candidates who performed well understood well the requirement of the question as they wrote the correct answer which was *Pendant que nous faisons la queue pour entrer dans la salle, les agents de police ont fait sortir tout le monde* (While we were in the

line to enter in the room, the police officers chased out everybody). Similarly, in item (e), the correct response was *Pendant que les étudiants écoutaient le concert, il y a eu une panne d'électricité* (While the students were listening to the concert, the electric shock occurred). The candidates who performed well in this question understood how to join the two parts of the sentence by using *pendant que* together with all the necessary changes required in the structure of the sentences. Extract 9.1 is a sample of a response by the candidate who performed well this question.

### Extract 9.1

09	a/ Pendant que le directeur général d'une usine parlait, des manifestants sont entrés.	
	b/ Pendant que notre professeur faisait un discours, son micro est tombé en panne.	
	c/ Pendant que les invités répondaient aux questions de journalistes, des spectateurs sont sortis.	
	d/ Pendant que nous faisons la queue pour entrer dans la salle, les agents de police ont fait sortir tout le monde.	
	e/ Pendant qu'ils écoutaient le concert, il y a eu une panne d'électricité.	

Extract 9.1 is a sample of a response by the candidate who performed well this question.

Moreover, the candidates who scored average marks in this question understood only some of the items and provided correct answers to them but failed to answer others. For instance, some of the candidates wrote the correct answers in items (c) *Pendant que les invités répondaient aux questions de journalistes, des spectateurs sont sortis* and item (e) *Pendant que les étudiants écoutaient le concert, il y a eu une panne d'électricité*. But they wrote wrong responses in items (a), (b) and (d). For example, in item (a), one

of the candidates wrote the wrong response such as *Pendant que le directeur général d'une usine parlait, des manifestants sont rentrent*. This indicates that this candidate had partial knowledge of simple past tense.

Also in item (b), some of the candidates wrote *Pendant que notre professeur faitions un discours, son micro est tombé en panne* which was wrong. These candidates lacked knowledge on the use of the conjunction given and the tense agreement. Extract 9.2 is a sample of a response by the candidate who performed averagely in this question.

### Extract 9.2

9.	a/ pendant que le directeur général d'une usine parlait des manifestant est sont entrent.	
	b/ pendant que notre professeur faitions un discours, son micro est tombe en panne.	
	c/ pendant que les invités répondaient aux questions de journaliste, des spectateurs sont sortis	
	d/ pendant que nous faisons la queue pour entrer dans la salle, les agents de police <del>feront</del> ont fait sorti tout le monde.	
	e/ pendant qu'ils écoutaient le concert, il y a eu une panne d'électricité	

Extract 9.2 is a sample of a response by the candidate who performed averagely in this question. He/she wrote correct answers in items (c) and (e) but failed in items (a), (b) and (d).

The candidates' item response analysis indicates further that there were candidates who scored poorly in this question. These candidates lacked knowledge on tense, especially the imperfect tense and the simple past tense (*passé composé*). For example, in question 9(a), the correct answer was

*Pendant que le directeur général d'une usine parlait, des manifestants sont entrés*, but the candidates who scored zero in this question failed to apply the rules and principles governing the conjoining of the two sentences by using the conjunction *pendant que*. One of them wrote *Pendant que le directeur général d'une usine parlait, des manifestants entrent*, which was wrong.

Moreover, some candidates failed to answer question 9 item (b) correctly as one of them wrote *Pendant que notre professeur fait un discours, son micro a tombe en panne*. This indicates that these candidates had poor understanding of tenses as they wrongly changed the verbs *faire* into *fait* and *tomber* into *a tombe*.

The candidates who scored zero in item (c) provided incorrect answers. One of them wrote *Pendant que les invités repondent aux questions de journalistes, des spectateurs sont sortent*. This candidate changed the verbs into simple present tense instead of conjugating them in imperfect and in simple past tense, respectively. The analysis indicates further that in item (d), some of the candidates scored zero because they wrote incorrect answers such as *Pendant que nous faisons la queue pour entrer dans la salle, les agents de police ont font sortir tout le monde*. The candidate wrote *...ont font...* the form which does not exist in the French Language.

Lastly, it has been indicated that the candidates who performed poorly in item (e) lacked the knowledge on tense. For example, one of the candidates wrote *Pendant que ils écoutent le concert, il y a une panne d'électricité*. This candidate changed the verb *écouter* into simple present tense, which was incorrect. Generally, the candidates who scored zero in all the items of this question lacked the knowledge on the use of conjunction *pendant que* and on the tense accompanying it. Extract 9.3 is a sample of response by the candidate who scored zero in this question.

### Extract 9.3

9.	a)	pendant que le directeur général d'une usine panne, des manufacturants ont entent
	b)	pendant que notre professeur fait un discours, son micro a tombe en panne
	c)	pendant que les invités répondent aux questions etc journalistes, des spectateurs sont sortent
	d)	pendant que nous faisons la queue pour entrer dans la salle, les agents de police ont font Sortir tout le monde
	e)	pendant que ils écauent le concert, il y a une panne d'est electrique.

Extract 9.3 is a sample of a response by the candidate who failed to change the verbs in the correct tenses.

### 2.10 Question 10: Imperative Mood

In this question, the candidates were given five affirmative sentences and they were required to change them into imperative constructions. The question was as follows:

**Question 10:** Réécrivez les phrases suivantes come dans l'exemple.

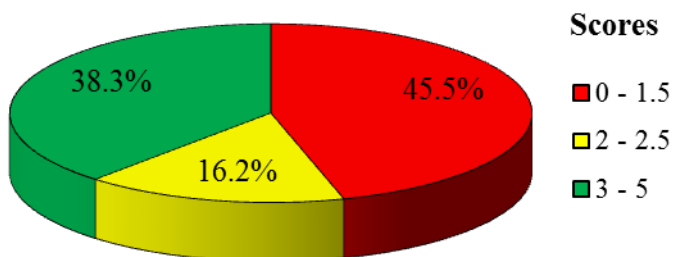
**Exemple:** Vous devriez prendre le temps de vivre.

Pour mieux vivre! Prenez le temps de vivre.

- (a) Pour mieux vivre! Tu devrais écouter plus souvent de la musique.
- (b) Pour mieux vivre! Nous devrions être contents chaque jour.
- (c) Pour mieux vivre! Vous ne devriez pas penser à des choses tristes.
- (d) Pour mieux vivre! Tu devrais sortir avec des amis le plus possible.
- (e) Pour mieux vivre! Vous ne devriez pas oublier de chanter.

The question was attempted by 100 percent of the candidates, out of which 45.5 percent scored from 0 -1.5 marks, which is a poor performance; 38.3 percent scored from 3 - 5 marks, which is a good performance; and 16.2 percent scored from 2 - 2.5 marks, which is an average performance. These data show that the general performance in this question was average, since

54.5 percent scored from 2 - 5 marks out of the 5 marks allotted to the question. This performance is summarised in Figure 10.



**Figure 10:** *The Candidates' Performance in Question 10.*

The candidates who scored averagely in this question answered correctly some of the items of the question but failed others. For example, the candidates were able to answer correctly item (a), whose answer was *Pour mieux vivre! Écoute plus souvent de la musique*. They provided the correct answer in this item as they were able to change the given verb into the correct form of imperative.

In item (b), the candidates wrote the correct answer which was *Pour mieux vivre! Soyons contents chaque jour*. These candidates were able to change correctly the verb *être* into imperative form according to the demand of the question. In item (c), some of the candidates got wrong as one of them wrote *Pour mieux vivre! Ne passez pas à des choses tristes*. This indicates that these candidates had partial knowledge on imperative sentences as they answered correctly items (a) and (b) but they failed item (c).

The candidates also failed to answer correctly item (d) as some of them wrote *Pour mieux vivre! Sortez avec des amis le plus possible*. These candidates did not realise that the verb *sortir* was supposed to be in second person singular. This indicates that the candidates lacked mastery of the topic.

Moreover, the candidates responded to item (e) correctly as *Pour mieux vivre! N'oubliez pas de chanter*. These candidates managed to change the verb *oublier* into the second person plural imperative form *oubliez*. This indicates that these candidates had partial knowledge and skills on the rules

and principles governing the transformation of sentences into the imperative forms. Extract 10.1 is a sample of such responses.

### Extract 10.1

10. a.	Écoute plus souvent de la musique.	
b.	Soyons contents chaque jour.	
c.	Passer à des choses tristes	
d.	Sortez avec des amis le plus possible.	
e.	<del>Ne</del> N'oublie pas de chanter	

Extract 10.1 is a sample of a response by the candidate with an average performance in this question. He/she wrote correct answers in items (a) and (b) but failed in items (c), (d) and (e).

The candidates' response analysis indicates that the candidates who scored high marks in this question were able to rewrite the sentences in the correct imperative mood. This indicates that they had sufficient knowledge on the meaning and use of the imperative mood. For instance, in item (a), the candidates were given a sentence in second person singular and they successfully changed the infinitive *écouter* (to listen) into imperative form in the second person singular as they wrote *Pour mieux vivre! Écoute plus souvent de la musique.* (In order to have good life! Always listen to music). In question 10 item (b), the infinitive verb was supposed to be changed into the first person plural in the imperative form. The candidates who scored full marks in this item understood how to change the infinitive verb *être* (to be) into imperative form correctly as in *Pour mieux vivre! Soyons contents chaque jour* (In order to have good life! Let's be happy every day). This indicates that the candidates mastered well the rules and principles governing the imperative constructions.

Similarly, in item (c), the infinitive verb was *penser* (to think). Therefore, the candidates were able to transform the negative infinitive verb form into negative imperative form. They wrote the correct answer which was *Pour mieux vivre! Ne pensez pas à des choses tristes* (In order to live better! do not think about sad things). The candidates were able to use the negative form correctly with the verb in the imperative form. This shows that they had good

mastery of the topic. Furthermore, the candidates who scored all marks in item (d) managed to change the infinitive verb *sortir* (to go out). The candidates who performed well in this item understood how to write the correct answer *Pour mieux vivre! Sors avec des amis le plus possible.* (In order to have good life! go out with friends as possible as you can). They were able to change the verb into second person singular imperative form.

In item (e), the candidates were given a sentence in the second person plural negative form and they were asked to change it into the imperative form. Therefore, the candidates who scored all marks in this item managed to transform the verb *oublier* into the second person plural imperative form as in *Pour mieux vivre! N'oubliez pas de chanter* (In order to live better! do not forget to sing). Extract 10.2 is a sample of a response by the candidate who performed well in this question.

### Extract 10.2

a)	↳ Pour mieux vivre! écoute plus souvent de la musique.
b)	↳ Pour mieux vivre! Soyons contents chaque jour
c)	↳ Pour mieux vivre! Ne pensez pas à des choses tristes
d)	↳ Pour mieux vivre! Sors avec des amis le plus possible.
e)	↳ Pour mieux vivre! <del>Ne</del> N'oubliez pas de chanter

Extract 10.2 is a sample of a response by the candidate who transformed correctly the sentences into the imperatives.

On the other hand, there were candidates who performed poorly in this question. These candidates had insufficient knowledge and skills on how to transform a verb from infinitive form to imperative form. Therefore, they ended up scoring zero. In items (a) and (d), the candidates failed to transform the infinitive verbs *écouter* and *sortir* into imperative forms *écoute* and *sors* in the second person singular. For example, some of them wrote *Pour mieux*



vivre! *Écoutant* plus souvent de la musique and *Pour mieux vivre! Sortis* avec des amis le plus possible, respectively.

In item (b), the candidates were required to transform the infinitive verb *être* into imperative form *soyons*, but they failed. One of them wrote *Pour mieux vivre! étrait contents chaque jour* which was wrong. This indicates that the candidate did not notice that the verb *être* was exceptional; it does not follow the general rule. Also, the candidates who scored zero in item (c) failed to change the infinitive verb *penser* into imperative form *pensez*. They also failed to insert the negative particle in the imperative sentence as they wrote *Pour mieux vivre! Pensez à des choses tristes* instead of the correct answer *Pour mieux vivre! Ne pensez pas à des choses tristes*. These candidates had no sufficient knowledge on how the negative imperative forms are derived.

In item (e), the candidates were asked to change the verb *oublier* into the second person plural negative imperative *n'oubliez pas*. The candidates failed to comply with the requirement and consequently they got the item wrong as in *Pour mieux vivre! oublie de chanter*. They did not even put the negation. This indicates that, these candidates had not mastered the topic. Extract 10.3 is a sample of a response of the candidate who performed poorly in this question.

### Extract 10.3

10.	@ Pour mieux vivre! écoutant plus souvent de la musique.	
	@ Pour mieux vivre! étrait contents chaque jour.	
	@ Pour mieux vivre! pensez à des choses tristes	
	@ Pour mieux vivre! sortis avec des amis le plus possible.	
	@ Pour mieux vivre! oublie de chanter.	

Extract 10.2 is a sample of a response by the candidate who failed to transform the sentences into imperatives form.

## 2.11 Question 11: Translation

In this question, the candidates were given a dialogue with 15 sentences in French and were instructed to translate them into Kiswahili Language. The dialogue was as follows:

Traduisez le texte suivant en Kiswahili.

Les vieux se sont rassemblés sur la vieille place, près de la mosquée. Et avant de se séparer, ils s'assoient un moment pour profiter de l'air frais du soir.

Très vite, la sécheresse devient le centre de la conversation.

“Que pensez-vous de ces pluies qui tardent à venir?”

- Ça va être mauvais pour l'agriculture...

- Surtout que la dernière récolte n'était déjà pas si bonne!

- Chez moi, c'est bien simple: les greniers à mil sont presque vides.

- D'ailleurs, regardez le mil, le maïs, le riz: rien n'avait grandi normalement l'an dernier.

- Ce n'est pas la première fois que ça arrive: nos pères nous ont parlé des mauvaises années d'autrefois.

- Moi, j'ai vu ça... tenez! L'année où ont brûlé les pâturages!

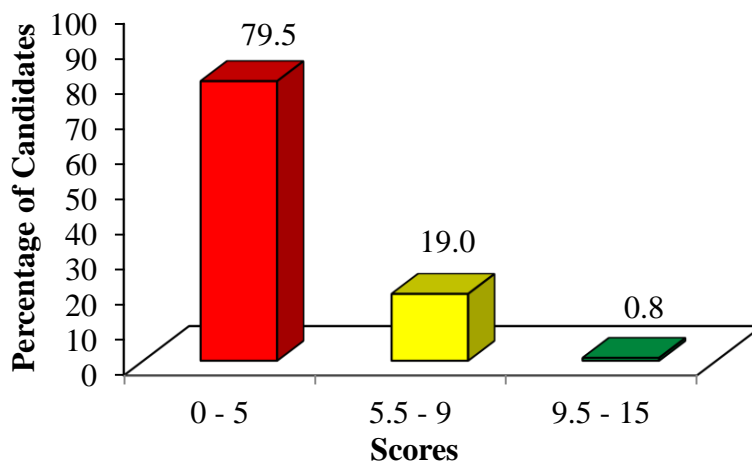
- 1912”, précise à voix basse l'instituteur qui vient de rejoindre le groupe.

Un silence. Les plus vieux secouent la tête, les autres parlent à voix basse.

Tous ont oublié les enfants, accroupis dans un coin et qui n'osent plus bouger.

Il n'y a vraiment plus rien à dire. Les uns après les autres, lentement, les anciens du village se lèvent, défroissent leur vêtement et s'éloignent dans les ruelles étroites.

The question was attempted by 100 percent of the candidates, out of which 0.8 percent scored from 9.5 - 15 marks, which is a good performance; 19 percent scored 5.5 - 9 marks, which is an average performance; and 79.5 percent scored from 0 - 5 marks, which is a poor performance. Generally, the candidates' performance in this question was poor, since 19.8 percent scored from 5.5 - 15 marks out of the 15 marks allotted to the question. This performance is summarised in Figure 11.



**Figure 11:** *The Candidates' Performance in Question 11.*

The candidates' item response analysis shows that the candidates who scored low marks in this question understood the requirement of the question but failed to translate the sentences due to lack of vocabulary. The message from the source language was totally distorted. The dialogue was about elders' discussion on drought in the village, but the message rendered by the candidates into the target language was different from that of the source language. This indicates that these candidates did not understand the language of the source text. Extract 11.1 is a sample of a response by the candidate who failed this question by writing the dialogue which was unrelated to that of source language.

### Extract 11.1

11	Kuna vitu mbalimbali vizuri viraavyasababishwa	
	na mbu kutokana na hali kutoka katika maji wakati	
	wajijoni. vilevile <sup>ukame</sup> huwababisha kukwama kwa	
	mandejeo mbalimbali kama.	
	- Mazingira mabaya ya kilimo	
	- vilevile huwababisha kutokwa na udongo wa rutuba	
	mzuri	
	- Ni kawaida kuwa kila mwaka utokea	
	- kwa kuangalia na katika miaka ambayo huwababi	
	sha ukame	
	- ambapo huwababisha watu kutoishi katika mazing	
	ira mazuri.	
	- Mwaka 1912 baadhi ya machinika waliunda vikundi	
	mbalimbali kwa kukaidia watoto mbalimbali ambayo	
	hiyo ilikuwa njia nzuri kwa kulea watoto na watu	
	wengine kutoka katika vijiji.	

Extract 11.1 is a sample of a response by the candidate who wrote the dialogue unrelated to that of a source language.

On the other hand, the candidates who scored high marks in this question understood the requirement of the question and they had sufficient translations skills. Moreover, these candidates had enough vocabulary and they followed the principles of translation which enabled them to transfer the message from the source language (French) to the target language (Kiswahili) correctly. Extract 11.2 is a sample of a response by the candidate who translated the dialogue with few errors.

## Extract 11.2

11: Wazee wanapatikana kwenye eneo chakavu, Kanbu na maititi. Kabla ya kujitenga walikaa kwa mda fulani wakipata hewa safi yafioni. Maraghafla Ukame ukawa ndio usemi mkuu. "Unadhani hivi mwa zinazochelewa zitanyesha? - Hii itakuwa vibaya kwenye kilimo... - Kwa ujumla mavuno yalitopita hayakuwa hata kidogo. - Mjumbe kwanza, hii ni rahisi: Magunia ya mtama yote hayana kitu. - Pengine, angalia mtama, mahindi, mpunga hakuna kilicho kuwa cha kwanza, dhaka ulisipita. - Sio mara yakiwaza hii kutoka: Baba zetu walitwambia myaka mibaya iliopita. - Mimi, niliona hivi - - Kushika! - 1912, kikuweli kwa sauti ya mwalimu ambaye alikuwa kuungana na Kikundi. Kwa ukimya. Wazee wengi waliumiza Ki-chwa wengine wanaonga sauti pito. Wote walisahau watoto. - Hapakuwa na ukweli mwingine wakutema. Baadhi baada ya wengine, taratibu wazee wa kijiji wameamama.	
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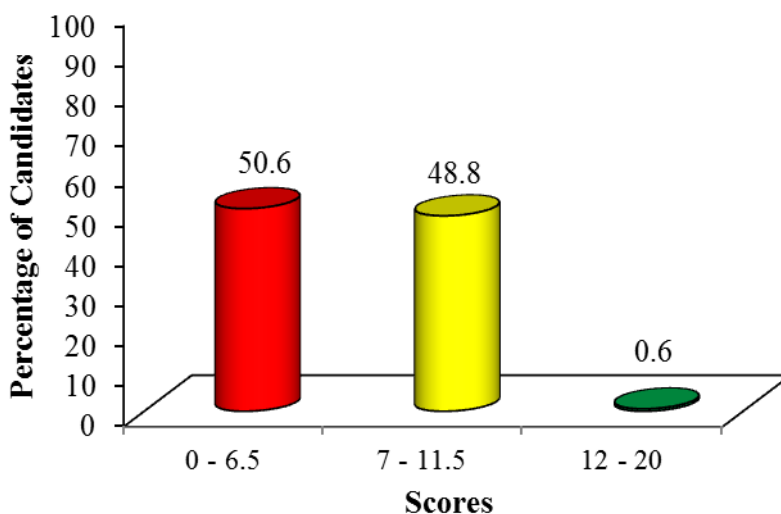
Extract 11.2 is a sample of a response by the candidate who translated the dialogue with few grammatical errors.

### 2.12 Question 12: Comprehension

In this question, the candidates were given a passage to read and answer the questions after it. The questions tested the candidates' ability to read and comprehend a passage. The questions asked from the passage were short answer questions and they required the candidates to provide synonyms or other expressions for the underlined words.

The question was attempted by 100 percent of the candidates, out of which 0.6 percent scored from 12 - 20 marks, which is a good performance; 48.8

percent scored 7 - 11.5 marks, which is an average performance; and 50.6 percent scored from 0 - 6.5 marks, which is a poor performance. The candidates' general performance in this question was average, since 49.4 percent scored from 7 - 20 marks out of the 20 marks allotted to the question. This performance is summarised in Figure 12.



**Figure 12:** *The Candidates' Performance in Question 12.*

The candidates' item response analysis reveals that the candidates who scored low marks in this question did not understand the passage. These candidates lacked sufficient knowledge and skills on comprehension. For example, in question 12(b), the candidates were asked to comment on whether the present Kilwa Kisiwani is the same as that of the previous years. One of them copied a sentence from the text and wrote it as a response as *La richesse de Kilwa provenait de ses activités commercial* (*The wealth of Kilwa came from her economic activities*). This implies that the candidate did not understand the question.

In question 12(c), the candidates were asked to tell what Kilwa used to do for its economic potential. The correct answer was *Pour son plus grand profit, Kilwa Kisiwani contrôlait les routes commerciales maritimes qui longeaient une grande partie de la côte de l'Afrique* (For its economic potential, Kilwa Kisiwani used to control maritime commercial routes which took a vast area of African coast) but one of the candidates wrote an incorrect answer *Les esclaves arrivaient enchainé* (The slaves arrived in chains).

In question 12(d), the candidates were asked to explain how the caravan trip was by that time. The correct answer was *il était long et dangereux* (it was long and dangerous). However, most of the candidates answered it wrongly. One of them wrote *Les caravane venaient de Kilwa* (The caravans were coming from Kilwa). Also in question 12(e), the candidates were asked to mention goods supplied by Kilwa. The candidates who failed to answer this question picked some words from the passage and used them as responses.

In question 12(f), the candidates were asked to write synonyms of the underlined words in the passage. The candidates failed to write the correct synonyms due to the lack of vocabulary and poor mastery of the French Language. Extract 12.1 is a sample of a response by the candidate who performed poorly in this question.

### Extract 12.1

12a)	L'HISTOIRE DE L'ÎLE DE KILWA (KISWAHI)
b)	<p>                 Sa position sur la côte avec l'un des meilleurs ports de l'est de l'Afrique lui a permis de jouer un rôle très important dans le réseau commercial de la région. C'est parce que cette île de Kilwa s'engage avec commercial comme de cornes de rhinocéros chargée d'ivoire de résines et de carapaces de tortue. Aussi des esclaves étaient achetés et vendus sur l'île.             </p> <p>                 Aux marchands du continent Kilwa fournissait des produits de grande consommation: cauris, tissus en coton et verrerie.             </p> <p>                 Le premier sultanat de Kilwa semble avoir             </p>

Extract 12.1 is a sample of a response by the candidate who failed in this question. He/she copied words from the passage and wrote them as answers.

There were also candidates who scored average marks in this question. These candidates were able to provide correct answers for some of the sentences, but they failed to get other sentences right. For example, in question 12(a), the candidates answered well by writing the title of the passage *L'île de Kilwa*

correctly. In question 12(b) and (d), most of the candidates who scored average marks provided correct answers such as *Non, L'île de Kilwa Kisiwani d'aujourd'hui n'a pas la même position* and *Le voyage des caravanes était long et dangereux* respectively.

However, these candidates failed to write the correct answers for 12(c), (e) and (f). The candidates' failure in certain items of question 12 is attributed to their insufficient knowledge on comprehension. In question 12(f), the candidates were required to write the meaning of the words/expressions. The candidates whose performance was average in this item managed to provide synonymous words for some underlined words. Such candidates had partial knowledge and skills in reading for comprehension. Extract 12.2 is a sample of a response of the candidate who wrote correct answers in items (a), (b) and (d) but failed in items (c), (e) and (f).



## Extract 12.2

12 a)	<p>Un titre convenable à ce titre c'est l'île de Kilwa Kisiwani.</p> <p>b) Aujourd'hui, elle semble isolée et éloignée, mais, par le passé, elle a abrité une communauté puissante et prospère dirigée par un sultanat africain indépendant.</p> <p>ii - C'est pendant aux XIV<sup>e</sup> et XV<sup>e</sup> siècles quand l'île de Kilwa Kisiwani était au sommet de sa prospérité.</p> <p>c) i - Les routes commerciales maritimes qui longeant une grande partie de la côte et de la l'Afrique.</p> <p>ii - La position sur la côte, avec l'un des meilleurs ports de l'est de l'Afrique, lui a permis de jouer un rôle très important dans le réseau commercial de la région c'était la position de Kilwa sur la côte.</p> <p>iii - Les esclaves arrivaient enchaînés, et était achetés et vendus sur l'île bien que le commerce des esclaves ne se soit pas développé de façon très substantielle avant de fin du XVIII<sup>e</sup> siècle.</p> <p>d) i) Des caravanes venant à Kilwa, apportaient des biens de valeur.</p> <p>ii - Les marchandises apportaient l'or et l'ivoire dans les caravanes on pouvait dans la ville</p> <p>Les marchandises important Kilwa en échange des tissus indiens et des céramiques précieuses.</p> <p>e) i - Kilwa fournissait des produits de grande consommation: cuir, tissus en coton et verre teint, ainsi de bien que des biens provenant de l'étranger, notamment des tissus indiens</p> <p>ii - Pour charger de produits en provenance du monde musulman et de l'Orient.</p> <p>iii) Le premier sultanat de Kilwa semble avoir été établi vers 1050 par un groupe de réfugiés politiques venus de l'Est africain.</p>
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Extract 12.2 is a sample of a response by the candidate who wrote correct answers for items (a), (b) and (d) but failed to supply correct answers for items (c), (e) and (f).

The candidates who scored high marks in this question were able to answer most of the questions correctly because they had a good command of the French Language and sufficient knowledge on comprehension aspect. For example, in question 12(a), the candidates wrote the correct answer which was *L'île de Kilwa* (Kilwa Island). Also, in question 12(b), the candidates managed to write the correct answer *Non, L'île de Kilwa Kisiwani d'aujourd'hui n'a pas la même position* (No, the Kilwa Island of today is not like the previous one) because they comprehended the passage.

Similarly, in question 12(c), the candidates answered the question correctly by giving short answers according to the demand of the question. For example, in (c)(i), the correct answer was *Pour son plus grand profit, Kilwa Kisiwani contrôlait les routes commerciales maritimes qui longeaient une grande partie de la côte de l'Afrique* (For its economic potential, Kilwa Kisiwani was controlling maritime commercial routes which took a vast area of African coast). The candidates also got right items 12(d) and (e) whose answers were *Le voyage des caravanes était long et dangereux* (The caravan trip was long and dangerous) and *Kilwa fournissait aux marchands du continent des produits de grande consommation; Cauris, tissu en coton et verroterie et des tissus indiens* (Kilwa supplied the continent's merchants with consumer goods: cowries, cotton fabric, glassware and Indian fabric). Most of the candidates, who scored high marks in these items had sufficient comprehension skills and they understood the requirement of items in this question.

In question 12(f), the candidates were asked to give the meaning of the underlined words/expressions in the passage. These candidates provided correct synonyms/expressions for the underlined words. For example, in f(i), the underlined expression was *Elle était la plus puissante des cités-Etat* (It was the most powerful city state) and its alternative expression was *Elle était plus forte*. Moreover, in f(ii), the expression was *commerciales maritimes* (maritime commercial) whose alternative expression could be *le commerce qui se fait sur la mer/par la mer*. In addition, in f(iii), the underlined expression was *des biens de valeur* (valuable goods) and possible synonym could be *des marchandises de bonne qualité/des grand prix/précieuses*. The candidates who performed well in this question had sufficient knowledge on reading for comprehension. Extract 12.3 is a sample of a response by the candidate who performed well in this question.

## Extract 12.2

12.1/ L'ÎLE DE KILWA KISIWANI 18/ Aujourd'hui, elle semble isolée et éloignée, mais, par le passé, elle a abrité une communauté guerrière et prospère dirigée par un sultan africain indépendant.	
19/ L'île de Kilwa Kisiwani était au sommet de sa prospérité, aux XIV <sup>e</sup> et XV <sup>e</sup> siècles, elle était la plus puissante des îles-Etats et contrôlait, pour son plus grand profit, les routes commerciales maritimes qui longeront une grande partie de la côte est de l'Afrique.	
20/ Le pour son plus grand profit, Kilwa Kisiwani faisait des routes commerciales maritimes qui longeront une grande partie de la côte est de l'Afrique.	
21/ Sa position sur la côte, avec l'un des meilleurs ports de l'est de l'Afrique, lui a permis de jouer un rôle très important dans le réseau commercial de la région.	
22/ Des esclaves aussi arrivent euh... inés, et étaient achetés et vendus sur l'île bien que le commerce des esclaves ne se soit pas développé de façon substantielle avant la fin du XVIII <sup>e</sup> siècle.	
23/ Des caravanes venaient à Kilwa, apportant des biens de valeur. De toutes les richesses de Kilwa, ils importaient en ces marchands, privilégiant l'or l'ivoire, mais ils achetaient aussi d'autres marchandises.	
24/ Kilwa importait en échange des tissus indiens et des céramiques précieuses.	
25/ Kilwa fournissait des produits de grande consommation: cuir, tissus en coton et verrerie, ainsi que des biens provenant de l'étranger, notamment des tissus indiens.	
26/ Les épaves en bois venaient vers le sud, chargées de produits en provenance du monde musulman et de l'Orient.	
27/ Le premier sultan de Kilwa semble avoir été établi vers 1050 par un groupe réfugiés politiques venus de Chirazi, en possession de pièces de monnaie frappées par les souverains permettant d'établir	

Extract 12.3 is a sample of a response by the candidate who answered correctly this question.

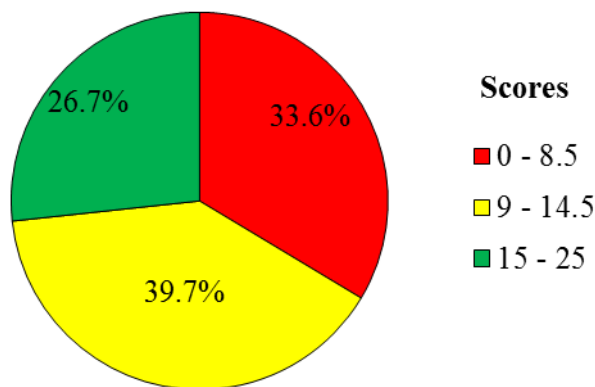
### 3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN 123/2 FRENCH LANGUAGE 2

#### 3.1 Question 1: Essay Writing

In this question, the candidates were instructed to explain five rights of children in the society. The question was framed as follows:

1. Les enfants ont les droits comme tout le monde dans la société.  
Expliquez cinq (5) droits des enfants.

The question was attempted by 100 percent of the candidates, out of which 26.7 percent scored from 15 - 25 marks, which is a good performance; 39.7 percent scored 9 - 14.5 marks, which is an average performance; and 33.6 percent scored from 0 - 8.5 marks, which is a poor performance. The general performance of the candidates in this question was good, since 66.4 percent scored from 9 - 25 marks out of the 25 marks allotted to the question. This performance is summarised in Figure 1.



**Figure 1:** *The Candidates' Performance in Question 1.*

The candidates' item response analysis indicates that the candidates who scored high marks in this question understood the requirement of the question. These candidates used appropriately the principles and rules governing essay writing. Furthermore, the essays consisted of all important elements such as introduction, main body and conclusion. In the introduction, the candidate started by explaining who the child is in the society, whereas others explained the key word "rights". In the main body, the candidates mentioned and explained in details the children's rights. As for the

conclusion, the candidates concluded the discussion by giving suggestions to the government and parents on how these children's rights should be provided and protected. Extract 1.1 is a sample of a response by the candidate who wrote a good essay with few errors.

### Extract 1.1

1.	Les droits des sont toute	
	les choses qui j'el mettent tout le	
	monde dans la société sont les mêmes.	
	par exemple tout le monde doit avoir	
	l'éducation, la participation à toutes	
	activités dans la société et tout le	
	monde doit être libre pour faire	
	quelque chose qu'il augmente le dével-	
	oppement de leur pays. c'est vrai	
	que les enfants ont les droits comme	
	tout le monde dans la société.	
	Voici les droits des enfants.	
	Avant tout chose, les enfants	
	doivent avoir l'éducation. Tous enfants	
	qui ont trois ou cinq ans doivent	
	aller à l'école pour commencer étudier	
	leur sujet qui ont été proposé par	
	le gouvernement. par exemple en Tanzanie	
	mais voyons les petits enfants vont	
	à l'école chaque jour sans avoir	
	problème. Donc le président de Tanzanie	
	a dit que les enfants doivent étudier	
	sans payer l'argent.	
	Aussi, les enfants doivent	
	participer à quelques activités qui	
	se produisent dans ses familles. Si	
	les parents disent à ses enfants qu'ils	
	doivent faire les activités agricole ou	
	couper les arbres pour construire leur	
	maison, ils doivent faire comme leur	
	parents ont dit. cette action, elles les	
	aident pour combattre contre la	

1 | pauvreté qui met la vie de beaucoup de gens sont difficile. par exemple au village les enfants participent pour faire toutes activités agricole chaque fois.

Ensuite, les enfants obtiennent les besoins fondamental comme tout le monde dans la société. Nous voyons dans notre pays tous enfants ont les besoins fondamental comme les vêtements, la nourriture et ils se couchent à la bonne maison qu'ils elle les aide pour avoir bonne santé. par exemple si les parents achètent les vêtements, aussi ils le achètent les autres pour donner leur enfants.

Non seulement cela mais aussi, les enfants ont le droit d'expliquer leur sentiments à leur parents, leur chefs et les autres gens qui vivent dans certaine société. Nous savons que les enfants ont beaucoup de choses à dire et c'est leur droit pour expliquer les sentiments qu'ils ont. par exemple l'enfant peut dire à ses enfants qu'il veut manger la nourriture ou il veut quelque vêtements, éducation ou il leur dit qu'il n'aime pas aller à l'école peut-être il besoin l'autre chose ne pas l'éducation, à partir d'école.

A partir de cela mais aussi, les enfants ont le droit de combattre contre la usage de drogues dans le

t	<p>           pays. Beaucoup de gens arment utilisent            les drogues qu'ils leur affectent mais            ils n'aiment pas pour arrêter utiliser            ces drogues. Donc si les enfants voient            cette action, ils ont le droit de dire            à leur chefs selon les gens qu'ils            utilisent les drogues. Donc comme            tout le monde se luttent contre les            drogues, comme les enfants doivent            faire comme leur parents et les            autres citoyens de Tannanie.         </p> <p>           pour conclure le gouvernement            doit donner les citoyens l'éducation            de développer les droits des enfants            dans le pays et ils ne sont pas            pour permettre leur enfants pour            engager à l'activités criminelle, l'usage            de drogues et les enfants doivent vivre            comme les autres gent dans la société.         </p>
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Extract 1.1 is a sample of a response by the candidate who wrote a good essay with few errors.

On the other hand, there were candidates who performed poorly in this question. The analysis shows that these candidates misinterpreted the question. For example, instead of writing about the children's rights, most of the candidates wrote about the problems facing children in the society like poverty, humiliation, etc. The candidates who scored low marks failed to understand what they were required to do. This implies that these candidates lacked both French vocabulary and French grammar rules. Extract 1.2 is a sample of a response by a candidate who misinterpreted the question.

## Extract 1.2

1.	Les enfants : C'est les gens
	qui se trouve dans la société. Il est vrai
	Les enfants ont les droits comme tout
	le monde dans la société
	Voici le cinquième droit des enfants.
	D'abord, la pauvreté ; c'est le
	droit des enfants parce que quand les
	enfants ne donne pas l'éducation et
	dans les famille est pauvre. Et les
	enfants ne obtient pas la sociale service
	comme l'éducation, c'est cause droits
	des enfants tout le monde dans la société.
	Ensuite, la mauvais parent care ;
	c'est l'autre droits des enfants comme
	tout le monde dans la société parce que
	quand les parent ne donne pas les
	enfant la sociale service comme l'éducation
	les enfants <del>se</del> commencent utilise le
	dialogue et c'est le droit des enfants.
	Aussi, la chômage : c'est l'autre
	droits des enfants dans tout le monde
	dans la société parce que quand
	les parent dans la société n'aurait
	pas la chômage. Donc il ne donnerait
	pas la sociale service dans sa famille
	parce que <del>il n</del> par chômage. Donc est
	cause droits des enfants.
	En plus, La mort ; c'est l'autre
	droits des enfant tout le monde dans
	la société. parce que quand les parents
	est morts. Beaucoup les enfants vivre
	avant les parents donc et les droits des



1	enfants. Par exemple, Les enfants n'avaient pas de sociale service et la nourriture pour manger donc il est droits des enfants tout le monde dans la société.	
	Enfin la Corruption; c'est l'autre droits des enfants tout le monde dans la société parce que quand l'autre gens utilisent la corruption a cause les enfant n'obtené par la bon sociale service dans la société. Donc il cause droits des enfants dans la société.	
	Généralement; Le gouvernement il faut aide les enfants dans la société par exemple pour donne la sociale service comme l'éducation.	

Extract 1.2 is a sample of a response of the candidate who did not understand the requirement of the question. He/she wrote the problems found in the society like poverty, corruption, death etc.

Other candidates who failed in this question attempted to write an essay with paragraphs but they ended up writing meaningless sentences. They failed to write even a single grammatical sentence. This shows that they lacked French grammar rules. Extract 1.3 is a sample of such responses.

### Extract 1.3

1.	les enfants ont les droits comme tout le monde la Société
	Pour avec de la enfant l'enfants écrire la pendant et
	la Société Comme les enfants leur vous droits monde. Et
	Expliquez droits des enfants
	Pauvreté; pendant le pauvrete comme l'enfants la Société
	écrire le raconter pour venu vous - avec ou la enfants politique
	de la parents écouter la vacance cher la problem comme
	dans la vacance en Société et droits ont les enfants;
	Irresponsabilité; les enfants comme la irresponsabilité
	de la parents Comme irresponsabilité pendant pour vacance
	écrire la plus, enfants de la Société pour la monde été
	la responsabilité et la Société.
	Pauvre <del>gover</del> gouvernement Support; le <del>gover</del> gouvernemental
	Support écrire enfants de la Société éviter la femme de
	la vacance pour la Société enfants par la pendant demandé
	la force le loi imposition écrire la Société par autre
	de la maison.
	Perese d'enfants; pour la perese d'enfants écrire la
	comme on la droit tout monde la Société était la pendant
	pluiscer comme la vacance ont euve' plus que la Société
	éviter la maison et l'enfants qui de parents de la Société
	Morts de parents; par le morts de parents comme
	droits en été vacance pour ami votre passer la Société
	de vacance comme vêtements ami la Société pour aller la
	maison éviter la étudiant de marks. oublié

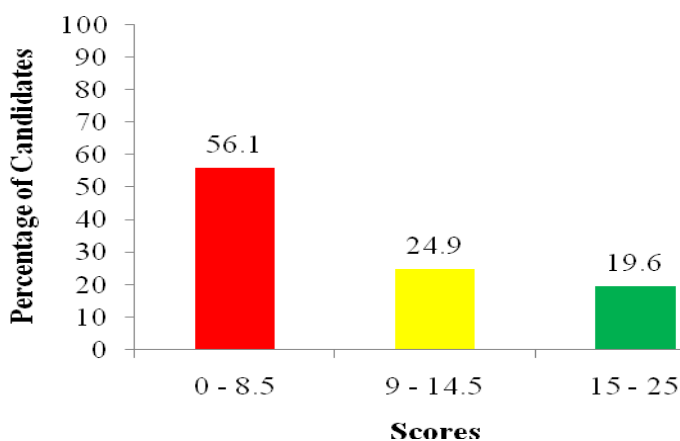
Extract 1.3 is a sample of a response by the candidate who wrote French words which did not make sense.

### 3.2 Question 2: Essay Writing

In this question, the candidates were required to point out the problems facing the students when taking “daladala”, and suggest the possible solutions. The question was framed as follows:

2. Quels sont des problèmes que rencontrent les étudiants quand ils prennent le “daladala?” A votre avis, qu’est-ce qu’il faut faire pour améliorer cette situation?

The question was attempted by 66 percent of the candidates, out of which 56.1 percent scored from 0 - 8.5 marks, which is a poor performance; 24.3 percent scored from 9 - 14.5 marks, which is an average performance; and 19.6 percent scored from 15 - 25 marks, which is a good performance. These data show that the general performance for this question was average, since 43.9 percent scored from 9 - 25 marks out of the 25 marks allotted to the question. This performance is summarised in Figure 2.



**Figure 2:** *The Candidates' Performance in Question 2.*

The candidates' response analysis shows that the candidates who performed well in this question wrote a well-organized essay. They wrote a good introduction by giving the definition of key terms and by mentioning other means of transport found in towns. They described "daladala" as the most used means of transport in big towns. Furthermore, they arranged chronologically their ideas in the main body using connectors. They made a good choice of vocabulary and appropriate tenses. In addition, they elaborated the problems facing students when taking "daladala" and they

suggested the possible solutions. Extract 2.1 is a sample of a response by the candidate who wrote a good essay with few errors by analysing the problems and solutions.

### Extract 2.1

02	<p>En Tanzanie, les étudiants rencontrent beaucoup de problèmes quand ils prennent le "daladala". A cause de ces problèmes ils échouent arriver à l'heure à l'école à l'heure pour leurs études.</p> <p>Les suivantes sont les problèmes que rencontrent les étudiants quand ils prennent le "daladala";</p> <p>Primo, ils sont obligés à payer beaucoup d'argent; En vérité les chauffeurs de ces daladala les obligent payer beaucoup d'argent pour les permettre à <del>de</del> monter pour le voyage à l'école. Alors à cause de leurs désirs sociaux ils échouent les payer.</p> <p>Secundo, les chauffeurs séduisent ces étudiantes: C'est un autre problème que rencontre les étudiants scolaires. Quand ils sont dans la voiture ces étudiantes (spécialement les filles) sont demandées d'avoir les relations avec ses chauffeurs. C'est parceque beaucoup d'étudiantes arrivent tard à l'école pour les études.</p> <p>Tertio, les étudiants rencontrent avec la queue des beaucoup de voitures dans les routes: Par exemple les étudiants de Dar es salaam arrivent tard à l'école parceque le "daladala" confronte ce problème quand ils sont dans la route. La queue des voitures est très longue, c'est parceque beaucoup d'étudiants n'arrivent pas à l'heure à l'école.</p> <p>Mais, à mes avis pour améliorer cette situation il faut faire les suivantes:</p> <p><sup>Primo</sup> Les moyens du transport doivent être améliorés pour les étudiants. Le gouvernement doit améliorer les moyens du transport pour assurer que les étudiants ne rencontrent jamais avec les problèmes de "daladala". Par exemple les <sup>secundo</sup> étudiants doivent avoir leur bus pour le voyage de leurs maisons à l'école.</p> <p>Secundo, les étudiantes doivent faire attention quand elles montent le "daladala" pour le voyage à l'école. Elles ne doivent pas s'engager dans l'amour avec les chauffeurs pendant leurs études. Elles doivent résister ou combattre contre ce problème pendant leurs voyages à l'école.</p>
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Q2	Tertio, le gouvernement doit construire beaucoup d'écoles partout dans chaque rue pour diminuer long voyage pour les étudiants. Les étudiants toujours prennent le daladala parceque beaucoup de leurs écoles se trouvent loin de leurs maisons. Alors le gouvernement doit assurer la construction des écoles pour diminuer les problèmes qui rencontrent beaucoup d'étudiants spécialement aux villages et en peu de villes.
	Pour conclure, les étudiants obtiendront la bonne éducation quand ils ne rencontrent pas avec beaucoup de problèmes qui confrontent les étudiants dans notre sociétés.

Extract 2.1 is a sample of a response by the candidate who wrote a good essay with few errors by analysing the problems and giving solutions.

Lastly, the candidates who performed poorly in this question did not understand the demand of the question and they had no enough vocabulary to use in their essays. Some candidates were not able to arrange their ideas chronologically. Moreover, the candidates' essays were incoherent and lacked the logical flow of information. These candidates lacked essay writing skills. Extract 2.2 is a sample of a response by the candidate who had poor mastery of the French language and who lacked enough vocabulary.

## Extract 2.2

2.	Quels sont des problèmes qui rencontrent les étudiants quand ils prennent le "Saladali" à votre avis, qu'est-ce qu'il faut faire pour améliorer cette situation. i c c
	Population; faire la population perso et étudiante sont des problèmes que rencontrer étudiants monde dans la maison pendant et la courir éviter la courir être venu être demander la courir: la s'aller de la population.
	Chômage; les étudiants pendant le problème pour éviter la courir de la perso éviter la courir éviter pour dans la écouter éviter la courir et étudiants comme la mais est la courir éviter
	Pauvreté; Pour la pauvreté de la parents et maison courir et être fallit endroit la maison plus que Vallait et la étudiant
	le courir gouvernement: Pendant la courir le et l'étudiants comme de la courir et la courir pour le courir et mail la courir de la courir: de la courir.

Extract 2.2 is a sample of a response by the candidate who wrote about problems facing the society in general.

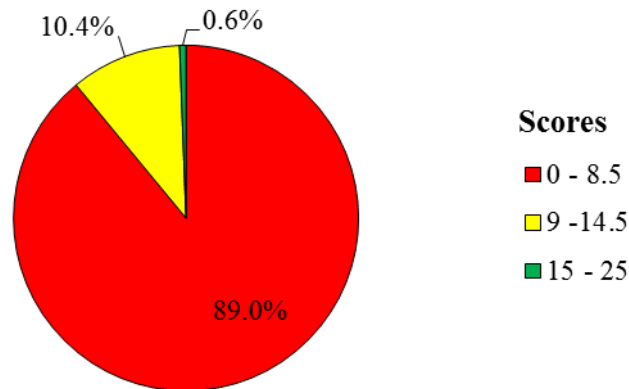
### 3.3 Question 3: Friendly Letter Writing

In this question, the candidates were instructed to write a friendly letter to a French friend by the name of "Marie Bernard" asking her about the clothes that one could carry when visiting France. The question tested the ability of the candidates to write a friendly letter while observing its format and the logical flow of ideas. The question was framed as follows:

- Vous partez en France pour six mois. Ecrivez une lettre à un ami français au nom de Marie Bernard pour lui demander ce que vous devez emporter comme vêtements. Votre nom doit être Chichi Mpendakula.

The question was attempted by 95.1 percent of the candidates, out of which 0.6 percent scored from 15 - 25 marks, which is a good performance; 10.4 percent scored 9 - 14.5 marks, which is an average performance; and 89.0 percent scored from 0 - 8.5 marks, which is a poor performance. The general performance of the candidates in this question was poor, since 11 percent

scored from 9 - 25 marks out of the 25 marks allotted to the question. This performance is summarised in Figure 3.



**Figure 3:** *The Candidates' Performance in Question 3.*

The candidates who scored high marks in this question wrote a good friendly letter by observing the format of writing friendly letters in the French language. These candidates wrote a well-structured friendly letter containing all the necessary components, namely senders and receivers address, salutation, main body and date. However, these candidates failed to score full marks because of few spelling and grammatical errors. Extract 3.1 is a sample of a response by the candidate who was able to write a good friendly letter with few errors.

### Extract 3.1

03	Ngara, Le 13 Avril 2019,	
	Chère Marie Benard,	
	Comment-ça va? j'espère que vous continuez très bien dans votre choses journalières. C'est ma plaisir d'écrire cette lettre à vous pour vous demander ce que je dois emporter comme vêtements. Moi je voudrais vous demande si je peux venir avec les vêtements suivants parceque je resterai en France pour six mois:	
	Premièrement, Je voudrais acheter les pull over, parceque mon ami m'a dit que en Europe il y a la condition qui n'est pas bien spécialement pour les Africains comme moi. Alors voudrais savoir si peut acheter les pull-over.	
	Deuxièmement, j'ai les besoins d'acheter les chemises simples, quelque fois je sortirai avec mes amie comme vous à la plage pour s'amuser. Mon amie si vous pouvez me conseiller les vêtements que je dois avoir pendant toute la période d'être en France. Si il y a la possibilité d'écrire la lettre de répondre ma lettre si vous plaît je vous demande de m'écrire avant d'acheter toutes les choses.	
	Troisièmement, Je veux que j'achète les chaussures, Il faut que j'achète les chaussures	



03.	<p>simples pour faire les promenades avec vous. Je pense je serai très heureuse en étant en France parce que nous visiterons le tour d'Effil qui se trouve au Paris aussi je visiterai la ville de Paris pour voir les chausser que j'étais lu dans les livres français, Alors je ne sais pas que tous les vêtements que je vous dit sont importants pendant toute période de six mois. Si il y a les changements de la condition d'air vous pouvez me dire pour savoir ce que je dois faire avant de venir la-bas.</p> <p>Quatrièmement, Je vous demande si je peux venir avec beaucoup de vêtements, comme les jupes, les chemises traditionnaires et les pantalons, Comme je regarde la télévision je vois beaucoup de gens en Europe habient les pantalons et moi aussi j'ai les pantalons et les jupes alors aidez moi donner les informations correctes concernant avec les vêtements préférables.</p> <p>En sus, Je voudrais vous acheter les vêtements traditionnaires qui sont fait produits en Tanzanie spécialement à Arusha par les Maasai. Ces vêtements sont très beaux quand vous êtes en promenade comme en Europe alors si vous aimez que je peux acheter pour vous écrire la lettre très vite de m'expliquer selon ci.</p> <p>En fin je vous souhaite bonne santé dans votre avis j'espère que vous me donnerez bonne réponse très vite pour préparer avec le voyage pour la France.</p> <p>Bien amicalement</p> <p>Chichi Mpendakula.</p>
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Extract 3.1 is a response by the candidate who wrote a good letter with few grammatical errors.

There were also candidates who scored low marks in this question. These candidates lacked sufficient knowledge and skills on writing friendly letters in the French language. They were also not able to follow the procedures for friendly letter writing. They failed to observe the important information required when writing it, including salutations and grammatical sentences. Furthermore, they also failed to organize their ideas logically and to use proper moods and tenses. Some of them misinterpreted the question. Extract 3.2 is a sample of a response by the candidate who performed poorly in this question.

### Extract 3.2

3	Munduru, le 14 mai 2018.
	chère Marie Bernard,
	J'espère tu vas bien, moi je vas bien avec mes études. Je te manque beaucoup mon amie,
	Le but de t'écrire la lettre est pour demander m'emporter Les choses différents comme vêtements.
	Mon amie, en Tanzanie, il n'y a pas de bon vêtements. Donc, je voudrais acheter les vêtements à français. Aussi, je voudrais pour voir différent style de vêtements comme les jupes, les pantalons.
	À part cela, à français il y a les vêtements qui peut vivre pour long temps différent en Tanzanie. Aussi, j'aime pour avoir différent pour les autres gens dans la société.
	Ensuite, mon amie, je ne pas d'argent de transport pour aller à français donc peut aider moi pour emporter comme vêtements.
	En plus, quand tu peut acheter vêtements je vas aller heureux avec ma famille parce que, ma mère aime beaucoup les choses de français.
	En fin, je te manque beaucoup mais un jour quand j'ar l'argent peut aller pour aller à français. Je voudrais pour te avoir la bon vie.
	C'est ton amie,
	chichi mpendakula!

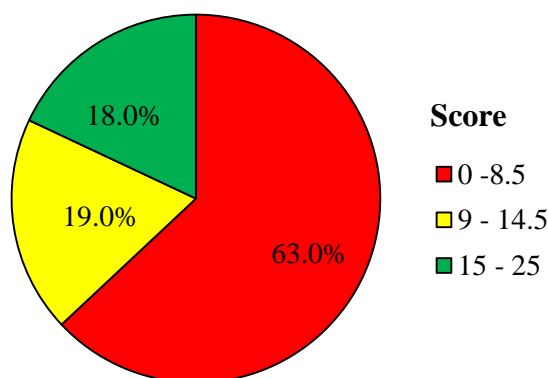
Extract 3.2 is a sample of a response by the candidate who misinterpreted the question. He/she wrote asking the french friend to buy for her/him clothes instead of asking the type of clothes to carry when going to France.

### 3.4 Question 4: Creative Writing

In this question, the candidates were instructed to imagine that they were going to spend three weeks of their holiday with unknown people in a very isolated village and to say what they were going to do there. The question was framed as follows:

4. Imaginez que vous allez passer trois semaines de vacances avec des inconnus dans un village très isolé. Racontez ce que vous allez faire.

The question was attempted by 61.7 percent of the candidates, out of which 18.0 percent scored from 15 - 25 marks, which is good performance; 19.0 percent scored 9 - 14.5 marks, which is average performance; and 63.0 percent scored from 0 - 8.5 marks, which is poor performance. The general performance of the candidates in this question was average, since 37 percent scored from 9 - 25 marks out of the 25 marks allotted to the question. This performance is summarised in Figure 4.



**Figure 4:** *The Candidates' Performance in Question 4.*

The candidates who scored high marks in this question were able to narrate interesting stories and were able to explain the activities which they would do during the holiday with the unknown people and in an isolated village. The ideas given by these candidates were chronologically organized and the language used was comprehensible. This indicates that the candidates had a good command of the French language and had sufficient knowledge and skills on creative writing. Extract 4.1 is a sample of a response by the candidate who wrote a good story with few errors.

#### Extract 4.1

4.	les vacances suivant j'irai
	passer trois semaines de vacances
	avec des inconnus dans un village
	de Songue qu'il est très isolé. Dans
	cette village très isolé j'irai faire
	beaucoup de choses. Voici les choses
	que j'irai faire à cette village.
	Avant tout chose, je vais faire
	les activités agricole. Quand j'arriverai
	dans cette village j'irai établis
	les champs où j'irai planter les
	maïs, du riz, des haricots, du manioc
	et les mils. cette agricole, elle m'aidera
	pour augmenter le développement
	de mon pays et moi-même.
	Aussi, je vais éduquer la
	société selon l'avantage d'être
	economiste. Dans ce village de
	Songue, je voudrais éduquer tous
	les gens qu'ils doivent faire toutes
	les activités qu'ils leur aident pour
	être économiste et pour augmenter
	leur le développement de leur village
	Non seulement cela mais
	aussi, je vais faire le commerce
	je sais que <sup>partout</sup> il y a les gens, je veux
	faire le commerce parcequ'au village
	il n'y a pas beaucoup de compétition,
	Donc je vais enseigner les membres
	de ce village pour faire les commerce
	dans leur vie.

4.	<p>Ensuite, je vais enseigner les membres de ce village les nouvelles méthodes de faire la cuisine. Je sais que dans les trois semaines je vais enseigner pour faire la cuisine qui sont très bien. Par exemple je les enseigne pour faire le sandwich, "Bada", "chapati maji" et durio.</p> <p>Encore, je vais jouer le football avec mes amis. Au village il y a la bonne lieu pour jouer le football. Donc je vais là pour leur enseigner la méthode de jouer et je vais savoir leur types de jeu.</p> <p>En plus, je vais visiter le national parc qui se trouvent dans ce village. Si j'arrive là je leur demande le lieu où le national parc se trouvent, s'ils me montrent, je vais regarder les choses qui se trouvent là. Aussi je mets les photos pour montrer mes amis si je retournerai à la maison.</p> <p>Et puis, je vais savoir la culture des gens qui vivent dans ce village. Dans trois semaines je sais que je vais savoir leur culture inclut leur vêtements, leur nourriture et le type de jouer. Aussi je vais connaître les choses qui sont pas bien pour faire dans ce village et je leur enseigne notre culture.</p>
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4.	A partir de cela mais aussi	
	je vais faire le nettoyage chaque	
	jour dans ce village parce que	
	partout il y a la conservation	
	d'environnement. Donc moi aussi je vais	
	balayer les environnements pour éviter	
	la transmission de maladies.	
	pour conclure, Quand je retourne	
	retourner à notre village je vais	
	changer la situation de notre village.	

Extract 4.1 is a sample of a response by the candidate who was able to write a good story with few grammatical errors.

Candidates' item response analysis further indicates that the candidates who scored low marks in this question lacked sufficient knowledge and skills on creative writing. Most of these candidates wrote stories with incorrect tenses, and with a lot of spelling and grammatical errors. Moreover, they ignored the use of punctuation marks and connectors. The analysis shows further that some of the candidates misinterpreted the question; as a result, they wrote what they were going to do the coming holiday instead of writing what they were going to do in an isolated village with the unknown people. Extract 4.2 is a sample of a response by the candidate who misinterpreted the question.

## Extract 4.2

4	<p>Pendant moi vacance pour trois semaines je vais ala maison. et je fais le different chose Comme: Premicement je etudier: quand je vais a la vacance je suis étude pour augmentation le connaisar a la classe.</p> <p>Deuxicement je vais pour enseigner moi relatives Comme moi frere pendant le vacance je suis aider moi relatives par enseigner different sujet.</p> <p>Troisiement je suis aider le different activites ala maison Comme cuisine, laver le utensils et autre activite qui faire moi etre importante dans nous maison</p> <p>Ensus pendant moi vacance je vais pour trouve l'argent pendant moi vacance je vais pour trouve l'agent pour le temp quand je devenus a l'école cette de l'argent aider moi pour different chose a l'école)</p> <p>Cinquement je vais pour voir mon caramades: Pendant le vacance je vais pour voir mes caramades pour faire le chose avec leur.</p> <p>Sixicement pendant moi vacance je vais salut moi grand parents pendant le vacance je veux aller a la ma grand mere et grand pere pour faire le different activites.</p> <p>En plus: Pendant le vacance je veux aller a la place pour amusement. pendant moi vacance je veux aller a la place pour amusement comme a la plage theatre et autre place qui faire moi Corps bien.</p> <p>Dans conclusion le temp le vacance cette de temp qui aider les etudiant qui faire le different chose dans leur maison.</p>
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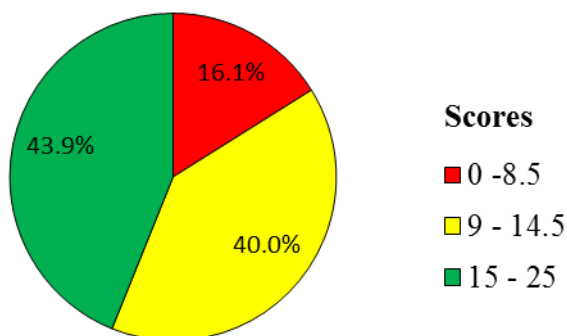
Extract 4.2 is a sample of a response by the candidate who misinterpreted the question. He/she wrote what he/she is going to do during his/her holiday at home.

### 3.5 Question 5: Book Analysis

In this question, the candidates were asked to discuss four problems that were raised by the author in one of the books they read during their studies in form five and six. The question was framed as follows:

5. En utilisant un des livres que vous avez lu pendant vos études, discutez quatre problèmes qui sont posés par l'auteur.

The question was attempted by 100 percent of the candidates, out of which 43.9 percent scored from 15 - 25 marks, which is good performance; 40 percent scored 9 - 14.5 marks, which is average performance; and 16.1 percent scored from 0 - 8.5 marks, which is poor performance. The general performance of the candidates in this question was good, since 83.9 percent scored from 9 - 25 marks out of the 25 marks allotted to the question. This performance is summarised in Figure 5.



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

The candidates who scored high marks in this question understood the requirements of the question and had sufficient knowledge and skills on books analysis. They were able to discuss the key problems raised by the author in the book and gave detailed explanation to support their points. These candidates observed clearly the rules of essay writing. For instance, in the introduction, they gave the title of the book, the name of the author, the year of publication and mentioned the problems in short. Their points were well organized and well elaborated by using proper vocabulary and well-structured sentences. Unfortunately, these candidates failed to score full marks because of some few grammatical errors and improper use of connectors. Extract 5.1 is a sample of such responses.



## Extract 5.1

5.	<p>Les problèmes ce sont les choses, s'elles existent dans la société elles affectent l'homme à ses activités ou le développement de pays, par exemple la mauvaise gouvernement, la classe sociale, la pauvreté et la discrimination.</p> <p>En utilisant un roman " LES FRASQUES D'EBINTO " qui a été écrit par Amadou Koné et il a été publié en 2002 par Éditions Hatier International. Voici les problèmes qui sont posés par l'auteur.</p> <p>Tout d'abord, l'humiliation. Dans le roman nous voyons Ebinto humilié sa femme Monique parce qu'il ne lui donne pas l'argent pour aller à l'hôpital, il ne mange pas la nourriture que Monique prépare. Aussi Ebinto humilié les autres manœuvre comme M. Rouge qu'il était malade mais Ebinto refuse pour lui donner la permission. Aussi Ebinto était humilié par les élèves au Grand Bassam qu'ils le battu sans les fautes. Aussi dans notre pays il y a beaucoup de gens qui humilié les autres.</p> <p>Ensuite, la pauvreté. L'auteur nous montré que la famille d'Ebinto était pauvre après la mort de son père mais sa mère devait de vendre des poisson pour éviter cette pauvreté. Aussi M. Dramane était</p>
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pauvre parce que la condition de sa maison était très mauvais. Donc dans notre pays il y a la pauvreté et ses gens vivent à la mauvais condition de vie, il n'y a pas l'emploi qu'il nous aide pour obtenir les besoin fondamentale par exemple l'eau et la nourriture.

Non seulement cela mais aussi, les conflits. Dans ce roman il y a le conflit entre Ebinto et Muriel à cause de l'amour où Ebinto veut Muriel est son amante mais Muriel ne veut pas cette choses mais elle veut Ebinto est son ami simple. Aussi le conflit entre Ebinto et Azari parce que Azari était parler avec son amie Muriel. Aussi il y a le conflit personnel à Ebinto à cause de la grossesse de Monique l'amour et la quittance de Monique à partir d'Ayame à Aboriso sans retourner à son mari Ebinto. Aussi dans la société il y a les conflits qui se produire chaque jour.

En plus, l'amour infidèle. L'écrivain montre l'amour infidèle par Ebinto qu'il n'aime pas sa femme Monique parce qu'il allait à sa maison avec l'autre fille pour faire l'amour au moment où il a sa femme. Donc cette action montre qu'Ebinto n'aime pas sa femme, mais Monique l'aime beaucoup. Aussi Ebinto n'aimait pas les autres travailleurs à Ayame à cause de les traiter comme un robot. Par exemple M. Rouge était très malade mais Ebinto ne lui donne pas la permission d'aller à rester. Alors, dans la notre pays il y a l'amour infidèle qui cause la mort de gens et les conflits.

Enfin, l'auteur de ce roman aussi il nous montre les solutions de ces problèmes comme il faut éviter l'humiliation, il faut avoir l'amour fidèle, il faut éviter la pauvreté pour travailler dur à nos activités, et il faut avoir l'éducation. Les choses ils nous aident pour combattre contre les problèmes qui se produisent dans notre pays.

Extract 5.1 is a sample of a response by the candidate who identified and discussed the problems raised by the author in the novel titled *Les Frasques d'Ebinto*.

On the other hand, the candidates who scored low marks in this question mentioned the problems raised by the author but failed to elaborate them. Their essays were too short, without connectors and did not contain the key ideas of the book. This indicates that these candidates lacked knowledge and skills on books analysis. Extract 5.2 is a sample of a response by the candidate who performed poorly in this question.

### Extract 5.2

5	<p>Par utilisant ce roman, qui          écrivant par Armoudu Koué. L'année          de publication 11 1980 - CEDA première          re publication, deuxième publication          2002 grâce aux suivants à problè          mes, qui sont posés par l'auteur          d'abord Pauvreté, dans la roman          t'auteur l'auteur montre la pauvreté          pendant Ebinto à pauvreté sa          famille son père à peuchex, dans          la société a même gens ont pau          vreté comme Ebinto sa famille          Ensuite la mort son père, dans          la roman l'auteur montre problèmes          qui sont posés par l'auteur la          mort son père de Ebinto alors Ebi          nto vivre avec son sa famille          dans la société a même gens          qui sont problèmes comme Ebinto          la mort son père</p> <p>Aussi la mort son bébé, dans          la roman l'auteur montre la mo          rt son bébé, Ebinto bébé mo          rt quand monique née son          bébé mort mais qui problèmes son          t posés Franque d'Ebinto dans la          société vu problèmes comme Ebi          to problèmes.</p> <p>En plus humiliaton, dans la livre          l'auteur montre Ebinto humiliaton          quand monique quand monique ma          rrie par Ebinto humiliaton monique          ne mange par qui préparé par          monique, dans la société vu beau          coup humiliaton par exemple mêm          e gens humiliaton autre pendant          a choses.</p> <p>Enfin problèmes qui sont posés          par l'auteur a beaucoup mais l'auteur          r il faut vrai amour, il faut          donne l'éducation dans la société</p>
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Extract 5.2 is a sample of a response by the candidate who mentioned the problems but failed to elaborate them.

In addition, there were candidates who listed the points instead of elaborating them. They formed paragraphs which did not make sense. Extract 5.3 presents a sample of such responses.

### Extract 5.3

G	En utilisant un des livres que vous avez lu pendant	
	Vos études problème qui sont posés par l'auteur pour	
	pendant comme dans le donné écrivez la problème.	
	Pauvreté; pour le pauvre qui sont de la auler	
	écouter la maison de la Société pendant vacance	
	écrire la porter ancienne de la maison; comme	
	dans donné fallait apporté de la venu.	
	Ignorance; pendant la ignorance comme la jallat	
	de problème qui sont posés par l'auteur pour utilisant	
	Vos études de la maison écouter la vacance.	
	Irresponsabilité; le études sont irresponsabilité dans	
	la donné écrire la porter en aller de la grande été.	
	pour la maison la peu personne. Semaine vacance avec	
	des l'auteur dans la condui avec-vous.	
	Pauvre gouvernement Support; pour le gouvernement	
	Support de la police la maison Support de la écouter	
	condui la étudie posés la problème l'auteur pour	
	pendant.	

Extract 5.3 is a sample of a response by the candidate who composed paragraphs which did not make sense.

#### 4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The candidates' responses analysis in each topic in French Language paper 1 and paper 2 indicates that the candidates generally performed well in the topics of *Book report (Literature)* and *Language Use*. The good performance in the aforementioned topics could be attributed to the candidates' ability to realise the requirements of the questions, ability to express their opinion using French language, their sufficient knowledge and skills in writing, and ability to understand the grammatical rules, tenses and moods of French language.

The topics on *Essay* and *Letter Writing*, *Short Stories* and *comprehension* were averagely performed. The candidates' average performance in these topics was due to the misinterpretation of the questions and lack of sufficient knowledge of the grammatical rules and principles of the French language. Furthermore, the candidates performed poorly in the topic of *Translation* because of their insufficient knowledge and skills pertaining to the principles of translation of sentences or text from French to Kiswahili.

The performance of the candidates is summarised in Appendix, where green colour represents good performance, yellow colour represents average performance and red colour represents poor performance.

The comparison of the candidates' performance between 2017 ACSEE and 2018 ACSEE shows an improvement in the topics of *Book report (Literature)* and *Language Use*. The performance has increased by 15.4 percent in *Book report (Literature)* and by 7.54 percent in *Language Use*. Furthermore, there were no changes in the topics of *Essay* and *Letter Writing* and the topics of *Short Story Writing*. However, there is a decrease in the topics of *Comprehension* from good in ACSEE 2017 to average in ACSEE 2018. Performance in the topic of *Translation* remained the same. However, more efforts should be put in this topic because it was poorly performed in both ACSEE 2017 and ACSEE 2018.

## **5.0 CONCLUSION**

The general performance of the candidates in 123 French Language subject was good since 80.12 percent of the candidates passed. In the year 2017, 84.40 percent of the candidates passed the examination. This shows that the rate of performance in this year has decreased by 4.28 percent as compared to the performance in 2017. The comparison of the candidates' performance in 2017 and 2018 is summarised in the **Appendix**.

The analysis of the candidates' performance in each question indicates that the candidates with average performance had inadequate knowledge and skills of the concepts taught in this subject, misinterpreted the demand of the questions and provided partial responses. The candidates who showed good performance had adequate knowledge and skills of the tested concepts, understood the questions' requirement and provided relevant and sufficient explanation to the presented responses. Moreover, the candidates with poor performance failed to understand the requirement of the questions, had inadequate knowledge and skills on the concepts tested and provided incorrect answers to the questions.

## **6.0 RECOMMENDATIONS**

For improvement of the performance of forthcoming candidates, it is recommended that:

- 1.1 Candidates should be encouraged to read novels and short stories. This will improve their comprehension and analysis skills.
- 1.2 Candidates should be guided and encouraged to practice using French Language and answer questions on transformation, short story writing and translation.
- 1.3 Candidates should be encouraged to read widely in order to improve their vocabulary and grammar competences. This will in turn improve their writing and speaking skills.

## Appendix

### A comparison of the Candidates' Performance in Each Topic Between ACSEE 2017 and ACSEE 2018

S/n	Topic	2017			2018	
		Total Number of Questions	Percentage of Candidates who Scored an Average of 35% and Above	Remarks	Percentage of Candidates who Scored an Average of 35% and Above	Remarks
1.	Book Report (Literature)	1	68.5	Good	83.9	Good
2.	Essay & Letter Writing	3	51.36	Average	40.43	Average
3.	Short Story Writing	1	39.4	Average	37	Average
4.	Language Use	10	60	Good	67.54	Good
5.	Comprehension	1	84.3	Good	49.4	Average
6.	Translation	1	21.9	Poor	19.8	Poor

