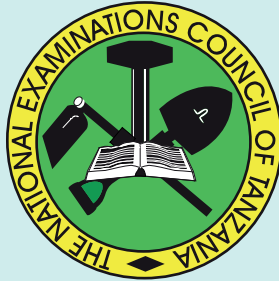


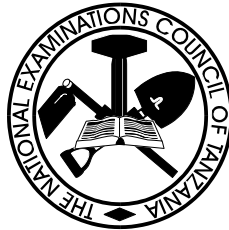
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2019**

123 FRENCH LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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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 Candidates' Items Response Analysis report (CIRA) in French Language subject for the 2019 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 educational stakeholders on the candidates' performance in the subject.

The advanced Certificate of Secondary Education Examination (ACSEE) is a summative evaluation that marks the end of two years of Advanced Secondary Education in Tanzania. This evaluation among many other things shows the effectiveness of the educational system in general and the educational delivery system in particular. It reveals the areas requiring improvement in the educational system. Basically, the candidates' responses to the examination questions reveal how effective teaching and learning objectives were met in the classroom.

The report is intended to give a clear understanding of the reasons behind the candidates' success and failure in French Language subject. It highlights the factors that made the candidates perform well in the examination. Such factors include the ability to identify requirements of the questions and to follow instructions as well as sufficient knowledge on the concepts and principles related to the subject.

Furthermore, the report highlights the factors that made some of the candidates fail to score high marks, because of inadequate knowledge on the concepts related to the subject and inability to identify the questions' requirements. The feedback provided in this report will enable the school managers, teachers, students, education administrators and other education stakeholders to design appropriate strategies to be taken in order to improve the teaching and learning in secondary schools with a view of improving the candidates' performance in future examinations administered by the Council.

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The analysis in this report focuses on both French Language paper 1 (123/1) and French Language paper 2 (123/2) for the Advanced Certificate of Secondary Education Examination (ACSEE) conducted in May, 2019. 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 comprised of two sections with a total of 12 questions. Section A consisted of the topics on *Language Use* and *Translation*. *Language Use* had a total of 10 questions that worth 65 marks, while the *Translation part* had one question that worth 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 had five questions and the candidates were required to answer four questions with 25 marks each. This paper tested the candidates' ability to write and express their ideas appropriately and logically in the French Language.

The analysis of the candidates' performance in each question is presented based on indicating the requirements of each question, the expected responses to the questions, how the candidates responded and the explanations for the candidates' responses. Extracts of responses taken 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 classified 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 that ranges from 35 to 59 percent is considered average and is represented by yellow colour and the one that ranges 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 190 candidates sat for this examination in May 2019, out of which 178 candidates (93.68%) passed the examination with the following grades: A - 1 candidate, B - 10 candidates, C - 30 candidates, D - 69 candidates, E -

50 candidates and S - 18 candidates. However, 12 candidates failed the examination by obtaining grade F. This indicates that the general performance of the candidates in this subject was good since 93.68 percent passed the examination. In addition, the rate of performance in this year has increased by 13.56 percent compared to the 2018 performance, where 129 candidates 83.12 percent passed.

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

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

2.1 Question 1: Possessive Pronouns

This question had three sentences comprising five blank spaces and the candidates were required to use the possessive pronouns to fill in the blanks as per the gender and number of the possessed person or thing. The possessive pronouns are as follows *le mien/ la mienne* (mine), *le tien/la tienne* (yours), *le sien/la sienne* (hers), *le nôtre /la nôtre* (ours - one thing belongs to many people) *le vôtre /la vôtre* (yours - one thing belongs to many people), *les miens/les miennes* (mine - many things belongs to me), *les tiens/les tiennes* (yours - many things belongs to you), *le/la leur* (theirs - third person plural, one thing belongs to many people), *les nôtres* (ours - first person plural, many things belongs to many people), *les vôtres* (yours - second person plural, many things belongs to many people), and *les leurs* (theirs -third person plural many things belongs to many people).

Question 1: Faites comme dans l'exemple.

Exemple: Excusez-moi, monsieur, vous pouvez déplacer votre voiture?
Je suis désolé, mais cette voiture n'est pas **la mienne!**

- (a) -Je peux utiliser ton téléphone portable? _____ n'a pas de batterie.
- Oui, si tu me prêtes ta voiture, _____ est en panne!
- Tu plaisantes!!
- (b) -Nous avons de la chance, nos petits-enfants adorent passer leurs vacances avec nous! Et vous, vos petits-enfants vont passer leurs vacances avec vous cette année?
- Oh, _____ aussi. Ils arrivent la semaine prochaine. Ce n'est pas comme pour monsieur et madame Ibrahim _____ ne viennent jamais. C'est bien triste!

- (c) Voici mes livres, voici tes livres, alors Paul, où sont les livres de Batuli?
- Ah, _____ sont rangés dans le placard par Mwajuma.

This question was attempted by 95.3 percent of the candidates, out of which 17.1 percent scored from 3 to 5 marks, which is a good performance; 19.3 percent scored 2 to 2.5 marks, which is an average performance; and 63.5 percent scored from 0 to 1.5 mark, which is a poor performance. The data analysis shows that the performance for this question was average, as 36.5 percent scored from 2 to 5 out of the 5 marks allocated to the question. The performance is summarized in Figure 1.

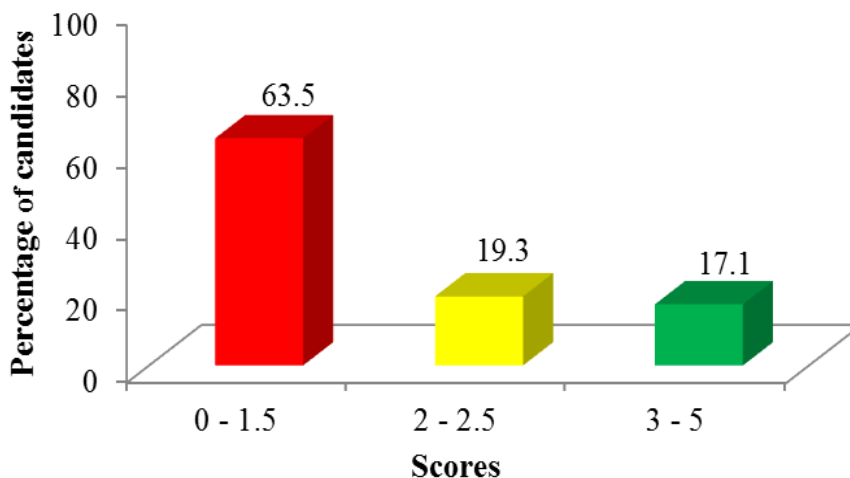


Figure 1: *The Candidates' Performance in Question 1.*

In the French Language, the forms of possessive pronouns vary with gender and number. Gender of the noun can be masculine or feminine. The number of the noun can be singular or plural. In order to use properly the possessive pronoun, it is important to know the possessor, the gender and the number of the object being possessed. Table 1 below shows different forms of possessive pronouns according to gender and number.

Table 1: Possessive Pronouns

Possessor of an object	One object to be possessed		Many objects to be possessed.	
	masculine	feminine	Masculine plural	Feminine plural
Je	le mien	la mienne	les miens	les miennes
Tu	le tien	la tienne	les tiens	les tiennes
Il/Elle	le sien	la sienne	les siens	les siennes
Nous	le nôtre	la nôtre	les nôtres	les nôtres
vous	le vôtre	la vôtre	les vôtres	les vôtres
Ils/Elles	le leur	la leur	les leurs	les leurs

The candidates' responses analysis for this question indicates that the performance for this question was average. The candidates who scored average marks did not master well the possessive pronouns. These candidates managed to fill in some blanks correctly but failed in others. The analysis shows that these candidates failed to recognize the agreement between articles and pronouns. They also failed to recognize the gender of nouns and this resulted to supply incorrect answers. The Extract 1.1 is a sample of an average performed response.

1	a) - Je peux utiliser ton téléphone portable? la mienne n'a pas de batterie.	
	- Oui, si tu me prêtes ta voiture. La mienne est en panne!	
	- Tu plaisantes!!	
	(b) - Nas avons de la chance, nos petitv - enfants ab rent passer leurs vacances avec nous! et vous vos petits - enfants vont passer leurs vacances avec vous cette année?	
	- Oh, leurs aussi ils arrivent la semaine pro- chaine, ce n'est pas comme pour Monsieur Et mada- me Ibrahim, les leurs ne viennent jamais. C'est bien triste.	
	(c) - Voici mes livres, voici tes livres, alors peut-être sont les livres de Bahuli?	
	- Ah, la siennes sont rangés dans le placard par Mwajuma.	

Extract 1.1: An average performed response.

In Extract 1.1: a candidate filled in some blanks with the correct answers and failed in others.

Moreover, the candidates who scored high marks in this question were able to fill in the blanks with the correct forms of the possessive pronouns and managed to identify the gender and number of nouns involved. These candidates understood the requirements of the question and had sufficient knowledge on the use of possessive pronouns. For example, in question 1 item (a), one of the candidates wrote the correct answers which were *Je peux utiliser ton téléphone portable? Le mien n'a pas de batterie* (Can I use your telephone? **mine** do not have a battery) and *Oui, si tu me prêtes ta voiture, la mienne est en panne!* (yes, lend me your car **mine** is broken down.) that candidate was able to use properly the possessive pronouns by considering their gender (feminine and masculine) and number (singular and plural).

In question 1 item (b), the candidates were able to write the correct answers which were *Oh, les nôtres aussi. Ils arrivent la semaine prochaine* (Oh, **ours** will come next week). The candidates knew that the possessors the first person plural and those objects/persons possessed were many. This enabled them to fill in with the correct answer. One of them wrote *Ce n'est pas comme pour monsieur et madame Ibrahim les leurs ne viennent jamais. C'est bien triste!* (It is not as the case for Mr and Madame Ibrahim **theirs** never come. It is real sad). The candidates filled in the correct answer because they

knew that Mr and Madame Ibrahim are in the third person plural and they possess many persons (petits-enfants – grandchildren).

Lastly, in question 1 item (c), the candidates were able to fill in the blanks with a correct possessive pronoun Ah, **les siens** sont rangés dans le placard par Mwajuma (ah! **Yours** is stored in the cupboard by Mwajuma). They knew that the possessor Batuli was the third person singular, and possesses many objects which are masculines. This indicates that the candidates mastered well the topic. The Extract 1.2 is a sample of a good response.

1.	Q. Je peux utiliser ton téléphone portable? Le mien n'a pas de batterie.	
	- oui, si tu me prêtes ta voiture, la mienne est en panne!	
	- Tu plaisantes!	
	Q. Tous ans de la chance, nos petits-enfants aident passer leurs vacances avec nous! Et vous, vos petits-enfants vont passer leurs vacances avec vous cette année?	
	- Oh, les nôtres aussi, ils arrivent le semaine prochaine - ce n'est pas comme pour monsieur et Madame Ibrahim les leurs ne viennent jamais. C'est bien triste!	
	Q. Voici mes livres, voici tes livres, alors Paul, où sont les livres de Batuli?	
	- Ah, les siens sont rangés dans le placard par Mwajuma.	

Extract 1.2: A sample of a good response.

In Extract 1.2: a candidate filled in the blanks with the correct possessive pronouns.

Furthermore, the candidates who scored low marks failed to fill in the blanks with the correct forms of the possessive pronouns. They had poor knowledge on the topic and this resulted into their failure to identify the gender and number. For example, in question 1 item (a), some candidates wrote incorrect answers. One of the candidates wrote *Je peux utiliser ton téléphone portable? La mien n'a pas de batterie*. This indicates that, the candidate thought that

the noun was feminine as he/she wrote an incorrect article *la* which is feminine. He/she also wrote an incorrect possessive pronoun in the following sentence *Oui, si tu me prêtes ta voiture, la tienne est en panne!* The candidate failed to identify the possessor *me* which means me, and thought that the possessor was *tu* which means **you**. This resulted into the supply of incorrect answer.

In question 1 item (b), the candidates failed to supply the correct answers. The analysis shows that the candidates had an idea of the possessive pronouns but failed to put them in the correct form. For instance one of them failed to change articles into the plural form, and wrote *Oh, le nôtres aussi. Ils arrivent la semaine prochaine* and *Ce n'est pas comme pour monsieur et madame Ibrahim la leurs ne viennent jamais. C'est bien triste!* which were not correct answers.

Finally, in question 1 item (c), the candidates filled in the blanks with the wrong form of the possessive pronoun *Ah, la leurs sont rangés dans le placard par Mwajuma*. This indicates that the candidates lacked the mastery of the topic. The Extract 1.3 is a sample of a poor response.

1a)	Je peux utiliser ton téléphone portable? la mien n'a pas de batterie	
	Oui, si tu me prêtes ta voiture, la tienne est en panne!	
	Tu plaisantes!!	
b	Nous avons de la chance, nos petits-enfants adorent passer leurs vacances avec nous! Est vous, vos petits-enfants vont passer leurs vacances avec vous cette année?	
	- Oh, La Leurs aussi. Ils arrivent la semaine prochaine, ce n'est pas comme pour Monsieur et Madame Ibrahim la leurs ne viennent jamais. C'est bien triste!	
c	Voici mes livres, voici tes livres. Alors Paul, où sont les livres de Batuli?	
	- Ah La Leurs sont rangés dans le placard par Mwajuma.	

Extract 1.3: A sample of a poor response.

In Extract 1.3: a candidate filled in the blank with incorrect possessive pronouns.

2.2 Question 2: Indefinite Adjectives and Pronouns

In this question, the candidates were given five sentences containing ten blank spaces and they were required to fill in them by using the given indefinite pronouns which are *aucun(e)* (none) , *ne....aucune* (no any), *aucun(e) ne* (none/any).

Question 2: Complétez les phrases suivantes par: **ne...aucun(e), aucun(e)...ne, aucun(e) ne.**

- (a) Ashura a fait beaucoup de voyages et elle a toujours très envie de partir. Son mari, Abdul, _____ a jamais fait _____ voyage.
- (b) Ce matin, ma cousine a reçu quelques appels téléphoniques, mais elle __a reçu _____ SMS.
- (c) Mon voisin est un homme qui aime bien la vie. Il a du goût pour les fêtes, mais il _____ a _____ goût pour les études.
- (d) Jamilla voudrait trouver une jolie robe pour le mariage de son amie Lucie. Elle en a essayé plusieurs, mais _____ lui a vraiment plu.
- (e) Dans mon quartier, le dimanche, _____ magasin _____ 'est ouvert, beaucoup de gens partent à la campagne.

This question was attempted by 97.9 percent of the candidates, out of which 46.2 percent scored from 3 to 5 marks, which is a good performance; 18.8 percent scored 2 to 2.5 marks, which is an average performance; 34.9 percent scored from 0 to 1 mark, which is a poor performance. The data analysis shows that the general performance for this question was good, since 65.1 percent of the candidates scored from 2 to 5 out of the 5 marks allocated to the question. The performance is summarized in Figure 2.

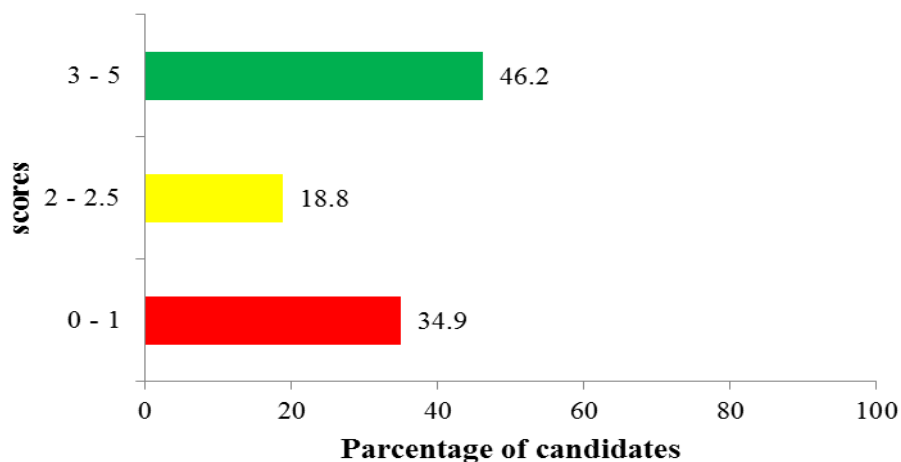


Figure 2: The Candidates' Performance in Question 2.

The candidates who scored high marks in this question were able to fill in the blanks with correct indefinite pronouns. They identified the noun as well as its gender (masculine and feminine) and number (singular and plural nouns). They also understood the requirements of the question and had sufficient knowledge on the use of the indefinite pronouns. For example, in question 2 item (a), one of the candidates wrote the correct answer which was *Abdul, n'a jamais fait **aucun** voyage* (Abdul never travelled / Abdul never made **any** trip).

In question 2 item (b), the candidates knew that the noun SMS was masculine noun and supplied the correct answers. For example, one of the candidates wrote *elle n'a reçu **aucun** SMS* (she received none of the SMS/ she did not receive any SMS). Furthermore, in question 2 item (c), the candidates were able to fill in the blanks with the correct indefinite pronoun. They used the phrase *du goût* as an indicator to determine the gender of noun that helped them to write the correct answer. One of them wrote *mais il n'a **aucun** goût pour les études* (but he has no interest on studies).

In question 2 item (d), the candidates were also able to fill in the blanks with the correct indefinite pronoun *mais **aucune** ne lui a vraiment plu*. This indicates that, the candidates knew *une jolie robe* (a beautiful dress) was a feminine noun that enabled them to fill in the blank space with the correct pronoun. Finally, in question 2 item (e), the candidates managed to give the correct response because they realized that the adjective *aucun* (none) is followed by the masculine noun. Thus, they supplied the correct answer which was *...**aucun** magasin n'est ouvert* (no shop is open). This indicates that the candidates had the knowledge on the use of indefinite. The Extract 2.1 is an extract of a good response.

2.	@ Arthur a fait beaucoup de voyages et elle a toujours très envie de partir. - son mari, Abdul, n'a jamais fait aucun voyage.
	⊙ ce matin, ma cousine a reçu quelques appels téléphoniques, mais elle n'a reçu aucun SMS.
	@ Mon voisin est un homme qui aime bien la vie. Il a du goût pour les fêtes, mais il n'a aucun goût pour les études.
	⊙ Camille voudrait trouver une jolie robe pour le mariage de son amie Lucie. Elle en a essayé plusieurs, mais aucune ne lui a vraiment plu.
	@ Dans mon quartier, le dimanche, aucun magasin n'est ouvert, beaucoup de gens partent à la campagne.

Extract 2.1: A sample of a candidate's good response.

In Extract 2.1: a candidate was able to fill in the blanks with the correct indefinite adjectives and pronouns.

The analysis of the candidates' responses also indicates that the candidates who scored average marks in this question were able to fill in some blank spaces correctly with indefinite adjectives and pronouns while failed in other items. This indicates that the candidates had partial knowledge on the principles and the use of indefinite adjectives and pronouns. The Extract 2.2 is a sample of an average performed response.

2	Abdura a fait beaucoup de voyages et elle a toujours très envie de partir. son mari, Abdul, n'a jamais fait <u>aucun</u> voyage.
	b) Ce matin, ma cuisinière a reçu quelques appels téléphoniques, mais elle n'a reçu <u>aucune</u> sms.
	c) Mon voisin est une homme qui aime bien la vie, il a du goût pour les fêtes, mais il n'a <u>aucune</u> goût pour les études.
	d) Jamilla voudrait trouver une jolie robe pour le mariage de son amie Lucie. Elle en a essayé plusieurs <u>ne</u> mais <u>aucune</u> lui a vraiment plu.
	e) Dans mon quartier, le dimanche, <u>ne</u> magasin <u>aucune</u> est ouvert, beaucoup de gens partent à la campagne.

Extract 2.2: An average performed response.

In Extract 2.2: a candidate filled correctly the blanks for items (a) and (b) but filled incorrectly for items (c), (d), and (e).

On the other hand, the analysis of candidates' responses shows that the candidates who scored low marks in this question failed to fill in the blanks with the correct indefinite pronouns. The candidates' failure is attributable to their inability to identify the gender (masculine and feminine) and the number (singular and plural) of nouns that determines the choice of an indefinite pronoun. For example, in question 2 item (a), the correct answer was ...*n'a jamais fait **aucun** voyage* (Abdul never travelled / Abdul never made **any** trip). Nevertheless, there were some candidates who filled in the blanks with wrong responses. For example, one of them wrote ... *ne a jamais fait **aucune** voyage*. This candidate lacked the knowledge on gender as he or she supplied the feminine form of the indefinite pronoun instead of masculine one.

In question 2 item (b), the candidates failed to provide the correct answer because they failed to identify that the noun SMS was masculine and that required the masculine form of an indefinite pronoun. Consequently, they wrote an incorrect answer as *mais elle n'a reçu **aucune** SMS*. On the other hand, the correct answer for question 2 item (c) was *mais il n'a **aucun** goût pour les études*. (he had no interest for studies), but the candidates failed to fill in the correct indefinite pronoun. Their failure is attributable to the lack of

knowledge on noun gender. For example, one of the candidates wrote *mais il n'a aucun (e) goût pour les études*.

In question 2 item (d), the candidates failed to write the correct answer because they were unable to notice that the noun *une jolie robe* (a beautiful dress) was a feminine noun. This led them to the supply of wrong answer, as one of the candidates wrote *mais aucun ne lui a vraiment plu* instead of the correct answer *mais aucune ne lui a vraiment plu*. Finally, in question 2 item (e), the candidates failed to fill in the blanks with the correct indefinite pronouns because they did not notice that the noun *magazine* was masculine. They also failed to know that the negation marker *ne* cannot be placed before the noun. Instead of writing the correct answer which was *aucun magasin n'est ouvert* (no shop is open), one of the candidates wrote *n'magasin aucune est ouvert*. The Extract 2.3 is a sample of a poor response.

2	a	Alma a fait beaucoup de voyages et elle a toujours très envie de partir. Son mari, Mbudi, n'a jamais fait <u>aucun(e) voyage</u>	
	b	Ce matin, ma cousine s'est vu quelques appels téléphoniques, mais elle n'a reçu <u>aucun(e) sms</u> .	
	c	Mon voisin est un homme qui aime bien la vie, il a du goût pour les fêtes, mais il n'a <u>aucun(e) goût pour les études</u> .	
	d	Jamille voudrait trouver une jolie robe pour le mariage de son amie Lucie. Elle en a essayé plusieurs, mais <u>aucun(e) ne lui a vraiment plu</u> .	
	e	Dans mon quartier, le dimanche, <u>aucun(e) magasin n'est ouvert</u> , beaucoup de gens partent à la campagne.	

Extract 2.3: A sample of a candidate's poor response.

2.3 Question 3: Tenses and Moods

This question had eight sentences with ten verbs in the infinitive form in the brackets. The candidates were required to put the verbs into the correct tenses (present, past, future) and mood (indicative, conditional or subjunctive).

Question 3: Mettez les verbes entre parenthèses à la forme correcte.

- (a) Hier, il a plu toute la journée mais quel beau temps aujourd’hui, il n’y (avoir) pas un seul nuage!
- (b) Avant, nous (prendre) nos vacances au mois de décembre, mais il y avait beaucoup de monde à la page, l’an dernier, nous (partir) en juillet.
- (c) Lorsque je suis arrivée, elle était en train de lire le livre que je lui (offrir) pour son anniversaire.
- (d) Pendant que tu finis ton travail, je répare les vélos. Comme ça, quand tu (finir) ton travail, nous irons nous promener.
- (e) Mercredi prochain après les cours, nous (manger) ensemble au restaurant qui est en face de la banque.
- (f) David et sa sœur Rose ont décidé de monter au sommet du Kilimandjaro. Avant qu’ils (partir), leurs parents et leurs amis ont organisé une grande fête.
- (g) Asha a dit: “Bon alors je serais la femme et toi, tu (être) le mari et nous (être) à la maison.”
- (h) Où déjeunez-vous?
 - Ça dépend, parfois nous (aller) au restaurant, parfois nous apportons un sandwich.

This question was attempted by 99.5 percent of the candidates, out of which 28.5 percent scored from 6 to 10 marks, which is a good performance; 33.3 percent scored 3.5 to 5 marks, which is an average performance; and 38.1 percent scored from 0 to 3 marks, which is a poor performance. The data analysis indicates that the performance for this question was good, since 61.8 percent scored from 3.5 to 10 out of the 10 marks allocated for this question. The performance is summarized in Figure 3.

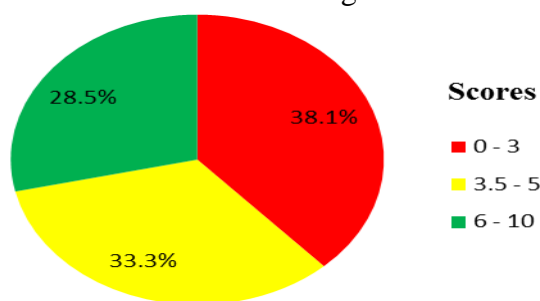


Figure 3: *The Candidates’ Performance in Question 3.*

The analysis of the candidate’s responses shows that the candidates who scored high marks in this question were able to identify different expressions that were used as indicators for tenses and moods in the sentences. This implies that they had adequate knowledge and principles governing the transformation of sentences into different tenses and moods. For example, in

question 3 item (a), the question required the candidates to put the verb into present tense. The candidates supplied the correct answer because of the adverb of time *aujourd'hui* which means today. For example, one of them wrote ...*aujourd'hui il n'y a pas un seul nuage* (... today there is no any cloud).

In question 3 item (b), the candidates managed to supply the correct answer, as one of them wrote ...*nous prenions nos vacances au mois de décembre* (we **were used to go for our** holiday in December). This candidate knew that the indicator *Avant* which means (before) has to be followed by the verb in the past participle. In the second part of the sentence, the candidates wrote *nous sommes partis en juillet*. (...we left in July), indicating that the candidates had insufficient knowledge on the use of past tense, especially the use of auxiliary verb *être*. In French Language the past tense is either formed with the auxiliary *avoir* (to have) or with the auxiliary *être* (to be). The verb that goes with the auxiliary *être* must agree with the verb and the subject both in number and gender. The gender marker *-e/-es* is added to the end of the verb to mark that the noun is feminine singular or plural. For example, one candidate managed to accord properly as he/she wrote *nous sommes parties en juillet* (...we left in July) because he/she knew that the pronoun *nous* (we) is feminine.

In question 3 item (c), the question required the candidates to change the verb into the past imperfect. The candidates answered it correctly because of the presence of the indicator ...*était en train de lire* ... (...was reading....) showing that the action was in progress in the past. For example, one of the candidates wrote *que je lui avais offert pour son anniversaire* (That I gave him for his birthday) which was the correct answer.

In question 3 item (d), the question required the candidates to put the verb in the conditional present. The candidates managed to put the verb in the correct form because there was an indicator of the first clause which was in the present, so the following clause had to be in the future. For example, one candidate wrote a correct response such as ...*tu finiras ton travail, nous irons nous promener*. (when you **will finish** your work, we **will go** for a walk). This indicates that the candidate had the knowledge of conditional type one sentence.

Question 3 item (e) required the candidates to put the verb in brackets into future time. The candidates were able to put the verb in the correct form because of the presence of the marker of time *Mercredi prochain* (next

Wednesday....). One of the candidates wrote the correct answer which was *nous mangerons ensemble au restaurant* (we will eat together at the restaurant...). Another candidate wrote *nous allons manger ensemble au restaurant* (we are going to eat together at the restaurant...) which was also the correct answer.

In question 3 item (f), the question required the candidate to put the verb in the subjunctive mood. The candidates managed to put the correct form of the verb into the subjunctive mood because they noticed the indicator which was *avant qu'...* For instance, one of the candidates wrote the correct answer which was *Avant qu'ils partent, leurs parents et leurs amis ont organisé une grande fête* (Before leaving, their parents and friends prepared a big party).

Lastly, in question 3 item (h), the candidates were able to put the verb into the correct present form due to the fact that there was a marker for simple present tense*parfois...*which means sometimes. One of the candidates wrote the correct answer as follows ...*parfois nous allons au restaurant...* (Sometimes we go to the restaurant...). The extract 3.1 is a sample of a good response.

3	(a) Hier, il a plu toute la journée mais quel beau temps aujourd'hui, il n'y a pas un seul nuage!
	(b) Avant, nous prenions nos vacances au mois de décembre mais il y avait beaucoup de monde à la plage, l'an dernier, nous sommes partis en juillet.
	(c) Lorsque je suis arrivée, elle était en train de lire le livre que je lui avais offert pour son anniversaire.
	(d) Pendant que tu finis ton travail, je répare les vélos. Comme ça, quand tu finiras ton travail, nous irons nous promener.
	(e) Mercredi prochain après les cours, nous mangeront ensemble au restaurant qui est en face de la banque.
	(f) David et sa sœur Rose ont décidé de monter au sommet du Kilimanjaro. Avant qu'ils partent leurs parents et leurs amis ont organisé une grande fête.
	(g) Archa a dit: "Bon alors je serais la femme et toi, tu serais le mari et nous serions à la maison".
	(h) - Où déjeunez-vous? - Ça dépend. Parfois nous allons au restaurant.

Extract 3.1: A sample of a candidate's good response.

In Extract 3.1: a candidate transformed correctly the infinitive verbs into different tenses and mood.

The candidates who scored average marks in this question had partial understanding of tenses and moods. They managed to put few verbs into correct tenses and moods while missing others. This indicates that the candidates had insufficient knowledge on tenses and moods.

However, the analysis shows that, the candidates who scored low marks in this question failed to put the verbs into correct forms according to the requirements of the question. They did not know the rules and principles of changing verbs from infinitive into correct tenses and moods. For example, in question 3 item (a), the verb was to be put in the present but some candidates put it into future and past tenses for instance, one of them wrote *aujourd'hui il n'y a eu pas un seul nuage* instead of the correct answer *aujourd'hui il n'y a pas un seul nuage*. This indicates that the candidate lacked knowledge on tenses.

In question 3 item (b), the candidates failed to put the verb into the correct form due to the fact that the candidates failed to recognize the presence of an indicator *Avant* meaning (before) that would guide them to change the verb into the past participle. Some candidates changed the verb into present, and others failed to put an agreement between the verb and the subject. For example, one of them wrote the following incorrect answer *nous sommes parti en juillet*.

The candidates who scored 0 in question 3 item (c), failed to change the verb into the past imperfect because they did not notice the presence of an indicator *...était en train de lire ...* (...was reading...) which would guide them to change the verb into the past imperfect. In this respect, those candidates changed the verb into different tenses. For example, one candidate wrote as follows: *je lui offrirai pour son anniversaire*.

These candidates failed to put the verb into the correct form in question 3 item (d), because they did not notice that there was an indicator *nous irons* which required the first clause to be in the future. The candidates' response analysis shows that they changed the verbs by guessing. For example, some candidates changed into past tense while others changed into conditional present, as one wrote as follows: *...tu finirais ton travail, nous irons nous promener*, instead of *...tu finiras ton travail, nous irons nous promener*.

As for the question 3 item (e), the candidates failed to put the verb into the correct form because they did not recognize the marker of time *Mercredi*

prochain (next Wednesday...), which would guide them to put the verb in the future time. One of the candidates who scored 0 in this question changed the verb into present instead of future time by writing the following ...*nous mangeons ensemble*.... This indicates that such a candidate lacked understanding of future tense.

The candidates got wrong in question 3 item (f) because they did not recognize the presence of the indicator *avant qu'* that requires the following verb to be in subjunctive mood. They instead changed the verb into different tenses. For example, one of the candidates wrote an incorrect response as follows: *Avant qu'ils parleront, leurs parents et leurs amis ont organisé une grande*.

Finally, in question 3 item (h), the candidates did not manage to put the verb into the correct form which was “present tense”. This was due to the fact that there was a marker for present time that was ...*parfois*...meaning sometimes. For example, one candidate wrote an incorrect answer such as ...*parfois nous allions au restaurant*... which was incorrect. The Extract 3.2 is a sample of a poor response.

3. (a)	Hier, il a plu toute la journée mais quel beau temps aujourd'hui, il n'y a eu pas un seul nuage!
(b)	Avant, nous prenons nos vacances au mois de décembre, mais il y avait beaucoup de monde à la plage, l'an dernier, nous partons en juillet.
(c)	Lorsque je suis arrivée, elle était en train de lire le livre que je lui offrais pour son anniversaire.
(d)	Pendant que tu finis ton travail, je répare le vélo. Comme ça, quand tu as fini ton travail, nous irons nous promener.
(e)	Mercredi prochain après les cours, nous mangerons ensemble au restaurant qui est en face de la banque.
(f)	David et sa sœur Rose ont décidé de monter au sommet du Kilimanjaro. Avant qu'ils partiront, leurs parents et leurs amis ont organisé une grande fête.
(g)	Asha dit: "Bon alors je serais la femme et toi, tu étais le mari et nous étions à la maison."
(h)	- Ça dépend, parfois nous irons au restaurant, parfois nous apprécions un sandwich.

Extract 3.2: A sample of a candidate's poor response.

In Extract 3.2 a candidate failed to change the verbs from infinitive into correct tenses and mood.

2.4 Question 4: Negative Forms

The question required the candidates to replace the adverb *seulement* (only) by the expression *neque* (only). The question is provided below.

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

Exemple: Ma sœur Erika part seulement pour six semaines.

Ma sœur Erika **ne** part **que** pour six semaines.

- (a) Il y a seulement deux vols par semaines pour New York.
- (b) Vous avez droit à seulement 20 kilos de bagages.
- (c) Je regrette, nous acceptons seulement les euros.
- (d) On peut prendre seulement un bagage à main.
- (e) Ah, j'ai seulement cette grosse valise, monsieur.

This question was attempted by 99.5 percent of the candidates, out of which 59.8 percent scored from 3 to 5 marks, which is a good performance; 23.3 percent scored from 2 to 2.5 marks, which is an average performance; and 16.9 percent scored from 0 to 1 mark, which is a poor performance. The data analysis shows that the general performance for this question was good, since 83.1 percent scored from 2 to 5 out of the 5 marks allocated for this question. The performance is summarized in Figure 4.

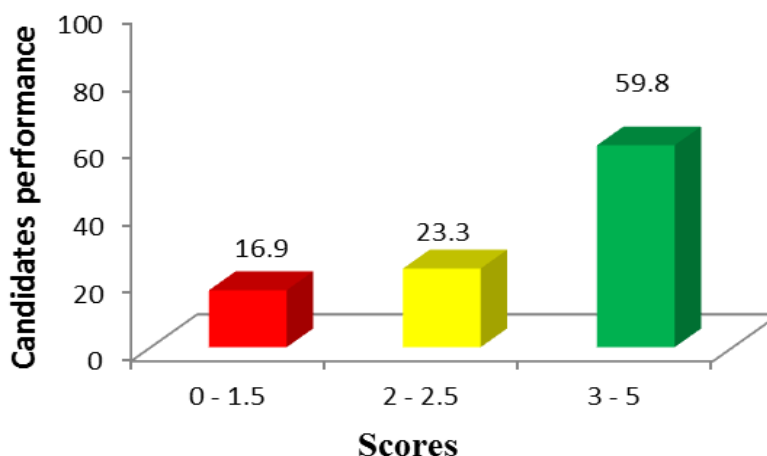


Figure 4: The Candidates' Performance in Question 4.

The analysis of candidates' performance indicates that those who scored high marks in this question were able to replace the adverb *seulement* by the expression *ne....que*. In French Language there are different words used to express place of *seulement*. These candidates managed to use the structure *ne.....que* to make negative sentences. The Extract 4.1 a candidate used correctly the structure *ne.....que* to replace the word *seulement*.

4	<p>ay Il y n'a que deux vols par semaines pour New York.</p>	
	<p>by Vous n'avez droit qu'à 20 kilos de bagages.</p>	
	<p>cy Je regrette, nous n'acceptons que les euros.</p>	
	<p>dy On ne peut prendre qu' un bagage à main.</p>	
	<p>ey Ah, je n'ai que cette grosse valise, Monsieur.</p>	

Extract 4.1: A sample of a candidate's good response.

In Extract 4.1 a candidate was able to replace *seulement* by *ne.....que*.

On the other hand, the candidates who scored average marks in this question managed to answer correctly few items. This shows that they had partial knowledge on the use of the structure *ne.....que*.

The candidates who had poor performance in this question lacked the knowledge and principles of using the structure *ne.....que* in sentences. For example, in question 4 item (a), the correct answer was *Il n'y a que deux vols par semaines pour New York* (There are only two flights per week to New York). But there were candidates who failed to place the expression *ne ... que* in the right position. For example, one of them wrote as follows, *Il y n'a que deux vols par semaines pour New York*.

The candidates also failed to write the correct answer in question 4 item (b). The correct answer was *Vous n'avez droit qu'à 20 kilos de bagages* (you are required to have only 20 kilos of luggage). The analysis shows that, some of the candidates inserted wrongly order the expression *ne que* within the sentence. For example one of the candidates responded incorrectly by writing *Vous avez ne droit à qu'20 kilos de bagages*. This indicates that the candidate failed to notice that a negation marker *ne* was to be placed before the auxiliary verb *avez* but the candidate placed it after the auxiliary verb. He/she

also misplaced by placing *que* after the preposition instead of placing it before the preposition.

Furthermore, in question 4 item (d), the correct answer was *On ne peut prendre qu'un bagage à main*, but one of the candidates wrote as follows: *On peut ne prendre qu'un bagage à main*. The candidates were confused by the presence of the auxiliary *pouvoir* and the main verb *prendre*. The analysis shows that they did not know exactly where to put *ne*. Usually the *ne* is put before the auxiliary verb, and not after the auxiliary.

Finally in question 4 item (e), the candidates who scored 0 failed to differentiate the patterns of speech found in the sentence by writing as follows: *Ah, je ai ne cette grosse que valise, monsieur* instead of the correct answer *Ah, je n'ai que cette grosse valise monsieur* (oh! I have only this big suitcase, sir). This response shows that the candidate had insufficient knowledge on the use of the expression *ne ...que*. The Extract 4.2 is a sample of a poor response.

4	a) Il y a ne deux que vols par semaines pour New York.	
	b) Vous avez ne droit que 20 kilos de bagages	
	c) Se regrette, ne nous acceptons que les euros	
	d) On peut ne Prendre que un bagage à main	
	e) Ah, j'ai en cette que grosse valise, monsieur	

Extract 4.2: A sample of a poor response.

2.5 Question 5: Active and Passive Voice

This question required the candidates to transform the given sentences from active voice into passive voice.

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

Exemple: Le gardien a fermé les portes du stade.

Les portes du stade ont été fermées par le gardien.

- (a) Beaucoup de téléspectateurs regardent le journal télévisé de 20 heures.
- (b) Le chef du personnel vous recevra jeudi prochain à 10 heures du matin.
- (c) Les habitants de cet immeuble vont rédiger une pétition contre le mauvais état de l'escalier.
- (d) Autrefois, une famille de huit personnes habitait cette maison en face de l'église.
- (e) La mairie vient d'envoyer un formulaire aux habitants de Kariakoo pour le recensement de la population.

This question was attempted by 98.9 percent of the candidates, out of which 64.9 percent scored from 6 to 10 marks, which is a good performance; 17.6 percent scored from 3.5 to 5.5 marks, which is an average performance; and 17.5 percent scored from 0 to 3 marks, which is a poor performance. The data analysis shows that the performance for this question was good, as 82.5 percent scored from 3.5 to 10 out of the 10 marks allocated for the question. The performance is summarized in Figure 5.

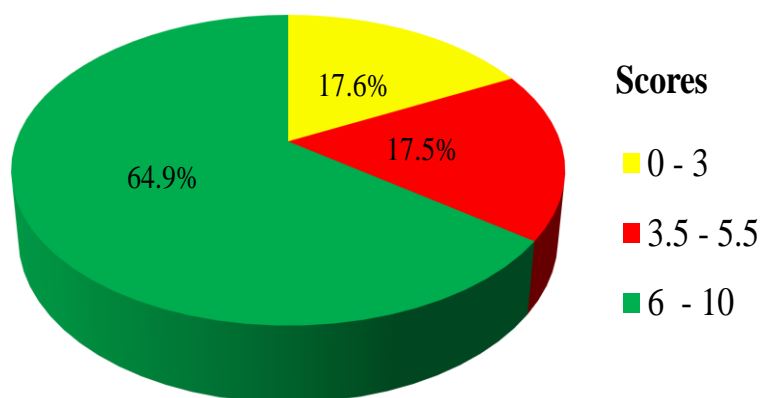


Figure 5: *The Candidates' Performance in Question 5.*

Transforming a sentence from active to passive voice does not change the meaning of the sentence although the subject and object change their positions. In the process of transforming the sentence from active voice into passive there are procedures that are to be followed which are:

- (a) The complement of an active voice sentence becomes the subject of passive voice.
- (b) The subject of the active voice sentence becomes the object by phrase in passive voice sentence.
- (c) The Auxiliary verb *être* is inserted. The tense of the auxiliary verb changes according to the tense of the main verb given in the active voice sentence, that is, if the verb was in the present, the auxiliary verb *être* is changed into the present.
- (d) The main verb of the active voice sentence is changed into the past participle.
- (e) The past participle of the main verb must agree with the subject both in number and gender.
- (f) The adverbs can be placed in different positions; it can be at the beginning of the sentence or after the object complement.

The candidates who scored high marks in this question were aware of the necessary changes taking place when transforming sentences from the active voice into passive voice. They were able to identify the subjects, tense of the main verbs, objects; gender and number of the objects. They also managed to put them into their proper positions. The Extract 5.1 is a sample of a good response.

05	a. Le journal télévisé de 20 heures <u>est regardé</u> par beaucoup de téléspectateurs	
	b. Vous serez reçus par le chef du personnel jeudi prochain à 10 heures du matin	
	c. Une pétition contre le mauvais état de l'escalier va être rédigée par les habitants de cet immeuble	
	d. Autrefois cette maison en face de l'église <u>était habitée</u> par une famille de huit personnes	
	e. Un formulaire vient d'être envoyé par la mairie aux habitants de Karickoo pour le recensement de la population.	

Extract 5.1: A sample of a candidate's good response.

In Extract 5.1: a candidate managed to change the sentences from active voice into passive voice.

Furthermore, the analysis shows that the candidates who scored average marks in this question had partial knowledge on the principles governing the changing of the sentences from active into passive voice. They were able to answer correctly few items and failed others due to the fact that they had insufficient knowledge on principles and rules of changing sentences from active to passive voice.

On the other hand, the candidates who scored low marks in this question lacked sufficient knowledge on procedures of changing sentences from active to passive voice. For example, in question 5 item (a), the correct answer was *Le journal télévisé de 20 heures est regardé par beaucoup de téléspectateurs* (The newspaper broadcasted at 20 p.m is watched by many spectators) but one of the candidates wrote incorrect answer: *Le journal télévisé de 20 heures ont été regardées beaucoup de téléspectateurs* (The newspaper broadcasted at 20 p.m **have been watched** by many spectators). This shows that the candidate did not know that the main verb was in present and required the auxiliary *être* to be in present. This candidate also failed to notice that the subject was masculine singular, and therefore he/she transformed the verb in the third person plural and added an agreement marker *-es* for plural feminine noun.

In question 5 item (b), there were three alternatives of responses *Vous serez reçu/reçu(e)s par le chef du personnel jeudi prochain à 10 heures du matin*. Or *Vous serez reçu/ reçu(e)s jeudi prochain à 10 heures du matin par le chef du personnel*. Or *Jeudi prochain à 10 heures du matin, vous serez reçu/ reçu(e)s par le chef du personnel*. Nevertheless, some candidates changed the verb into past tense while others changed it into future tense. They also maintained the main verb into future time while others put incorrect form of the past participle (...*recervé* while there is no form like this in French language). For example, one of them answered *Vous a été recevra jeudi prochain à 10 heures du matin par le chef du personnel*. This implies that they did not understand well the topic.

Moreover in question 5 item (c), the candidates knew that the main verb was in near future (*future proche*) but they failed to use the auxiliary verb *être*. They were not able to transform it into near future therefore they wrote incorrect answers. Others did not know the structure of the sentence. They just wrote incorrect sentences. One of the candidate wrote *Une pétition contre le mauvais état de l'escalier vais rédigé par les habitants de cet*

immeuble, instead of the correct answer which was : *Une pétition contre le mauvais état de l'escalier va être rédigée par les habitants de cet immeuble.*

Furthermore, in question 5 item (d), the candidates responded wrongly. The response analysis shows that the candidates lacked knowledge on different positions of the adverbs. They also failed to notice that the tense of the main verb was in the past continuous tense; and this resulted into supply of wrong answers. Some of the candidates transformed the auxiliary verb *être* into past imperfect where as others transformed into present tense thereby leaving the main verb in the imperfect instead of putting it into the past participle. One of the candidates wrote *Cette maison en face de l'église avais été habitée autrefois par une famille de huit personnes* instead of the correct answer *Autrefois, cette maison en face de l'église était habitée par une famille de huit personnes. Or Cette maison en face de l'église était autrefois habitée par une famille de huit personnes. Or Cette maison en face de l'église était habitée par une famille de huit personnes autrefois.*

In question 5 item (e), the candidates failed to identify the gender of the noun which was a masculine noun and the tense of the main verb that was the past recent (*passé récent*). Therefore they wrote incorrect answers with different tenses. Some of the candidates left the past recent as it was whereas others tried to change them but forgot to use the auxiliary *être*. Other candidates failed to structure the sentence. For example, one of the candidates responded incorrectly by writing *Un formulaire vient d'envoyé aux habitants de Kariakoo par la mairie pour le recensement de la population.* Another candidate wrote *Un formulaire vient être envoyé aux habitants de Kariakoo par la mairie pour le recensement de la population.* The correct answer was *Un formulaire vient d'être envoyé aux habitants de Kariakoo par la mairie pour le recensement de la population. Or Un formulaire pour le recensement de la population vient d'être envoyé aux habitants de Kariakoo par la mairie. Or Un formulaire vient d'être envoyé aux habitants de Kariakoo pour le recensement de la population par la mairie. Or Un formulaire vient d'être envoyé par la mairie aux habitants de Kariakoo pour le recensement de la population. Or Un formulaire pour le recensement de la population vient d'être envoyé par la mairie aux habitants de Kariakoo.* The analysis shows that these candidates had insufficient knowledge on the active and passive voice sentences. The Extract 5.2 is a sample of a poor response.

5	a) Le journal télévisé de 20 heures a regardé par beaucoup de téléspectateurs.
	b) Jeudi prochain à 10 heures du matin serons recevé par le chef du personnel.
	c) Une pétition contre le mauvais état de l'escalier d'être rédigée par les habitants de cet immeuble.
	d) Cette maison en face de l'église ont habitant par autretors, une famille de huit personnes.
	e) Un formulaire aux habitants de Kantakoo vient d'être envoyé par la mairie pour le recensement de la population.

Extract 5.2: *A sample of a candidate's poor response*

2.6 Question 6: Direct and Indirect Speech

In this question the candidates were given five items and they were required to change the sentences from direct speech into indirect speech.

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

Exemple: Paul déclare: "Je suis content d'avoir gagné au loto."

Paul déclare qu'il est content d'avoir gagné au loto.

- (a) L'entraîneur annonce: "Nous allons bien préparer notre équipe pour le prochain match."
- (b) Les joueurs annoncent: "Nous dédions notre victoire à nos supporters."
- (c) Les ouvriers déclarent: " Nous aimerions discuter de cette affaire avec le gouvernement. "
- (d) Juma dit: "Je rentrerai à la maison samedi prochain. J'ai déjà fait la réservation."
- (e) Pauline écrit: "Ma mère est bien arrivée à Mwanza. Le voyage s'est très bien passé."

This question was attempted by 99.5 percent of the candidates, out of which 61.9 percent scored from 6 to 10 marks, which is a good performance; 20.1 percent scored from 3.5 to 5.5 marks, which is an average performance; and 18.0 percent scored from 0 to 3 marks, which is a poor performance. The data analysis indicates that the general performance for this question was good, as 82.0 percent scored from 3.5 to 10 out of the 10 total marks allotted for this question. The performance is summarized in Figure 6.

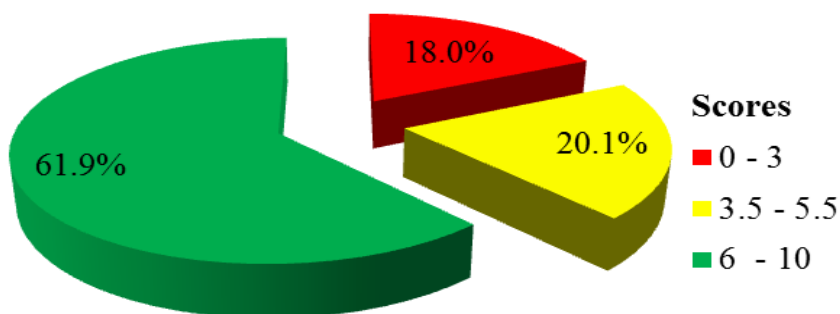


Figure 6: *The Candidates' Performance in Question 6.*

The candidates who scored high marks in this question showed ability to change the sentences into indirect speech because they had sufficient knowledge on rules and principles governing the transformation of sentences from direct speech to indirect speech. The candidates knew that the transformation process involves the changing of different elements like tenses, personal pronouns, possessive adjectives and adverbs. The Extract 6.1 is a sample of a good response.

6.(a)	L'entraîneur annonce qu'ils vont bien préparer leur équipe pour le prochain match.
(b)	les joueurs annoncent qu'ils déclarent leur victoire à leurs supporters.
(c)	les ouvriers déclarent qu'ils aimeraient discuter de cette affaire avec le gouvernement.
(d)	Tuma dit qu'il rentrera à la maison samedi prochain et qu'il a déjà fait la réservation.
(e)	Pauline écrit que sa mère est bien arrivée à Mwanza et que le voyage s'est très bien passé.

Extract 6.1: *A sample of a candidate's good response.*

In Extract 6.1 a candidate changed the sentences from direct speech into indirect speech correctly.

On the other hand, the candidates who scored average marks had partial knowledge of the rules and principles of transforming sentences from direct speech into indirect speech as they managed to transform some of the sentences.

The candidates who performed poorly in this question failed to apply the rules and principles of transforming sentences from direct speech into indirect speech. Most of the candidates failed to change the pronouns and adjectives. For example, in question 6 item (a), one of the candidates wrote; *L'entraîneur annonce qu'ils ont bien préparé leur équipe pour le prochain match*. The correct response in this item was *L'entraîneur annonce qu'ils vont bien préparer leur équipe pour le prochain match* meaning (The coach announced that they are going to prepare well their team for the next match).

In question 6 item (b), the candidates failed to change the main verb *dédient* into appropriate tense. Other candidates failed to change the pronouns. For example, one of the candidates wrote *Les joueurs annoncent qu'ils **dédies notre** victoire à **nos** supporters* instead of *Les joueurs annoncent qu'ils **dédient** leur victoire à **leurs** supporters* (The players announced that they dedicated their victory to their supporters). This indicates that the candidate had insufficient knowledge on different forms of verbs in relation to tenses and pronouns.

In question 6 item (c), the candidates who scored 0 in this question failed to realize that the introductory sentence was in simple present tense, and therefore the verb in indirect speech was not supposed to be changed. Some candidates changed the verb into future time. For example, one candidate wrote as follows: *Les ouvriers déclarent qu'ils **aimerent** (incorrect form with no meaning) discuter de cette affaire avec le gouvernement*, instead of the correct answer *Les ouvriers déclarent qu'ils **aimeraient** discuter de cette affaire avec le gouvernement*.

In question 6 item (d), the candidates failed to recognize that the introductory sentence was in simple present tense. Consequently, they supplied an incorrect response such as: *Juma dit qu'il rentre à la maison samedi prochain **qu'il est déjà fait** la réservation*. Instead of *Juma dit qu'il rentrera à la maison samedi prochain et qu'il a déjà fait la réservation*.

Finally, in question 6 item (e), the candidates could not join the two sentences by using the conjunction *que*. Some of them failed to notice that

the introductory sentence was in simple present tense and that the sentence had to remain unchanged. For instance, one of the candidates wrote *Pauline écrit que sa mère sera bien arrivée à Mwanza et le voyage s'est très bien passé* instead of the correct answer *Pauline écrit que sa mère est bien arrivée à Mwanza et que le voyage s'est très bien passé*. This implies that the candidates lacked knowledge on the topic. The Extract 6.2 is a sample of a poor response.

6(a)	L'entraîneur annonce que nous allons bien préparions notre équipe pour le suivant match.
(b)	Les joueurs annoncent qu'ils dédiés leur victoire à leur supporters.
(c)	Les ouvriers déclarent qu'ils aimes discuter de cette affaire avec le gouvernement-La.
(d)	Juma dit qu'il rentrerait à la maison samedi suivant et il a déjà fait la réservation.
(e)	Pauline écrit que sa mère était bien arrivée à Mwanza et le voyage s'était très bien passé.

Extract 6.2: A sample of a candidate's poor response.

In Extract 6.2: a candidate wrote incorrect answer. He/she failed to transform the sentences from direct to indirect speech.

2.7 Question 7: Gerund Forms

This question had five items which required candidates to change the given sentences into gerund form. The candidates were also required to omit the conjunction *parce que* (because) and replace it by a verb in gerund form. This question tested the candidates' ability to use gerund forms.

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

Exemple: Tu m'as fait peur parce que tu es arrivé sans faire de bruit.

Tu m'as fait peur **en arrivant** sans faire de bruit.

- Amina, tu inquiètes beaucoup ta grand-mère parce que tu fumes comme un pompier.
- Quant à ton frère, tu l'as mis en colère parce que tu lui as pris des CD sans le prévenir.
- Et ton père, tu le rends mécontent parce que tu sors avec tes amies au lieu de travailler.
- Chakupewa, tu mets du désordre parce que tu laisses traîner tes affaires n'importe où.

(e) David, tu as fait de la peine à ta mère parce que tu ne lui as pas envoyé tes vœux pour le nouvel an.

This question was attempted by 100 percent of the candidates, out of which 72.1 percent scored from 3 to 5 marks, which is a good performance; 20.0 percent scored from 2 to 2.5 marks, which is an average performance; and 7.9 percent scored from 0 to 1 mark, which is a poor performance. The data analysis shows that the performance for this question was good, as 92.1 percent scored from 2 to 5 out of the 5 marks allocated to the question. The performance is summarized in Figure 7.

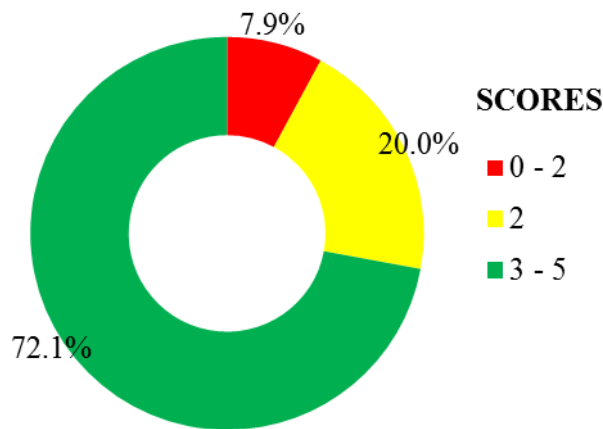


Figure 7: *The Candidates' Performance in Question 7.*

The gerund is formed by transforming the verb into the present participle tense preceded by a preposition *en*. The following procedures are used;

- (i) Take the 1st person plural (*nous*) in the indicative present tense of the verb given.
- (ii) Take out the ending of the verb which is *-ons*.
- (iii) Add *-ant* at the end of the stem.
- (iv) The gerund form is preceded by the preposition *en*, as shown in the following table:

Table 2

The verb	Present tense: 1 st person plural	Stem	Endings for Gerund	Gerund
7(a) <i>fumes</i>	<i>Nous fum<u>ons</u></i>	<i>Fum-</i>	<i>-ant</i>	<i>En fumant</i>
(b) <i>pris</i>	<i>Nous pren<u>ons</u></i>	<i>Pren-</i>	<i>-ant</i>	<i>En pregnant</i>
(c) <i>sors</i>	<i>Nous sort<u>ons</u></i>	<i>Sort-</i>	<i>-ant</i>	<i>En sortant</i>
(d) <i>laisses</i>	<i>Nous laiss<u>ons</u></i>	<i>Laiss-</i>	<i>-ant</i>	<i>En laissant</i>
(e) <i>envoyé</i>	<i>Nous envoy<u>ons</u></i>	<i>Envoy-</i>	<i>-ant</i>	<i>En envoyant</i>

The candidates who scored high marks in this question were able to transform the sentences into correct gerund form by following the procedures shown in the table above. This indicates that they understood the requirements of the question and had sufficient knowledge on the rules and principles that govern the transformation of verbs into the gerund form. For example, in question 7 item (a), the candidates wrote the correct answer because they knew that the main verb ...*fumes*... (...smoke...) was in present and had to be transformed into participle present. Thereafter, they inserted the preposition *-en*. For example, one of them wrote *Amina, tu inquiètes beaucoup ta grand-mère **en fumant** comme un pompier.*

In question 7 item (b), one candidate wrote the correct answer as follows *Quant à ton frère, tu l'as mis en colère **en lui prenant** des CD sans le prévenir* (According to your brother, you made him angry by taking CDs for him without informing him). They noticed that the main verb was ...*pris*... (take) and was in past tense. They were also able to put the pronoun *lui* in the right position. This indicates that they were knowledgeable in the topic.

In question 7 item (c), the candidates managed to supply the correct answer based on the fact that they identified the main verb ...*sors*...(...go out...) which was in present tense and changed it in the correct form. One of them wrote the correct answer: *Et ton père, tu le rends mécontent **en sortant** avec tes amies au lieu de travailler.* (You make your father unhappy by going out with friends instead of working).

Moreover, in question 7 item (d), the candidates who got this question right were able to find the main verb that was ...*laisses*... (...leave ...). One of the candidates wrote the correct answer: *Chakupewa, tu mets du désordre **en laissant** traîner tes affaires n'importe où.*(Chakupewa you put in disorder by leaving things anywhere).

Finally, some candidates produced the correct answer which was *David, tu as fait de la peine à ta mère **en ne lui envoyant pas** tes vœux pour le nouvel an.* (David, you caused pain to your mother by not sending her the best wishes for a new year). This indicates that the candidates mastered well the position of the preposition *en*, the negation marker *ne* and the pronoun. The Extract 7.1 is a sample of a good response.

7.	a). Amina, tu inquiète s beaucoup ta grand-mère en fumant comme un pompier	
	b). Quant à ton frère, tu l'as mis en colère en lui prenant des CD sans la prévenir	
	c). Et ton père, tu le rends mécontent en sortant avec tes amies au lieu de travailler.	
	d). Chakupewa, tu mets du désordre en laissant traîner tes affaires n'importe où.	
	e). David, tu as fait de la peine à ta mère en ne lui envoyant pas tes vœux pour le nouvel An	

Extract 7.1: A sample of a candidate's good response.

In Extract 7.1 a candidate managed to change the sentences into correct gerund form.

The candidates who scored average marks in this question had inadequate knowledge on the rules and principles of forming gerund forms. These candidates were able to change correctly some of the sentences into correct gerund form.

Furthermore, the candidates who performed poorly failed to change the sentences into gerund form. Some of the candidates placed the preposition *en* after the verb instead of placing before. There were candidates who used the unrequired pronouns in the sentence. For example, in question 7 item (b), the candidates who scored 0 in this question failed to transform the verb in the past participle of the main verb which was supposed to be *...prenant....* as they wrote *....presant*. This shows that they just took the past participle and added the suffix *-ant* that resulted into an incorrect answer. For example, one of the candidates wrote: *Quant à ton frère, tu l'as mis en colère en prisant de CD sans le preveni*.

Likewise, in question 7 item (c), the candidates scored zero mark because they failed to identify the main verb *...sors...* (its infinitive form is *sortir*) which was to be transformed. For instance, some candidates transformed the

wrong verb *savoir* as one of them wrote: *Et ton père, tu le rends mécontent en savant avec tes amies au lieu de travailler*. Moreover, in question 7 item (d), the candidates failed this question by omitting one –s from the verb. For example, one candidate wrote as follows *laisant*, which was wrong. Another candidate wrote an incorrect answer such as *Chakupewa, tu mets du désordre en laisant traîner tes affaires n'importe où*.

In question 7 item (e), those candidates failed by disordering the patterns of gerund form, for example one candidate wrote as follows *David, tu as fait de la peine à ta mère ne lui en envoyant pas tes vœux pour le nouvel an*. The Extract 7.2 is a sample of a poor response.

a) d) Amira, tu inquiètes beaucoup ta grand-mère en ayant comme un pompier.	
b) Quant à ton frère, tu l'as mis en colère en prenant des CD sans la prévenir.	
c) Et ton père, tu le rends mécontent en savant avec tes amies au lieu.	
d) Chakupewa, tu mets du désordre en laisant traîner tes affaires.	
e) David, tu as fait de la peine à ta mère p en en envoyant tes vœux pour le nouvel an.	

Extract 7.2: A sample of a candidate's poor response.

In Extract 7.2 a candidate was unable to transform the sentences into the correct gerund form.

2.8 Question 8: Prepositions

In this question, the candidates were given five items. Each item had two sentences which were to be joined by replacing the conjunction *alors que* (while) by the preposition *au lieu de* (instead of). This question tested the candidates' ability to use prepositions.

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

Exemple: Mon cousin est parti à la plage avec ses amis alors qu'il devait travailler.

Mon cousin est parti à la plage avec ses amis **au lieu de** travailler.

- (a) Vous avez envoyé votre lettre à mon ancienne adresse alors que vous devez l'envoyer à la nouvelle.
- (b) Cette nuit, j'ai mal dormi. Je me suis réveillé à 7 heures alors que je devais me réveiller à 6 heures.
- (c) Ma mère s'est trompée en faisant le code de sa carte bancaire. Elle a tapé 7065 alors qu'elle devait taper 0765.
- (d) Cet étudiant regarde la télévision alors qu'il devait réviser pour ses examens.
- (e) En allant chez des amis à Magomeni, nous avons pris la route de Kariakoo alors que nous devions prendre la route de Kigogo.

This question was attempted by 100 percent of the candidates, out of which 96.3 percent scored from 3 to 5 marks, which is a good performance; 1.6 percent scored from 2 to 2.5 marks, which is an average performance; and 2.1 percent scored from 0 to 1 mark, which is a poor performance. The data analysis shows that the performance for this question was good, as 97.9 percent scored from 2 to 5 out of the 5 marks allotted for the question. The performance is summarized in Figure 8.

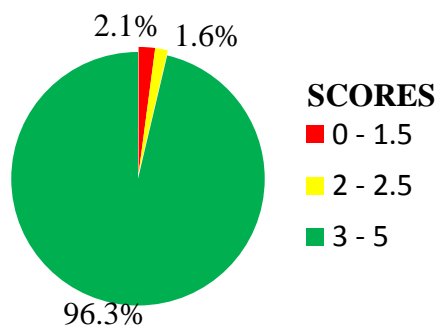


Figure 8: *The Candidates' Performance in Question 8.*

In the French Language, prepositions are known as invariable words because they do not change in whatever transformation taking place in a sentence. Prepositions usually come before a noun/nominal groups, pronoun and verbs in the infinitive forms. The main function of the preposition in a sentence is to show the position, direction or relation of one part of a sentence to another.

The candidates who scored high marks in this question understood the requirements of the question because they were able to join correctly the two sentences by using the preposition *au lieu de*. This shows that the candidates had sufficient knowledge on the use of the given preposition. For example, in question 8 item (a), the candidates supplied the correct answer: *Vous avez envoyé votre lettre à mon ancienne adresse **au lieu de** l'envoyer à la nouvelle.* (You have posted your letter in my old address **instead of** sending it in the new one).

The candidates also managed to write the correct answer in question 8 item (b). This shows that they knew that after the preposition *de* the verb must be in infinitive form in *Cette nuit, j'ai mal dormi. Je me suis réveillé à 7 heures **au lieu de** me réveiller à 6 heures.* (This night I did not sleep well. I woke up at 7 instead of 6 o'clock). In question 8 item (c), the candidates managed to write the correct answer since they recognized the main verb which was *tapé* in the past participle and changed it in the correct infinitive form. For example, one candidate wrote as follows: *Ma mère s'est trompée en faisant le code de sa carte bancaire. Elle a tapé 7065 **au lieu de** taper 0765.* (My mother made an error while making the code of her bank card. She typed 7065 instead of 0765).

Moreover, in question 8 item (d), the candidates wrote the correct answer: *Cet étudiant regarde la télévision **au lieu de** réviser pour ses examens* (That student watches television instead of revising for her examination). This was due to the fact that they were able to recognize the main verb which was *réviser*. This shows that they had understood the topic.

Lastly, the candidates managed to write the correct answer in question 8 item (e), because they noticed easily the main verb as one of them supplied the correct answer such as: *En allant chez des amis à Magomeni, nous avons pris la route de Kariakoo **au lieu de** prendre la route de Kigogo.* (While going to our friends at magomeni, we took the kariakoo road instead of taking Kigogo road). The Extract 8.1 is a sample of a good response.

8.(a)	Vous avez envoyé votre lettre à mon ancienne adresse <u>au lieu de</u> l'envoyer à la nouvelle.
(b)	Cette nuit, j'ai mal dormi. Je me suis réveillé à 7 heures <u>au lieu de</u> me réveiller à 6 heures.
(c)	Ma mère s'est trompée en faisant le code de sa carte bancaire. Elle a tapé 7065 <u>au lieu de</u> taper 0765.
(d)	Cet étudiant regarde la télévision <u>au lieu de</u> réviser pour ses examens.
(e)	En allant chez des amis à Magomeni, nous avons pris la route de Kanikoo <u>au lieu de</u> prendre la route de Kigogo.

Extract 8.1: A sample of a candidate's good response.

In Extract 8.1 a candidate joined the sentences by using the preposition *au lieu de* correctly.

On the other hand, the candidates who performed poorly failed to join the sentences correctly by using a preposition *au lieu de*. Some did not understand the requirement of the question whereas others failed to omit the pronoun in the second sentence after replacing the conjunction *lors que* by a preposition *au lieu de*. Other candidates failed to recognize the main verbs. This indicates that these candidates had poor knowledge on the use of prepositions. For example, in question 8 item (a), the candidates were unable to write the correct answer because the response analysis shows that most of the candidates did not know that after the preposition *de* the verb must be in infinitive form. For example, one of them wrote as follows: *Vous avez envoyé votre lettre à mon ancienne adresse au lieu de envoyait à la nouvelle*

They also failed to write the correct answer in question 8 item (b), because they did not know that after the preposition *de* the verb must be in infinitive. For instance, one of them wrote: *Cette nuit, j'ai mal dormi. Je me suis réveillé à 7 heures au lieu de me réveille à 6 heures*. This candidate changed the main verb in present instead of changing it into infinitive form. The candidates who scored 0 in question 8 item (c) failed to identify the main verb *tapé* which was in the past participle. This resulted into writing an incorrect answer such as: *Ma mère s'est trompée en faisant le code de sa carte bancaire. Elle a tapé 7065 au lieu de devait tape 0765*.

Furthermore, in question 8 item (d), the candidates produced incorrect answers because they confused the modal verb *devait* with the main verb. For example, one of the candidates wrote: *Cet étudiant regarde la télévision au lieu de devoir réviser pour ses examens.*

Lastly, in question 8 item (e), the candidates failed to recognize the main verb, and they used the verb *devoir* as a main verb without knowing that it was an auxiliary verb. The main verb was *pris* (*prendre*). This led them to write incorrect answers. One of them wrote: *En allant chez des amis à Magomeni, nous avons pris la route de Kariakoo au lieu de devoir prendre la route de Kigogo.* The Extract 8.2 is a sample of a poor response.

08	(a) vous avez envoyé votre lettre à mon ancienne adresse au lieu de devez l'envoyer à la nouvelle.	
	(b) Cette nuit, j'ai mal dormi. Je me suis réveillée à 7 heures au lieu de devais me réveiller à 6 heures.	
	(c) Ma mère s'est trompée en faisant le code de sa carte bancaire. Elle a tapé 7065 au lieu de, devais taper 0765.	
	(e) En allant chez des amis à Magomeni, nous avons pris la route de Kariakoo au lieu de devions prendre la route de Kigogo.	

Extract 8.2: A sample of a candidate's poor response.

In Extract 8.2 a candidate failed to join correctly the sentences by using the preposition *au lieu de*.

2.9 Question 9: Negative Imperative Forms

In this question, the candidates were required to rewrite the given sentences by changing the verbs from infinitive into negative imperative form. This question intended to measure the candidates' ability to use the negative imperative forms.

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

Exemple: Tu ne dois pas manger trop de pain!
Ne mange pas trop de pain!

- (a) Tu ne dois pas bouger tout le temps sur ta chaise!
- (b) Vous ne devez pas fermer la porte de votre chambre à clé!
- (c) Tu ne dois pas passer ton temps devant le miroir!
- (d) Vous ne devez pas oublier de dire "merci" à votre professeur!
- (e) Vous ne devez pas rester une heure au téléphone!

This question was attempted by 100 percent of the candidates, out of which 76.8 percent scored from 3 to 5 marks, which is a good performance; 21.6 percent scored 2 marks, which is an average performance; and 1.6 percent scored from 0 to 1 mark, which is a poor performance. The data analysis indicates that the performance for this question was good, as 98.4 percent scored from 2 to 5 out of the 5 marks allocated for this question. The performance is summarized in Figure 9.

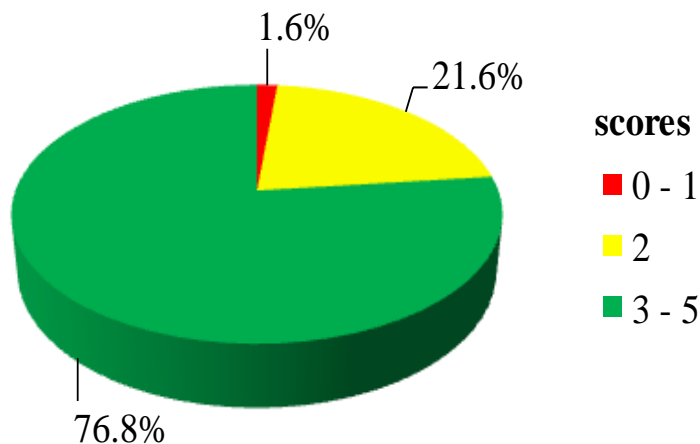


Figure 9: The Candidates' Performance in Question 9.

The candidates with good performance in this question managed to rewrite the sentences from negative indicative form into negative imperative form. These candidates mastered well the rules and principles of forming imperative sentences. For example, in question 9 item (a), the candidates were able to write the correct answer because they recognized the main verb and were able to transform it into the imperative form. They also inserted the negation appropriately as in *Ne bouge pas tout le temps sur ta chaise!* (Do not move on the chair every time!).

The candidates also provided the correct answer in question 9 item (b), because they identified the main verb and the subject which was in the second person plural. For example, one of them wrote the correct answer. *Ne fermez pas la porte de votre chambre à clé!* Moreover, the candidates managed to write the correct answer in question 9 item (c), by changing the verb into imperative with the negation *ne ...pas* inserted in. One of them wrote the correct answer which was *Ne passe pas ton temps devant le miroir!*

Lastly, in question 9 item (d) and (e), they wrote the correct answers. One of them wrote: *N'oubliez pas de dire "merci" à votre professeur!* (Do not forget to thank your teachers) and *Ne restez pas une heure au téléphone!* (do not spend one hour on telephone). This indicates that the candidates mastered well the transformations involved in changing the indicative sentences into the imperative ones. The Extract 9.1 is a sample of a good response.

9. a)	Ne bouge pas tout le temps de ta chaise!	
b)	ne fermez pas la porte de votre chambre à clé!	
c)	Ne passe pas ton temps devant le miroir!	
d)	N'oubliez pas de dire "Merci" à votre professeur!	
e)	Ne restez pas une heure au téléphone!	

Extract 9.1: A sample of a candidate's good response.

In Extract 9.1 a candidate changed the verbs from infinitive to negative imperative form correctly.

The candidates who performed averagely in this question were able to rewrite some items and failed others due to the fact that they had insufficient knowledge on the procedures of changing the given sentences into negative imperative form. They managed to respond correctly to some items while failing to provide the correct responses in others.

On the contrary, the candidates with poor performance in this question failed to use the rules of forming imperative sentences in the French Language and this led to the supply of incorrect responses. For example, in question 9 item (a), the candidates did not recognize the main verbs and they failed to

transform them in the imperative form. The negation was wrongly inserted and this resulted into supply of an incorrect answer. For example, one of them wrote; *Ne devez bouger pas tout le temps sur ta chaise!* He/she failed to identify the main verb; and used the auxiliary verb *devoir* as a main verb.

The candidates also provided an incorrect answer in question 9 item (b), because they failed to identify the main verb and the subject that was second person plural (*vous*), consequently they wrote incorrect answers such as *Ne doit ferme pas la porte de votre chambre à clé!* Moreover, the candidates failed to write a correct answer in question 9 item (c), for the reason that they could not change the verb into imperative instead they changed the main verb in the past participle. One of the candidates wrote the incorrect answer: *Ne passé pas ton temps devant le miroir!*

Furthermore, the candidates who scored 0 in question 9 item (d) put the verb in the second person singular instead of putting it in second person plural. For example one candidate wrote: *N'oublie pas de dire "merci" à votre professeur!* Lastly, the candidates who scored 0 in question 9 item (e) failed to recognize the subject of the verb which was the second person plural. One of them wrote an incorrect answer: *Ne reste pas une heure au téléphone.* The Extract 9.2 is a sample of a poor response.

9. a)	Ne bouges pas tout le temps sur ta chaise!	
b)	Ne fermé pas la porte de votre chambre à clé!	
c)	Ne passeras pas ton temps devant le miroir!	
d)	Ne oublie pas de dire "merci" à votre professeur!	
e)	Ne reste pas une heure au téléphone!	

Extract 9.2: A sample of a candidate's *poor response*.

In Extract 9.2 a candidate failed to change the verbs from infinitive to negative imperative.

2.10 Question 10: Adverbs

In this question, the candidates were given five items each containing one adjective. The adjectives were *tranquille* (silent), *bruyant* (noisy), *Brusque* (sudden), *mysterieux* (mysterious) and *brutal* (brutal). The question required the candidates to rewrite the sentences by changing the adjectives into adverbs.

Question 10: Transformez les phrases suivantes comme dans l'exemple.

Exemple: Il s'est installé dans le wagon (*tranquille*).
Il s'est installé dans le wagon **tranquille**ment.

- (a) Son portable a sonné (*bruyant*) pendant longtemps.
- (b) Mon oncle a été réveillé (*Brusque*) par sa femme.
- (c) Le bébé s'est endormi (*rapide*) après avoir pris du lait.
- (d) Mon ami a disparu (*mystérieux*) derrière la montagne.
- (e) La température du malade a monté (*brutal*) hier soir.

This question was attempted by 100 percent of the candidates, out of which 91.6 percent scored from 3 to 5 marks, which is a good performance; 6.8 percent scored 2 marks, which is an average performance; and 1.6 percent scored from 0 to 1 mark, which is a poor performance. The data analysis shows that the performance for this question was good, since 98.4 percent scored from 2 to 5 out of the 5 marks allocated for this question. The performance is summarized in Figure 10.

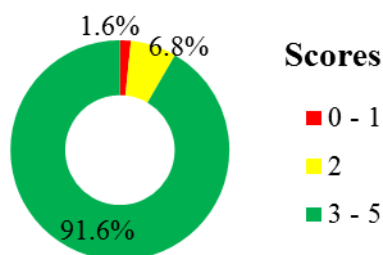


Figure 10: The Candidates' Performance in Question 10.

There are different procedures that should be followed when forming adverbs; (i) add *-ment* to the feminine adjectives, (ii) *amment/-emment* replaces the suffixes *-ant/-ent* of the adjectives (iii) adding *-ment* to the masculine adjectives which end with a vowel and (iv) irregular adverbs like *bien* and *mal* which remain unchanged.

The candidates who scored high marks in this question were able to apply the rules and principles for changing adjectives into adverbs. They recognized

the gender of the adjective and they also managed to change adjectives into adverbs. This indicates that these candidates had sufficient knowledge on the principles for the formation of adverbs from adjectives. For example, in question 10 item (a), the candidates noticed that the adjective *bruyant* ended with the suffix *-ant* which had to be omitted and replaced by the suffix *-amment*. This led them to write the correct answer as one of them provided the following response: *Son portable a sonné bruyamment pendant longtemps*. Other candidates responded by writing *Son portable a bruyamment sonné pendant longtemps* both were correct answers.

In question 10 item (b), the candidates got right this item because they recognized the feminine adjective that was ending with *-e*. In this respect, they knew that they just add the suffix *-ment*. One of them wrote: *Mon oncle a été réveillé brusquement par sa femme* (my uncle was woken up by his wife). Another candidate wrote *Mon oncle a été brusquement réveillé par sa femme* both were correct.

As well, in question 10 item (c), the candidates managed to write the correct answer because they knew that the adjective was feminine ending with *-e*, and they were to add the suffix *-ment* to it. One of them wrote; *Le bébé s'est endormi rapidement après avoir pris du lait* (The baby was suddenly slept after taking some milk). While another candidate wrote *Le bébé s'est rapidement endormi après avoir pris du lait*. Both answers were correct.

Furthermore, the candidates who got right the question 10 item (d) right, managed to recognise the adjective and changed it into feminine adjective by adding the suffix *-ment*. One of them wrote *Mon ami a disparu mystérieusement derrière la montagne*. Another candidate wrote *Mon ami a mystérieusement disparu derrière la montagne*.

Finally, the candidates who performed well question 10 item (e), discovered that the adjective *brutal* was masculine and it had to be changed in feminine as in *La température du malade a monté brutalement hier soir*. There was a candidate wrote: *La température du malade a brutalement monté hier*. The Extract 10.1 is a sample of a good response.

10.	a) Son portable a sonné <u>bruyamment</u> pendant longtemps.	
	b) Mon oncle a été réveillé <u>brusquement</u> par sa femme.	
	c) Le bébé s'est endormi <u>rapidement</u> après avoir pris du lait.	
	d) Mon ami a disparu <u>mystérieusement</u> derrière la montagne.	
	e) La température du malade a monté <u>brutalement</u> hier soir.	

Extract 10.1: A sample of a candidate's good response.

In Extract 10.1 a candidate was able to change the adjectives into adverbs correctly.

The candidates with average performance in this question had partial knowledge on the procedures of changing adjectives into adverbs. They knew some adjectives but did not know others. They were able to transform some of the adjectives into correct adverbs while failing to change others.

However the candidates' response analysis indicates that the candidates with poor performance in this question were unable to change the given adjectives into adverbs. They lacked knowledge on principles and rules which are to be taken while transforming the adjectives into adverbs. For example, in question 10 item (a), the candidates noticed that the adjective *bruyant* ended with suffix *-ant*, instead of replacing it with suffix *-amment* he/she replaced by *-emment* which was wrong. This led them to write incorrect answer. For example, one of them answered: *Son portable a sonné bruyamment pendant longtemps*. Another candidate responded by writing: *Son portable a bruyemment sonné pendant longtemps*.

In question 10 item (b) and item (c), the candidates scored zero mark because they added the suffix *-emment* instead of adding suffix *-ement* to the stem. These are two different suffixes; whereas the suffix *-ement* is attached to the adjectives which are feminine ending with *-e*, the suffix *-emment* is attached to the adjective ending with *-ent*. Furthermore, the candidates failed in

question 10 item (d), because they did not manage to write the correct answer and their answers were full of grammatical errors. For example, one of the candidates wrote: *Mon ami a disparu **mystérieusement** derrière la montagne.*

Finally, the candidates performed poorly in question 10 item (d) because they changed the adjective *brutal* into **brutallement** instead of **brutalement** as one of them responded: *La température du malade a monté **brutallement** hier soir.* The Extract 10.2 is a sample of a poor response.

10a	Son portable a sonné brusquement pendant long temps.	
b	Mon oncle a été réveillé brusquement par sa femme.	
c	Le bébé s'est endormi rapidement après avoir pris du lait.	
d	Mon ami a disparu mystérieusement derrière la montagne.	
e	La température du malade a monté brutallement hier soir.	

Extract 10.2: A sample of a candidate's poor response.

Extract 10.2 a candidate failed to change adjectives into adverbs.

2.11 Question 11: Translation

In this question, the candidates were given a short passage which had 15 sentences written in French Language. The candidates were required to translate it into Kiswahili.

Question 11: Traduisez le texte en Kiswahili.

Alors, il y a en Chine une très vieille et très belle ville. Un enfant appelé Aladin, vit dans cette ville. Cet enfant vient d'avoir dix ans et son père veut lui faire apprendre un métier. Malheureusement cet homme est pauvre; il ne peut pas payer des études. C'est un tailleur et il peut seulement montrer à se servir d'une aiguille et de ciseaux.

Aladin n'est pas bon enfant. Il a pris l'habitude de jouer avec les mauvais garçons du quartier. Il ne veut pas rester toute la journée à la maison. Il ne veut pas travailler. Il veut courir dans les rues et jouer avec ses amis. Son

père est triste d'avoir un pareil fils. Il se met en colère, il crie, il ne dort plus, il tombe malade et finalement il meurt.

Cette mort ne change pas Aladin et il continue à rien faire. La mère doit vendre les outils, puis le magasin de son mari. Avec l'argent reçu, elle vit pendant quelques temps mais bientôt, elle n'a plus rien et elle doit tricoter jour et nuit.

This question was attempted by 100 percent of the candidates, out of which 28.0 percent scored from 9 to 15 marks, which is a good performance; 38.7 percent scored from 6 to 8.5 marks, which is an average performance; and 33.3 percent scored from 0 to 5.5 marks, which is a poor performance. The data analysis shows that the performance for this question was good, as 66.7 percent scored from 6 to 15 out of the 15 total marks for the question. The performance is summarized in Figure 11.

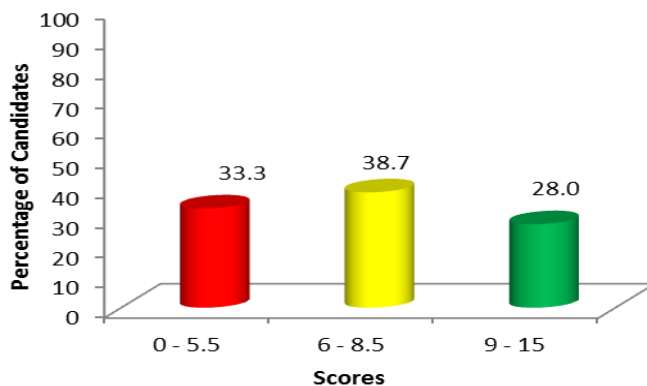


Figure 11: *The Candidates' Performance in Question 11.*

When translating a text, the following principles should be taken into consideration:

- (i) Being competent in both source and target languages.
- (ii) Understanding the field covered by the source text.
- (iii) Considering the style used by the author of the text in the source language. The person can preserve or modify the style used in the source language.
- (iv) Looking for the message sense because there is no one-to-one correspondence of both the vocabulary and the morph-syntactic structure between the two languages involved in translation. Some items cannot be easily translated.
- (v) Avoiding personal opinions and prejudice on what is translated.

The candidates response analysis indicates that the candidates with good performance adhered to the principles of translation as stated above. These candidates showed the ability to follow the rules of translation. In addition to that they had comprehension skills and sufficient vocabulary which enabled them to understand the French Language text and translate it into Kiswahili Language. The text was about a story of a father and his son called Aladin. This was the proposed translation:

Katika nchi ya China kuna mji wa zamani na mzuri sana. Mtoto mmoja aitwaye Aladin anaishi katika mji huo. Mtoto huyo amefikisha miaka kumi na baba yake anataka kumfundisha ujuzi/kazi. Kwa bahati mbaya baba huyo ni maskini; hawezi kulipia masomo. Yeye ni fundi cherehani na anachoweza kumfundisha ni jinsi ya kutumia sindano na mkasi tu.

Aladin sio mtoto mzuri. Ana mazoea ya kucheza na wavulana/vijana wenye tabia mbaya walioko katika eneo lao. Hapendi kutulia/kukaa nyumbani siku nzima. Hataki kufanya kazi. Anapenda kukimbia mitaani na kucheza na rafiki zake. Baba yake anahuzunika/anasikitika kuwa na kijana/mtoto kama huyu. Anakasirika, anapiga kelele, hawezi kulala (usingizi) tena, anaumwa na mwishowe anakufa.

Kifo hiki hakimbadilishi Aladin na anaendelea kutofanya chochote. Mama analazimika kuuza vifaa kisha duka la mumewe. Kwa kutumia fedha aliyopata anaishi kwa kipindi fulani lakini baada ya muda mfupi anabaki hana kitu na analazimika kufuma mchana na usiku. The Extract 11.1 is a sample of a good response.

21.	China kuna Vijiji Vya zamani Vizuri. mtoto Mrulana anaitwa Aladin, anayeishi katika Kijiji fulani. Mrulana huyo anamiaka kumi (10) na anaeishi na baba yake. Hali ya nyumbani kwao ni ngumu (Makini). Aladin hakulipinwa ada wala hasemi. Anajishughulisha na mambo ya ushonaji na unwi. Aladini si mrulana mdogo pekee. Wanaisi na warulana wengine wapo wanne (4). Alianza safari ya kuelekea nyumbani. Hakusa Fai. Akimaliza kazi yake. Hukolea mjini pamoja na marafiki zake. Baba yake alikuwa na matatizo mengi. Alianza kuugua matatizo yake na akaanza kuumwa na habimaye Alifariki. Kifo hicho hakikumdalisha Aladin ita aliandelea kupata shida mbalimbali. Mama yake akaanza kazi za kuza vifaa vyao rya nyumba ni zili waweze kupata hela/pesa katika kipindi kigumu walichokuwa wanapitidi wakiamini sikumeja watafanikiwa.
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Extract 11.1 A sample of a candidate's good response.

In Extract 11.1 a candidate translated the text with few errors.

Moreover, the candidates with average performance had partial knowledge on comprehension skills and insufficient vocabulary which led them to understand partially the text. For that reason they performed averagely.

On the other hand, the candidates who scored low marks in this question were not able to comprehend the source text. The analysis shows that they were able to translate few words from the source text. This distorted the message in the targeted language. These candidates lacked the principles of translation and they had insufficient vocabulary, and lacked comprehension skills. The Extract 11.2 is a sample of a poor response.

11.	Kuna mchana hodari na mwan. Mtoto	
	anaitwa Aladin anapahikana na kutishi	
	Mjini. Mtoto kuyo ana miaka kumi	
	na ni mdogo au mwenye umbo dogo.	
	Kwa bahati mbaya Muznake ni makini	
	lyo anahindwa kulipia kwa	
	ajini ya kujisomea. na amelumba	
	msaada wa kuweza kumsaidia ili	
	awere kuendelea na masomo yake.	

Extract 11.2: A sample of a candidate's poor response.

In Extract 11.2 a candidate failed to translate the text.

2.12 Question 12: Comprehension

The candidates were given a text to read and then answer the question that followed. There were a variety of questions asked from the passage. There was a question on proposing the title of the text 12 (a), short answer questions 12 (b - e) and giving synonyms of the underlined words and phrases in question 12 item (f). The question tested the candidates' ability to read and comprehend a passage.

This question was attempted by 100 percent of the candidates, out of which 10.6 percent scored from 12 to 19 marks, which is a good performance; 44.1 percent scored from 7 to 11.5 marks, which is an average performance; and 45.2 percent scored from 0 to 6.5 marks, which is a poor performance. The data analysis shows that the performance for this question was average, as 54.7 percent scored from 7 to 20 out of the 20 marks allotted to the question. The performance is summarized in Figure 12.

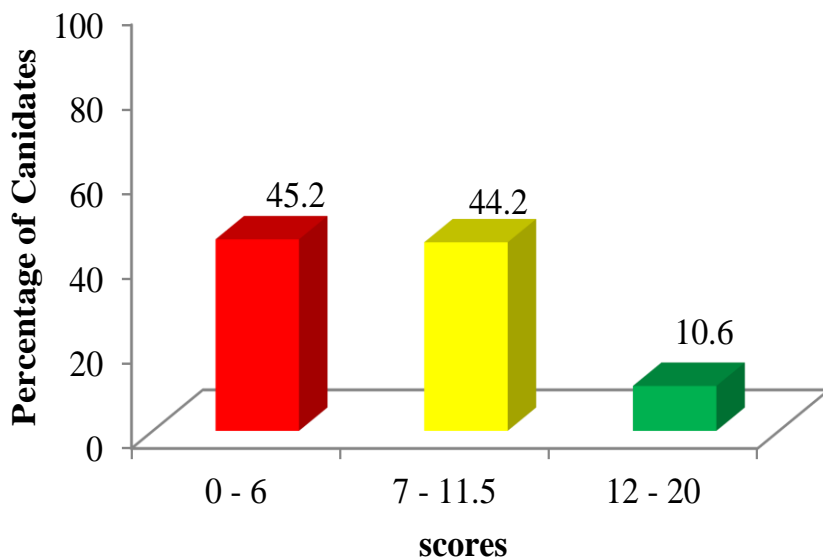


Figure 12: *The Candidates' Performance in Question 12.*

The candidates' response analysis shows that the candidates who scored average marks were able to answer some items but failed in others. The analysis indicates that they comprehended the passage partially because they had insufficient knowledge and skills in reading for comprehension. For example, in question 12 (a), the question required the candidates to propose the title of the passage. The candidates were able to give the title of the passage, as one of them wrote: *La vie d' Hampâté*, while another one wrote: *La vie conjugale d' Hampâté*. This indicates that they had an idea of the passage.

In question 12 item (b) (i), the candidates were asked to give the name of a person who proposed her daughter to *Hampâté*. The candidates were able to give the name of a person, as one of them wrote: *C'est Anta N'Diobdi qui a proposé sa fille à Hampâté*. In item (b) (ii), the question required the candidates to say if she was married immediately after the proposition. The candidates understood the requirement of the question and answered it correctly as one of them wrote *Non, Khadidja n'était pas mariée immédiatement après la proposition parce qu'elle n'a pas encore atteint l'âge du mariage* (Non Khadija was not married immediately after the proposition because she was still young).

They also managed to write the correct answer in question 12 item (c) (i), (ii), and (iii). The candidates wrote the correct answers, as one of them wrote (i) *Wourma Amou était un marabout de Bandiagara réputé pour ses dons de*

divination, (ii) Wourma Amou demandait Hampâté d'adopter d'abord une petite captive parce que cette adoption ouvrira la porte de la paternité pour Hampâté. (iii) Oui, Hampâté a accepté le conseil. Il a recueilli Niapandogoro, une femme captive qui allaitait une fillette de deux mois. This indicates that the candidates understood the requirement of the question.

Furthermore in question 12 item (d) (i) and (ii) the candidates managed to write the correct answers which were: *Niapandogoro est une femme captive, La petite fillette de Niapandogoro s'appelait Baya,* but failed in item (d) (iii) because the correct answer was *La petite fillette avait deux mois quand Hampâté l'a adoptée* but one of them wrote an incorrect response as follows: *La petite fillette avait captive quand Hampâté l'a adoptee.* This indicates that he/she did not understand the requirement of the question.

Moreover, they failed to give the correct answer in item (e) (i) and (ii), because they misunderstood the question, as one of them wrote (i) *Les ennemis de Hampâté ont appris qu'Anta N'Diobdi avait décidé de donner sa fille à lui* instead of the correct answer *Les ennemis d'Hampâté n'étaient pas contents quand ils ont appris qu'Anta N'Diobdi avait décidé de donner sa fille à lui.* While in item (e) (ii) the correct answer was *Non, ils n'ont pas accepté le mariage entre Khadidja et Hampâté. Ils ont cherché à l'empêcher par tous les moyens* the candidates did not understand the requirements of the question as they provided a wrong response, as one of them answered: *Ils ont cherché accepté par tous les moyens.* The candidates' response analysis for this question indicates that these candidates partially understood the question; as a result they were able to respond correctly to some items and failed in others. The Extract 12.1 is a sample of an average performed response.

12.1	b) L'AMOUR D'HAMPÂTÉ	
	(i) Anta N'Diobdi.	
	(ii) Non, Khadidja n'était pas mariée immédiatement après la proposition, parce que elle n'a pas encore atteint l'âge du mariage.	
	(c)(i) Wourma Amou était un marabout de Bandagara.	
	(ii) Wourma Amou lui a conseillé d'adopter la petite fille pour parce qu'il pourra s'exercer à allaiter un enfant qu'il veut avoir voulu.	
	(iii) Hampâté ne pas a accepté de conseil de Wourma Amou en adoptant la petite fille Baya.	
	d(i) Niapanjoro était une jeune femme captive qui allaitait une fillette de deux mois.	
	(ii) Baya	
	(iii) Deux mois	
(e)	(i) Ils ont fini très mal la chose.	
(e)	(ii) - Il se sont opposés violemment à ce projet de mariage. - Ils ont cherché à l'empêcher par tous les moyens.	
f(e)(i)	- Se remarier est faire le mariage pour une autre fois.	
	- Les célibataires sont les gens qui ne sont pas mariés et qui n'ont pas des enfants.	
	- Les dons de divinations sont l'action de prévenir ce qui va avoir lieu au futur.	
	- Son neveu: c'est le fils de sa sa sœur	

Extract 12.1: A sample of an average performed response for one of the candidate's.

In Extract 12.1 a candidate scored averagely in this question. He/she was able to answer correctly some items and failed others.

However, the candidates who scored low marks in this question did not understand the passage and they did not have a good command of the French Language. They lacked the skills in reading for comprehension. The analysis indicates that they did not comprehend the passage because they lacked vocabulary. Some of the candidates instead of answering the question just copied words from the text; others copied the questions as answers. For example, in question 12 item (c), candidates were asked to tell who was *Wourma Amou*. The correct answer was *il était un marabout de Bandiagara réputé pour ses dons de divination* (he was a witch doctor of Bandiagara famous for his ability to forecast). Some candidates just copied sentences from the text and gave as responses.

In question 12 item (f), the candidates were required to give the meanings/synonyms of the underlined words/phrases. Many of the candidates failed to answer this item because they lacked vocabulary. They also lacked skills in reading for comprehension hence they ended by giving inappropriate expression to the underlined words in the passage. The Extract 12.2 is a sample of a poor response.

12. a) La Société Africaine.	
b) i) Mais il les refusait tous.	
ii) Quand ils sont appris qu'Antanpdiobdi avait décidé de donner sa fille à son neveu.	
c) i) lui dit un jour	
ii) lui dit un jour je ne vois pas beaucoup d'ont ants dans ton destin.	
iii) mais il leur fallait attendre un peu parce que sa cousine n'a pas encore atteint l'âge du mariage.	
d) i) a eu pour seule et unique tâche d'allaiter son enfant et de veiller sur elle.	
ii) Il a adopté la petite fille et lui a donné le nom de Baya.	
iii) Un jeune femme captive qui allaitait une fillette de deux mois.	
12. e) i) lui a proposé et finalement d'épouser sa propre fille, Khadija.	
ii) La grand souci de Hampate était d'avoir des enfant.	
f) i) Se remarier célibataires → c'est quelque un n'apas mariage.	
ii) Ses sons de divination → c'est wourma amou.	
iii) Une jeune femme captive → c'est il a adopté la petite fille	
iv) Son neveu → c'est donné mauvais	

Extract 12.1: A sample of a candidate's poor response:

In Extract 12.1: a candidate responded incorrectly this question by copying the words from the passage as an answer.

3.0 ANALYSIS OF THE CANDIDATE'S PERFORMANCE PER QUESTION IN 123/2 FRENCH LANGUAGE 2

3.1 Question 1: Essay Writing

In this question the candidates were asked to write an essay by choosing a town from a foreign country in the world that they would like to visit after they have passed well in their form six National Examinations before going to the University. The question required the candidates to give four reasons of their choice.

Question 4: Vous venez de briller dans vos examens nationaux. Donc, vos parents sont contents et pensent vous envoyer à l'étranger pour voir le

monde. En ce cas, quelle ville du monde aimeriez-vous visiter avant d'aller à l'Université. Pourquoi? Donnez quatre raisons seulement.

This question was attempted by 74.2 percent of the candidates, out of which 17.7 percent scored from 15 to 25 marks, which is a good performance; 20.6 percent scored 9 to 14.5 marks, which is an average performance; and 61.7 percent scored from 0 to 8.5 marks, which is a poor performance. The data analysis shows that the performance for this question was average, as 38.3 percent scored from 9 to 25 out of the 25 marks allotted to the question. The performance is summarized in Figure 1.

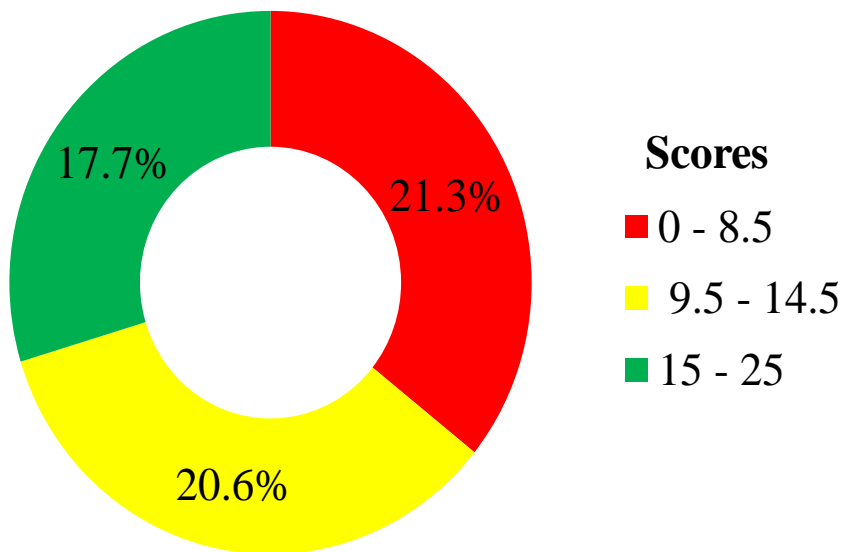


Figure 1: *The Candidates' Performance in Question 1.*

The candidates who scored high marks in this question demonstrated the ability to explain the reasons for choosing a town from a foreign country where they would like to go for a short vacation. These candidates observed the principles of essay writing by starting with an introduction, main body and a conclusion. This indicates that the candidates had good command of the French Language as they used appropriate vocabulary and grammar. However, they failed to score all marks because of few grammatical errors and lack of punctuation marks. The Extract 1.1 is a good response.

1.	<p>La ville du monde que j'aimerais visiter avant d'aller à l'université est la ville de Paris qui se trouve en France en Europe. Il ya beaucoup de raisons pour les quelles j'aimerais visiter Paris. Les suivants sont les quatre raisons de ce souhait.</p>	
	<p>Tout d'abord, Paris est parmi les grandes villes du monde qui a beaucoup de choses à voir, dans la ville de Paris quelqu'un peut voir la tour Eiffel, l'ancien église de Notre Dame, l'Arc de Triomphe et le quartier de Champs Elysées. En voyant ces attractions ce sera très amusant pour moi et j'obtiendrais quelque chose de dire à mes amis.</p>	
	<p>Ensuite Paris est la ville francophone, comme je suis un élève de la langue française en allant de Paris je pourrais communiquer en français avec de gens qui habitent là alors ça m'aidera à ajoute la connaissance de français surtout de parler et d'écouter. Avec la faculté de traduction que j'aurai étudié à l'université ça me donnera beaucoup de courage.</p>	
	<p>Puis Paris est la ville où se trouve la grande équipe de football qui s'appelle Paris Saint-Germain, cette équipe contient beaucoup de joueurs professionnels comme Kylian Mbapè, Edison Cavanni et Neymar de Santos. Alors j'aimerais voir un match de cette grande équipe du Monde contre une autre équipe française surtout Olympique Lyon ou Monaco.</p>	
1.	<p>Enfin Paris est la ville de gastronomie, j'aimerais faire le shopping dans les grande magasins du vêtement qui se trouve au Centre de Paris. Les choses que j'aurai acheter sont les chaussures moderne, des costumes, des pantalons et des chapeaux qui sont fabriqués en France. Pas seulement ça mais aussi je mangerais de nourriture comme des croissants et d'autre plat délicieux qui avait cuit avec de cuisiniers française. Aussi j'aimerais de dormir un jour dans l'hôtel des Invalides de Paris.</p>	

Extract 1.1: A sample of a candidate's good response

In Extract 1.1: a candidate wrote a good essay with few errors.

The analysis indicates that the candidates who scored low marks in this question did not observe the principles of essay writing. Their essays lacked introduction, main body and conclusion. In addition to that, they had essays with a lot of grammatical errors. The candidates did not use the correct punctuation marks. On top of that, they used inappropriate vocabulary to

express their ideas in the French Language. In some cases, there were essays which lacked connectors and paragraphs. There were candidates who misinterpreted the requirements of the question. For example, one of the candidates wrote an essay about the importance of the university instead of writing an essay about the town of his/her choice. This indicates that the candidates had poor command of French Language. The Extract 2.1 is a poor response.

1.	<p>Université est le lieu que les élèves que réussit bien dans nationaux examens sont allés. Beaucoup parent américain - vous leur enfants aller dans université parce qu'il a bien lieu. Voici les quatre raisons par aller à l'université.</p> <p>Premièrement université nous avons enseigné plus la vie de rue. Parce que dans université il y a beaucoup études que content le knowledge de la vie dans société. Un bon exemple est le étude de effective communication.</p> <p>Deuxièmement Université il donne éducation que trouve dans réalité la vie. Un bon exemple est l'éducation de skills de la vie. Aussi éducation de communauté.</p> <p>Troisièmement Université, il aide avoir bien interaction avec les autres gens. Parce que dans l'université nous travaillons différents gens vient différents lieux. Exemple les gens de l'Amérique inférieure avec Kenya people.</p> <p>En finale l'université aide à donner possible solution que face différents problèmes dans société. Exemple les problèmes sont corruption, existence de de Nature catastrophe aussi existence de enfant de rue.</p> <p>Généralement l'université est bien un lieu si tu utilises bien. Mais aussi est mal lieu si tu utilises tu ton temps mal avec mal groupe et amis. Donc nous devons utiliser bien nos temps et étudier du et il n'a pas oublié le conseil que nos parents dit nous.</p>
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Extract 1.2: A sample of a candidate's poor response.

In Extract 1.2: a candidate misinterpreted the question by writing on the importance of the university.

3.2 Question 2: Book Analysis

The question required the candidates to summarize a book they have read and liked during their studies in form five and form six. On top of that, they were required to give the moral of the story they had got from the book.

Question 2: Donnez un résumé d'un livre de français que vous avez lu et beaucoup aimé pendant vos études et puis tirez la morale de l'histoire.

This question was attempted by 87.9 percent of the candidates, out of which 34.7 percent scored from 15 to 25 marks, which is a good performance; 43.1 percent scored 9 to 14.5 marks, which is an average performance; and 22.2 percent scored from 0 to 8.5 marks, which is a poor performance. The data analysis shows that the performance for this question was good, as 77.8 percent scored from 9 to 25 out of the 25 marks allotted to the question. The performance is summarized in Figure 2.

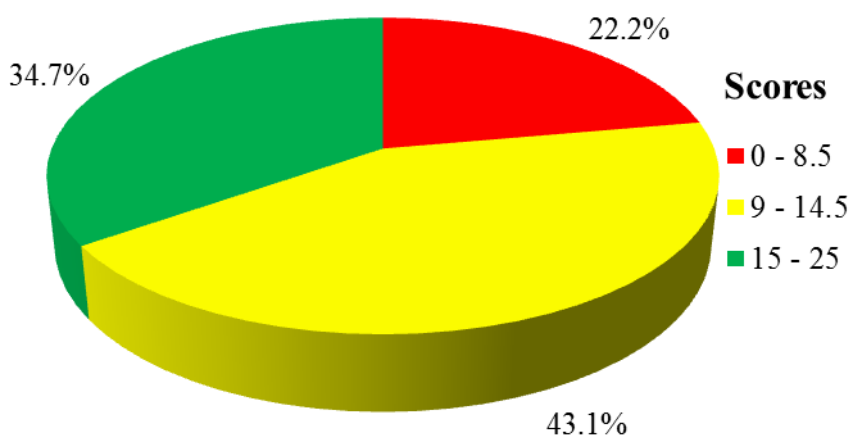


Figure 2: *The Candidates' Performance in Question 2.*

The analysis shows that the candidates who scored high marks in this question were able to summarize the book by explaining the key ideas found in various chapters of the book. These candidates followed the rules and principles of analyzing a book. For example, in the introductory part they gave the title of the book, the name of the author as well as the year of publication. On top of that, they were able to give the morals found in the book.

Their points were well organized and well elaborated using proper vocabulary and well-structured sentences. This indicates that they understood the requirements of the question, they had a good command of the language, and they had sufficient knowledge and skills in analyzing books. However,

the candidates failed to score full marks due to some grammatical errors and insufficient use of logical connectors. The Extract 2.1 is a good response.

2.	<p>LES FRASQUES D'EBINTO est un roman qui est écrit par Amadou Koné en 1980 et 2002. Ce roman est publié par Hatier en Côte d'Ivoire. Le roman raconte la vie de jeune fils qui s'appelle Ebinto. Ebinto vient dans la famille pauvre et dans sa famille il y a cinq membres, lui-même, son père, sa mère et deux petits enfants.</p> <p>Son père était pêcheur et mort quel que jours avant Ebinto passer ses deux examens scolaires. Heureusement Ebinto passait bien dans ses examens et sa mère décidait de lui inscrire au collège de grande Bassame.</p> <p>D'abord, Ebinto ne va pas directement au collège. Il va chez Mr. Dramane son tuteur. Mr. Dramane était un chauffeur sa voiture était vieille et on n'a pas une boîte pharmacie ce pourquoi il donne la police deux mille francs. Aussi chez Mr. Dramane on n'y a pas assez des chambres pour visiteurs. Donc, Mr. Dramane décide chercher la chambre à la famille vieille amie de Mr. Dramane pour Ebinto. Chez Mr. Dramane Ebinto rencontre les amis comme Ousman, Monique et Moussa.</p> <p>En suite, Après quel que jours Ebinto a commencé d'aller au collège. Au collège Ebinto fait face quelques problèmes d'humiliation de la part des grands/anciens ont l'habitude de mal traiter les nouveaux élèves. Par exemple Ebinto chante.</p> <p>"Jesus un tacot Ma valeur est zero --"</p> <p>Aussi au collège il rencontre ses amis Koula et Bazie. à ce temps il étudie/travaille dur à cause de il passe bien dans ses examens et chaque année il rentre chez lui avec le succès de prix excellent.</p> <p>En plus, Quand Ebinto était au collège il a commencé d'avoir relations sexuelle avec deux filles, qui sont Monique et Muriel. Pendant la vacance Ebinto fait l'amour avec Monique. Un jour à jour Ebinto commençait échouer dans ses études à cause de l'amour de Muriel, Mais Bazie et</p>
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2 Roula décidait de consulter Ebinto de révéler son amour à Muriel et arrête lui rêver sur son lit comme enfant.

Alors, pendant la vacance quand Ebinto était chez lui. Il a reçu deux lettres qui ont l'information différente. Une lettre était de Monique sur la grossesse et l'autre était de Muriel sur le parti de Muriel en France pour étudier. La mère d'Ebinto conseille Ebinto d'épouser Monique et Ebinto acceptait les conseils de sa mère.

Bon, pendant la vie de mariage Ebinto^a a décidé de chercher le travail dans la plantation de Banane à Ayame. Ce temps Ebinto maltraitait sa femme et cause Monique s'accoucher un bébé mort. Ebinto maltraite aussi les autres Manouvres / travailleurs. Comme Babyle & est forcé de travailler tandis qu'il est malade. Mr. Peugeot conseille Ebinto de ne pas maltraiter sa femme et Ebinto accepte le conseil et il est allé chercher sa femme - Monique^a Pardonne son mari et ils ont une vie bien vive.

Aussi, quelques jours, Ebinto a obtenu le vacance et il a décidé de rentrer à Akounoughbe. Pendant le voyage et quand ils étaient dans la mer le bateau a commencé à basculer et Monique^{est} tombé dans la mer. Ebinto se jette dans la mer mais il la trouve déjà morte. Ebinto est devenu triste.

La morale nous obtenons dans les histoires sont

^{premier} Il faut être courageux pour servir les autres particulièrement quand il y a le problème grave.

^{secondo} Il ne faut pas mélanger deux choses à la même temps. Comme Ebinto qui mélangeait les études et l'amour.

Il faut accepter les conseils des nos parents.

Extract 2.1: A sample of a candidate's good response.

In Extract 2.1: a candidate was able to write a good summary of a book with few errors.

On the other hand, the candidates who scored low marks failed to summarize the book and were not able to give the morals of the book as required by the question. Some of the candidates explained only the themes of the book and others wrote a summary of the book which did not contain key ideas of the book. The Extract 2.2 is a sample of a poor response.

2. LES FRAQUE D'EBINTO; est un roman qui a été écrit par Amaclou Koné en 1980. Le roman révèle la vie de jeunes hommes Africains. Voici, la morale de l'histoire:

Tout d'abord, Il est courageux, le morale, le gens fait courageux comme Ebinto quand il a épouser Monique et n'étudier pas.

En suit, Responsable, Le morale, le gens fait responsable comme Monique quand elle Ebinto ne mange pas le nourriture qui préparé par Monique. Il est bonne morale.

Puis, Vrai amour; Alors, le morale le gens fait a vrai amour, comme Monique que a vrai amour pour Ebinto. Nous amouions chaque autre avec vrai amour.

Aussi, Gentil et sympathique, Le morale, le gens fait a gentil et sympathique comme Monique que gentil et sympathique quand Ebinto ne mange par le nourriture sa femme préparé.

Et également; La morale, donné en un livre de Le Fraque d'Ebinto a donné le message comme il faut respecte autres. IL fait amour autres.

Aussi, Gentil et sympathique, Le morale, le gens fait a gentil et sympathique comme Monique que gentil et sympathique quand Ebinto ne mange par le nourriture sa femme préparé.

Egalement; La morale, donné en un livre de Le Fraque d'Ebinto a donné le message comme il faut respecte autres, IL fait amour autres.

Extract 2.2: A sample of candidate's poor response.

In Extract 2.2 a candidate wrote on the themes of the book instead of the summary.

3.3 Question 3: Friendly Letter Writing

In this question the candidates were required to write a letter to a French friend called Susanne who lives in France telling her about the situation of HIV in Tanzania. The candidates were instructed to use the name of “Mawazo Mgeni”. The question tested the candidates’ ability to express themselves by writing a friendly letter.

Question 3: Ecrivez une lettre à une amie au nom de Suzanne Jean qui vit en France en lui expliquant l’état du SIDA en Tanzanie. Votre nom doit être Mawazo Mgeni.

This question was attempted by 100 percent of the candidates, out of which 31.5 percent scored from 15 to 25 marks, which is a good performance; 43.6 percent scored from 9 to 14.5 marks, which is an average performance; and 24.9 percent scored from 0 to 8.5 marks, which is a poor performance. The data analysis shows that the performance for this question was good, as 75.1 percent scored from 9 to 21 out of the 25 marks allotted to the question. The performance is summarized in Figure 3.

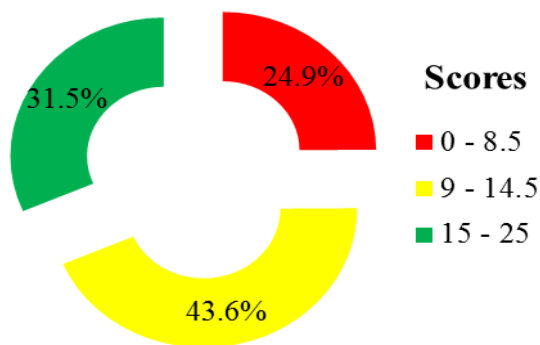


Figure 3: *The Candidates’ Performance in Question 3.*

According to the rules of writing a friendly letter in the French Language, one should start with the name of place of the writer and the date. There should be a comma between the name of place, the date and the month. The month should start with a small letter preceded by a definite article *le* as shown below:

Place, date
Arusha, le 30 mai 2019

Another rule is to write salutations on the left hand side of the letter such as:
Cher ami/mon cher ami/bonjour/salut.

Salutations are followed by the main body which always contains the purpose of writing the friendly letter. Before concluding the letter, there are special expressions which are supposed to be used such as:

Je t'embrasse/A bientôt/Bien à toi/ Gros bisou, etc.

The last part of the friendly letter should have the name of the writer and this is normally written at the centre.

The candidates with high marks in this question were able to observe the format of a friendly letter, hence they wrote it correctly. For example, they demonstrated good use of appropriate expressions used in writing a friendly letter. For example the date, town, salutations and the name of the writer were also written in proper positions. Moreover, the vocabulary and tenses used in most cases were correct and punctuation marks were put in proper places. However, the candidates could not score all marks because of few spelling mistakes and grammatical errors. The Extract 3.1 is a sample of a good response.

Tabora, le 13 mai 2019

chère Suzanne Jean

Bonjour mon amie intime? je pense que vous continuez bien avec vos activités notamment l'agriculture et le commerce. D'après moi, je continue bien avec mes études ici à l'école secondaire de Mlamba qui se trouve à Tabora. Le but d'écrire cette lettre je voudrais expliquer l'état du SIDA en Tanzanie. Le SIDA c'est une maladie dangereuse dans mon pays parceque beaucoup de gens sont morts par cette maladie. Le SIDA dans mon pays est causé par les raisons suivantes à savoir:

Premièrement, les gens s'engagent à faire la relation sexuelle, la relation sexuelle c'est une action d'avoir l'amour parmi quel qu'un et quel qu'une dans la société. Alors la relation sexuelle est la cause du SIDA, spécialement les gens font la relation sexuelle avec les autres gens qui sont déjà affectés par cette maladie. Donc, si quel qu'un ou une fait la relation sexuelle avec une personne qui est déjà affecté par cette maladie, il aura encore cette maladie.

Secundo, les gens partagent les outils aigüés, comme les lames et les ciseaux. Alors mon amie beaucoup de gens dans mon pays partagent les outils aigüés comme les ciseaux et les lames avec les gens qui sont déjà affectés par cette maladie ou il amènent à quel qu'un(e) d'attaque par cette maladie qui est très dangereux.

Tertio, l'accident, aussi mon amie l'accident dans mon pays est devenu la grande cause du SIDA; ou les gens mélangent leurs sang quand ils obtiennent l'accident. Malheureusement quel qu'un(e) doit attaquer par cette maladie à cause de mélanger leurs sang.

Quatrième point, La transfusion du sang qui est déjà affecté par cette maladie. Aussi pendant la transfusion du sang les docteur ne font pas sérieusement pour assurer le sang qui est transmis à personne et à l'autre personne est bien mesuré. Alors mon amie pour éviter ça je conseille les docteur et les infirmiers d'être sérieux pendant la transfusion du sang.

Cinquièmement, Pendant l'accouchement, alors mon amie pendant la l'accouchement est devenu le grand problème ou les mère ou les femmes transmettent leurs sang à leurs enfants et ce sang est contenu le virus l'immuno déficience humaine (VIH) ou ces enfants attaquent par cette maladie. Alors je conseille encore les docteur d'être sérieux pendant l'accouchement.

Bien cordialement
M. Mgeni
Mawazo Mgeni.

Extract 3.1: A sample of a good response.

In Extract 3.1 a candidate managed to write a good friendly letter with few errors.

The candidates who scored low marks lacked sufficient knowledge on writing a friendly letter. Some of the candidates seemed to lack enough vocabulary, knowledge and skills. Their sentences had a lot of grammatical errors and spelling mistakes. This shows that the candidates had poor mastery of the French Language. The Extract 3.2 is a sample of a poor response.

3.	<p>Ecrivez un lettre à une amie au nom de Suzanne Jeanne qui vit en France en lui expliquant l'état du SIDA en TANZANIE. Votre nom doit être Mawazo Mgeni.</p> <p>Tanzanie, Le 13 Mai 2019,</p> <p>Cherie Suzan,</p> <p>Je pense que tu es sava bien de moi aussi continue bie avec mon etudie et aussi mon vi're & la maison</p> <p>Técrit par Le lettre parceque je vous daif dit moi- expliquant l'état du SIDA en Tanzanie.</p> <p>SIDA est Le short forme de le mot qui dit Syndrome Immuned Defr'ace Acquire. Il cause par avec Le vi're raisons</p> <p>Share Sharp objects avec seropositive quand tu share le sharp objects avec seropositive il est possible à donne toi.</p> <p>De mère de Bebe pendant brist feeding: se cette est aussi le faison que être par SIDA parceque Mère mange Le bebe elle avoir Le bruser sur le brist qui transmette SIDA à la bebe.</p> <p>Aussi Sexual avec seropositive</p> <p>Ensuite Le SIDA est effect comme Mort de Bearoup de gens. Under develop ent puis qui None Pays est un de grand pays qui avoi SIDA En gross number.</p> <p>Encore, Le person qui avoi seropositive</p> <p>il faut que faire phisique Exercice, il faut mange Equilibre diet, il faut Il faut follow Le conseil que: ceterie.</p> <p>Donc Le gouvernement est suppose pas à implimente Le law qui protede le gen qui vi're, avec SIDA, Nous supposons vi're avec seropositive bien ne & humili ate Leur Par.</p> <p>Egalement cette est l'état du SIDA en Tanzanie j'espere de toi Pays SIDA en France</p> <p>vo're amie,</p> <p>Suzanne Mawazo Mgeni.</p>
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Extract 3.2: A sample of a candidate's poor response.

In Extract 3.2: A candidate failed to write a friendly letter.

3.4 Question 4: Creative Writing (Story)

In this question, the candidates were required to narrate a story which interested them and that should end with an expression “I will never forget that day”.

Question 4: Ecrivez un conte qui vous a paru intéressant mais qui termine par: “Je n’oublierai jamais ce jour.”

This question was attempted by 60.5 percent of the candidates, out of which 23.5 percent scored from 15 to 25 marks, which is a good performance; 43.5 percent scored 9 to 14.5 marks, which is an average performance; and 33.0 percent scored from 0 to 8.5 marks, which is a poor performance. The data analysis shows that the performance for this question was good, since 67.0 percent scored from 9 to 25 out of the 25 marks allotted to the question. This performance is summarized in Figure 4.

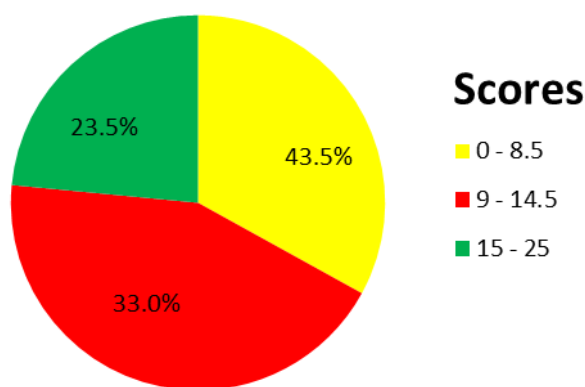


Figure 4: *The Candidates' Performance in Question 4.*

The analysis of the candidates' responses shows that the candidates who scored high marks in this question were able to narrate the story that appeared interesting to them. These candidates followed the principles of essay writing by starting with a title of the story, an introduction, a main body and a conclusion. They gave logical ideas that were well-arranged and well elaborated by using proper vocabulary and grammar. They also used comprehensible language. This indicates that they had sufficient vocabulary and skills in creative writing. The Extract 4.1 is a sample of a good response.

4	LE LÉOPARD ET L'ÉLÉPHANT
	<p>Il était une fois le léopard et l'éléphant qui habitaient au village de Mhindi. Ils vivaient une très bonne vie. Un jour le léopard est allé à son ami qui était l'éléphant pour lui visiter.</p> <p>Il était le samedi quand le léopard visitait son ami. Il allait avec l'information qui était bien. Et après être arrivé le léopard a décidé de l'aider son ami pour faire petits choses et ils ont fini dans le temps précise.</p> <p>Après avoir fini l'éléphant a invité le léopard pour écouter la radio. Ils ont écouté beaucoup de musiques différents. Après avoir écouté les musiques l'éléphant a invité son ami pour manger et ils ont mangé du riz avec de la viande. Ensuite ils sont décidé de se reposer.</p> <p>Après ce-là, le léopard a parlé à son ami comme il allait pour inviter dans la fête célébration qui va faire sur le seize mai et il a vu son support.</p> <p>Dans la maison de l'éléphant, il y a eu beaucoup d'arbres des fruites différents comme des arbres des oranges et des arbres des bananes.</p> <p>Quand ils se reposaient, l'éléphant et le léopard ont mangé beaucoup d'oranges et de bananes. Aussi l'éléphant a donné le léopard des oranges et des bananes comme un cadeau pour manger chez-lui.</p> <p>Non seulement ça mais aussi, le léopard et l'éléphant avaient bonne relation ce pourquoi le léopard aimait beaucoup son ami qui était l'éléphant et l'éléphant aimait beaucoup son ami qui était le léopard et ils vivaient une très bonne vie.</p> <p>Dans la maison de l'éléphant, il y a eu beaucoup d'arbres des fruites différents comme des arbres des oranges et des arbres des bananes.</p> <p>Quand ils se reposaient, l'éléphant et le léopard ont mangé beaucoup d'oranges et de bananes. Aussi l'éléphant a donné le léopard des oranges et des bananes comme un cadeau pour manger chez-lui.</p> <p>Non seulement ça mais aussi, le léopard et l'éléphant avaient bonne relation ce pourquoi le léopard aimait beaucoup son ami qui était l'éléphant et l'éléphant aimait beaucoup son ami qui était le léopard et ils vivaient une très bonne vie.</p> <p>Finalement l'éléphant a escorté son ami pour aller chez-lui.</p> <p>Je n'oublierai jamais ce jour, parce que j'étudie qu'il faut bien avoir bonne relation avec nos amis comme le léopard et l'éléphant.</p>

Extract 4.1: A sample of a candidate's good response.

In Extract 4.1 a candidate wrote a good story with few errors.

The candidates who scored low marks in this question lacked sufficient knowledge and skills in story writing. They also demonstrated poor command of the French Language. Most of the candidates' stories in this category had a lot of spelling mistakes, grammatical errors, incorrect tenses and improper use of punctuation marks. These candidates ignored the number of words and did not use the connectors which led them to write disorganized essays. In addition to that, they failed to follow the principles of essay writing; their stories had no title, introduction, and conclusion.

Furthermore, the analysis shows that the candidates who scored 0 misinterpreted the question by responding contrary to the demand of the question. Some of the candidates wrote a story without ending it with the expression "I will not forget that day". The Extract 4.2 is a sample of a poor response.

4.	<p>UN CONTE ENVIRON MOI INTERESSANT.</p> <p>Moi intéressant a paru bonne ma mère avec deux enfants. ma famille avec deux enfants et son père. Moi intéressant est cause la famille à bonne condition.</p> <p>De suite le important de ma mère en famille.</p> <p>Protecteur de famille:</p> <p>Premier, protecteur de famille, ma mère dans famille protecteur de enfant avec dangereux situation et différent situation. ma mère est protecteur la famille.</p> <p>Deuxième lieu, bonne conseiller, ma mère dans famille est bonne conseiller avec les enfants et son père. Dans différent situation ma mère est bonne conseiller.</p> <p>Troisième lieu, l'enseignement les enfant bonne comprennent, ma mère enseignement les enfants bonne comprennent comme respect. bonne ma mère l'enseignement les enfant bonne comprennent.</p> <p>Quatrième lieu, l'enseignement les enfant bonne comprennent, ma mère enseignement les enfants bonne comprennent.</p> <p>En conclusion: Moi intéressant est bonne ma mère qui je n'oubliera jamais ce jour mais dans future vit avec bonne famille.</p>
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Extract 4.2: A sample of a candidate's poor response.

In Extract 4.2 a candidate misinterpreted the question by writing a story about the importance of her/his mother in her/his family.

3.5 Question 5: Essay Writing

In this question, the candidates were asked to comment on the situation of drug abuse in Tanzania due to the fact that it is a worldwide problem. This question tested the candidates' ability to write and express their thoughts fluently and logically in the French language.

Question 5: La drogue est un problème mondial. Comment voyez-vous la situation en Tanzanie? Proposez quatre solutions.

This question was attempted by 77.9 percent of the candidates, out of which 14.2 percent scored from 15 to 21 marks, which is a good performance; 43.9 percent scored 9 to 14.5 marks, which is an average performance; and 41.9 percent scored from 0 to 8.5 marks, which is a poor performance. The data analysis shows that the performance for this question was average, as 58.1 percent scored from 9 to 25 out of the 25 marks allotted to the question. The performance is summarized in Figure 5.

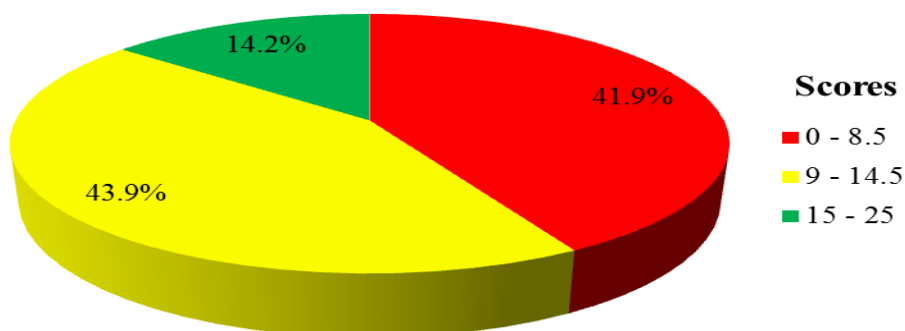


Figure 5: *The Candidates' Performance in Question 5.*

The candidates who scored high marks in this question were able to explain the position and status of drug abuse in Tanzania. They gave detailed explanation on the situation of drug abuse in Tanzania while adhering to the principles of essay writing. The candidates had sufficient vocabulary and writing skills which helped them to write a good essay which had an introduction, main body and the conclusion. In the introduction part, they wrote the meaning and causes of drug abuse and explained well the situation of drug abuse in Tanzania. In the main body, the candidates presented the solutions of combating drug abuse. Finally, in the conclusion, these candidates suggested how to rescue the situation". The Extract 5.1 is a sample of a good response.

5.	<p>Drogue c'est une malutilisation de drogue. Les drogues peut change le normalement conditional de le corps. C'est vrai que drogue est un probleme mondial. En Tanzanie il y a beaucoup moyens qui utiliser par les gouvernement a fin de contre cette situation. Voici les suivants sont les solution different qui le gouvernement utilise pour contre cette probleme.</p> <p>D'abord, Les gouvernement doivent cree strit lois pour discourge l'exporte et l'importe de drogue dans notre pay. Quand nos gouvernement lutte contre l'exportage et importe de drogue il peut aider a reduire le probleme de les gens particulierement les jeunes pour utiliser les drogue. Donc les lois comme "N'UTILISER PAS LES DROGUES" dans les parts different comme a la parts de publique il arde de redire cette probleme.</p> <p>Aussi, Les gouvernement doivent fournir l'employment opportunite parmi les gens particulierement les jeunes. Les gens engage dans les utilisation de drogue parcequ'ils n'ont pas quelque chose pour faire comme une employment. Donc, les gouvernement doivent fournir l'employment parmi les gens pour reduire le situation.</p> <p>Ensuite, les gouvernement doivent fournir l'education environ les effectes d'utiliser les drogue. Quand les gens qui savaient les effectes d'utiliser les drogues comme psychologique effectes, il peut reduire les nombre de les gens qui utilise. Donc les gouvernement doivent donner les gens l'education de cette probleme.</p> <p>En plus, les gouvernement doivent donner donner severe punis pour ceux qui contre les lois d'utiliser les drogue. Comme les gouvernement cree les lois differentes pour reduire les probleme de drogue, donc il faut donner les strit punis pour ceux qui va contre ces lois comme les prisoners. Ces punis il aide de redire le probleme de drogue.</p> <p>Donc, comme la drogue est une probleme mondial il aussi le probleme dans nos pays Tanzanie donc mais nos gouvernement cree les moyens different pour reduire le situation comme fournir l'education parmi les gens, fournir l'employment parmi les gens. Aussi non seulement ce mai aussi les gens doivent faire les choses differente pour sur fait ils ont reduire le probleme de drogue comme faire les activite different d'economique.</p>
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Extract 5.1: A sample of a candidate's good response.

In Extract 5.1: a candidate wrote a good essay with few errors.

The candidates who scored low marks in this question provided arguments which were not clear and not well elaborated. They wrote sentences with a lot of grammatical errors and they ignored the use of punctuation marks. On top of that, they used improper vocabulary and grammar. This indicates that the candidates lacked sufficient knowledge and skills in essay writing. Some of the candidates scored low marks for failing to understand the requirements of the question. The Extract 5.2 is a sample of a poor response.

5	Mondial c'est un action ou situation Ou par le peut être aime au village. Les suivantes sont problè me mondial.
	Primo, Povreté; parceque beaucoup le gens utilisant l'argent pour acheter le téléphone qui est très mode rne Ce pourquoi en regarde le photo qui était là en
	Second; Le gouvernement Il faut fournir -> L'éducation; Quand le gens il était l'éducation au mon le mondial le pay il faut obtenir développement qui était très moderne parceque mondial seroune développement.
	Troisièmement; Le gouvernement il faut fournir ais bien Infrastructures; Quand le pay il obtenu bon Infrastructure chaque personne il faut obtenir cette instr ructures.
	Quatrièmement; le gouvernement doit être donne Equipment; Quand le pay donne beaucoup Equipment à utilisant pendant le mondial cette développement et profé le gens manquer le equipment.

Extract 5.2: A sample of a candidate's poor response

In Extract 5.2: a candidate did not understand the requirement of the question and ended up by writing an essay on the problems facing the world instead of the problem of drug abuse in the world.

In addition to that, some of the candidates who scored low marks in this question understood the requirements of the question but they were not able to express themselves in French. For example, one of the candidates tried to write an essay but could not produce a comprehensible essay due to an incorrect selection of vocabulary. This indicates that they lacked vocabulary to express themselves. The Extract 5.3 is a sample of a poor response.

05.	<p style="text-align: center;">LA DROGUE.</p> <p>la drogue est un problème mondial et affecte la situation en tanzanie. le points explique les solutions dans la drogue en tanzanie.</p> <p>D'abord provision l'éducation, provision dans l'éducation est a grande solution parce que elle assiste un se clere le négative dans la drogue par exemplar pauvreté, orphelins, divorce et dangereux disease et elle assiste dans propriété usage et heure avec spécifique disease dans la drogue par exemplar malarie dans usage mseto au metakelphine.</p> <p>Aussi gouvernement assiste dans provision principale, la gouvernement assiste dans principale par exemplar cinq ans de la prisonnel l'arrêté usage drogue illegale et personnel activité drogue au réceive drogue sont arrêté trente ans prisonnel. Et les assiste dans avoidance les usage dans la drogue et prévention effectuée en tanzanie et la situation bien dans en tanzanie.</p> <p>Ainsi emploi opportunité, l'usage la drogue est parce que raisons dans petit emploi opportunité et les pourquoi l'existence grande usage dans drogue et activité dans distributè la drogue, avec emploi opportunité le l'activité dans drogue et drogue usage est finalement, exemple d'emploi opportunité professeur, docteur au doctresse, soldier et sportive.</p> <p>Aussi établishe motivationnel principale au sloane. les motivationnel principale assiste avec encouragé les personnels dans usage drogue prévention et il est grande négative effectuée. exemple dangereux disease a lunge problemet exemple dans motivationnel du sloganè sont "la vie importance avec compable la drogue?" "tanzanie avec propriété usage dans drogue possible". Automatique les sloganè contributè grande assiste a prévention dans usage drogue et avoidance bien la situation en tanzanie et bien raison dans établishe les motivationnel.</p> <p>finalement, avec listé dans point que proposez a solutions la drogue, de la contributè dans assiste et prévention dans problemè la drogue en tanzanie et il contribue a grande economie developé dans en tanzanie.</p>
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Extract 5.3: A sample of a candidate's poor response

In Extract 5.3 a candidate understood the requirement of the question but failed to express himself/herself due to lack of vocabulary.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' responses in different topics indicates that the candidates in general performed well in the topics of *Book report (Literature)*, *Language Use*, *Short Story Writing* and *Translation*. The good performance was attributed to the candidates' ability to understand the requirements of the questions, ability to express their opinion using the French Language, their sufficient knowledge and skills in written expression and ability to understand the grammatical rules, tenses and moods in the French Language.

Furthermore, the topics of *Essay Writing*, *Letter Writing* and *Comprehension* were averagely performed because some of the candidates misinterpreted the questions. They also lacked vocabulary and had insufficient skills in *Essay Writing*, *Letter Writing* and *Comprehension*.

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

The comparison of the candidates' performance in ACSEE 2018 and ACSEE 2019 shows that the performance in the ACSEE 2019 has improved in all the topics, especially in the topics of *Short Story Writing* which has changed from average to good and *Translation* which has changed from poor to good.

5.0 CONCLUSION

The overall analysis of the questions shows that, the candidates' performance in the French Language was good, although there were candidates who scored averagely. The analysis indicates that these candidates had inadequate vocabulary which hindered them from expressing themselves clearly in the French Language. Some of them failed to apply different principles used in transformational questions, and others misinterpreted the questions. Therefore, in order to improve the candidates' performance, more efforts should be put in the topics of *Tenses* and *Moods*, and *Comprehension* which were averagely performed.

6.0 RECOMMENDATIONS

In order to improve in the ACSEE performance of the candidates, it is recommended that:

- 6.1 Candidates should be encouraged to read books or short stories in order to acquire enough vocabulary that will enable them to express themselves and write good essays and letters confidently in the French Language without any difficulty.
- 6.2 Candidates should be guided on how to answer questions pertaining to *Comprehension* by giving them different types of texts to read with a view of improving their comprehension skills.
- 6.3 Teachers should use various teaching methodologies in order to motivate students to write good essays by giving them different titles, photos and images in order to improve *Essay* and *Letter Writing*.

Appendix

A Comparison of the Candidates' Performance in Each Topic Between ACSEE 2018 and ACSEE 2019

S/n	Topic	2018			2019	
		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	83.9	Good	77.8	Good
2.	Essay & Letter Writing	3	40.43	Average	57.2	Average
3.	Short Story Writing	1	37	Average	67.0	Good
4.	Language Use	10	67.54	Good	79.7	Good
5.	Comprehension	1	49.4	Average	54.8	Average
6.	Translation	1	19.8	Poor	66.7	Good

