



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



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
ON THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE), 2021

FRENCH LANGUAGE



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**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
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EDUCATION EXAMINATION (ACSEE) 2021**

123 FRENCH LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue this Candidates' Item Response Analysis (CIRA) report on the Advanced Certificate of Secondary Education Examination (ACSEE) 2021 for French Language subject. This report provides feedback to all educational stakeholders on the candidates' performance in the subject.

The general performance of the candidates in this subject was good, as 97.3 per cent of the candidates passed the examination in 2021. Only 5 candidates failed the examination.

The analysis has been prepared in order to indicate strengths and weaknesses of the candidates in answering the examination questions. It further sheds lights on well-performed questions, those with an average performance and those with weak performance. The good performance was due to the candidates' ability to answer the questions according to the requirement as well as their competence in the tested the topics in French Language.

However, some of those who had weak performance failed to comprehend the requirement of the questions; other lacked French Language vocabulary which hindered them from expressing themselves in the French Language and others had insufficient knowledge on the French Language grammatical rules.

The feedback provided will enable the education administrators, school managers, teachers, students and education stakeholders to take appropriate measures in order to improve the candidates' performance in future French Language examinations administered by the Council.

The Council would like to acknowledge the Examiners and all those who contributed to the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report on 123 French Language is based on the performance of the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May, 2021. The questions were set in accordance with the 2010 syllabus and the 2019 examination format.

The French Language examination comprised of two papers; 123/1 French Language 1 and 123/2 French Language 2. The 123/1 French Language Paper 1 had 10 short answer questions. Each question weighed 10 marks thus making a total of 100 marks. The 123/2 French Language paper 2 comprised of two sections namely, A and B; section A had 2 questions and the candidates were required to answer all the questions. Each question carried 10 marks, thus making a total of 20 marks. Section B had 5 essay writing questions and the candidates were instructed to answer 4 questions. Each question weighed 20 marks, thereby making a total of 80 marks.

The analysis presented in this report focuses on the candidates' performance in each question. It demonstrates what the candidates were required to do, the general performance and the reasons for their performance. Sample extracts of candidates' responses have been used to show how the candidates responded to questions in relation to the requirement of the question.

The candidates' performance was classified into three categories, namely good, average and weak. The performance was considered as good if the candidates' scores ranged from 60 to 100 marks. The average performance of the candidates denotes scores ranging from 35 to 59 marks. The weak performance of the candidates was shown by the candidates' scores that ranged from 0 to 34 marks. The three colours were also used to represent the candidates' performance: green represents good performance, yellow represents average performance and red indicates weak performance. The candidates' performance in each topic is summarised in the Appendices I and II.

The analysis of the candidates' response shows that a total of 184 (100%) candidates sat for the examination. These candidates had the following grades: B 8 candidates, C 55 candidates, D 67 candidates, E 40 candidates and S 9 candidates. There was no any candidate who scored A. Nevertheless, 5 candidates failed the examination by having an F grade. The general performance of the candidates in this subject was good, as 97.3 per cent

passed the examination in 2021. The performance has increased by 9.9 per cent when compared to the 2020 performance where 88.4 per cent candidates passed.

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

The analysis of the candidates' performance in each question is presented by showing the number of candidates who attempted each question and percentages. The candidates' performance in each question is grouped in three categories of scores namely good, average and weak. The score ranges for each category are from 6.0 to 10 marks, 3.5 to 5.5 marks and 0 to 3.0 marks respectively out of the 10 marks allocated.

2.1 Question 1: Expressing wishes

In this question, the candidates were given five items. Each item had two sentences and they were required to join the two sentences by using the gerund form. The question tested the candidates ability to express wishes. The question was as follows:

1. Réécrivez les phrases suivantes comme dans l'exemple.

Exemple: Mon grand-père ne tousse plus. Il arrête de fumer.

Mon grand-père ne tousse plus **en arrêtant** de fumer.

- (a) Ma petite sœur s'est blessée à la jambe. Elle a glissé sur un terrain mouillé.
- (b) La cuisinière s'est brûlé la main. Elle posait le plat de légumes chaud sur la table.
- (c) Mon frère n'arrivera pas à acheter une nouvelle voiture. Il a dépensé beaucoup d'argent pour acheter une maison à Sinza.
- (d) Tu iras plus vite voir tes amis à Mbagala. Prends le 'bodaboda.'
- (e) Votre nièce est toujours élégante. Elle porte des pagnes multicolores très beaux.

A total of 184 (100%) candidates attempted the question, out of whom 160 (87.0%) scored from 6.0 to 10 marks, 18 (9.8%) scored from 3.5 to 5.5 marks and 6 (3.3%) scored from 0 to 3.0 marks. The general performance in this question was good, since 178 (96.7%) candidates scored from 3.5 (35%) marks and above. Figure 1 is an illustration of this performance.

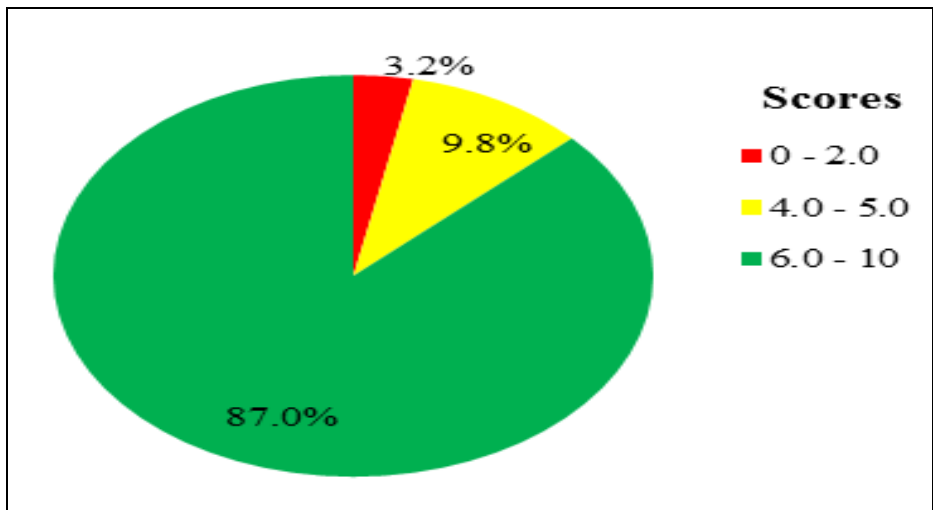


Figure 1: *The Candidates' Performance in Question 1*

The analysis of the candidates' performance indicates that 160 (87.0%) candidates had good performance as they scored from 6.0 to 10 marks. These candidates demonstrated the mastery of the rules of joining the two sentences by using the gerund form which enabled them to write the correct answers. For example, in item (a) the candidates identified the main verb to be transformed which was *glissé* and whose infinitive form was *glisser*. Then, they conjugated it into the present *glissent* and omitted the suffix *ons* and added the suffix *-ant* to the root in order to form the present participle *glissant*. They also added the preposition *en* before the present participle and formed the gerund *en glissant*. They also joined the two sentences by removing the subject *elle* of the second sentence. For example, one of them wrote the correct response *Ma petite sœur est blessée à la jambe **en glissant** sur un terrain mouillé* (My young sister hurt her leg by sliding on the wet floor.)

In item (b), the candidates who wrote the correct response identified the main verb *posait* (*poser*) which belongs to the verb of the first group ending in *er* in the infinitive form. They knew that its gerund was formed by adding *-ant* to the first person plural after removing the *-ons* from it in present tense *posons*. They also omitted the pronoun *il* in the second sentence, hence they wrote the correct answer *La cuisinière s'est brûlée la main **en posant** le plat de légumes chaud sur la table* (The cook burned her arm while putting the hot vegetables on the table).

The candidates identified the main verb in item (c) whose infinitive form was *dépenser*. They were able to identify the stem by conjugating the verb in the 1st person plural *dépendons*, omitted suffix-*ons* and finally added the suffix *-ant*. They also omitted the pronoun *il* of the second sentence and wrote the correct response *Mon frère n'arrivera pas à acheter une nouvelle voiture en dépensant beaucoup d'argent pour acheter une maison à Sinza* (My brother will not manage to buy a new car by spending a lot of money to buy a house at Sinza).

Moreover, in item (d), the candidates knew that the verb *prends* belong to the verbs of the second group which end with suffix-*dre* and whose infinitive form was *prendre*. In the first person plural of the present tense, the verb was conjugated as *prenons*. These candidates omitted the suffix-*ons* and remained with the root (*pren-*) on which they added the suffix *-ant* to form the present participle *prenant*. They also added the preposition *en* before the present participle to form the gerund *en prenant*. Therefore, they were able to join correctly the two sentences as follows; *Tu iras plus vite voir tes amis à Mbagala en prenant le bodaboda* (You will go fast to see your friends at mbagala by taking a bodaboda).

Furthermore, in item (e), the candidates noted that the verb *porter* belongs to the verbs of the first group ending with the suffix *-er* and that its gerund is formed by removing the suffix *ons* from the 1st person plural *portons* in the present and by adding the suffix *-ant* to the verb preceded by the preposition *en*, hence wrote the correct response *Votre nièce est toujours élégante en portant des pagnes multicolores très beaux*. (Your nephew is always elegant by putting on a beautiful multicolored khanga). The analysis shows that these candidates mastered well the principles of forming the gerund forms. Extract 1.1 shows an example of a candidates' good response.

1.	(A) Ma petite sœur s'est blessée à la jambe en glissant sur un terrain mouillé.	
	(B) La cuisinière s'est brûlé la main en posant le plat de légumes chaud sur la table.	
	(C) Mon frère n'arrivera pas à acheter une nouvelle voiture en dépensant beaucoup d'argent pour acheter une maison à sinza.	
	(D) Tu iras plus vite voir tes amis à Mbagala en prenant le "bodabodo"	
	(E) Votre nièce est toujours élégante en portant des pagres multicolores très beaux.	

Extract 1.1: A Candidate's Good Response to Question 1

Extract 1.1 shows a response of the candidate who joined the two sentences correctly in all items.

The analysis also shows that 18 (9.8%) candidates had an average performance as they scored from 3.5 to 5.5 marks. These candidates had partial knowledge on gerund forms. They understood the requirement of the question and joined some sentences correctly while failing in others. Extract 1.2 is a sample of responses from a candidate with an average performance.

1.	a) Ma petite soeur s'est brûlé la main en En glissant sur un terrain mouillé.	
	b) La cuisinière s'est blessée à la jambe en posant le plat de légumes chaud sur la table.	
	c) Mon frère n'arrivera pas à acheter une nouvelle voiture en dépensant beaucoup d'argent pour acheter une maison à Sinza.	
	d) Tu iras plus vite voir tes amis à Mbagala en prenant le "bodaboda".	
	e) Votre nièce est toujours élégante. Elle en portait de pagnes multicolores très beaux.	

Extract 1.2: A Sample of a Response from a Candidate with Average Performance in Question 1

Extract 1.2 shows responses by a candidate who joined correctly items (b) and (c) but failed in items (a), (d) and (e).

Further analysis shows that 6 (3.3%) candidates had weak performance as they scored from 0 to 3.0 marks. They were unable to join the two sentences using the gerund forms. These candidates lacked knowledge on the rules of forming the gerund form. For example, in item (a), some of the candidates failed to identify the main verb to be transformed which resulted into transformation of the wrong verb. Others misunderstood the requirement of the question thus, instead of joining the sentences, they wrote the verbs in gerund form. Additionally, there were candidates who transformed the verb in gerund and joined the two sentences but failed to omit the subject *elle* of the second sentence while others retained the auxiliary verb *a*, hence they wrote incorrect responses. For example, one of them wrote *Ma petite sœur s'est blessée à la jambe elle a glissant sur un terrain mouillé.*

In item (b), some candidates failed to transform the verb *poser* into the present participle. These candidates did not realise that the verb was in the past continuous tense *posait* and its infinitive form was *poser*. They added the suffix *-ant* at the end of the verb in the past continuous tense

and wrote *posaitant*. Other candidates changed the verb in present participle *posant* instead of the gerund form *en posant* and others failed to join the two sentences because they lacked knowledge on the correct position of the preposition *en*. They also failed to remove the pronoun from the second sentence. For example, one of them wrote *La cuisinière s'est brûlée la main **posatant** le plat de légumes chaud sur la table.*

Additionally, the analysis indicates that in item (c), some candidates who scored 0 failed to omit the auxiliary verb *a*. Consequently, one of them wrote *Mon frère n'arrivera pas à acheter une nouvelle voiture en a dépensant beaucoup d'argent*. Others transformed the auxiliary verb *a* into present participle *ayant* instead of the main verb *dépensé*. This indicates that the candidates lacked knowledge of forming the gerund form in the French Language.

Moreover, in item (d), the candidates who scored zero, some of them failed to attach the suffix *-ant* to the verb *prendre*, one candidate wrote *Tu iras plus vite voir tes amis à Mbagala **en prenant** le 'bodaboda'*. These candidates lacked the knowledge of verbs conjugations in present tense.

Furthermore, in item (e), the candidates who scored 0 failed to join the two sentences, as they inserted the gerund form after the subject of the second sentence. Some of them failed to omit the pronoun *elle* from the second sentence. For example, one of them wrote *Votre nièce est toujours élégante **en portant** des pagnes multicolores très beaux*. Extract 1.3 is an example of a candidate's weak response to question 1.

a.	Ma petite sœur s'est blessée à la jambe. Elle en ayant glissé sur un terrain mouillé	
b.	La cuisinière s'est brûlée la main. Elle en posant le plat de légumes chaud sur la table.	
c.	Mon père n'arrivera pas à acheter une nouvelle voiture. Il en ayant dépensé beaucoup d'argent pour acheter un maison à Jinzu.	
d.	Tu iras plus vite voir tes amis à Mbagula. En prenant le "bockbocku"	

Extract 1.3: A Sample of Weak Response to Question 1

Extract 1.3 indicates responses of a candidate who provided incorrect responses to all items.

2.2 Question 2: Phonology

This question comprised of five (5) items which had ten (10) underlined words missing the French Language accents (stress). The candidates were required to mark the correct accent (stress). The question tested the candidates' ability to pronounce correctly different French words. The question was as follows:

<p>2. Faites comme dans l'exemple. Exemple: C'est ma <u>mere</u>. C'est ma <u>mère</u>.</p> <p>(a) Ma sœur est une <u>etudiante</u> à l'<u>Universite</u> de Dar es salaam. (b) Ces <u>garcons</u> aiment aller <u>a</u> la plage. (c) Les <u>eleves</u> parlent à la <u>cuisiniere</u> de l'école. (d) Maman <u>prefere</u> cultiver du <u>mais</u>. (e) Mon <u>frere</u> porte le <u>bebe</u> sur le dos.</p>

The question was attempted by 184 (100%) candidates, out of whom 166 (90.2%) scored from 6.0 to 10 marks, 11 (6.0%) scored from 4.0 to 5.0 marks and 6 (3.3%) scored from 0 to 3.0 marks. The general performance in this question was good, since 177 (96.2%) candidates scored from 3.5 (35%) marks and above. Figure 2 is an illustration of the performance in question 2.

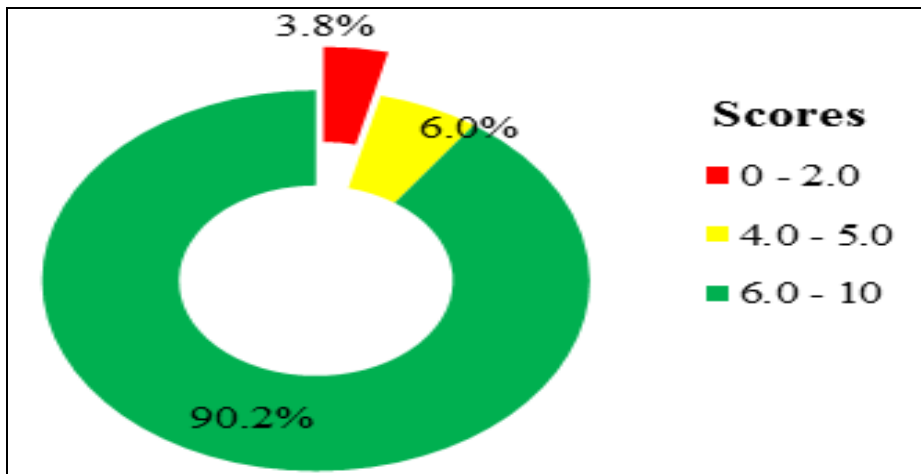


Figure 2: *The Candidates' Performance in Question 2*

The analysis of the candidates' responses shows that 166 (90.2%) candidates scored high marks from 6.0 to 10 marks in this question. These candidates had sufficient knowledge on intonation and accents which enabled them to mark the stress at the right position. For example, in item (a), they marked correctly the accent in the words *étudiante* and *université* because they understood that, in the word *étudiante*, the first sound [e] should be pronounced with high tone *accent aigu* (') therefore, they wrote *étudiante*. Additionally, in the word *université*, the last sound [e] was to be pronounced with a high tone *accent aigu* (') therefore, they wrote the correct response *université*.

Furthermore, in item (b), the candidates were given the word *garçon* in which letter c missed an accent *cétille* (ç) beneath it. The candidates marked correctly the accent because they mastered the rules of marking the stress in the French Language. They also marked the correct accent on the word *à* because they were able to differentiate the verb *a* and the preposition *à*, since the preposition *à* has a falling tone (*accent grave* (`)) and the verb *a* has no accent.

Moreover, in item (c), the candidates were given the words *élevés* and *cuisinière*. The candidates who provided correct answers managed to differentiate the *accent grave* (`) marking the falling tone from the *accent aigu* marking the rising tone. Therefore, they correctly marked stress in words *élèves* and *cuisinière*.

Further analysis shows that in item (d), the candidates were given the words *prefere* and *mais* and they were required to mark the correct accent. The candidates who provided the correct response were knowledgeable about the two accents of the word *prefere*, that is *accent aigu* (´) in the first sound [e] should be marked with the rising tone and *accent grave* (`) on the vowel of the second stressed syllable [e] that should be marked with the falling tone. Hence, they wrote the correct word *préfère*. They also wrote the correct word *maïs* because they mastered the *trema accent* (¨).

In item (e), the candidates managed to mark the *accent grave* in the word *frere*, and *accent aigu* in the word *bebe*. The correct words were *frère* and *bébé*. The candidates understood that the first sound [e] in the word *frère* was supposed to take *accent grave* to mark the falling tone. They also wrote the correct word *bébé* because they mastered well the *accent aigu* and its position in words. Extract 2.1 is a sample of candidate's correct response to question 2.

2.	Ⓐ	Ma sœur est une étudiante à l'université de Dar es salaam.	
	Ⓑ	Ces garçons aiment aller à la plage.	
	Ⓒ	Les élèves parlent à la cuisinière de l'école.	
	Ⓓ	Maman préfère cultiver du maïs.	
	Ⓔ	Mon frère porte le bébé sur le dos.	

Extract 2.1: A Sample of the Candidate's Correct Response to Question 2

Extract 2.1 shows responses from a candidate who provided correct answers by marking correctly the accents in all items.

Further analysis shows that, 11 (6.0%) candidates had an average performance, as they scored from 0 to 3.0 marks. These candidates had partial knowledge on the accents in the French Language. They managed to mark the accents correctly in few items and failed in others.

This indicates that these candidates understood the requirement of the question but lacked the knowledge of accents and their position. Extract 2.2 is sample of a candidate's response with an average performance to question 2.

2. a)	Ma sœur est une étudiante à l'Université de Deir es salaam	
	- Ma sœur est une étudiante à l'Université de Deir es salaam.	
	b) Ces garçons aiment aller à la plage	
	c) Les élèves parlent à la cuisinière de l'école.	
	d) Maman préfère cultiver du maïs	
	e) Mon frère porte le bébé sur le dos.	

Extract 2.2: A Sample of a Candidates' Average Response to Question 2

Extract 5.2 shows a response of the candidate who marked correctly the tones in items (a) *université*, (b) *à*, (c) *cuisinière*, (d) *préfère* and (e) *frère* but failed in other words.

Further analysis shows that 6 (3.3%) candidates scored from 0 to 3.0 marks. They could not identify the letters which bear French accents therefore, marked wrongly the accents. For example, in item (a), some candidates wrote *univérsité*, the vowel of the last syllable [e] but one was not supposed to be marked with an accent because it is pronounced without a stress.

Furthermore, in item (b), some candidates failed to put a *cétille* under letter *c* in the word *garçon* and *accent aigu* on the preposition *à* to mark the falling tone. Some of the candidates left the word *a* unmarked while others marked the rising tone *accent aigu á* instead of the falling tone *accent grave à*. They failed to distinguish the falling tone from the raising tone.

Moreover, in item (c), the candidates who scored 0 marked the *accent aigu* in all sound [e] of the word *élève*, hence they wrote *éléve*. This was incorrect because the last sound [e] was supposed to be pronounced with a falling tone, hence *accent grave* had to be marked on it. Likewise, in the word *cuisinière*, some of the candidates marked the

accent aigu instead of *accent grave* hence, they wrote incorrect answer *cuisinière*. This analysis proves that these candidates failed to differentiate the *accent grave* and *accent aigu*.

Additionally, the analysis shows that there were candidates who scored 0 in item (d). They failed to mark the accents at the right position for example, the second letter *e* which was to be marked with the *accent grave* *è* was marked with the *accent aigu* [*é*]. In addition to that, in the word *mais*, some candidates left the word unmarked by the tone while others marked with the wrong tone *accent circumflex* (*î*) instead of *trema accent* (*ï*).

In item (e), the candidates failed to mark the correct accent, as some of them wrote *bebé*, others wrote *bèbe* instead of *bébé*. These candidates failed to differentiate the *accent grave* and the *accent aigu*. This proves that the candidates lacked knowledge on the uses of the accents. Extract 2.3 is a sample of candidate's weak response.

Q	a) Ma Sœur est une lui à l'y de Dar es salaam	
	b) Ces Leurs aiment aller a la plage	
	c) les leurs parlent à la Cuisiniere de l'école	
	d) Maman preferere Cultiver du mais	
	e) Mon frere porte le lui sur le dors	

Extract 2.3: A Sample of a candidate's Weak Response to Question 2

Extract 2.3 shows responses of a candidate who misinterpreted the question and replaced some words with pronouns instead of marking the accents.

2.3 Question 3: Translation

In this question, the candidates were given a passage and they were required to translate it from French Language into Kiswahili Language. The passage was about Malangali Secondary School Form Six Students who, together with their French teacher visited Usokami village. They enjoyed their stay in the village for a week. The question tested the candidates' ability to translate texts from French Language into Kiswahili Language. The question was:

3. Traduisez le texte suivant en Kiswahili.

Le mois dernier, les élèves de 6^{ème} année de l'école secondaire de Malangali ont visité le village d'Usokami avec leur professeur de Français:

«Nous avons pris le bus le mercredi matin. Le soir, nous avons dormi chez les habitants. Dans ce village, ils cultivent les arachides et les maniocs. Les femmes ont des petits champs pour elles: Elles cultivent des tomates, des oignons, des patates, et d'autres légumes. À Usokami il y a aussi beaucoup de fruits: nous avons mangé des papayes bien jaunes, et des très grosses mangues vraiment délicieuses! Le soir, les villageois nous ont racontés les histoires. Nous avons vraiment passé une semaine formidable au village».

A total of 184 (100%) candidates attempted the question, out of whom 104 (56.5%) scored from 6.0 to 10 marks, 60 (32.6%) scored from 4.0 to 5.5 marks and 20 (10.4%) scored from 0 to 3.0 marks. The general performance in this question was good, since 164 (89.1%) candidates scored from 3.5 (35%) marks and above. Figure 3 is an illustration of this performance.

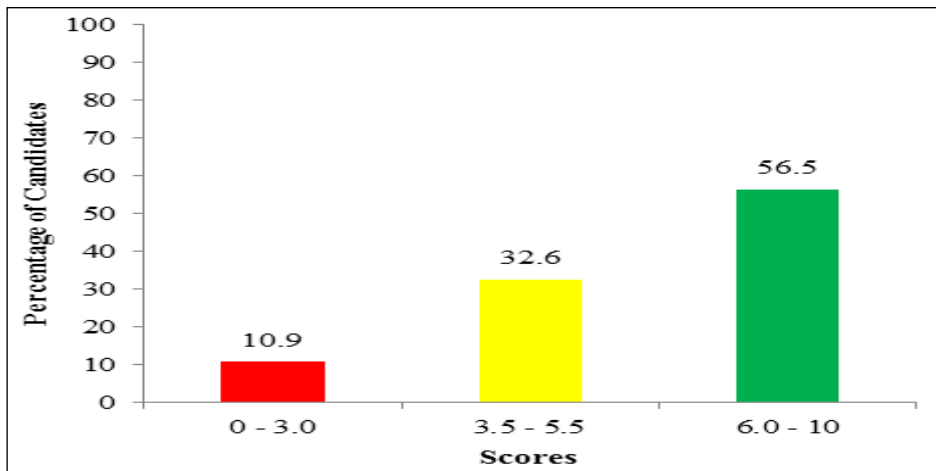


Figure 3: *The Candidates' Performance in Question 3*

The candidates with high performance in this question were 104 (56.5%) as they scored from 6.0 to 10 marks. They correctly translated the passage from French Language into Kiswahili Language. This indicates that these candidates mastered this topic because they adhered to the rules of translation. Extract 3.1 is a sample of a candidate's good response to question 3.

3	Mwazi uliopita, wanafunzi wa kidato cha sita wa shule ya sekondari ya Malangali walitembesa kijiji cha Usokami pamoja na mwalimu wao wa kifaransa "Tulipanda basi Jumatano asubuhi. Jioni, tulilala kwenye makazi ya watu. Ndani ya kijiji, wanalima maharage na mihogo. Wanawake wana mashamba yao madogomadogo. Wanalima nyanya vitunquu, viazi na mboga mboga nyingine. Pia Usokami kuna matunda mengi sana: Tulikula mapapai mazuri ya njano, na maembe makubwa sana kw kuweli matamu! Jioni, wanakijiji walit usimulia hadithi. Ukweli tulimaliza wiki moja vizuri kijijini!"	
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Extract 3.1: A Sample of the Candidate's Correct Response to Question 3

Extract 3.1 shows responses of a candidate who translated correctly the given passage into Kiswahili.

Further analysis shows that 20 (10.4%) candidates had weak performance as they scored from 0 to 3.0 marks. The candidates lacked enough knowledge on the French Language vocabulary which hindered from understanding the given passage. For example, some of the candidates misinterpreted the question, as they translated it into English Language instead of Kiswahili Language. Other candidates distorted the message because they wrote the passages unrelated to the given one. There were candidates who translated some sentences and failed other sentences while others wrote incomprehensible sentences lacking semantic sequence. This made them to have weak performance. Extract 3.2 is a sample of a candidate's incorrect response to question 3.

3.	The left month, the students of form six of Malangali Secondary school were visit the village of Usokami with be: their teacher of french.
	« We were took the bus in Wednesday morning. In evening, we slept. for Within this village, they cultivate arachide and manioc. Women were small for them. They cultivate tomates, potabes and other legume. At Usokami there is a lot also a lot of fruits. We eat eat papai and was very big and very delicious! In evening, The villagers tell us the history. We were pass Saturday at the village.

Extract 3.2: A Sample of the Candidate's Incorrect Response to Question 3

Extract 3.2 shows responses of a candidate who translated the passage from French Language into English Language instead of translating it into Kiswahili Language.

2.4 Question 4: Talking about different experiences (past, present and future)

The question consisted of five items in which the candidates were required to change the verbs in the brackets into conditional sentences. The question tested the candidates' ability to express themselves in different situations by using conditional sentence (type 1, 2 and 3). The question was:

4. Mettez les verbes entre parenthèses à la forme correcte.
- Si tu prends le 'bodaboda' la prochaine fois, tu (arriver) plus vite chez toi.
 - Si vos enfants venaient régulièrement en cours de langues, ils (parler) bien le français.
 - Si notre équipe remporte le match le mois prochain, nous (aller) jouer au niveau national.
 - Si la pluie s'arrêtait, vous (pouvoir) aller au stade national facilement à pied.
 - Si ces étudiants avaient assisté à la présentation de son film, ils (comprendre) mieux les idées qu'il contient.

A total of 184 (100%) candidates attempted the question, out of whom 156 (84.8%) scored from 6.0 to 10 marks, 12 (6.5%) scored from 4.0 marks and 16 (8.7%) scored from 0 to 2.0 marks. The general performance in this question was good, since, 168 (91.3%) candidates

scored from 3.5 (35%) marks and above. Figure 4 is an illustration of the candidate's performance in this question.

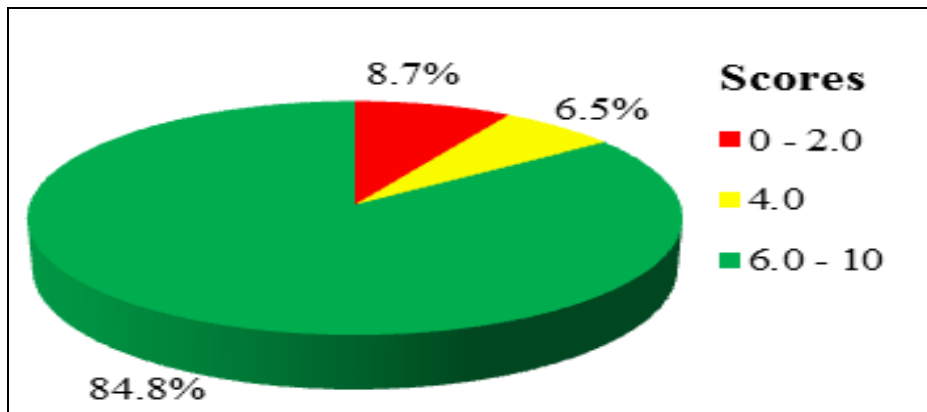


Figure 4: *The Candidates' Performance in Question 4*

The analysis reveals that 156 (84.8%) candidates performed well in this question as they scored from 6.0 to 10 marks. These candidates transformed the verbs into conditional sentences. For example, in item (a), the candidates applied the principles of forming the conditional sentences type 1. They knew that the introductory sentence was in present tense and the second sentence had to be in future, as one of them wrote the correct answer *Si tu prends le bodaboda la prochaine fois, tu **arriveras** plus vite chez toi.* (If you take the bodaboda next time, you **will arrive** earlier at your place).

In item (b), the candidates noted that the first sentence was in the past continuous tense and required the second sentence to be changed into conditional present sentence. Therefore, they wrote the correct response *Si vos enfants venaient régulièrement en cours de langues, ils **parleraient** bien le français.* (If your children came regularly to language lessons, they would speak good French).

Furthermore, in item (c), the candidates transformed the verb *aller* into the simple future tense *irons* because they used the knowledge on conditional type 1. The first sentence was in the present tense, the second sentence had to be transformed in the simple future tense. They wrote the correct response *Si notre équipe remporte le match le mois prochain, nous **irons** jouer au niveau national.* (If our team wins the match next month, we will play at the national level).

Moreover, in item (d), the candidates provided the correct answer because they noted that the first sentence was in the past continuous tense therefore, the second sentence had to be changed into conditional present. They wrote the correct answer *Si la pluie s'arrêtait, vous pourriez aller au stade national facilement à pied.* (If the rain stopped, you would be able to go to the national stadium easily on foot).

Additionally, in item (e), the candidates applied the knowledge on principle of conditional sentence type 3. They noticed that the first sentence was in the imperfect past thus, the second sentence had to be transformed in conditional past. For example, one of them wrote *Si ces étudiants avaient assisté à la présentation de son film, ils auraient mieux compris les idées qu'il contient.* (If these students had seen the presentation of his or her film, they would have well understood its content). The analysis shows that these candidates mastered the topic of conditional sentences. Extract 4.1 is a sample of a candidate's good response to question 4.

4	a) Si tu prends le 'bodaboda' la prochaine fois, tu arriveras plus vite chez toi.	
	b) Si vos enfants venaient régulièrement en cours de langues, ils parleraient bien le français.	
	c) Si notre équipe remporte le match le mois prochain, nous irons jouer au niveau national.	
	d) Si la pluie s'arrêtait, vous pourriez aller au stade national facilement à pied.	
	e) Si ces étudiants avaient assisté à la présentation de son film, ils auraient mieux compris les idées qu'il contient.	

Extract 4.1: A Sample of the Candidate's Correct Response to Question 4.

Extract 4.1 shows responses of a candidate who transformed all the verbs correctly in all items.

Further analysis shows that, 12 (6.5%) candidates had average performance as they scored from 3.5 to 5.5 marks. These candidates managed to transform some sentences correctly but they failed others.

The analysis reveals that they had partial knowledge on principles governing the transformation of the verbs to form conditional sentences. Extract 4.2 is a sample of the response from a candidate with an average performance in this question.

a.	Si tu prends le "bodaboda" la prochaine fois, tu arriverais arriveras plus vite chez toi.
b.	Si vos enfants venaient régulièrement en cours de langues, ils parleren parleraient bien le français.
c.	Si notre équipe remporte le match le mois prochain, nous irions jouer bien le français au niveau national.
d.	Si la pluie s'arrêtait, vous pourriez aller au stade national facilement à pied.
e.	Si ces étudiants avaient assisté à la présentation de son film, ils auraient compris mieux les idées qu'il contient.

Extract 4.2: A Candidate's Average Response to Question 4

Extract 4.2 shows responses of a candidate who wrote correct responses in items (a) and (b) but failed in items (c), (d) and (e).

Conversely, 16 (8.7%) candidates with weak performance scored from 0 to 3.0 marks. These candidates lacked knowledge on principles of forming the conditional sentences. For example, in item (a), some of the candidates changed the verb in the present tense while others changed it into other tenses. This is evidenced by one of them who wrote *Si tu prends le bodabad la prochaine fois, tu arrivas plus vite chez toi* which is incorrect. They put the verb of the second sentence into the historical past.

In items (b), the candidates who failed to answer this item did not master the principles of conditional sentence type 2. They did not notice that if the first sentence is in the past continuous tense, the second sentence is supposed to be in the conditional present. Hence, some candidates changed the second sentence into future, others changed it into present while some of them changed it into past continuous tense. For example, one of them wrote *Si vos enfants venaient régulièrement en cours de langues, ils parlaient bien le français*.

Moreover, the candidates who scored 0 in item (c) did not notice that this question was conditional type 1. The first sentence was in the simple present tense, the second sentence had to be changed into the future tense. They wrote incorrect responses as, one of them wrote *Si notre équipe remporte le match le mois prochain, nous **allerons** jouer au niveau national.*

Likewise, in item (d), the candidates who failed to answer this question correctly did not understand the principle of conditional sentence type 2. If the first sentence is in the past continuous tense, the second sentence is supposed to be in the conditional present. For instance, some of the candidates changed the verb into the future instead of the conditional present, as one of them wrote *Si la pluie s'arrêtait, vous **pouveriez** aller au stade national facilement à pied.*

Lastly, in item (e), the candidates failed to apply the knowledge on principles of conditional sentence type 3. They did not understand that the first sentence was in the past perfect tense and that the second sentence was supposed to be in the conditional past. These candidates transformed the verb in different tenses, as one of them wrote *Si ces étudiants avaient assisté à la présentation de son film, ils **comprenaient** mieux les idées qu'il contient.* Extract 4.3 is a sample of a candidate's incorrect response to question 4.

4.	a). Si tu prends le "bodaboda" la prochaine fois, (tu arriver) plus vite chez toi.
	⇒ Si tu prends le bodaboda la prochaine fois tu arrives le boda plus vite chez toi.
	b). Si vos enfants venaient régulièrement en cours de langues, ils (parler) bien le français.
	⇒ Si vos enfants venaient régulièrement en cours de langues, ils parlaient bien le français.
	c). Si notre équipe remporte le match le mois prochain, nous (aller) jouer au niveau national.
	⇒ Si notre équipe remporte le match le mois prochain, nous allons jouer au niveau national.
	d). Si la pluie s'arrêtait, vous (pouvoir) aller au stade national facilement à pied.
	⇒ Si la pluie s'arrêtait vous pourriez aller au stade national facilement à pied.
	e). Si ces étudiants avaient assisté à la présentation de son film, ils (comprendre) mieux les idées qu'il
4.	⇒ Si ces étudiants avaient assisté à la présentation de son film, ils avaient compris mieux les idées qu'il contrent.

Extract 4.3: A Sample of a Candidate's Incorrect Response to Question 4

Extract 4.3 illustrates responses by a candidate who wrote incorrect responses in all items.

2.5 Question 5: Phonology

In this question, the candidates were given five (5) items with ten underlined words and they were required to transcribe them phonetically. The question tested the candidates' ability to pronounce and transcribe French words. The question was as follows:

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

Exemple: j'ai cherché [ʃɛʁʃe] un stylo.

- (a) Mon chéri est mignon.
- (b) Mon oncle aime beaucoup boire du vin.
- (c) Mes neveux sont intelligents, ils ont reçu des cadeaux de réussite.
- (d) Ma petite sœur est mignonne, cette année elle a onze ans.
- (e) À la fête du collège, on peut boire et manger.

The question was attempted by 184 (100%) candidates, out of whom 56 (30.4%) scored from 6.0 to 10 marks, 45 (23.5%) scored from 4.0 to 5.0 marks and 83 (45.1%) scored from 0 to 3.0 marks. The general performance in this question was average, since 101 (54.9%) candidates scored 3.5 (35%) marks and above. Figure 5 is an illustration of this performance.

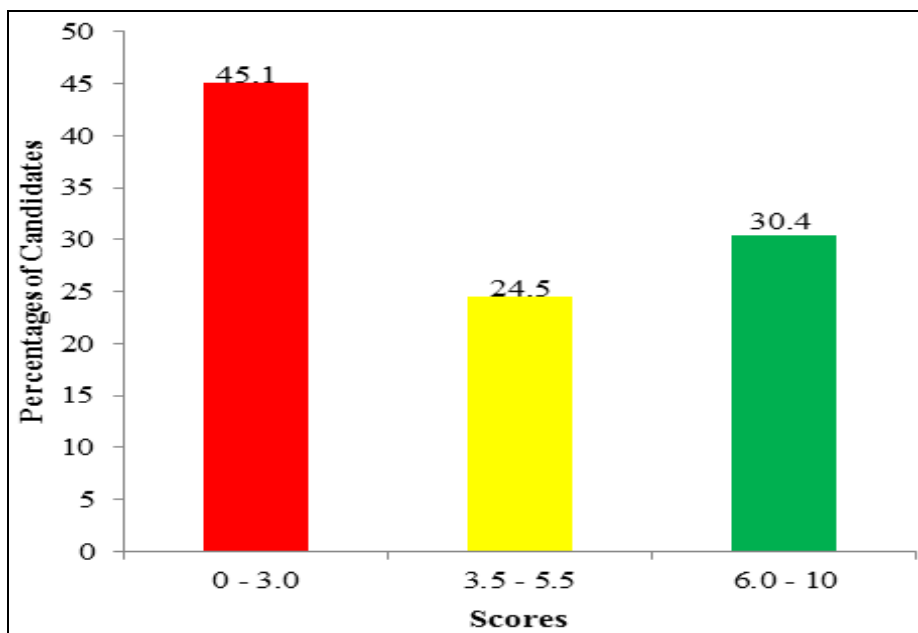


Figure 5: *The Candidates' Performance in Question 5*

The analysis indicates that, 45 (23.5%) candidates who scored averagely in this question provided correct answers in some items and failed in others. This shows that these candidates had partial knowledge on transcription. Extract 5.1 is a sample of a candidate's averagely performed response in question 5.

05. a) Mon <u>chéri</u> [ʃeri] est <u>mignon</u> [minɔ̃]
b) Mon oncle aime <u>beaucoup</u> [boku] boire du <u>vin</u> [vi]
c) Mes <u>neveux</u> [nevø] sont <u>intelligents</u> ils ont [ilizɔ̃] reçu des <u>cadeaux</u> de réussite.
d) Ma <u>petite sœur</u> est [ɛ] <u>mignonne</u> . Cette [set] année elle a <u>onze ans</u>
e) À la <u>fête</u> [fet] du collège, on peut boire [buwɛ] et manger
6. a) Attention mes amis, le <u>départ</u> pour Nairobi est à <u>douze heures</u> juste. Il faut <u>le départir</u> pour N de bonne heure.

Extract 5.1: A Sample of a Candidate's Average Response to Question 5

Extract 5.1 shows responses of a candidate who transcribed correctly some words [boku], [ɛ], [set] and [fet] but failed the rest.

Further analysis indicates that 83 (45.1%) candidates had weak performance as they scored from 0 to 3.0 marks. These candidates had insufficient knowledge on transcription. They incorrectly transcribed the words because they were unable to differentiate some phonemes. For example, in item (a), the candidates failed to distinguish between the sound [ɛ] and the sound [e] as a result, they transcribed the word *chéri* as [ʃeri] instead of [ʃeri]. They also failed to transcribe the letters *gn* as in the word *mignon* [miɲɔ̃] as a result they transcribed it as [minɔ̃] and others [miɲɔ̃]. Moreover, they were unable to differentiate the sound [ɲ] and sound [ŋ]. Lastly, they failed to transcribe letters *on* in the word *mignon*. These letters represent the nasal sound [ɔ̃]. They wrongly transcribed it as [o] and [on] respectively.

Nevertheless, in item (b), the candidates failed to transcribe the word *beaucoup* [boku] instead they transcribed it as [buku] and [boko]. This

indicated that they did not know that the combination of letters of alphabet *eau* and *ou* produces the sounds [o] and [u] respectively. Also, they failed to transcribe the nasal sound [ɛ̃] found in the word *vin* [vɛ̃] which they wrongly transcribed as [vi], [vin] and [vɛ].

Moreover, in item (c), they transcribed wrongly the word *neveux* as [nev], [nevɛ] and [nevɛo] instead of [nəvø]. This shows that the candidates failed to distinguish the vowel sounds [e, ə and ε] from [ɛ] and [ø]. The candidates had insufficient knowledge and skills on the concept of liaison that focuses on joining two or more words to produce a single sound. For example, instead of transcribing the words *ils* and *ont* as [ilzɔ̃], the candidates transcribed them wrongly as [ilizɔ̃], [ilsɔ̃], [ilso] and [ilɔ̃].

Furthermore, in item (d), the candidates failed to distinguish between the sound [ɛ] and sound [e] as a consequence they transcribed words *est* as [e] instead of [ɛ] and they transcribed the word *cette* as [set], and [sete] instead of [sɛt].

Additionally, the candidates who got item (e) wrong failed to transcribe the word *fête* [fɛt] as a result they transcribed it as [fet], [fete], [fɛtɛ] and [fete]. This was due to the fact that they failed to distinguish the sounds [e] from [ɛ]. They also did not realize that some sounds are not pronounced for instance, the word *fête* should be transcribed as [fɛt] the final sound is not pronounced.

Finally, the candidates who got in item (e) wrong did not know that the combination of letters *oi* forms the sound [wa], as a result they transcribed the word *boire* as [boir] instead of [bwar]. There were candidates who used English phonetic transcription for instance, the word *boire* had been transcribed as [bwar] instead of [bwar], in this case, the phonetic symbol [ʌ] is specifically for the English phoneme *whereas* [a] is specifically for French phonemes. The analysis reveals that these candidates did not master the topic of phonology. Extract 5.2 is a sample of a candidate's incorrect response to question 5.

5	(a) Mon <u>chéri</u> [<u>fɛR</u>] est mignon	
	(b) Mon oncle aime beaucoup [<u>boku</u>] boire du vin [<u>vɛ</u>]	
	(c) Mes neveux [<u>nevø</u>] sont intelligents ils ont [<u>il zø</u>] reçu des cadeaux de réussite	
	(d) Ma <u>petite</u> sœur [<u>e</u>] mignonne, cette [<u>fete</u>] année elle a onze ans	
	(e) À la <u>fête</u> [<u>fete</u>] du collège on peut boire [<u>bwar</u>]	

Extract 5.2: A Sample of a Candidate's incorrect Response to Question 5

Extract 5.2 shows responses of a candidate who failed to transcribe all the words in all the given items.

Further analysis shows that 56 (30.4%) candidates scored from 6.0 to 10 marks which is a good performance. These candidates had sufficient knowledge on the topic of phonology. They transcribed correctly all the underlined words. For example, in item (a), the candidates distinguished the sound [ɛ] from [e] as it was observed in the word *chéri* [fɛri]. They also transcribed the letters *gn* and *on* which are represented by the phonetic symbols [ɲ] and [ɔ̃] respectively.

Furthermore, in item (b), the candidates who performed well in this item transcribed correctly the combination of different letters of alphabet which produces a single sound. For example, a combination of letters *eau* and *ou* forms sounds [o] and [u] respectively as in case of the word *beaucoup* [boku]. They also transcribed the nasal sound [ɛ̃] correctly as in the word *vin* [vɛ̃].

Additionally, in item (c), the candidates were knowledgeable about the concept of *liaison* whereby two or more words are pronounced as a single sound. For instance, the sound [ilzø̃] which results from the combination of two words *ils* and *ont*. They also knew that the

combination of letters *eux* produces the sound [ø] as in the word *neveux* [nəvø].

Moreover, in item (d), the candidates who got it right were able to identify and transcribe the words *est* [ɛ] and *cette* [sɛt]. They also realized that the letter *c* in the word *cette* [sɛt] is pronounced as [s] if it precedes the vowels *e* and *i*.

The candidates who performed well in item (e), had sufficient knowledge and skills on distinguishing the sounds. For example, they realized that in the word *fête*, there was sound [ɛ] and realized that in French Language, some of final vowels are not pronounced as in the word *fête* [fɛt] whereas the final vowel is silent. The candidates also knew that the combination of letters *oi* produces the sound [wa] as in the word *boire* [bwaʁ]. Extract 5.3 is a sample of a candidate's good response to question 5.

5.	Ⓐ Mon chéri [ʃeʁi] est mignon [mijɔ̃]	
	Ⓑ Mon oncle aime beaucoup [boku] boire du vin [vɛ̃]	
	Ⓒ Mes neveux [navø] sont intelligents, ils ont [ilzɔ̃] reçu des cadeaux de réussite.	
	Ⓓ Ma petite sœur est [ɛ] mignonne, cette [sɛt] année elle a onze ans.	
	Ⓔ À la fête [fɛt] du collège, on peut boire [bwaʁ] et manger.	

Extract 5.3: A Sample of the Candidate's Good Response of Candidate to Question 5

Extract 5.3 demonstrates responses of a candidate who transcribed all the words correctly in all items.

2.6 Question 6: Talking about different experiences (past, present and future)

This question had five items and the candidates were asked to rewrite the sentences by changing the underlined nouns into correct form of verbs. This question tested the candidates' ability to use the French Language to express themselves in different situations. The question was as follows:

6. Réécrivez les phrases suivantes en changeant les mots soulignés à la forme correcte.
Exemple: Notre directeur a besoin un peu de repos ce mois. Il va ce mois.
Notre directeur a besoin un peu de repos ce mois. Il va **se reposer** ce mois.
- (a) Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut de bonne heure.
(b) Marie a dit à sa mère: "Donnez-moi votre réponse, vous ne m'avez pas encore"
(c) C'est vrai, les gens qui viennent dans la région de Kagera, aiment leur nourriture. Ils sont bien"
(d) Batuli, mes parents cherchent un logement à Tanga. Ils ont mal à présent.
(e) Mon amie et moi, nous avons préparé une bonne cuisine pour nos amis. Nous aimons bien"

The question was attempted by 184 (100%) candidates, out of whom 5 (2.7%) scored from 6.0 to 10 marks, 10 (5.5%) scored from 3.5 to 5.5 marks and 169 (91.8%) scored from 0 to 3.0 marks. The general performance in this question was weak, since 15 (8.2%) candidates scored from 3.5 (35%) marks and above. Figure 6 is an illustration of this performance.

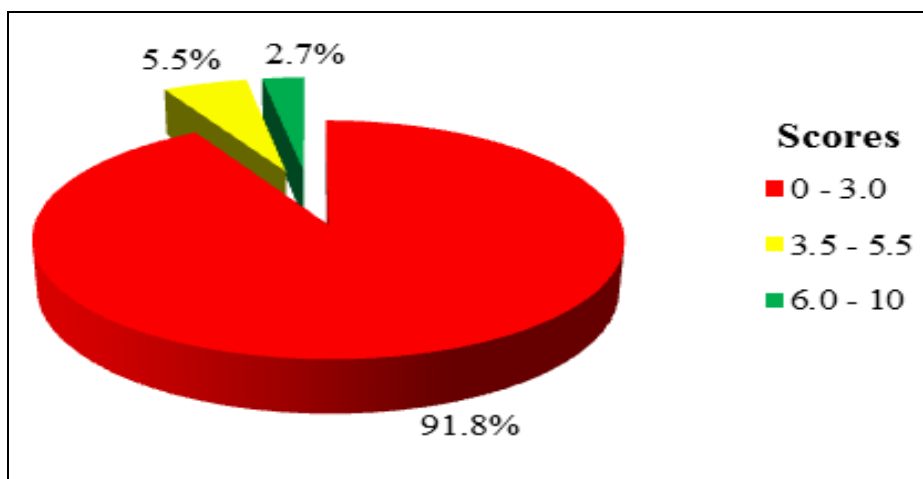


Figure 6: The Candidates' Performance in Question 6

The analysis indicates that 169 (91.8 %) candidates scored from 0 to 3.0 marks. These candidates failed to change the nouns given into the correct form of the verbs. For example, in item (a), the candidates changed the noun into wrong verbs *se départir*, *départir*, *départier*, *parter* instead of the verb *partir*, as one of them wrote *Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut se **départir** de bonne heure.*

Further analysis shows that the candidates who failed in item (b), could not notice that the verb needed to be transformed in the past participle because there was a verb *avoir* conjugated in present tense *avez*. Some of them wrote wrong verbs like *reponser*, *repondre*, *vous reponse* and others added pronouns before the verb. They imitated the example given without knowing that the verb *se reposer* is a reflexive verb as one of them wrote *Marie a dit à sa mère: “Donnez-moi votre réponse, vous ne m’avez pas encore **réponser**”.*

Furthermore, the candidates who scored 0 in item (c), were unable to change the noun *nourriture* into the correct verb *nourrir*. They wrote wrong verbs *nourriturer*, *nourritir*, *nourrituré* and *se nourriturer*. This shows that these candidates did not know the groups of verbs and their infinitives. For instance, one candidate wrote such an incorrect response as *C’est vrai, Les gens qui viennent dans la région de Kagera, aiment leur nourriture. Ils sont bien **nourriturer**.*

The candidates who got item (e) wrong did not master the rule of forming the near future (*future proche*) in which the auxiliary verb should be conjugated in present and the main verb should be in the infinitive form. In this item, the candidates were required to change the noun *cuisine* into the verb *cuisiner* but they changed it into wrong words like *cuisinier*, *avoir cuisine*, *notre cuisine*, *cuisines*, *nous cuisine*, *cuisinons*, and *cuisinière*. For example, one among them wrote incorrect answer *Mon amie et moi, nous avons préparé une bonne cuisine pour nos amis. Nous aimons bien nous **cuisinons**.* Extract 6.1 is a sample of a response from a candidate who performed weakly in this question.

06.	a. Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut départer de bonne heure.	
	b. Marie a dit à sa mère: "Donnez-moi votre réponse, vous ne m'avez pas encore répondu."	
	c. C'est vrai, les gens qui viennent dans la région de Kagera, aiment leur nourriture. Ils aiment bien <u>nourriture</u> .	
	d. Batuli, mes parents cherchent un logement à Tanga. Ils ont mal-logement.	
	e. Mon amie et moi, nous avons préparé une bonne cuisine pour nos amis. Nous aimons bien <u>cuisiner</u> .	

Extract 6.1: A Sample of the Candidate's Weak Response to Question 6

Extract 6.1 indicates a response from a candidate who wrote incorrect responses in all items.

The candidates who scored averagely in this question were 10 (5.5%) as they scored from 3.5 to 5.5 marks. Most of these candidates had partial knowledge on the topic of word formation. They wrote correct answers in some items while failing in others. Extract 6.2 is a sample of a candidate's average response to question 6.

6(a)	Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut partir de bonne heure.	✓
(b)	Marie a dit à sa mère: "Donnez-moi votre réponse, vous ne m'avez pas encore répondu."	
(c)	C'est vrai, les gens qui viennent dans la région de Kagera, aiment leur nourriture. Ils sont bien nourris.	
(d)	Batuli, mes parents cherchent un logement à Tanga. Ils ont mal loger à Tanga Present.	
(e)	Mon amie et moi, nous avons préparé une bonne cuisine pour nos amis. Nous aimons bien cuisiner.	

Extract 6.2: A Candidates' Average Response to Question 6

Extract 6.2 illustrates responses from a candidate who wrote correct answers in items (a) and (e) but failed in the rest.

A total of 5 (2.7%) candidates had good performance as they scored from 6.0 to 10 marks. These candidates mastered well the topic of word formation. They changed the nouns into the correct verbs. For example, in item (a), they wrote the correct answer which was *Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut **partir** de bonne heure* (Attention friends, the departure to Nairobi is at 12 : 00. We must **leave** early). This was due to the fact that, they knew that the verb had to be in the infinitive form because of the expression *il faut.....*

The candidates who got item (b) right were knowledgeable about the noun *réponse* which was supposed to be changed into the verb *répondre*. Furthermore, they noted that the sentence was in the past and the verb had to be changed into past participle *répondu*. This enabled them to write correct answer *Marie a dit à sa mère: “Donnez-moi votre réponse, vous ne m’avez pas encore **répondu**.”* Mary said to her mother: give me your answer, you have not yet replied to me).

Moreover, there were candidates who got item (c) right. These candidates managed to change the noun *nourriture* to the verb *nourrir* and noted that the sentence was in past, this helped them to change the verb in the past participle *nourri*. They also knew that, the past participle *nourri* had to agree with the subject *ils* because of the auxiliary verb *sont* as a result they added an *-s* to form the participle *nourris*. Finally, they wrote the correct answer *C’est vrai, Les gens qui viennent dans la région de Kagera, aiment leur nourriture. Ils sont bien **nourris*** (It is true, the people from Kagera region, like their food. They are well fed).

They also wrote the correct answer in item (e), because they changed the noun *cuisine* to the verb *cuisiner*. They also noted that the position in which the verb was to be inserted was preceded by the verb *aimer* in present form and that the verb *cuisiner* had to be in infinitive form, as a result they wrote the correct answer *Mon amie et moi, nous avons préparé une bonne cuisine pour nos amis. Nous aimons bien **cuisiner*** (My friend and I have prepared a good dish for our friends. We real like **cooking**). This implies that these candidates mastered well the topic on word formation. Extract 6.3 is a sample of a candidate’s good response to question 6.

6	(a) Attention mes amis, le départ pour Nairobi est à douze heures juste. Il faut partir de bonne heure.	
	(b) Marie a dit à moi "Donnez-moi votre réponse, vous ne m'avez pas encore répondu"	
	(c) C'est vrai, les gens qui vivent dans la région de Kabera, avaient leur nourriture ils font bien nourris.	
	(d) Bahati, mes parents cherchent un logement à Tanga. Ils ont mal logé à présent	
	(e) Mon amie et moi, nous allons préparer une bonne cuisine pour nos amis. Nous aimons bien cuisiner.	

Extract 6.3: A Candidate's Good Response to Question 6

Extract 6.3 shows responses of a candidate who wrote correct answers in all items.

2.7 Question 7: Locating Places

The candidates were given a text and they were required to fill in the blanks with the given verbs and prepositions. The question tested the candidates' ability to locate a place or give direction by using the appropriate preposition. The question was as follows:

7. Complétez les vides par les mots suivants: **Dans, assez, du, tourner, au, Pour, derrière, de l', à gauche, en.**

J'aime bien mon quartier. ce quartier nous avons un grand marché qui est loin centre-ville. Beaucoup du monde aime aller ville faire la course. Heureusement le dispensaire c'est tout près..... aller marché, il faut prendre la troisième rue Ensuite, il faut dans la prochaine rue à droite. Là-bà, il y a le monument Independence. Le marché c'est le cinéma.

The question was attempted by 184 (100%) candidates, out of whom 74 (40.2%) scored from 6.0 to 10 marks, 42 (22.8%) scored from 3.5 to 5.5 marks and 68 (37.0%) scored from 0 to 3.0 marks. The general performance in this question was good, since 116 (63.0 %) candidates scored from 3.5 (35%) marks and above. Figure 7 is an illustration of this performance.

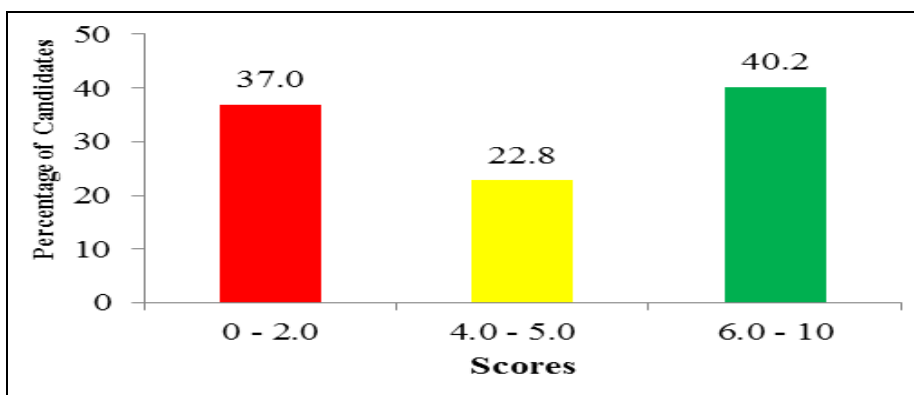


Figure 7: *The Candidates' Performance in Question 7*

A total of 74 (40.2%) candidates scored high marks in this question. They were able to fill in the blank spaces with the correct verb or preposition. The analysis shows that they had sufficient knowledge on how to give direction by using the prepositions. For example, the preposition *dans* (in) is used to show position. In the given sentence, the candidates knew that the correct preposition was *dans* because of the noun *ce quartier* (this area). The second blank was supposed to be filled with the preposition *assez* (enough/very). These candidates wrote the correct answer because of the adverb *loin* (far) which is preceded by the preposition *assez*. In the third blank the correct preposition was *du* (from the) because they knew that the noun *centre ville* is a noun masculine which is preceded by the article *le* + preposition *de* forming the contracted form of the preposition *du*.

Further analysis shows that the candidates filled the fourth blank with correct preposition because they knew that the noun *ville* (town) is usually followed by the preposition *en* (in), as a result they wrote the correct answer provided. They also wrote the correct answer in the fifth blank because they noted that the verb *aller* is always used to be preceded by the preposition *pour* (in order to). Moreover, in the sixth blank they managed to write the correct answer because they knew that the noun *marché* is a masculine noun which is preceded by the contracted preposition *au* formed from the combination of the article *le* and the preposition *à* (to).

Furthermore, these candidates wrote the correct preposition in the seventh blank because they knew that the preposition *à gauche* (to the left) is used to locate a place preceded by the verb of direction (*prendre* – to take). They also filled the correct answer in the eighth blank because they mastered well the expression *il faut* + infinitive and the correct answer was the verb *tourner*. In addition, they managed to write the correct preposition in the ninth blank *de l'* (of the) which is the contracted preposition formed out of the preposition *de* + article *la*. The presence of the noun *independence* which starts with the vowel *I* that requires the form of the article to change into *l'* meaning that the two vowels (*a* for *la* and *i* for *independence*) cannot be co-occur, hence the vowel *a* of the article *la* is replaced by an apostrophe ('). Thus they wrote the correct article *de l'*.

Finally, they wrote the correct answer in the tenth item because they realised that the noun *cinéma* was supposed to be preceded by the article *le* whereby other prepositions could not fit, as a result they wrote the correct answer *derrière* (behind). This implies that the candidates mastered well the topic of direction. Extract 7.1 is a sample of a candidate's good response to question 7.

17.	Je complete les vides par les mots suivants:
7.	Dans, assez, du, tourner, au, Pour, derrière, de l', à gauche, en.
	J'aime bien mon quartier dans ce quartier nous avons un grand marché qui est assez loin du centre-ville. Beaucoup du monde aime aller en ville faire la course. Heureusement le dispensaire c'est tout près pour aller au marché, il faut prendre la troisième rue à gauche Ensuite, il faut tourner dans la prochaine rue à droite. Là-bas, il y a le monument de l'Independence. Le marché c'est derrière le cinema.

Extract 7.1: A Sample of the Candidates' Good Response to question 7

Extract 7.1 shows responses of a candidate who filled in the blanks with correct answers.

Furthermore, 42 (22.8%) candidates had average performance as they scored from 3.5 to 5.5 marks. The analysis shows that these candidates managed to answer correctly some items while failing others. They knew how to use some words and did not know about others. This implies that they had partial knowledge of the uses of directional words. Extract 7.2 is a sample of candidate's average response.

7.	J'aime bien mon quartier <u>dans</u> ce quartier	
	et nous avons un grand marché qui est <u>en</u>	
	loin du centre-ville. Beaucoup du monde aime	
	aller <u>en</u> ville faire la course. Heureuse	
	ment le dispensaire c'est tout près <u>pour</u>	
	aller <u>au</u> marché, il faut prendre la troi	
	sième rue tourner. Ensuite, il faut <u>derrière</u>	
	dans la prochaine rue à droite. Là-bas il y	
	a le monument de l'indépendance. Le mar	
	ché c'est <u>pour</u> le cinéma.	

Extract 7.2: A Sample of the Candidate's Average Performance to question 7

Extract 7.2 A candidate filled correctly some blanks with such correct words as *dans*, *en*, *pour*, *au* and *de l'* but filled with the wrong words in other items.

Further analysis shows that 68 (37.0%) candidates scored from 0 to 3.0 marks. These candidates had insufficient knowledge of verbs or prepositions of direction because they failed to fill in the blank spaces with the correct words. This shows that they did not master well the uses of the given prepositions. For example, in the first blank space, some of the candidates wrote the incorrect preposition *en* (in). These candidates were not able to distinguish preposition *en* (in) from preposition *dans* (in), given that the preposition *dans* is followed by an article while *en* is not. The response analysis shows that most of the candidates did not know the uses of the provided words and they did not know the position of those words in the sentence structure, as a result they filled the blanks by guessing. Extract 7.3 is a sample of a candidate's incorrect response to question 7.

7.	J'aime bien mon quartier tourner ce quartier nous avons un grand marché qui est à gauche loin en centre ville. Beaucoup du monde aime aller dans ville faire la cours. Heureusement le dispensaire c'est tout près derrière aller au marché, il faut prendre la troisième rue assez. Ensuite, il faut assez dans la prochaine rue à droite. la-bà, il y a le monument de l'Independence. le marché c'est pour le cinéma
----	---

Extract 7.3: The Candidate's Incorrect Response to Question 7

Extract 7.3 shows responses from a candidate who incorrectly filled all the blank spaces.

2.8 Question 8: Reported speech

The question had 5 direct speech sentences and the candidates were required to transform them into indirect speech. The question tested the candidate's ability to report various events.

The analysis indicates that a total of 184 (100%) candidates attempted the question, out of whom 108 (59.0%) scored from 6.0 to 10 marks, 49 (26.8%) scored from 3.5 to 5.5 marks and 26 (14.2%) scored from 0 to 3.0 marks. The general performance in this question was good, since 168 (91.3%) candidates scored from 3.5 (35%) marks and above. Figure 8 is an illustration of this performance.

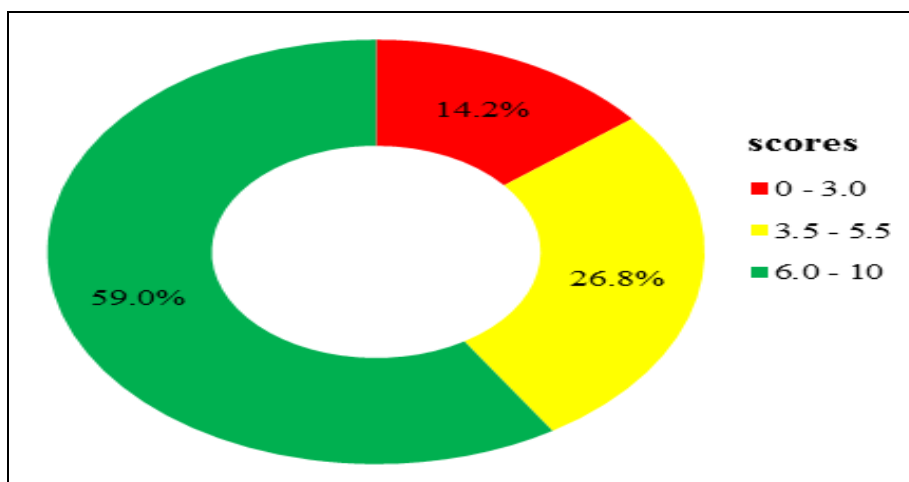


Figure 8: The Candidates' Performance in Question 8

The analysis shows that 108 (59.0%) candidates had good performance as they scored from 6.0 to 10 marks. These candidates had sufficient knowledge and skills about rules and principles of transforming sentences from direct speech into indirect speech. They transformed correctly tenses, personal pronouns, adjectives and adverbs. For example in item (a), they wrote the correct answer *L'homme lui a répondu qu'il ne savait pas mais qu'il aurait seulement deux enfants* (The man responded to him that he was not aware, but he would have only two children) as they changed the verb *sais* into *savait* and *aurai* to *aurait* and linked the introductory part to the other part with the pronoun *qu'*.

In item (b), the candidates knew that, in the introductory sentence, the verb was in present form while in the second sentence the verb had to be changed into infinitive *de faire*. They also changed the pronoun *je* into pronoun *elle* and pronoun *vous* into pronoun *les*. In addition, they changed the verb of the following sentence from the future tense *emmènerai* into *emmènera* in order to make it agree with the pronoun *elle*. Finally, they wrote the correct answer *La mère demande à ses enfants de faire moins de bruits et qu'elle les emmènera à l'aéroport* (The mother asked her children to reduce noise and that she will take them to the airport).

In item (c), the candidates noted that the verb in the introductory sentence was in the present tense and the other part of the sentence was in imperative mood. The candidates changed the imperative *rangez* into infinitive *de ranger*. They also changed the pronoun *vos* into *leurs* and transformed the sentence as *Ma grand-mère dit à ses petits enfants de ranger immédiatement leurs jouets* (My grandmother tells her grandchildren to arrange immediately their playing objects).

Moreover, in item (d), the candidates noted that the verb in the introductory sentence was in the present tense and the second part of the sentence had no changes of the verb but the changes of the pronouns *vous* into *ils* and its proper conjugation *devez* into *doivent*, pronoun *vos* into *leurs*, and pronoun *mon* into *son*. They wrote the correct answer *Mon père dit à ses enfants qu'ils doivent prendre leurs livres et faire l'exercice donné par le professeur pendant son absence* (My father tells the children that they must take their books and do exercises given by the teacher during his absence).

Lastly, in item (e), the candidates noticed that the introductory verb was in present and they changed the personal pronouns *je* into *il*, and the verbs *ai* into *a* and *venez* into *vient* respectively. They wrote the correct answer *Mon ami me dit qu'il n'a pas bien noté ce que je viens d'expliquer* (My friend tells me that he has not well noted what I have just explained). Extract 8.1 is a sample of a candidate response with good performance in question 8.

08.	
Ⓐ	L'homme lui a répondu qu'il ne savait pas mais qu'il aurait seulement deux enfants.
Ⓑ	La mère demande à ses enfants de faire moins de bruit et qu'elle les emmènera à l'aéroport.
Ⓒ	Ma grand-mère dit à ses petits-enfants de ranger immédiatement leurs jouets.
Ⓓ	Mon père dit à ses enfants qu'ils doivent prendre leurs livres et faire l'exercice donné par le professeur pendant son absence.
Ⓔ	Mon ami me dit qu'il n'a pas bien noté ce que je viens d'expliquer.

Extract 8.1: A Sample of the Candidate's Good Response to question 8

Extract 8.1 shows responses from a candidate who changed the sentences from direct speech into indirect speech correctly in all items.

Further analysis shows that 49 (26.8%) candidates had average performance as they scored from 3.5 to 5.5 marks. These candidates had partial knowledge of the rules and principles of transforming sentences from direct speech into indirect speech. They transformed correctly some sentences and failed in others. They also failed to change the pronouns and adjectives.

The candidates who had weak performance in this question were 26 (14.2%) and they scored from 0 to 3.0 marks. They had insufficient

knowledge about the rules and principles of transforming sentences from direct speech into indirect speech. These candidates failed to change tenses, pronouns and possessive adjectives. For example, in item (a), most of them failed to change the pronoun *je* into *il* instead they left it unchanged, the verb *sais* into *savait* and *aurai* into *aurait*. This resulted to write incorrect answers, as one of them wrote *L'homme lui a répondu qu'il ne sera pas savu mais qu'il aurait seulemnt deux enfants*.

In item (b), the candidates failed to change the imperative verb *faites* into the infinitive *de faire* instead they left it unchanged and others changed it into different tenses. They also failed to change the pronoun *je* into *elle* and the pronoun *vous* into *les* and the verb *emmènerai* into *emmènera*, thus they ended up providing wrong responses. For example, one of them wrote *La mère demande à ses enfants qu'elle faite moins de bruit qu'il vous emmènerai à l'aéroport* and the other wrote *La mère demande à ses enfants qu'ils faitent moins de bruit et il ils emmènerent à l'aéroport* contrary to the demands of the question.

Furthermore, in item (c), the candidates failed to change the imperative verb *rangez* into infinitive *de ranger* and possessive adjective *vos* into *leurs*. The analysis shows that they did not master the rules of changing imperatives to infinitives and the possessive adjectives according to the subject. For instance, one of the candidates wrote *Ma grand-mère dit à ses petits-enfants ranger immédiatement vos jouets*.

Further analysis indicates that, in item (d), the candidates who scored 0, failed to change the pronoun *vous* into *ils*, the imperative verb *devez* into *doivent*, the pronoun *vos* into *leurs* and *mon* into *son*. This shows that the candidates had not mastered the rules and principles on how pronouns, verbs and possessive adjectives change from direct speech into indirect speech. For example, one candidate wrote *Mon père dit à ses enfants qu'ils devez prendre ses livres et faire l'exercice donné par le professeurs pendant mon absence* and the other wrote *Mon père dit à ses enfants qu'ils devez prendre vos livres et faire l'exercice donné par le professeurs pendant mon absence*.

Lastly, in item (e), the candidates failed to change the pronoun *je* into *il*, the verb *ai* into *a* and the pronoun *vous* into *je* or *nous*. This proves that these candidates did not master well the changes of the subject and

the verb in indirect speech. For instance, one of the candidates wrote *Mon ami me dit qu'il n'a pas bien noté ce que vous venu d'expliquer* and the other wrote *Mon ami me dit qu'il n'a pas bien noté ce qu'ils viennent d'expliquer*. This implies that these candidates had insufficient knowledge about reported speech. Extract 8.2 is a sample of a candidate's incorrect response to question 8.

08:	(a) L'homme lui a répondu qu'il ne sait pas mais il aura seulement deux enfants.
	(b) La mère demande à ses enfants: quelle de faire moins de bruit et je vous emmènerai à l'aéroport
	(c) Ma grand-mère dit à ses petits-enfants qu'elle Range immédiatement vos jouets
	(d) Mon père dit à ses enfants qu'ils doivent prendre vos livres et faire l'exercice donné par le professeur pendant mon absence.
	(e) Mon ami me dit qu'il n'a pas bien noté ce que vous venez d'expliquer

Extract 8.2: A Sample of the Candidate's Weak Response to question 8

Extract 8.2 shows responses from a candidate who failed to change the sentences from direct speech into indirect speech.

2.9 Question 9: Translation

The candidates were given a passage about African Youth Unemployment. They were required to translate it from French Language into English Language. The question tested the candidates' ability to translate passages from French Language into English Language. The question was as follows:

9. Traduisez ce texte en Anglais.

L'Afrique a la population la plus jeune au monde. Ses 200 millions de 15-24 ans constituent 20% de la population, et 40% de ceux qui sont en âge de travailler, mais ils représentent aussi 60% des chômeurs. "Le problème du chômage des jeunes en Afrique est plus complexe que dans les autres régions du monde. L'augmentation lente des économies ne permet pas de créer suffisamment d'emplois pour le grand nombre de diplômés qui arrivent chaque année sur le marché." "Des jeunes hommes et des jeunes femmes traînent dans les rues des grandes villes sans avoir grand-chose à faire, et dans certains cas s'engagent à la criminalité." Actuellement on peut considérer que ce chômage des jeunes est comme une bombe qui, si on ne la neutralise pas, va exploser.

The analysis indicates that 184 (100%) candidates attempted the question, out of whom 78 (42.4%) scored from 6.0 to 10 marks, 72 (39.1%) scored from 3.5 to 5.5 marks and 34 (34%) scored from 0 to 3.0 marks. The general performance in this question was good, since 150 (81.5%) candidates scored from 3.5 (35%) marks and above. Figure 9 is an illustration of this performance.

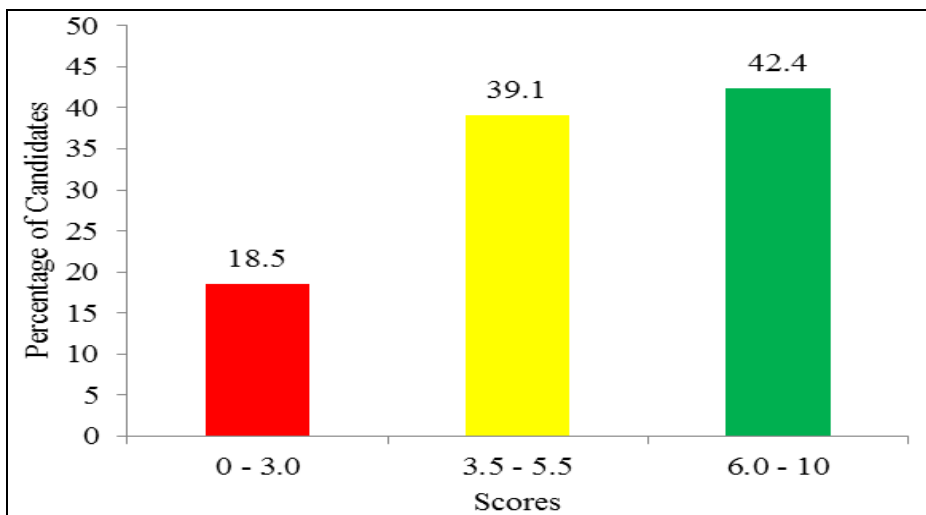


Figure 9: *The Candidates' Performance in Question 9*

The analysis of the candidates' responses indicates that 78 (42.4%) candidates scored from 6.0 to 10 marks which is a good performance. These candidates observed the rules of translation and translated the passage from French Language into English Language. This implies that they had competences which enabled them to understand the source

language and the target language. Extract 9.1 is a sample of a candidate's good response to question 9.

9	<p>Africa has the most young population in the world. It's 200 millions of 15-24 years constitute 20% of the population, and 40% of those who are in age of working. But they ^{also} represent 60% unemployed. "The problem of unemployment of younger in Africa is very complex than other regions in the world. Increasing of less economy it doesn't permit to create enough job for those high numbers of diploma who arrives every year in the market."</p> <p>Younger The Male youngsters and Female youngsters are in the route of big cities without having a big thing to do, and others engage themselves in criminal. Actually, we can consider that this unemployment of young is like a bomb which, if we do not neutralise it will explode.</p>
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Extract 9.1: A Sample of the Candidate's Correct Response to Question 9

Extract 9.1 shows a response of a candidate who translated correctly the given passage from French Language into English Language.

However, there were 72 (39.1%) candidates who had average performance as they scored from 3.5 to 5.5 marks. They had partial knowledge on translation. This is due to the fact that they were able to translate some sentences or some parts of sentences in the passage but failed in other sentences. This made them score average marks.

Further analysis of responses indicates that 34 (34%) candidates scored from 0 to 3.0 marks which is a weak performance. These candidates had insufficient knowledge on translation because some of them misinterpreted the question as they translated it into Kiswahili instead of English Language. Other candidates lacked enough vocabulary hence they wrote incomprehensible sentences in English. Extract 9.2 is a sample of candidate's weak response in question 9.

9.	Population in Africa is much increase. There are 200 millions of 15-24 and the constitution 90% of the population. The problem of unemployment in Africa is plus complexe of all regions. The augmentation of economies there is Lack of employer for the grand number of diplome who around is so big to the market. Many group of boys and group of girls ther are in villeges and for a certain engaging to the criminal. Actual on consider Unemployment leads to problem, If there is no will develop.	

Extract 9.2: A Sample of the Candidate's Weak Response to Question 9

Extract 9.2 shows responses from a candidate who translated the given passage wrongly.

2.10 Question 10: Phonology

In this question, the candidates were given a passage to read and answer the questions by using the information from the given passage. The question tested the candidates' ability to apply the knowledge of phonology.

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

L'île de Kisiwani ne possède ni rivière ni autres source d'eau douce, mais on y trouve de nombreux puits creusés par ses habitants. Certains d'entre eux, comme le Grand Puits, *Kisima Kikuu*, ont été forés il y a des siècles, alimentent aujourd'hui encore la population en eau potable et demeure les lieux privilégiés de la vie sociale du village. Les puits sont souvent très profonds. Des jeunes du village descendent au fond des puits, une fois par an, pour les nettoyer. A côté de *Kisima Kikuu* se trouve un grand figuier. Une croyance ancienne veut que le figuier indique la présence d'eau dans le sol et plusieurs puits de l'île.

On trouve de nombreux puits anciens à proximité immédiate de bâtiments comme les mosquées où ils étaient utilisés pour les lessives, en association avec des réservoirs ou des toilettes. Mais l'accès de tous à ces puits était garanti car ils servaient aussi de points d'eau pour tout le voisinage. Traditionnellement, la couvre d'eau était réservée aux femmes et comme il leur était généralement interdit d'entrer dans les mosquées, les puits devaient être accessibles sans que l'on ait à entrer dans le bâtiment. Aussi les puits se trouvent-ils habituellement dans une cour adjacente à laquelle on peut accéder de l'extérieur. Il existe aussi de nombreux puits à usage principalement domestique. On en trouve à l'extérieur de certains bâtiments comme la Grande Maison et Husuni Kubwa. D'autres étaient encore à la disposition du public, disséminé dans la ville.

La plupart des puits de Kisiwani construits avant le XVIII^e siècle sont carrées. L'intérieur du puits est habituellement en pierre jusqu' à une grande profondeur. Le plus grand puits de Kilwa se trouve à l'entrée, côté terre de Husuni Kubwa. Il a la forme d'un carré aux côté d'environ quatre mètres et demi et était à l'origine profond de seize mètres. Comme c'est le cas pour la plupart des anciens puits de Kilwa, il était recouvert d'un toit en maçonnerie soutenu par des troncs.

Un autre vieux puits, connu aujourd'hui sous le nom de puits de Chittick, du nom de l'archéologue du XX^e siècle Neville Chittick, se trouve entre la Petite Mosquée à dôme et à la Grande Mosquée. Un mystérieux renforcement faisant penser à une chambre a été emménagé à quelque mètre au-dessous du niveau du sol. Il s'agit d'une ouverture garnie de pierres, surmontée d'une voûte en tonnelle, mais elle ne semble mener qu'à une courte distance. Une chambre semblable a été creusée dans un puits de Husuni Kubwa, près des quartiers domestiques du palais, et il y en aurait trois autres à *Kisima Kikuu*. La fonction de ces chambres n'a pas été élucidée. On a suggéré qu'elles permettaient de canaliser l'eau vers les puits. D'autres pensent qu'on s'en servait pour l'entretien des puits. Mais certains mythes sont nés autour de ces chambres. Des habitants racontent que ces ouvertures étaient reliées à un réseau de tunnels que l'on utilisait pour déplacer les esclaves.

Questions

- (a) Donnez un titre convenable à ce texte.
- (b) Selon le texte, comment les femmes qui sont généralement interdites d'entrer dans les mosquées accèdent aux puits qui se trouvent à la proximité de ces bâtiments?
- (c) Identifiez quatre (4) mots avec les accents graves qui se trouvent dans le texte.

The question was attempted by 184 (100%) candidates, out of whom 115 (62.5%) scored from 6.0 to 10 marks, 43 (26.6%) scored from 4.0 to 5.0 marks and 20 (10.9%) scored from 0 to 3.0 marks. The general performance in this question was good, since 164 (89.1%) candidates scored from 3.5 (35%) marks and above. Figure 10 is an illustration of this performance.

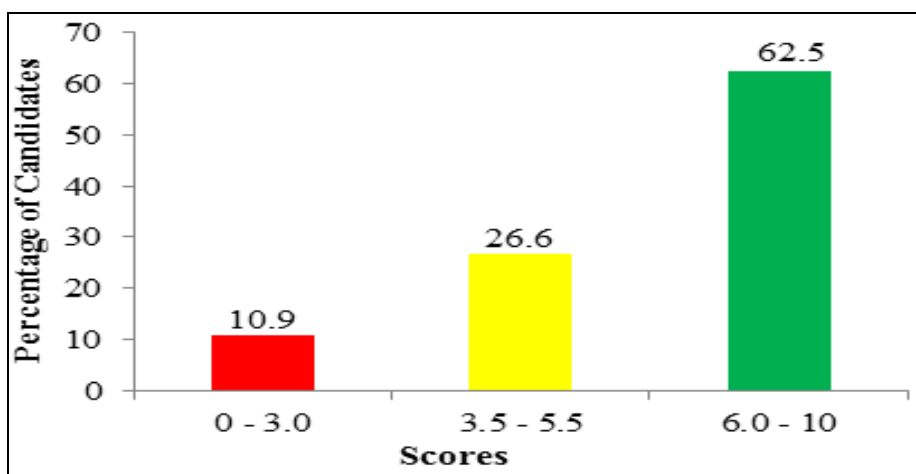


Figure 10: *The Candidates' Performance in Question 10*

The analysis shows that 115 (62.5%) candidates scored high marks from 6.0 to 10 marks in this question. These candidates comprehended the passage and answered the questions correctly. The analysis indicates that they had enough knowledge and skills in phonology. For instance, in item (a), the candidates were required to write the title of the passage. They wrote correctly the title of the passage, as one of them wrote *Anciens puits* (the ancient well) and the other wrote *Les puits de l'île de Kisiwani* (The wells of Kisiwani island).

In item (b), the candidates were required to answer the question on how women get access to the wells which is found near the Mosque. The candidates who scored full marks in this item had a good mastery of the French Language. They answered correctly the question because they understood the given passage. This indicates that they had enough vocabulary as one of them wrote *L'accès aux puits était garanti de sorte que les puits devaient être accessible sans entrer dans le bâtiment. Aussi les puits se trouvent habituellement dans une cour adjacente à laquelle peuvent accéder de l'extérieur.* (The accesses to the wells were in the form that, they had to be accessible without entering in the building. Also, the wells are usually found adjacent to the corridor through which someone can have access from outside).

Moreover, in item (c), the candidates were required to list four words with an *accent grave* (`) (the falling tone). The candidates who scored full marks had enough knowledge of French phonology. They identified the words with the falling tone. The analysis indicates that,

they were able to differentiate the *accent grave* (falling tone) from *accent aigu* (raising tone). They listed correctly the words; *posède*, *rivière*, *très*, *l'accès*, *siècle*, *à* and *mètre*. Extract 10.1 is a sample of responses from a candidate who had good performance.

10	a) LES Puits DE L'ÎLE KISIWANI	
	c) i) Très	
	ii) L'accès	
	iii) à	
	iv) Près	
	b) i) Les puits devaient être accessibles sans que l'on ait à entrer dans le bâtiment.	
	ii) Les puits se trouvent-ils habituellement dans une cour adjacente à laquelle on peut accéder de l'extérieur.	

Extract 10.1: A Sample of the Candidate's Correct Response to Question 10

Extract 10.1 shows responses from a candidate who correctly answered the questions.

There were 43 (26.6%) candidates who had average performance as they scored from 0 to 3.0 marks. These candidates answered correctly some items while failing in the rest of the items. For example, they wrote the title of the passage in item (a) and listed the words with the *accent grave* in item (b). However, many of them failed to answer correctly in item (c). This shows that they had partial knowledge of phonology.

Conversely, 20 (10.9%) candidates scored from 0 to 3.0 marks which is weak performance. These candidates did not understand the passage and they lacked sufficient knowledge and skills of French phonology. For example, in item (b), some of the candidates copied the words from the passage and wrote them as answers. Others wrote incomprehensible sentences because they lacked phonological skills.

In item (c), the candidates were asked to list the words with the *accent grave*. The candidates in this category failed to list the words with *accent grave* because they had insufficient knowledge of accents. They failed to differentiate the *accent grave* from the other accents, as a result they wrote any of the words which had an accent. Extract 10.2 is a sample of candidate's weak response to question 10.

10:	a) Le titre convenable à ce texte est- <u>L'ÎLE DE</u>	
	<u>KLIWANI.</u>	
	b) À travers les puits devaient être accessibles sans	
	que l'on ait à entrer dans le bâtiments	
	c) - Mosquée	
	- Généralement	
	- Disséminé	
	- Éluclidéé	

Extract 10.2: A Sample of the Candidate's Weak Response to Question 10

Extract 10.2 shows responses from a candidate who wrote incorrect answers in all items.

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

This part has two sections, namely section A and B. It analyses the candidates' performance in each question in 123/2 French Language 2. It also indicates the number of candidates who attempted each question and percentages. Moreover, it explains the quality of their responses. The candidates' performance in each question is graded in three categories of scores which are good, average and weak. In section A, the scores range from 6.0 to 10 marks, 3.5 to 5.5 marks and 0 to 3.0 marks, respectively, out of the 10 marks. In section B, the scores ranges from 12 to 20 marks, 7 to 11.5 marks and 0 to 6.5 marks, respectively, out of the 20 marks allocated.

3.1 SECTION A: Short answer questions

This section comprised of two questions; question 1 and 2. Each question carried 10 marks making a total of 20 marks. The candidates were required to answer all questions.

3.1.1 Question 1: Talking about the causes and consequences of natural catastrophes

In this question, the candidates were instructed to write a paragraph of five sentences by giving two consequences of global warming. The question tested the candidates' ability to discuss the consequences of the global warming. The question was as follows:

1. Le réchauffement climatique est un problème très grave dans la planète. D'après vous quels sont les conséquences de ce problème? Donnez deux conséquences en écrivant dans un paragraphe de 5 phrases.

The question was attempted by 181 (98.4%) candidates, out of whom 20 (11.0%) scored from 6.0 to 10 marks, 70 (38.7%) scored from 4.0 to 5.0 marks and 91 (50.3%) scored from 0 to 3.0 marks. The general performance in this question was average, since 90 (49.7%) candidates scored from 3.5 (35%) marks and above. Figure 11 is an illustration of this performance.

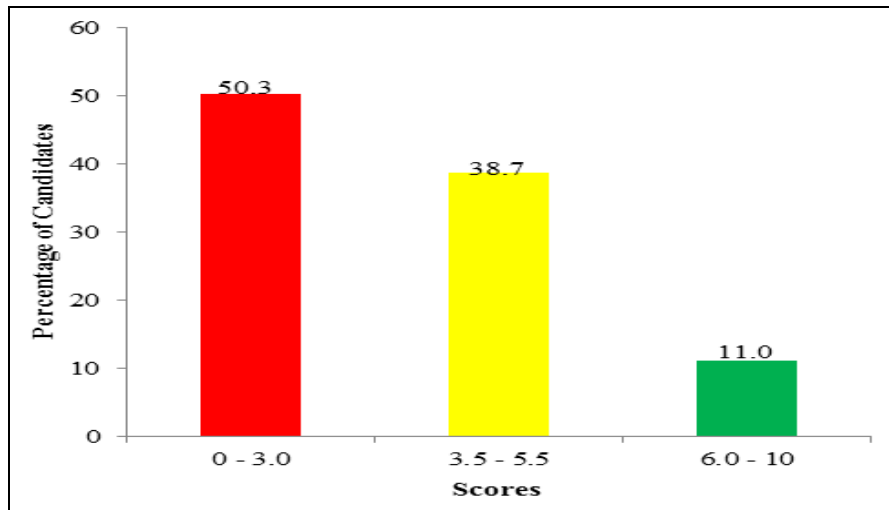


Figure 11: *The Candidates' Performance in Question 1*

The analysis shows that 70 (38.7%) candidates scored averagely due to different reasons. They had partial knowledge of the topic of global warming, thus they explained few correct points. Additionally, they lacked enough vocabulary in the French Language which resulted into writing incorrect sentences.

Further response analysis shows that 20 (11.0%) candidates had good performance as they followed the rules of writing essays. These candidates managed to write the two consequences of the global warming as some of them wrote global warming (*cause la mort des êtres vivantes* (causes death of living organisms), *cause les maladies comme le cancer* (cause diseases like cancer) and *causes la secheresse* (causes drought). Their essays were well structured but there were no candidate who scored 9 to 10 marks because of some grammatical errors. Extract 11.1 is a sample of the candidate's good response to question 1.

1.	Le réchauffement climatique est une situation	
	en qui il y a une augmentation de température dans	
	le monde. Il est causé par la pollution d'air qui	
	peut être causée par les activités industrielles ou les fumées	
	des cheminées et combustion du bois. Les conséquences de	
	réchauffement climatique sont des morts des gens parce	
	qu'il y a une augmentation de température. Aussi il y a	
	une faible production de récolte parce que la terre	
	ne peut pas avoir un nutriment. Pour éviter le réchauffement	
	climatique les gens ne doivent pas polluer l'air.	

Extract 11.1: A Sample of the Candidate's Good Response to question 1

Extract 11.1 shows responses from a candidate who managed to write the two consequences of global warming in a paragraph.

Furthermore, the analysis indicates that 91 (50.3%) candidates scored from 0 to 3.0 marks which is a weak performance. These candidates lacked competences in French Language and this hindered them from answering the question correctly. Some of them misinterpreted the question as they wrote an essay instead of a paragraph. Others copied the question as answer while other candidates wrote ungrammatical sentences. This indicates that the candidates had weak mastery of the sub-topic of global warming. Extract 11.2 is a sample of a candidate's weak response to question 1.

01.	Les gens il faut éviter déforestation.	
	Déforestation est l'action que les gens perdent	
	des herbes. Les gens il faut utiliser afforestation.	
	Éviter détruire d'ozone, il est causé par les activités	
	d'industriel.	

Extract 11.2: A Sample of the Candidate's Weak Response to Question 1

Extract 11.2 shows responses from a candidate who wrote ways to control deforestation instead of consequences of the global warming.

3.1.2 Question 2: Making an argument

The candidates were given a passage to read and they were required to summarise it in five sentences. The question tested the candidates' ability to make the people aware of diseases. The question was as follows:

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

La saison des pluies est venue avec des orages comme il n'y en a pas dans d'autres régions du monde. On ne peut pas aller à la pêche quand il fait ce temps-là. Les gens vivent alors avec les maigres économies de la belle saison, et les récoltés des femmes. La rue de notre village devient aussi très utile. Les jeunes de cette lointaine banlieue de Matombo ont remarqué que la boue formée par la pluie empêche les voitures de passer normalement. Pendant l'hivernage, toutes les voitures s'y embourbent. Lors, les jeunes du village aident les automobilistes à sortir de la boue, mais les automobilistes doivent leur payer. Comme ça, nous n'avons plus peur de l'hivernage. Nous sommes contents quand les grandes pluies arrivent.

The question was attempted by 183 (99.5%) candidates, out of whom 8 (7.1%) scored from 6.0 to 10 marks, 45 (24.6%) scored from 3.5 to 5.5 marks and 123 (68.3%) scored from 0 to 3.0 marks. The general performance in this question was weak, since 53 (31.7%) candidates scored from 3.5 (35%) marks and above. Figure 12 is an illustration of this performance.

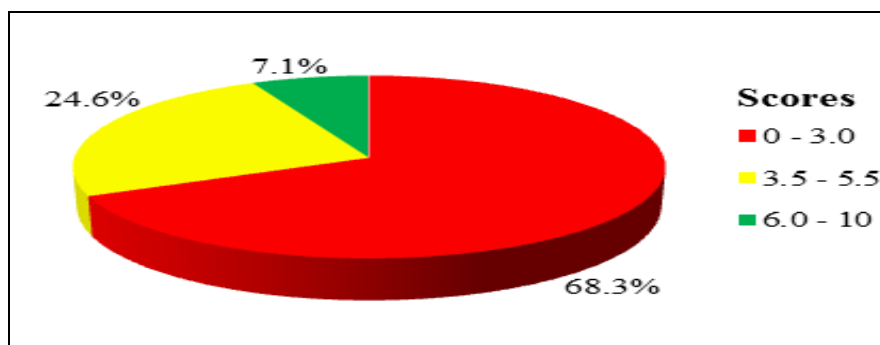


Figure 12: *The Candidates' Performance in Question 2*

The analysis shows that there were 179 (97.8%) candidates who scored low marks from 0 to 6.5. These candidates failed to summarise the passage because they lacked knowledge on summary writing. They failed to identify the key ideas which were found in

the passage. For example, some of them wrote incorrect sentences which were incomprehensible while others wrote the summary unrelated to the passage. This implies that the candidates lacked competences in the French Language which hindered them from understanding the passage and summarising it. Extract 12.1 is a sample of the candidates' response to question 2.

02.	La secherresse est un grand problème dans	
	le monde entier. pendant la secherresse les gens	
	vivent avec les maigre economies et quand les agents	
	manquent la pluie, ils manques les récoltes aussi.	
	Mais quand les grandes pluies arrivent les agents sont contents.	

Extract 12.1: A Sample of the Candidate's Weak Response to Question 2

Extract 12.1 shows responses from a candidate who copied the sentences from the passage and wrote them as answers.

The candidates' response analysis shows that, 45 (24.6%) candidates scored from 3.5 to 5.5 marks which is an average performance. These candidates had inadequate knowledge on summary writing. They managed to write some sentences correctly and failed others which led to score average marks.

Further analysis shows that a total of 8 (7.1%) candidates scored from 6.0 to 10 marks which is a good performance. These candidates identified the main ideas in the passage and wrote its summary. There was no any candidate who scored 9 to 10 marks owing to the fact that their summary consisted of some grammatical errors. Extract 12.2 is a sample of the candidates' good response to question 2.

	Le texte donné est résumé à savoir:-	
2:	Quand les pluies tombe on empêche quelque activité humaines comme le pêcher. Les gens également s'engageent dans les activités agricoles, particulièrement du village. Dans ces villages les jeunes achètent les chauffeurs des voitures en sortant. Aussi, dans les lieux diverse du village deviennent très occupé pour les activités économiques. Alors, comme l'habitude les citoyens sont plus joyeux pendant les saisons de pluies.	

Extract 12.2: A Sample of the Candidate's Good Response to Question 2

Extract 12.2 shows responses from a candidate who managed to summarise the passage.

3.2 SECTION B: Essay Writing

The candidates were given 5 essay questions and they were required to answer four of them. Each question carried 20 marks, thus making a total of 80 marks. These questions tested the candidates' ability to express themselves in the French Language.

3.2.1 Question 3: Writing essays on various contemporary issues

In this question, the candidates were instructed to imagine as if they were Ministers of Sports, Youth and Culture and give four ways that they would use to promote sports in their country. The question tested the candidates' ability to argue and give reasons in the French Language. The question was as follows:

3. Dans tous les pays du monde on parle souvent de sports. Si vous étiez nommé Ministre de sports, de jeunesse et de la culture, que feriez-vous pour promouvoir le niveau de sport dans votre pays? Donnez quatre moyens que vous allez utiliser pour promouvoir le niveau de sport dans votre pays. (Pas plus 400 mots)

The question was attempted by 116 (63.0%) candidates, out of whom 28 (24.2%) scored from 12.0 to 20 marks, 44 (37.9%) scored from 7.0 to 11.5 marks and 44 (37.9%) scored from 0 to 6.5 marks. The general performance in this question was good, since 72

(62.8%) candidates scored from 7.0 (35%) marks and above. Figure 13 is an illustration of this performance.

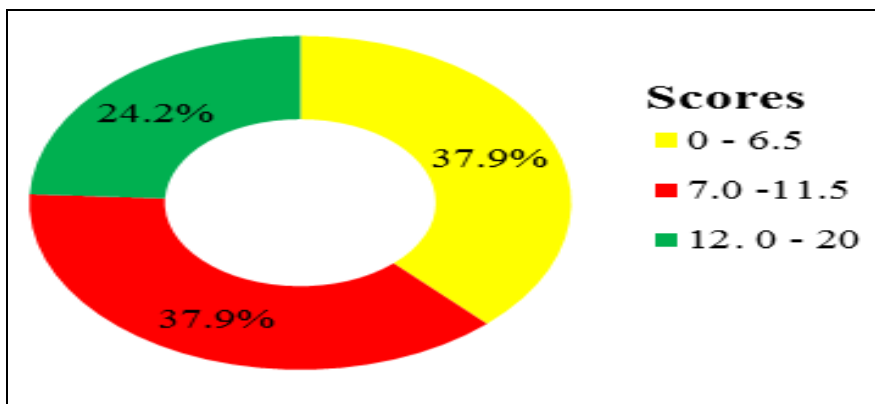


Figure 13: *The Candidates' Performance in Question 13*

In this question, there were 28 (24.2%) candidates who scored from 12.0 to 20 marks, which is a good performance. They mastered well the rules of essays writing. They also had competences which helped them to express themselves in French Language. Their essays consisted of an introduction, main body and conclusion. In the introduction, they wrote the challenges facing sports in the country. In the main body, they wrote ways to improve sports such as *encourager les jeunes de s'engager dans les sports différents* (to encourage the youth to participate in different sports), *former les groupes pour les sports différents* (to create groups for different sports), *construire les terrains dans toutes les régions* (to build the sports grounds in all the regions), *distribuer les matériels de sports aux associations de sports* (to distribute the sports facilities to the associations of sports) and *introduire les cours de sports dans un programme scolaire* (to introduce the sports subjects in the syllabus). In the conclusion, they wrote their opinions which summarised the whole essay. Extract 13.1 is a sample of the candidate's good response to this question.

03.	<p>Les sports ; C'est une programme fait par les peuples dans la pay pour rafraichissement de notre corps aussi pour éviter maladies grave dans notre corps.</p> <p>pour promouvoir le niveau de sport dans mon pay, moi-même je peux faire les suivants moyens.</p> <p>D'abord, par donner en donnant l'éducation dans la socceté concernant Les sports ; moi-même, si je états nommé ministre de sports, de jeunesse et de la culture^{le} dois donner l'éducation concernent le sports. par exemple par donner^{les} Les importances d'e de les sports qui sont ; aide en augmentation de revenu, aide en éviter les maladies grave comme paludisme aussi aide en réduit les stress.</p> <p>secondo ; je peux promouvoir aussi le niveau de sport dans mon pay par donner d'argent pour quel acheter des instrumment different qui utilise en le programme de sport ; si je états nommé ministre de sports, de jeunesse et de la culture, je peux donner soix d'argent pour acheter materiel qui utilisé en sports comme vêtements et les autres instruments.</p> <p>tertio ; Aussi si j'états nommé ministre de sports, de jeunesse et de la culture je peux promouvoir le niveau de sport dans mon pay par conseils les peuples qui engage dans les sports avoir bon relation avec les autre pay qui est developé</p>
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Q3	parce que dans leurs pays les sports est au ssi développé. Ils jouent bien. Donc si les joueurs dans mon pays seront fait com me - ça, les sports dans mon pays doit être promouvu aussi.
	Aussi; si j'étais nommé ministre de spor ts, de jeunesse et de la culture je peux prom ouvoir le niveau de sport dans mon pays par fait construction de la terre où le sports seront fait; le sports doivent fait où il ya bien la terre donc; par fait-ça les sports dans mon pays doit être promouvu.
	enfin; le gouvernement doit encourager le sports dans la pays parce que les sports un t beaucoup de les importances comme; aider en augmentant les revenus de gouver nement, aider en évitant les maladies grave dans la corps aussi. aider en rafraîchisse ment de notre corps.

Extract 13.1: A Sample of the Candidate's Good Response to Question 3

Extract 13.1 shows responses from a candidate who answered the question according to its demand of the question by acting as a Minister of sports, Youth and Culture and giving ways of promoting sports in his/her country.

Further analysis shows that 44 (37.9%) candidates scored from 0 to 3.0 marks which is a weak performance. Their essays were illogically organized. The rules of grammar and structure were not observed hence their sentences were incomprehensible. Some of them did not understand the requirement of the question as they ended up advising to the government to take measures to improve sports instead of acting as a Minister and providing solutions. Extract 13.2 is a sample of the candidates' weak response to question 3.

Sport est très important dans
 notre vie parce que il aider un bonne
 santé, dans la tous les pays du monde
 on parle souvent de sport. le quatre
 moyens que nous allons utiliser pour
 promouvoir le niveau de sport dans
 votre pays comme suivants:

le premier, la radio; radio c'est
 un moyens de s'information qui utilise
 pour promouvoir le niveau de sport
 dans votre pays.

le deuxième, magazine c'est un
 moyens qui en va estriest différent
 niveau de sport comme source de
 bonne sante et respecter dans la votre
 pays

Apert de, l'internet: c'est un
 moyens qui utiliser pour promouvoir
 le niveau de sport dans la votre
 pays parce que dans l'internet personnes
 on différent pays regardez ~~et~~ etc.

Autre point, la télévision: télévision
 regarder différent personnes et aider
 mater les information pour promouvoir
 le niveau de sport dans la votre
 pays.

Finalement le moyens on promo
 uir le niveau de sport dans votre
 pays ce beaucoup dans la vie per
 ce que sur la globalisation.

Extract 13.2: A candidate's Weak Response to Question 3

Extract 13.2 shows responses from a candidate who wrote the ways of promoting sports instead of acting as minister and giving solutions.

3.2.2 Question 4: Writing essays on various contemporary issue

In this question, the candidates were asked to imagine the project that they would do after completing their form six examinations and write four reasons for their choice. The question tested the candidates' ability to talk about self projects in French Language. The question was as follows:

4. Vous pensez beaucoup à ce que vous allez faire après vos études de sixième année du secondaire en attendant les résultats. Quel projet avez-vous en tête? Donnez quatre raisons de choisir ce projet. (Pas plus 400 mots)

The question was attempted by 166 (90.2%) candidates, out of whom 58 (34.9%) scored from 12.0 to 20 marks, 66 (39.8%) scored from 7.0 to 11.5 marks and 42 (25.3%) scored from 0 to 6.5 marks. The general performance in this question was good, since 124 (74.7%) candidates scored from 7.0 (35%) marks and above. Figure 14 is an illustration of this performance.

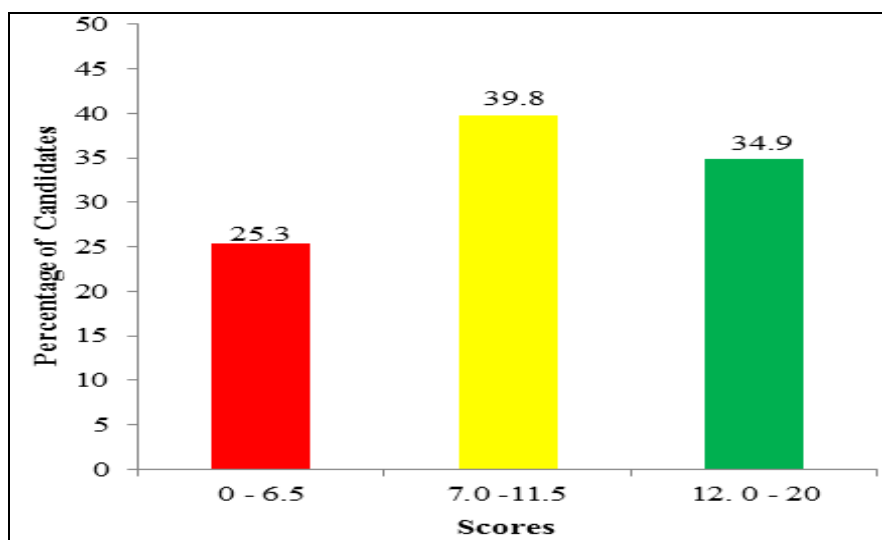


Figure 14: *The Candidates' Performance in Question 4*

The candidates who scored high marks in this question were 58 (34.9%). They understood the requirement of the question as they introduced the project which they would do after completing form six while waiting for the results. They linked the project with the reasons for choosing it. The points were clear and logically

arranged. This proves that they had competences in expressing themselves in the French Language. For example, one of the candidate wrote the project to start a bussines of selling clothes. The candidate gave reasons of choosing this project such as it will help him or her in preparation to join the university, it will give him or her an opportunity to meet a lot of people with whom he or she will exchange ideas and that this project will keep him or her busy. Extract 14.1 is a sample of a candidates' good response to question 4.

4. MON AMBITION.

Je pense beaucoup à ce que je vais faire après mes études de sixième année du secondaire en attendant les résultats. Malgré de beaucoup de choses que je pense, mon principal projet que je pense beaucoup est être entrepreneuse, d'acheter et vendre les récoltes, comme maïs et déplacer au lieu différent qui ne cultivent pas beaucoup les maïs. A mon avis je pense, cet affaire sera m'aider. Un m'aider beaucoup.

Voici les raisons de choisir ce projet.

Tout d'abord, je choisis ce projet, parce que je pense il m'aidera d'obtenir beaucoup d'argent, ce sera quand j'irai faire cet affaire d'acheter et vendre les maïs, j'obtiendrai beaucoup d'argent qui va m'aider de payer tous frais de tous mes contribution de l'université, et j'aurai aidé mes parents beaucoup.

Ensuite, je choisis ce projet parce que, je pense il va me faire être respectée dans société, à mon avis, je pense que si je j'irai être entrepreneuse dans mon société beaucoup de gens avec ma famille vont me respecter beaucoup parce que j'irai aider à trouver l'argent qui j'obtiendrai dans mon affaire d'acheter et vendre les maïs.

En plus, je pense, j'irai être une des les autres qui augmenter le revenu de gouvernement, c'est vrai que quand je serai entrepreneuse, j'irai augmenter le revenu de notre gouvernement de Tanzanie, parce que je ne peux pas conduire les affaires sans payer à gouvernement donc, à travers de mon affaires le revenu de gouvernement de Tanzanie ira augmenter.

Non seulement de l'augmentation de revenu de gouvernement, mais aussi, à travers mon décision j'irai éviter les maux groupes dans société; c'est vrai que dans société, si reste sans quelque travail, c'est source d'engager au maux groupe différent comme prostitution et vol. Donc, je décide d'aller d'engager

A	<p>à cet ce projet pour éviter entre à les mauv groupes. j'ai être sérieusement dans mon affai rs jusque j'ai à l'université.</p> <p>Pour Conclusion, Je voudrai Conseiller mes Camarades Jeunes, il faut engager au de rche quelque positif affaires pour faire, parce que En faisant, il nous aidera donner l'argen nt à bon chemin, être respectées dans santé et augmenter le revenu de notre gouvernement.</p>
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Extract 14.1: A Sample of the Candidate's Good Response to Question 4

Extract 14.1 shows responses from a candidate who choose a project of engaging himself/herself in agriculture.

Further analysis indicates that 42 (25.3%) candidtes had weak performance. Some of the candidates did not understand the requirement of the question. They wrote more than one project instead of one project and gave reasons for their choice. Other candidates wrote essays which were not well organised and they did not observe the rules of essay writing questions. Also, some candidates introduced well the project but they failed to defend points due to lack of vocabulary. They wrote words which had a lot of grammatical errors, thus making them incomprehensible. Extract 14.2 is a sample of the candidate's weak response to question 4.

4	<p>Firstly, Après mes études de sixième année. je pense aller en ville da en étudier computers et faire différentes activités ça ma projet parceque je veux connaître beaucoup choses comme augmentation de Knowledge et expérience en attendant sur comment usage nouveau moderne Science et technologie. les suivantes sont raisons pourquoi je choisis ce projet</p> <p>En plus, Étudier modern Knowledge et expérience, la vie d'université usage plus réseaux information comme enseignements et différents activités pendant maison heures veut quelqu'un submitter l'exercice par usage téléphone et computer system</p> <p>En suite, Éviter chômage dans la famille, parceque le absence de travail dans ma famille il faut bonne obtenir Knowledge sur information technologie das si ça un jour on sera chômage si elle, comprendre bien cest du monde de Science et technologie elle aide ma vie devenue plus favorable.</p> <p>Aussi, Changer environment de la vie, mouvement de peuple de un place à autre est très suite parceque quelqu'un change de la culture à différentes gens par exemple migration de village en ville mettent que personne étudie niveau vivre et change idées de peuple comment devenu augmentation sur développement: est facile moyen dan production</p>
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Extract 14.2: A Sample of the Candidate's Good Response to Question 4

Extract 14.2 shows responses from a candidate who choose a project of engaging in agriculture.

3.2.3 Question 5: Analysis of literary works

In this question, the candidates were required to discuss two themes from the novel that they have read in high school and explain how the themes relate to reality in the society. The candidates were also demanded to show the moral lessons of the two themes. This question tested the candidates' ability to analyse literary works. The question was as follows:

5. Discutez deux thèmes principaux de n'importe quel roman français que vous avez lu au lycée et dites comment ces thèmes se ressemblent dans votre vie quotidienne dans la société. Relevez deux morales que vous avez apprises dans ces thèmes. (Pas plus 400 mots)

The question was attempted by 177 (96.2%) candidates, out of whom 74 (41.8%) scored from 12.0 to 20 marks, 94 (53.1%) scored from 7.0 to 11.5 marks and 9 (5.1%) scored from 0 to 6.5 marks. The general performance in this question was good, since 168 (94.9%) candidates scored from 7.0 (35%) marks and above. Figure 15 is an illustration of this performance.

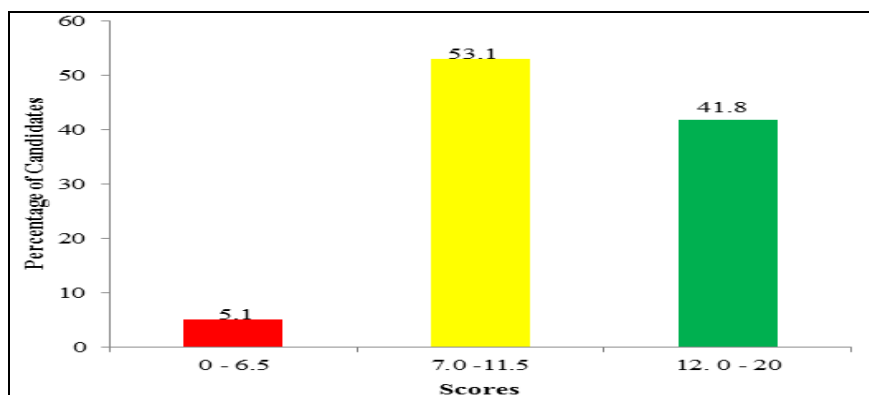


Figure 15: *The Candidates' Performance in Question 5*

The analysis shows that 74 (41.8%) candidates scored high marks in this question. They discussed two themes from the novel such as true love which was shown by Monique who had true love to her husband Ebinto and the poverty represented by the family of Ebinto and humiliation which is shown by Ebinto who humiliated his wife and the workers in the banana plantation. These candidates also explained how the themes relate to real life in the society as they

showed that even in their society there are people who have true love like Monique and that there are poor families in the society. They also related the themes in their society that there are people who humiliate others especially in the working places.

They finally gave the moral lessons like the people in the society should have true love and stop the behavior of humiliating others. These candidates observed the rules and principles of analysing the book. In the introductory part, they wrote the title of the book, the name of the author and the year of publication. In the main body, they organised and elaborated well their points. In the conclusion, they wrote a short summary of what was discussed in the main body and gave some opinions on how the themes reveals the reality of people in the society. These candidates had sufficient knowledge on analysing books. Extract 15.1 is a sample of the candidate's good response to question 5.

05.	<p>Les thèmes Ce sont les idées principales qui sont obtenus dans les livres littéraire. Le roman intitulé "Une Vie de boy" qui est écrit par Ferdinand Oyono discute les thèmes différents qu'ils se rassemblent dans notre vie quotidienne dans la société.</p>	
	<p>Les thèmes sont:</p>	
	<p>Avant toute chose; La pauvreté. C'est une situation de manquer des besoins nécessaires comme les nouritures, les abris et les vêtements dans la vie quotidienne. L'écrivain nous montre la famille de Ondrice comme la famille qui est très pauvre. Cette famille vivait en mangeant Parme de porc-épic qui est la nourriture très inessaire dans la vie d'humain. Dans notre société beaucoup de gens sont très pauvre parce qu'ils manquent leurs maisons pour vivre, ils manquent d'argent pour acheter les vêtements et les autres services sociaux.</p>	
	<p>Aussi, l'oppression et l'humiliation. Dans ce roman, l'écrivain nous montre comment le père Gilbert s'oppressait et humiliait l'aueli en lui donnant beaucoup de travaux sans le paiement. Ce garçon lui assistait de servir la messe catholique, balayer son chambre, faire son lit et dresser le couvert mais il ne gagne pas d'argent. Dans notre société il y a beaucoup de gens qui oppressaient et humilièrent les serviteurs domestique en leur donnant assez d'activités sans le paiement. Cette situation est trouvée beaucoup en ville comme Dar es Salaam, Arusha, Mwanza et Dodoma.</p>	
	<p>Les morales qui j'ai apprises dans ces thèmes sont:</p>	
	<p>Il faut éviter la pauvreté dans notre société. Chaque personne est responsable de travailler dur afin d'éviter la pauvreté parce qu'elle la source de classes dans la société elle est la source de manque de services sociaux comme les médicaments, l'éducation, l'eau et l'électricité.</p>	
	<p>Il faut terminer l'oppression et l'humiliation dans notre société. Ces choses sont responsable de toutes mauvaises dans notre société comme le manque de la paix parmi les serviteurs domestiques et les autres personnes! la source de conflits parmi les gens dans</p>	

05. Chaque personne doit tenter de pratiquer	
Ces situations dans notre vie quotidienne dans	
la société.	
Généralement, chaque personne doit	
apprécier le rôle d'apprendre les livres littéraires	
comme ce roman Une Vie de Roy parce	
qu'ils assistent les personnes d'avoir la	
connaissance de toutes choses qui existent	
dans notre société comme le pauvre, le	
corruption, le chômage, la prostitution, l'oppression	
et l'humiliation	

Extract 15.1: A candidate's Good Response to Question 5

Extract 15.1 shows responses from a candidate who analysed the book, showed the reality of themes in the society and gave the morals.

Further analysis shows that there were 9 (5.1%) candidates who scored low marks in this question. The candidates were not able to discuss two themes from the novel, to show how they relate to the society and to provide moral lessons. Some candidates listed the themes but did not relate them to the society. Their essays had a lot of structural and grammatical errors. Their points were not well organised. The introduction did not contain all the required information like title of the book, name of the author and year of publication. Some candidates wrote very short analysis due to insufficient knowledge on the analysis of literary works in the French Language. Extract 15.2 is a sample of a candidate's weak response to question 5.

5	<p>Le frisque d'Ebinto d'Amadou Konne public 18 1980</p> <p>le personnage dans roman français Ebinto, Muriel, monique, Azari Pere de monique, mere de Ebinto, Pere de Ebinto, M. Rouge et groupe de Ebinto. Deux themes principaux de n'importe quel roman français que vous avez lu au lycée et dites comment ces themes se ressemblent dans votre vie quotidienne dans la société</p>
	<p>Amour; le frisque d'Ebinto" d'Amadou Konne la discute le theme principaux de n'importe la Amour. par exam ple dans roman Ebinto amour muriel dans class sail quel de am la amour muriel. Et muriel qui a group et ne pas amour, dites comment ces themes se ressemblent dans votre vie quotidienne dans la société avec Ebinto et muriel.</p>
	<p>Pauvrete; le frisque de Ebinto le discute le theme principaux de n'importe le pauvrete. le personnage le fa- le famille de d' Ebinto. par exemple le pere d' Ebinto activite penche. Mere d' Ebinto sale penche. dans pauvrete dans societe. dites comment ces themes se ressemblent dans votre vie quotidienne dans la société avec Ebinto famille.</p>
	<p>Relevez deux morales que vous avez apprises dans ces themes.</p>
	<p>Eviter amour a école; le l' Amadou Konne morale a studient a aviter amour a école quele de cause le probleme. par exemple Ebinto amour monique le grosse et chance l' école cause monique le grosse. il probleme cloent école et force mariage monique. morale se ressemblent dans votre vie quotidienne dans la société. ai etudes gens notre venir a éviter l'amour a école cause a ne pas dream. sans de notre q' reach a notre dream k a a k l'amour a moyen et etudes. sans true amour cause conflict a gens. exemple Ebinto force marige monique cause de problem.</p>
	<p>A faire notre responsibility nos etude student; roman le morale de faire notre responsibility et ne par d au faire d'erosion morale par exemple Ebinto l'amour a école et il fait quelq de Amour a muriel. nous vous allez faire notre responsibility nos student ne utiliser a employer et ne chomage par.</p>

Extract 15.2: A Sample of the Candidate's Incorrect Response to Question 5

Extract 15.2 shows responses from a candidate who failed to analyse the book. The candidate wrote incorrect and incomprehensible sentences.

3.2.4 Question 6: Writing essays on various contemporary issues

The question required the candidates to write a formal letter to the Director of Kwamsisi Secondary School applying for the job of teaching French Language. The question tested the candidates' ability to write an official letter in the French Language. The question was as follows:

6. Vous êtes Upendo Mzuri, B. Postale 20 Kigoma. Dans le journal «Mtanзания» du 14 mars 2021, vous avez vu une petite annonce sur un poste de professeur de français à l'école secondaire de Kwamsisi - Tanga. Écrivez une lettre au Directeur de l'école Secondaire de Kwamsisi, B. Postale 1230 Tanga, pour demander ce poste-là. (Pas plus 400 mots)

The question was attempted by 182 (98.9%) candidates, out of whom 76 (41.8%) scored from 12.0 to 20 marks, 96 (52.7%) scored from 7.0 to 11.5 marks and 10 (5.5%) scored from 0 to 6.5 marks. The general performance in this question was good, since 182 (94.9%) candidates scored from 7.0 (35%) marks and above. Figure 16 is an illustration of this performance.

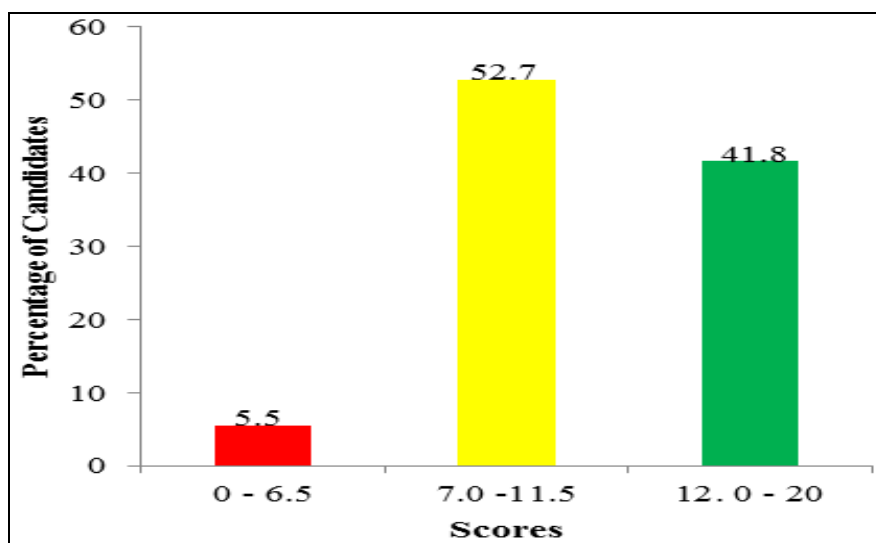


Figure 16: The Candidates' Performance in Question 6

The candidates who scored high marks in this question were 182 (98.9%). They followed the procedures of writing an official letter. They started with the place name and date of the writer at the right hand side, sender's address at the left, receiver's address at the

right, aim of the letter and salutation. In the main body, the candidates organized well their ideas to convince the Director of Kwamsisi Secondary School. At the end, they wrote good conclusion and they signed it. This shows that these candidates had enough knowledge of formal letter writing in the French Language. Extract 16.1 is a sample of a candidate's good response to question 6.

6.	
	Kigoma, le 10 mai 2021.
	Ugendo Mzuri, Boite Postale 20 Kigoma.
	Monsieur Directeur, l'école secondaire de Kwamsisi, Boite Postale 1230 Tanga.
	OBJET: DEMANDE UN POSTE DE PROFESSEUR DE FRANCAIS.
	Monsieur Directeur,
	J'ai vu votre annonce dans le journal de «Mtanzania» du 14 mars 2021. Je vous écris pour poser ma candidature en poste de professeur de français dans votre école.
	Je suis une fille de 22 ans. Je suis Tanzanienne J'ai terminé université au début l'année 2019 à l'uni- versité de Dar-es-salaam.
	J'ai décidé demander poste-ci pour que je puisse pratiquer que j'ai appris à l'université. Après avoir fini mes études, j'ai enseigné dans l'école secondaire de Nyerere Memoire à Korogwe.
	Apartir de Français, je connais très bien l'arabe et le chinois. Je peux lire, écrire et parler tout les deux langues également. Aussi je suis capable d'utilisation l'ordinateur. Donc je suis familiare en Microsoft word et Microsoft power-point.
	A-joint vous trouverez mon curriculum vitae et les copies de mes diplômes et certificats.
	Veuillez agréer Monsieur Directeur l'expression de mes sentiments distingués.
	U.B.S. Ugendo Mzuri

Extract 16.1: A Sample of the Candidate's Good Response to Question 6

Extract 16.1 shows responses from a candidate who managed to write the formal letter.

Further analysis shows that 10 (5.5%) candidates had poor performance in this question. These candidates lacked knowledge of writing an official letter as some of them were not able to follow the format of the formal letter writing. The addresses were interchanged and the aim of the letter was not clear. Several grammatical errors were observed in their sentences. Some of the candidates mixed English vocabulary in their letters. Others wrote friendly letters instead of official letters. This shows that the candidates had insufficient knowledge on the topic. Extract 16.2 is a sample of the candidate's incorrect response to question 6.

6.	Zanzibar, Le 10 mai 2021,
B.P 20, Kigoma.	
	Directeur de l'école Secondaire de Kwamiri. B.P 1230, Tanga.
Monsieur Directeur,	
OBJET : POSTE DE PROFESSEUR DE FRANÇAIS	
J'ai vu ^{écrite} leur annonce dans le journal "Mtanzania" du 14 mars 2021, sur un poste de professeur de français à un vos l'école secondaire de Kwamiri.	
Je suis très professionnel en étude français, Je vu un un élève à l'école secondaire de Kiponda en 1945 et aussi à l'université sera en 1999 et maintenant j'aller à vos l'école en étudier les élèves.	
Je suis content à vos agréer mon sider demander ce poste de professeur à vos école en bonne situation, Je suis lizer le professeur en 2000,	

Extract 16.2: A Sample of the candidate's Incorrect Response to Question 6

Extract 16.2 shows responses from a candidate who failed to write a formal letter.

3.2.5 Question 7: Writing essays on various contemporary issues

In this question, the candidates were required to write either an interesting or a sad story that they have recently experienced. This question tested the candidates' ability to write a story. The question was as follows:

7. Racontez une histoire amusante ou triste que vous avez vécu récemment. (Pas plus 400 mots)

The question was attempted by 94 (51.1%) candidates, out of whom 12 (12.8%) scored from 12.0 to 20 marks, 32 (34.0%) scored from 7.0 to 11.5 marks and 50 (53.2%) scored from 0 to 6.5 marks. The general performance in this question was average, since 44 (46.8%) candidates scored from 7.0 (35%) marks and above. Figure 17 is an illustration of this performance.

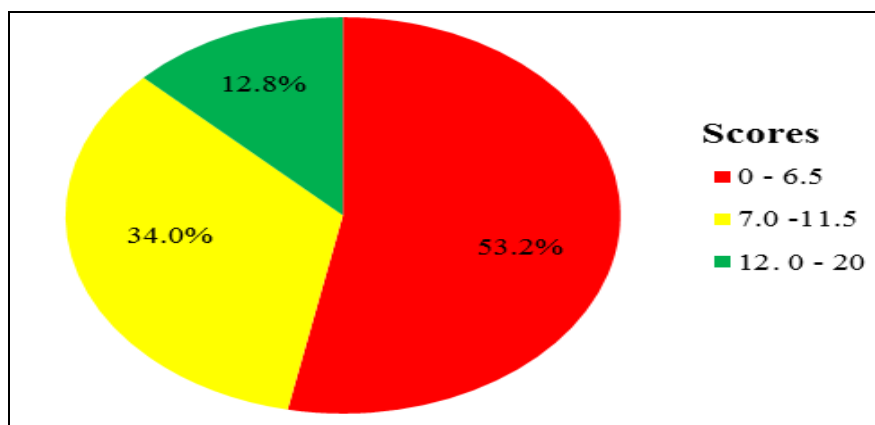


Figure 17: *The Candidates' Performance in Question 7*

The analysis shows that 94 (51.1%) candidates scored high marks in this question. They wrote the story in which they started with a title and arranged logically their ideas. They used proper vocabulary. For example, they wrote the story which related to the real life in the society and gave the moral lessons of the story. This shows that the candidates understood well the question and they had good command of the French Language. Extract 17.1 is a sample of a candidate's good response to this question.

7.	<p><u>UNE HISTOIRE TRISTE QUE J'AI VÉVU</u> <u>12ÈRE MÈNT</u></p> <p>C'était le lundi soir j'ai avec mes famille et notre père était malade nous avons ensemble pour renforcer lui cette histoire j'ai vécu récemment parce que.</p> <p>Mon père était malade mais il était parle avec nous, il était marché lui même sans obtenir l'aide vers nous aussi il était mangé nous avons à la maison mais, ma sœur et conseilé nous devons téléphoner docteur pour voir notre père condition à la maison et il dit nous devons prendre notre père à l'hôpital pour obtenir traitement.</p> <p>Il était à l'hôpital de Mnczi Mmoja je allait chaque les jours pour voir mon père et j'étais préparé le nourriture pour lui.</p> <p>Le vendredi, nous avons ensemble à l'hôpital, c'était moi, mes sœur mes petits frères et les autres en brief le situation de mon père ne pas bon.</p> <p>Tout le monde était triste et j'ai pris nourriture pour lui il a mangé un peu de nourriture.</p> <p>Le nuit j'ai été téléphoner si mon père est mort, j'ai été j'étais très triste et triste et tout le monde était triste parce que mon père était très gentil dans la société, il était et bon père, il était une personne qui écoute les conseils des autres.</p> <p>Il était responsable père à ses enfants, et il aime les enfants qui aime éducation et il dit que éducation est très important dans la vie et il était prêt utiliser son d'argent pour ses enfants qui aiment lire.</p> <p>Vraiment je ne peux pas oublier cette histoire parce que j'étais triste mais je suis aussi triste pour de perdre mon père.</p>
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Extract 17.1: A Candidate's Good Response to Question 7

Extract 17.1 shows responses from a candidate who wrote a sad story.

Further candidates' analysis shows that 50 (53.2%) candidates who scored low marks in this question lacked the knowledge of story writing. Their stories had a lot of grammatical errors; organization of ideas and the arrangement of events were illogical and some candidates mixed English vocabulary in their stories. Also, they did not follow the principles of story writing which are the title, main body and the conclusion. Some candidates misunderstood the question as they wrote stories but they did not include themselves in the story as directed in the question. This made them score low

marks. Extract 17.2 is a sample a candidate's weak response to question 7.

7.	<p>Il y a 28 Septembre 2018 en dans la maison. C'est un heureux jour pour en ma vie parce que c'est ma anniversaire. Il ya très heureux moi avec ma familles.</p> <p>Dans le matin, nous balayer entres maison et fait propre comme les autres jour. Aussi nous boire le thé avec le thé avec blue band pain. c'est un les bonne mille, parce que toute le famille boire le thé ensemble dans le table.</p> <p>Dans l'après midi. Nous préparer le pré mille. C'est jour nous préparer Pilau avec bonne et délicieux fruits. Dans le temp en manger toutes les famille aussi manger ensemble comme le matin.</p> <p>Après, nous préparer en aller en Pajé en relax et aussi nous avons en vacances, c'est deux vacances seulement.</p> <p>Nous avons aller au Pajé parce que il ya très plage et bonne air et bonne conditionnelle dans très familles et les les amoureux.</p>
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Extract 17.2: A Sample of the Candidate's Incorrect Response to Question 7

Extract 17.2 shows responses from a candidate who wrote a story about birthday of 2018 instead of writing the recent story.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The candidates were tested in 10 topics in French Language Subject. The general performance was good as it was noted in the topics of *Expressing wishes* (96.7%), *Analysis of Various Literary works* (94.9%), *Reported speech* (91.3%), *Translation* (85.1%), *Phonology* (80.1%), *Writing for various contemporary topics* (69.8%), and *Locating places* (63.0%). The analysis shows that the good performance was attributed to the candidates' ability to understand the requirements of the questions and their sufficient knowledge and skills on the topics tested.

Further analysis shows that there were candidates who performed averagely in the topics of *Talking about different experiences (past, present and future)* (49.6%) and *Talking about the causes and consequences of natural*

catastrophes (49.7%). These candidates had partial knowledge on the topics; some of them had insufficient vocabulary to express themselves.

Furthermore, there were candidates who performed weakly in the topic of *Making an argument* (31.7%). The analysis proves that the weak performance in this topic was contributed by candidates' insufficient knowledge on summary writing and French grammar. The performance of the candidates in the topics tested and comparison summary of the 2020 and 2021 ACSEE is summarized in the Appendices I and II, where green colour indicates the topics with good performance, yellow colour indicates topics with average performance and red colour indicates weak performance.

5.0 CONCLUSION

The candidates' general performance in the French Language subject in the 2021 ACSEE was good since 97.3 per cent passed. These candidates understood the requirement of the questions. They applied the grammatical rules and principles correctly. Further analysis of their responses indicates that there were candidates who performed averagely and weakly. These candidates lacked insufficient knowledge on French Language grammar which hindered them from expressing themselves. They also had insufficient knowledge and skills on the topics tested.

6.0 RECOMMENDATIONS

According to the analysis done on Candidates Item Response, the following recommendations are given in order to improve the prospective future candidates' performance in French Language subject.

- (a) Teachers should make more effort in teaching the topic of *Talking about different experiences (present, past and future), talking about the causes and consequences of natural catastrophes and making an argument* by using images, passages and photos.
- (b) Teachers should guide the students to read more books or short stories in order to increase vocabulary that will enable them to express themselves and write good essays.
- (c) Teachers should give the students different texts to read and write the summary in order to improve their summary writing skills.

The Candidates' Performance in Each Topic ACSEE 2021

S/N	Topic	2021	
		Percentage of Candidates who Scored an Average of 35 Per cent or Above	Remarks
1	Expressing wishes	96.7	Good
2	Analysis of Various Literary works	94.9	Good
3	Reported speech	91.3	Good
4	Translation	85.1	Good
5	Phonology	80.1	Good
6	Writing for various contemporary topics	69.8	Good
7	Locating places	63.0	Good
8	Talking about the causes and consequences of natural catastrophes	49.7	Average
9	Talking about different experiences (past, present and future)	49.6	Average
10	Making the public aware of certain calamities (e.g. HIV)/Making an argument (debate)	31.7	Weak

Appendix II

Comparison Summary of Candidates' Performance per Topic for ACSEE 2020 and 2021

S/N	Topic	2020	2021	Remarks
		Percentage of Candidates who Scored an Average of 35 Per cent or Above	Percentage of Candidates who Scored an Average of 35 Per cent or Above	
1	Expressing wishes	70.4	96.7	Good
2	Analysis of Various Literary works	85.5	94.9	Good
3	Reported speech	66.7	91.3	Good
4	Translation	44.0	85.1	Good
5	Phonology	76.7	80.1	Good
6	Writing for various contemporary topics	67.3	69.8	Good
7	Locating places	33.7	63.0	Good
8	Talking about the causes and consequences of natural catastrophes	40.4	49.7	Average
9	Talking about different experiences (past, present and future)	72.9	49.6	Average
10	Making the public aware of certain calamities (e.g. HIV)/Making an argument (debate)	63.8	31.7	Weak

