



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



# STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2024

## FRENCH LANGUAGE



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## **FOREWORD**

This report presents Students' Items Response Analysis (SIRA) on the Form Two French Language National Assessment which was conducted in November 2024. This report aims to provide feedback to all education stakeholders on the factors that contributed to the students' performance in French Language subject.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other education stakeholders can use to improve teaching and learning. This analysis shows the justification for the students' performance in the French Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts and the ability to interpret simple stories, to understand multiple choice questions and choose correct responses and to match the questions with their corresponding answers. Conversely, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify their strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during the teaching and learning processes.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning of the French Language subject. Consequently, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report is an analysis of the performance of the students who sat for the Form Two National Assessment (FTNA) in French Language subject in November 2024. The assessment was set according to the 2010 French Language syllabus.

The assessment paper had three sections, namely section A, B and C with a total of 10 questions. The students were required to attempt all the questions. Section A consisted of two questions with a total of 15 marks, whereby question 1 carried 10 marks and question 2 carried 5 marks. Section B comprised seven questions, which were number 3, 4, 5, 6, 7, 8 and 9 where each of them carried 10 marks. Section C had one question, which was number 10 that carried a total of 15 marks. The students were tested in four topics, namely Comprehension, Language Patterns/Structure, Language Use (Vocabulary) and Composition/Written Expression.

A total of 9,814 students sat for Form Two National Assessment in French Language subject in November 2024, out of whom 6,775 (69.07%) students passed, whereas in 2023, 5,711 (55.61%) students passed. These results indicate an increase of 14.66 per cent in the students' performance.

The students' performance is categorised into three (3) groups, namely good, average and poor. The performance ranging from 65 to 100 percent is considered as *good*, 30 to 64 percent as *average* and 0 to 29 percent as *poor*. Three basic colours have been used to represent this performance: *green*, *yellow* and *red* to indicate good, average and poor performance, respectively. The students' performance in each topic is summarised in appendix A.

The analysis shows the students' performance in each item by indicating the students' weaknesses and strengths in answering the questions. It also highlights the requirements of each question by indicating the expected responses, how the students answered the questions and the analysis of the students' responses. The focus is on the percentages of students with high, average and low marks. Extracts from the scripts of the students' responses have been included so as to provide a general overview on how the students responded to the questions in relation to the tasks of each question.

**Table 1: Students' Performance in French Language Subject in the FTNA-2024**

Sex	Grades					Passed	
	A	B	C	D	F	Number	Percentage
M	136	226	1,086	1,534	1,189	2,982	71.49
F	84	227	1,343	2,139	1,845	3,793	67.28
<b>Total</b>	<b>220</b>	<b>453</b>	<b>2,429</b>	<b>3,673</b>	<b>3,034</b>	<b>6,775</b>	<b>69.07</b>

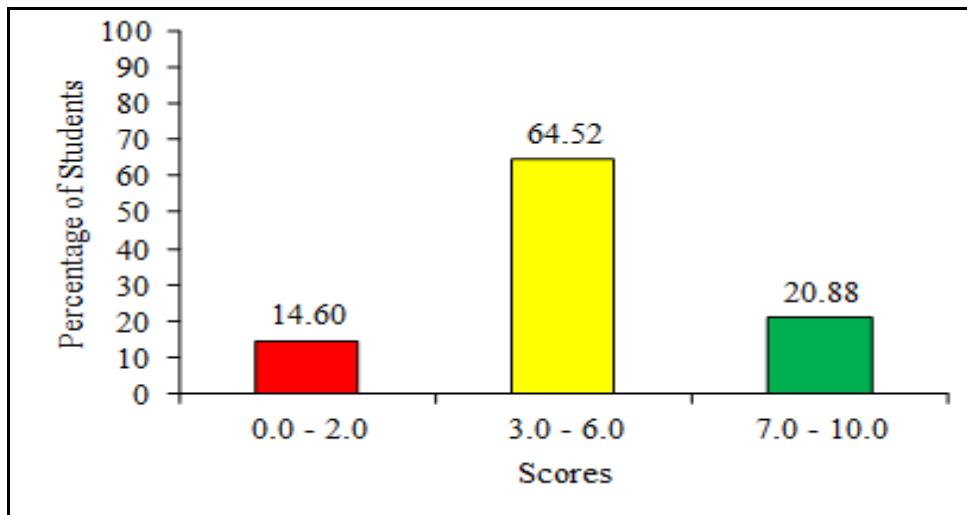
## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION**

The analysis of the students' performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the students' scripts are presented to illustrate some of the cases.

### **2.1 Question 1: Multiple Choice Items (Vocabulary, Language use and Expressions)**

In this question, the students were provided with ten multiple choice items and were required to choose the correct answer from the four choices given. Considering the competence-based curriculum, items in this question assessed the students' ability to use vocabulary and French language expressions in various contexts. Each item carried 01 mark. The total marks for this question was 10.

This question was attempted by 100 per cent of the students (9,814), out of whom 14.60 per cent scored from 0 to 2.0 marks; 64.52 per cent scored from 3 to 6.0 marks and 20.88 per cent scored from 7.0 to 10.0 marks. The general performance of the students in this question was good, since 85.40 per cent of the students (8,385) scored from 3.0 to 10.0 marks. Figure 1 shows the students' performance in this question.



**Figure 1:** Percentages of the Students' Performance in Question 1

The analysis shows that 20.88 per cent of the students (2,049) had high performance in this question as they got right from 6 to 10 items. The responses of the students who scored high marks were as analysed below:

In item (i), students were required to choose the correct answer from the four given choices in line with the requirement of the item. The item intended to assess the students' ability to tell time. The item was as follows: *Comment on écrit en chiffre quand il est midi et demie ?* (How do we write in numbers when it is half past twelve in the afternoon?). The students' response analysis indicates that those who got the item right had adequate knowledge on telling time. Therefore, such students selected the correct answer B 12:30, which indicated half past twelve in numbers. They managed to correctly transform the sentence on time telling from words to numbers. They discovered that the word *midi*, which meant noon, and *demie*, which meant a half, were the indicators of time. Thus, *midi et demie* meant a half past twelve which is 12:30 in figures.

In item (ii), students were required to choose the correct number in terms of words. The item intended to assess the students' ability to write the numbers in words in French language. The question was: *Vous êtes 40 élèves dans la classe et un élève n'a pas de table, alors il y a combien de tables dans la classe ?* (You are 40 pupils in the class, and one pupil has no table, how many tables are there in the class?). Some of the students scored this item because they firstly discovered that, among the 40 students, 1

student was missing a table, hence 39 students had tables. They managed to relate the number of students with the number of the tables. This shows that they were equipped with the knowledge to transform numbers from figures into words. The students' response analysis shows that the students who scored full marks chose the correct answer, which was choice D *Trente-neuf* (thirty-nine).

In item (iii), the students were assessed on how to transform a plural noun phrase to singular form. The question was: *La mère a acheté les ananas et les mangues pour sa famille. Quelle est la forme du singulier des mots soulignés ?* (The mother bought pineapples and mangoes for her family. What is the singular form of the underlined words?). The students who got this item right managed to identify the correct response, which was alternative C *l'ananas et la mangue* (the pineapple and the mango). This is because such students understood that the definite article *la* (the) (*l'* before a noun starting with a vowel sound and *la* before a noun starting with a consonant sound) is used before singular nouns. They also understood that the noun *mangue* (mango) was feminine in gender. Therefore, the definite article *la* (the) was to be used before such a noun.

In item (iv), the question required the students to identify the correct past tense form of the verb *aller* (to go). The question was: *Parmi les phrases suivantes, laquelle explique ce que Sarah a fait pendant les vacances dernières ? Elle est...* (Among the following sentences, which one explains what Sarah did during the previous holidays? She ...). The students who scored full marks managed to identify the correct response, which was alternative A *allée au village...* (went to the village). This is because such students understood that the subject was in feminine gender. Thus, the verb *allé* (went) must show gender agreement by adding letter *e* after the past participle form of the infinitive verb *aller* (to go) as per French language grammatical rules.

In item (v), the students were asked to choose the correct negative form of the given sentence. The question was as follows: *Pardon madame ! J'ai très faim, est-ce que vous avez préparé quelque chose à manger ce matin ?* (Sorry madam, I am so hungry, have you prepared something to eat this morning?). The students who got this item right were able to identify the correct response which was alternative A *Non, je n'ai rien préparé* (No, I have not prepared anything). The students who scored correctly this item

knew that the word *rien* (nothing) in negative sentences replaces the word *quelque chose* (something) in positive sentences. They also managed to understand that the auxiliary verb *ai* (*have*) comes between the negative form in past tenses, followed by the past participle of the verb.

In item (vi), the students were required to choose the correct past form of the given phrases to complete the sentence. The question was as follows: *Pour voir un ami qui a été blessé la semaine dernière pendant le match du foot, Mariam et Sadiki...* (In order to visit a friend who was injured last week during the football match, Mariam and Sadiki...). The students who scored correctly this item were able to identify the correct response which was choice *C sont venus à l'hôpital* (came to the hospital). They got it right because they understood the correct sentence consisted of the movement verb *venus* (came) which was in past tense. Such a group of verbs always uses auxiliary verb *être* (to be) and must agree in gender and number. In addition to that, such students understood that when feminine and masculine nouns are used together as the subject of a sentence, the masculine noun dominates in terms of gender and number. Hence, the verb must agree in masculine gender as shown in alternative *C sont venus...*

In item (vii), the students were required to choose the correct form of the verb *prendre* that was in the brackets. The question in this item was as follows: *Le week-end dernier, Bongozozo (prendre) l'avion pour aller à Mwanza. Mettez le verbe entre parenthèses au temps convenable selon le sens.* (Last weekend, Bongozozo (to take) the plane to Mwanza. Put the verb in the brackets in the convenient tense in line with the meaning of the sentence). The students who scored correctly the item were able to identify the correct response which was alternative *D a pris* (took). Such students managed to understand that the noun Bongozozo is a third person singular, and that the verb *prendre* uses verb *avoir* (to have) as an auxiliary verb in simple past tense. Hence, *a pris* (took) was the correct response.

In item (viii), the examiner tested the students' ability to use the expressions that are used to express past events. The question was: *Parmi les expressions suivantes, laquelle peut être utilisée pour indiquer le temps du passé?* (Among the following expressions, which one can be used to indicate past time?). The students who scored correctly noted that the adverb *derrière* (last) is always used with past events. Apart from that, the adverb *le lendemain matin* (the next morning) is also used to mean the next

day in the past. Therefore, the correct answers were both B *La semaine derrière* (the previous week) and C *Le lendemain matin* (the next morning).

In item (ix), the examiner tested the students' ability to make a comparison of two things in French language. The item was set as follows: *Maimuna est plus belle qu'Ashura, alors on peut dire qu'Ashura est...* (Maimuna is more beautiful than Ashura. We can therefore say that Ashura is...). The students who got this item right understood that the correct answer was A *moins belle que Maimuna* (less beautiful than Maimuna). This indicates that the students were able to use the comparative expressions in French language. In French language, *moins .... que...* (less than) is used to compare two things whereby the object/person referred to is inferior to the other.

In item (x), the examiner assessed the students' ability to use the correct adjective. The question was: *C'était en 1992 quand mon professeur m'a donné son livre de français qu'était très ...* (It was in 1992 when my teacher gave me his French book which was ...). The students who scored correctly chose alternative A *vieux* (old). They scored correctly because they identified the gender of *livre* (book), which is a singular masculine noun starting with a consonant. As a result, the correct form of the adjective was *vieux* (old). Extract 1.1 shows the students' correct responses to question 1.

1. Choisissez la bonne réponse et écrivez sa lettre dans l'espace donné.

(i) Comment on écrit en chiffre quand il est midi et demie ?

- A 11 :20                      B 12 :30  
C 13 :10                      D 14 : 30

B

(ii) Vous êtes 40 élèves dans la classe et un élève n'a pas de table, alors il y a combien de tables dans la classe ?

- A Vingt-cinq.                      B Trente.  
C Trente-deux.                      D Trente-neuf.

D

(iii) La mère a acheté les ananas et les mangues pour sa famille. Quelle est la forme du singulier des mots soulignés ?

- A Les ananas et la mangue      B L'ananas et les mangues  
C L'ananas et la mangue      D L'ananas et le mangue

C

(iv) Parmi les phrases suivantes, laquelle explique ce que Sarah a fait pendant les vacances dernières ? Elle est

- A allée au village.  
B allé en ville.  
C allées visiter la région de Tanga.  
D allé à l'école.

A

(v) Pardon madame ! J'ai très faim, est-ce que vous avez préparé quelque chose à manger ce matin ?

- A Non, je n'ai rien préparé.      B Non, je n'ai préparé rien.  
C Non, je ne rien préparé.      D Non, je ne prépare rien.

A

(vi) Pour voir un ami qui a été blessé la semaine dernière pendant le match du foot, Mariam et Sadiki

- A sont venues à l'hôpital.      B venue à l'hôpital.  
C sont venus à l'hôpital.      D venu à l'hôpital.

C

(vii) Le week-end dernier, Bongozozo (prendre) l'avion pour aller à Mwanza. Mettez le verbe entre parenthèses au temps convenable selon le sens.

- A ai pris                      B est pris  
C as pris                      D a pris

D

(viii)	Parmi les expressions suivantes, laquelle peut être utilisée pour indiquer le temps du passé ?	A Le mois prochain.	B La semaine dernière.	B
		C Le lendemain matin.	D La semaine prochaine.	
(ix)	Maimuna est plus belle qu'Ashura, alors on peut dire qu'Ashura est _____.	A moins belle que Maimuna.	B plus belle que Maimuna.	A
		C autant belle que Maimuna.	D égale belle que Maimuna.	
(x)	C'était en 1992 quand mon professeur m'a donné son livre de français qu'était très _____.	A vieux	B vieil	
		C vieille	D vieilles	

**Extract 1.1:** A Sample of the Correct Responses to Question 1

Extract 1.1 is a sample response from a student who chose correctly the letters of the correct responses in all the ten items in question 1.

Furthermore, the analysis shows that 14.60 per cent of the students (1,429) failed to provide the correct responses to the items in questions 1. The analysis of their answers is as indicated below.

In item (i), some of the students failed to choose the correct answer from the four given choices of responses due to lack of adequate knowledge in using the numbers when telling time. Some of them failed to understand the meaning of *midi* (noon). Consequently, they chose alternative A 11:20, which is twenty past eleven and not half past twelve. Moreover, the students who chose C 13:10 did not get the item right because they opted for ten past thirteen instead of half past twelve while those who chose D 14:30 failed because they opted for fourteen thirty instead of half past twelve. They therefore failed to transform the sentence from words to numbers, hence scored zero mark.

In item (ii), some of the students failed to choose the correct number in words because they firstly failed to understand that, among the 40 students, 1 student missed a table, hence 39 students had tables. They chose alternatives A *Vingt-cinq* (twenty-five), B *Trente* (thirty) and C *Trente* -

*deux* (thirty-two), all of which were incorrect answers. Secondly, they had no adequate knowledge on transforming numbers from figures to words. They generally did not manage to relate the number of students with the number of tables.

In item (iii), some of the students did not score any mark because they did not understand how to transform a plural noun phrase to singular form. As a result, they selected other alternatives which were incorrect. For example, some of the students selected alternative A *Les ananas et la mangue* (pineapples and the mango), which was incorrect because the noun pineapple was in plural and only the word mango was in singular. Alternative B *L'ananas et les mangues* (the pineapple and mangoes) was incorrect because the word *mangues* (mangoes) was in plural while the word pineapple was in singular. Choice D *L'ananas et le mangue* (the pineapple and the mango) was incorrect because although both mango and pineapple were in singular form, the article *le* (the masculine) before the noun *mangue* (mango), a feminine noun, did not agree with French gender grammatical rules. As a result, all these choices were incorrect answers.

In item (iv), some of the students failed to understand the requirement of the question. The question required them to use the correct past tense form of the verb *aller* (to go). The students who did not score any mark failed to identify the correct response. For example, the students who opted for alternative B *allé en ville* (went to town) were wrong because the past participle *allé* (went) agrees with only singular masculine pronoun *il* (he), and not *elle* (she). Students who opted for alternative C *allées visiter la région de Tanga* (went to visit Tanga region) failed because the subject of the sentence was a singular feminine pronoun *elle* (she), and not a plural feminine pronoun *elles* (they). Also, those who chose D *allé à l'école* (went to school) were wrong due to the fact that, the past participle *allé* (went) agrees with only singular masculine pronoun *il* (he), not *elle* (she). Therefore, some of the students did not score this question because they failed to understand that the subject was in singular feminine form.

In item (v), some of the students did not score any mark because they failed to choose the correct negative form of the given sentence. Some of the students failed to identify the position of the auxiliary verb in the negative sentence. They chose alternative B *Non, je n'ai préparé rien* (has no

meaning in English) in which the auxiliary verb *ai* (have) and past participle *préparé* (prepared) were located between the negations *ne.....rien* (nothing) which does not concord with the French grammatical rules. Also, alternative C *Non, je ne rien préparé* (Has no meaning in English) was wrong because the sentence did not have the auxiliary verb *ai* (have) between the negation markers. Alternative D *Non, je ne prépare rien*. (No, I am not preparing anything) was incorrect because the sentence was in present tense instead of past tense.

In item (vi), the students who failed to score any mark failed to identify the correct response. Such students did not understand that the sentence consisted of the movement verb *venus* (came) which was in past tense. Some did not consider that such group of verbs always use auxiliary verb *être* (to be) in the past and must agree in gender and number. Additionally, some of the students failed to get this item right because they did not understand that when feminine and masculine nouns are used together as the subject of a sentence, the masculine noun dominates. Hence, the verb must agree in masculine gender. As such, alternative A *sont venues à l'hôpital* (came to the hospital) was incorrect because there was an addition of *-e* to the past participle of the verb which is mandatory for the feminine gender only. Therefore, it was wrong because the subject consisted of Mariam and Sadiki, where Sadiki is a masculine noun. Choices B and D were both incorrect because *venue à l'hôpital* and *venu à l'hôpital* signifying 'came to the hospital' lacked auxiliary verb. Therefore, it was observed that, students who failed to observe French grammatical rules scored zero mark in this item.

In item (vii), some of the students who failed to score any mark did not understand the requirements of the question. Some of them failed to identify the correct response because they did not understand that, in past tense the verb *prendre* (to take) always uses *avoir* (to have) as an auxiliary. As a result, they chose alternative B, while others failed to understand that the subject of the sentence *Bongozozo* was the third person singular, hence chose alternative A that was the first person singular and C which was the second person singular, all of which were incorrect responses.

In item (viii), some of the students did not understand the expressions used to indicate past time. They chose A and D which were expressing future

time. Therefore, the students who opted for alternatives A and D did not score any mark because the alternatives express the future time. There were some of the students who did not realize that the adverb *dernière* (last) and *le lendemain matin* (the next morning) were both used to express the past. Hence, they chose wrong answers and failed to score any mark in this item.

In item (ix), some of the students who did not score any mark failed to apply the correct use of comparative expressions in French language. For instance, some of the students were unable to distinguish between the use of *moins* (less), *plus* (more), *autant* (as) and *égale* (equal) as used in the French Language. According to the question, Maimuna was more beautiful than Ashura. Therefore, Ashura was less beautiful than Maimuna, which was the statement in response A. Thus, all students who opted for B *plus belle que Maimuna* (More beautiful than Maimuna) chose the incorrect answer. On the other hand, those who opted for C were wrong because Ashura was not as beautiful as Maimuna. The same applies to alternative D because Ashura was not the same as Maimuna. Maimuna was more beautiful than Ashura; therefore, those who opted for choices B, C and D did not score any mark.

In item (x), some of the students did not score any mark because they thought the irregular adjective *vieux* (old) which was alternative A was in plural. Hence, they did not choose it. Instead, they opted for alternative B *vieil* (old) thinking that it was the only masculine adjective in singular form. They failed to note that, the noun *livre* (book) which was being described does not start with a vowel. Consequently, they did not get the item right. In addition to that, the students who opted for alternative C *vieille* (old) and alternative D *vielles* (old) did not understand that, the object *livre* (book) was a singular masculine noun, not a plural feminine noun to match with alternative D. Hence, they did not score any mark. Extract 1.2 shows students' poor responses to question 1.

1. Choisissez la bonne réponse et écrivez sa lettre dans l'espace donné.

(i) Comment on écrit en chiffre quand il est midi et demie ?

- A 11 :20                      B 12 :30  
C 13 :10                      D 14 : 30

A

(ii) Vous êtes 40 élèves dans la classe et un élève n'a pas de table, alors il y a combien de tables dans la classe ?

- A Vingt-cinq.                      B Trente.  
C Trente-deux.                      D Trente-neuf.

D

(iii) La mère a acheté les ananas et les mangues pour sa famille. Quelle est la forme du singulier des mots soulignés ?

- A Les ananas et la mangue      B L'ananas et les mangues  
C L'ananas et la mangue      D L'ananas et le mangue

C

(iv) Parmi les phrases suivantes, laquelle explique ce que Sarah a fait pendant les vacances dernières ? Elle est

- A allée au village.  
B allé en ville.  
C allées visiter la région de Tanga.  
D allé à l'école.

D

(v) Pardon madame ! J'ai très faim, est-ce que vous avez préparé quelque chose à manger ce matin ?

- A Non, je n'ai rien préparé.      B Non, je n'ai préparé rien.  
C Non, je ne rien préparé.      D Non, je ne prépare rien.

C

(vi) Pour voir un ami qui a été blessé la semaine dernière pendant le match du foot, Mariam et Sadiki

- A sont venues à l'hôpital.      B venue à l'hôpital.  
C sont venus à l'hôpital.      D venu à l'hôpital.

A

(vii) Le week-end dernier, Bongozozo (prendre) l'avion pour aller à Mwanza. Mettez le verbe entre parenthèses au temps convenable selon le sens.

- A ai pris                      B est pris  
C as pris                      D a pris

C

(viii)	Parmi les expressions suivantes, laquelle peut être utilisée pour indiquer le temps du passé ?		
	A Le mois prochain.	B La semaine dernière.	A
	C Le lendemain matin.	D La semaine prochaine.	
(ix)	Maimuna est plus belle qu'Ashura, alors on peut dire qu'Ashura est _____.		
	A moins belle que Maimuna.		B
	B plus belle que Maimuna.		
	C autant belle que Maimuna.		
	D égale belle que Maimuna.		
(x)	C'était en 1992 quand mon professeur m'a donné son livre de français qu'était très _____.		
	A vieux	B vieil	A
	C vieille	D vieilles	

**Extract 1.2:** A Sample of the Incorrect Responses to Question 1

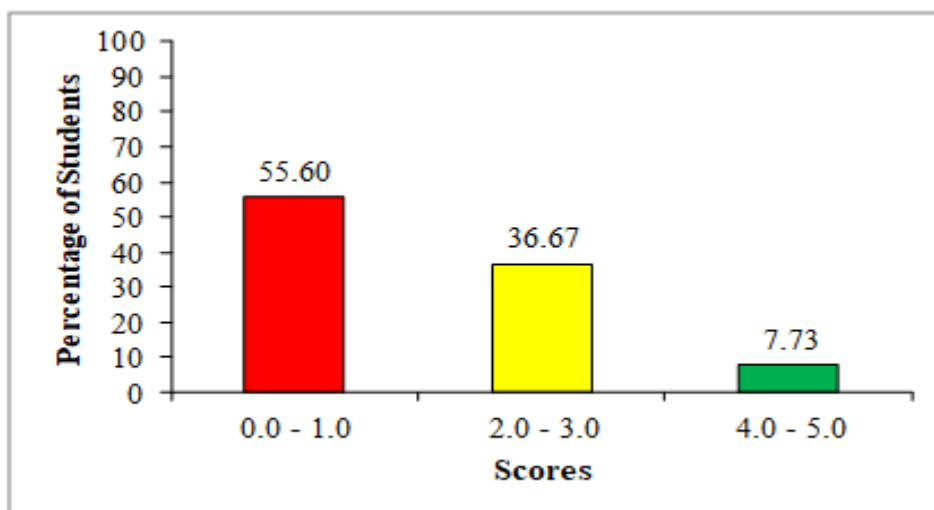
Extract 1.2 is a sample response from a student who failed to choose the correct responses for some items in question 1.

The analysis also shows that 64.52 per cent of the students (6,336) had average performance as they were able to choose correct answers for items ranging from 3 to 6. Such responses indicate that these students had partial knowledge of some topics.

## 2.2 Question 2: Matching Items (Prepositions)

This question had two columns with List A and List B. In column A, there were sentences to be completed with their corresponding responses in List B. The question tested students' ability to use prepositions.

This question was attempted by 100 percent of the students, out of whom 55.60 per cent scored from 0.0 to 1.0 mark; 36.67 percent from 2.0 to 3.0 marks and 7.73 per cent scored from 4.0 to 5.0 marks. The general performance of the students in this question was average since 44.40 per cent of the students scored from 2.0 to 5.0. Figure 2 shows the students' performance in this question.



**Figure 2:** Percentages of the Students' Performance in Question 2

In item (i), some of the students with high marks were able to relate the word *cravate* (tie) and the part of the body on which it is worn. They were aware of the meaning of the given vocabulary, which were *cravate* (tie) and *cou* (neck). The correct response from list B was F *au cou* (around the neck).

In item (ii), the students who gave a correct answer understood the meaning of the word *l'argent* (money) and the place where it is usually kept, *dans la poche* (in the pocket). Hence, they managed to make a relationship between the two concepts and selected the correct answer D *dans la poche* (in the pocket).

In item (iii), the students who managed to choose the correct answer were able to match the sentence *Vous mettez tous les livres* (You put all the books) with the correct option which was A *sur la table* (on the table). These students understood the meaning of the words which explain the place where books are usually put during the learning sessions. Therefore, they managed to associate between the word *livres* (books) and the word *table* (table). Other students chose E *dans le bureau* (in the office). This option was correct due to the fact that one can put all the books not only on the table but also in the office. Therefore, this item had two alternative correct answers.

Further analysis indicates that in item (iv), the students managed to match the item which read: *Le professeur enseigne dans la classe, Elle est...* (The teacher teaches in the class; she is....) with the correct response C *devant des élèves* (In front of students). These students managed to understand the meaning of the word *le professeur* (the teacher) and the place where she/he stands during the teaching session.

Similarly, in item (v), the students who got it right were able to match *la secrétaire et le directeur travaillent* (the secretary and the headmaster work) with its corresponding prepositional phrase in list B which was E *dans le bureau* (in the office). This is because they had adequate knowledge related to workers and their respective places of work. Extract 2.1 shows the student's correct responses to question 2.

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

**Extract 2.1:** A Sample of the Correct Responses to Question 2

Extract 2.1 is a sample response from a student who matched correctly the items in list A to their corresponding answers in List B.

Further analysis indicates that 55.60 percent of the students (5,459) had weak performance in this question. The students in this category scored between 0.0 and 1.0 mark. For example, some of the students provided the following responses.

In item (i), some of the students failed to relate the word *cravate* (tie) to *le cou* (the neck) which is the part of the body where the tie is usually worn. This led them to select other choices in list B, which were incorrect.

In item (ii), some of the students with low marks did not comprehend the relationship between the sentence *Nous mettons l'argent* (We put money) with its corresponding answer in list B *dans la poche* (in the pocket).

Consequently, they failed to correlate the word *l'argent* (money) with *la poche* (the pocket).

In item (iii), some of the students failed to relate the sentence provided with the corresponding answer showing the place where books are sometimes kept. They opted for incorrect answers contrary to the requirements of the item. The item read: *Vous mettez tous les livres* (You put all the books) where the answers were either A *sur la table* (on the table), or E *dans le bureau* (in the office).

Item (iv) was wrongly attempted by some of the students who did not understand the meaning of the sentence in list A and its respective answer in list B. They were not aware of the use of the preposition *sur* (on). The item was *Le professeur enseigne dans la classe, elle est* (The teacher is teaching in class, she is). The answer was C *devant des élèves* (before pupils).

In item (v), the students with poor scores failed to understand the meaning of part or the whole sentence. As a result, they failed to relate the names of the occupations of secretary and the headmaster and the place where they work. The item read *La secrétaire et le directeur travaillent* (The secretary and the headmaster work). The correct answer was E *dans le bureau* (in the office). Extract 2.2 shows a student's poor responses to question 2.

Réponses					
Liste A	(i)	(ii)	(iii)	(iv)	(v)
Liste B	A	B	E	C	FF

**Extract 2.2:** A Sample of the Incorrect Responses to Question 2

Extract 2.2 is a sample response from a student who failed to match correctly the questions in list A with their corresponding answers in list B.

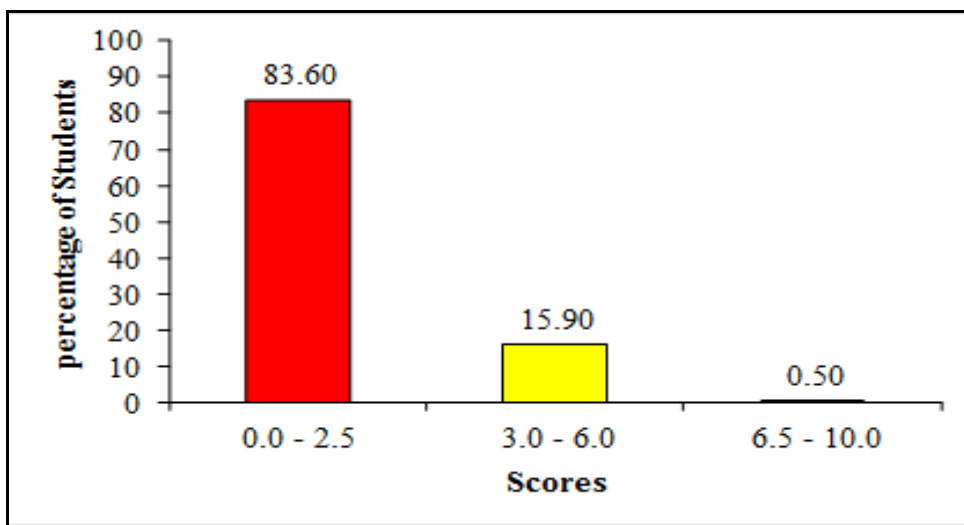
The analysis further shows that, there were some students who had average performance as they were able to match correctly some of the items ranging from 2 to 3. For example, one of the students matched correctly items (i)

and (ii) and provided incorrect responses in items (iii), (iv), and (v). Such responses indicate that these students had partial knowledge in the topic.

### 2.3 Question 3: Qualitative Adjectives

In this question, students were given a single paragraph which had five adjectives to be changed into the correct forms. The question aimed to test students' ability to use different adjectives in various forms.

This question was attempted by 100 percent of the students, out of whom 83.60 percent scored from 0.0 to 2.5 marks, 15.90 per cent scored from 3.0 to 6.0 marks and 0.50 per cent scored from 6.5 to 10.0 marks. The students' general performance in this question was weak, since 16.40 per cent of the students scored from 3.0 to 10.0 marks. Figure 3 shows the students' performance in this question.



**Figure 3:** Percentages of the Students' Performance in Question 3

The analysis of the students' responses indicates that 0.50 percent of the students (49) had good performance as they managed to change the adjectives in brackets to the correct form in relation to the nouns to be qualified. Their responses were as described below.

In item (i), students with good performance managed to write the adjective *grand* (big) into its correct feminine form *grande* (big). This is due to the

fact that the noun *école* (school) which was supposed to be qualified is feminine in gender.

In item (ii), the students with high scores realized that there were no changes required to the adjective *gros* (big) because it ends up with letter *s* and it is used for both singular and plural masculine nouns. The noun to be qualified was *arbres* which is masculine plural. As a result, they scored full mark in this item.

In item (iii), students with high scores understood that the word *enseignantes* (teachers) is a plural feminine noun. Therefore, they managed to change the adjective *gentil* (kind) into the correct feminine plural form *gentilles* (kind).

In items (iv) and (v), students who scored these items correctly understood that the noun *élèves* (pupils) refers to female students in the context of the question. Therefore, they managed to change the adjectives intelligent (intelligent) and *travailleur* (hardworker) into their correct feminine plural forms which are *intelligentes* and *travailleuses* respectively. Extract 3.1 shows a good response to question 3.

3. Mettez les adjectifs entre parenthèses à la forme correcte.  
Notre école est située en ville. C'est une école pour les filles seulement. Elle est la plus (i) Grande (grand) que d'autres écoles autour de nous. Elle est entourée par les (ii) gros (gros) arbres. Toutes les enseignantes sont (iii) gentilles (gentil). Les élèves sont (iv) intelligentes (intelligent) et (v) travailleuses (travailleur).  
J'aime beaucoup mon école.

**Extract 3.1:** A Sample of the Correct Responses to Question 3

Extract 3.1 is a sample response from a student who managed to change the adjectives in the brackets into their correct forms in the given sentences.

Further analysis shows that 83.60 per cent of the students (8,203) had weak performance as they were able to respond correctly to only one out of the five items.

The analysis shows that there were some students who scored weak marks in different items of question 3. For example, in item (i), some of the students added an *-s* to form plural of the singular masculine adjective *grand* (big) instead of adding only an *-e* to form the word *grande* (big) which was the correct answer. In addition to that, some other students wrote *grandes* (big) to reflect feminine plural adjective which was wrong. There were also students who did not make any changes to the adjective *grand* (big). On top of that, other students wrote the auxiliary verb *être* (to be) before the adjective as follows: *est grande* (is big).

In item (ii), some of the students wrote different incorrect forms of adjective *gros* (big). For example, some wrote *grose*, *groses*, *grosse*, *grosses*. The words *grose* and *groses* which were incorrect indicated neither feminine singular nor feminine plural forms respectively. The feminine singular and feminine plural forms of the adjective *gros* are *grosse* and *grosses*, respectively. In the noun phrase *les gros arbres* (the big trees), the word *arbres* (trees) is a masculine plural noun. According to French grammar rules, adjectives ending with an *-s* like *gros* (big) do not require addition of *-s* before masculine plural nouns. In addition, some of the students wrote the feminine singular adjective (*grosse*) and feminine plural adjective (*grosses*) before the word *arbres* (trees) which is a masculine noun. Lastly, some other students wrote the correct adjective *gros* (big) but added the auxiliary verb *être* (to be) as follows: *les est gros arbres*. As a result, the sentence became meaningless.

In item (iii), there were different incorrect answers provided by some students including *gentilé*, *gentiles*, *gentils*, *genti* and *sommes gentils*. The correct adjective, which is *gentilles* (kind), was supposed to be written in the sentence *Toutes les enseignantes sont gentilles* (All the teachers are kind). Some of the students did not realise that the word *enseignantes* (teachers) is a feminine plural noun. As a result, some of them wrote *gentils* which was a masculine plural adjective while others wrote *gentilé*, *gentiles* and *genti* which were incorrect and irrelevant. Additionally, there were other students who decided to add the auxiliary verb *être* (to be) before the masculine plural adjective to form *sommes gentils*, which was meaningless in the context of the question.

In item (iv), some of the students wrote incorrect responses such as *ontelligent*, *intelligentant*, *intelliger*, and *intelligé*. Others did not change the

adjective *intelligent* (intelligent). Such students failed to understand that, the subject of the sentence *élèves* (pupils) represented female pupils as it was indicated in the provided passage: *C'est une école pour les filles seulement* (this is a school for girls only). There were also some of the students who wrote two auxiliary verbs "*Les élèves sont sommes intelligentes*" which was wrong.

In item (v), different incorrect responses were observed which led to some of the students scoring weak marks. For example, instead of writing *travailleuses* (hard workers), some of students wrote *travailleurs* (hard workers) which is a masculine plural adjective. Others wrote the infinitive verb *travailler*, past participle *travaillé* (worked) of the verb *travailler* (to work) and simple present tense *travaille* (work or working) of the infinitive verb *travailler* (to work). On top of that, some other students wrote words which do not exist in the French language like *travaileus* and *travailleures*. Lastly, some students added the auxiliary verb *être* (somes travailleurs) which rendered the sentence meaningless. Extract 3.2 shows poor responses to question 3.

3. Mettez les adjectifs entre parenthèses à la forme correcte.

Notre école est située en ville. C'est une école pour les filles seulement. Elle est la plus (i) grand. (grand) que d'autres écoles autour de nous. Elle est entourée par les (ii) grosse. (gros) arbres. Toutes les enseignantes sont (iii) gentilles..... (gentil). Les élèves sont (iv) intelligent (intelligent) et (v) travailleuses.. (travailleur).  
J'aime beaucoup mon école.

**Extract 3.2:** A Sample of the Incorrect Responses to Question 3

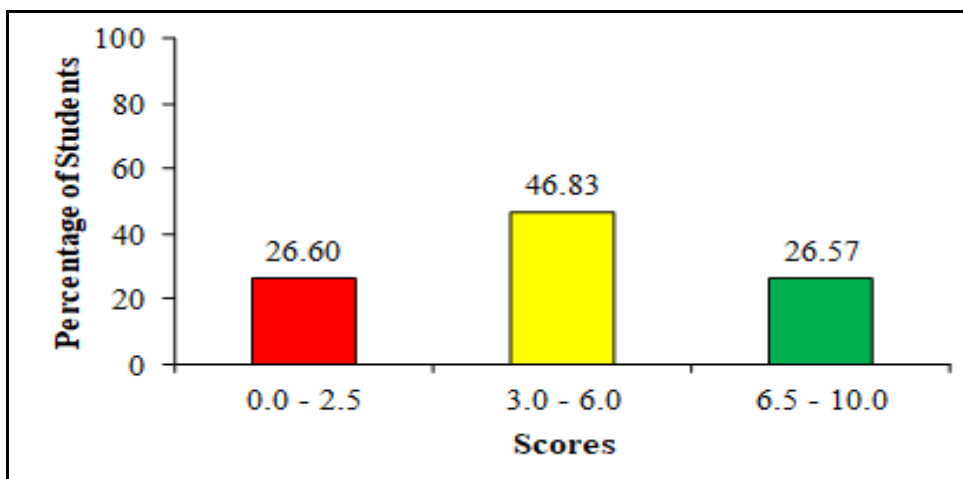
Extract 3.2 is a sample response from a student who failed to correctly transform the adjectives in brackets in items (ii), (iv) and (v) into their correct forms.

Furthermore, the analysis shows that, there were some of the students who had an average performance in question 3 as they managed to correctly transform some of the items hence scoring from 3 to 6 marks.

## 2.4 Question 4: Short Answers (Comprehension)

This question required students to read the comprehension text and thereafter answer the questions provided. The question aimed at assessing the students' ability to read and understand the passage.

The question was attempted by 100 percent of the students, out of whom 26.60 percent scored from 0.0 to 2.5 marks; 46.83 percent scored from 3.0 to 6.0 marks and 26.57 percent scored from 6.5 to 10.0 marks. The general performance of the students in this question was good since 73.40 percent of the students (7,200) scored from 3.0 to 10.0 marks. Figure 4 shows the students' performance in this question.



**Figure 4:** Percentages of the Students' Performance in Question 4

The analysis of the students' responses indicates that 26.37 percent of the students (2,608) scored high marks in this question indicating that they had sufficient knowledge on passage reading. Moreover, these students had good mastery of the French language vocabulary and good understanding of the passage as they managed to give 4 to 5 correct responses.

In item (a), the question asked *Qui est en vacances chez ses grands-parents ?* (Who is on holiday at his/her grandparents' home?). The students with high marks managed to understand the requirement of the question and

responded to it correctly by writing *Rosemarie est en vacances chez ses grands-parents* (Rosemarie is on holiday at her grandparents' home). Others responded by writing *C'est Rosemarie qui est en vacances chez ses grands-parents* (It is Rosemarie who is on holiday at her grandparents' home).

The question in item (b) was *Quand est-ce que la saison de mangues à Mokisa commence ?* (When does the mango season start at Mokisa?). Some of the students managed to correctly answer this question as follows: *Le moins d'août c'est le commencement de la saison de mangues à Mokisa.* (The month of August is the commencement of the mangoes season at Mokisa); *La saison de mangues commence à août à Mokisa* (The mangoes season starts in August at Mokisa). The students with high scores managed to answer this question correctly. Hence, scored higher marks.

In item (c), the students with high scores managed to answer correctly the question *Qu'est-ce que les enfants font à la rivière ?* (what do the children do at the river?). They answered *Les enfants nagent et jouent à la rivière* (The children swim and play at the river). These students managed to respond to the question as they understood the passage. Hence, they scored high marks.

The students who got right item (d) correctly responded to the question *Pourquoi la rivière Malagalasi est dangereuse pour les enfants?* (Why is Malagalasi river dangerous to children?). They correctly responded by giving reasons such as *la rivière Malagalasi est dangereuse parce qu'il y a des crocodiles* (Malagalasi river is dangerous because there are crocodiles). The students with high scores understood the requirement of the question and supplied the correct answer, hence scored high marks.

In item (e), the students with high marks responded correctly to the question *Pourquoi les adultes de Mokisa aiment cette rivière ?* (Why do the adults at Mokisa like this river?). Students gave various reasons such as *parce qu'elle a des avantages économiques pour les villageois* (...because it has economic advantages to the villagers); *Ils pêchent les poissons pour vendre* (They catch fish for selling) / *gagnent assez d'argent* (get enough money) / *Ils l'aime pour la pêche* (They like it for fishing). Thus, such students scored high marks. Extract 4.1 shows a good response to question 4.

### Questions

(a) Qui est en vacances chez ses grands-parents ?

Rosemarie est en vacances chez ses grands-parents.

(b) Quand est-ce que la saison des mangues à Mokisa commence ?

En août, c'est la saison des mangues à Mokisa.

(c) Qu'est-ce que les enfants font à la rivière ?

Les enfants y vont pour nager et jouer.

(d) Pourquoi la rivière Malagalasi est dangereuse pour les enfants ?

Parce qu'il y a des crocodiles.

(e) Pourquoi les adultes de Mokisa aiment cette rivière ?

Parce qu'ils attrapent beaucoup de gros poissons.

#### Extract 4.1: A Sample of the Correct Responses to Question 4

Extract 4.1 is a sample response from a student who managed to give correct answers to the comprehension questions.

Further analysis shows that 26.60 percent of the students (2,614) had weak performance as they correctly responded to only one to two items out of five. The students with low marks failed to respond to the questions asked about the passage. Such students failed to understand the requirement of the questions while others failed to concur with French grammatical rules. Some of the answers they gave are as shown below:

In item (a), some of the students with low marks failed to understand the requirement of the question *Qui est en vacances chez ses grands-parents?* (Who is on holidays at his/her grandparents' home?). Consequently, they just replied *En vacances chez mes grands-parents à Mokisa dans la region*

*de Kigoma*. (In holidays, to his/her grandparents at Mokisa in Kigoma Region).

In item (b) which reads *Quand est-ce que la saison des mangues à Mokisa commence ?* (When does the mango season begin at Mokisa?), some of the students with low marks attempted the item wrongly as they failed to understand the requirement of the question. For example, one among such students responded *Mes copains et moi, nous mangeons beaucoup de mangues*. (My friends and I, eat a lot of mangoes.) This is a clear indication of the fact that some of the students did not understand the requirements of the question. As a result, they failed to score high marks.

In item (c), some of the students also failed to understand the requirement of the question. Consequently, instead of attempting the item correctly, they ended up attempting it wrongly. The question was *Qu'est-ce que les enfants font à la rivière ?* (What do the children do at the river?). Some of the students with low marks answered *C'est dangereux parce qu'il y a de crocodile, mais ils n'ont peur* (It is dangerous because there are many crocodiles, but they are not afraid). Such an answer shows that the students did not understand what was asked in this item. Consequently, they responded wrongly, and did not score any mark in this item.

In items (d) and (e), some of the students did not score any mark. They did not understand the requirement of the items. Some of the students had no adequate knowledge on answering comprehension questions. For instance, in item (d) which asked *Pourquoi la rivière Malagalasi est dangereuse pour les enfants ?* (Why is Malagalasi river dangerous to children?), some of the students with poor performance answered *Pour Mokisa aussi une nager et jouer* (Meaningless). In (e), *Pourquoi des adultes de Mokisa aiment cette rivière ?* (Why do adults at Mokisa like that river?), some of the students with low scores responded *Pour une grande qui s'appelle Malagalasi* (For a big which is called Malagalasi). These responses were incorrect and meaningless. For this reason, the students did not score any mark in those items. Extract 4.2 shows a poor response to question 4.

### Questions

(a) Qui est en vacances chez ses grands-parents ?

ses grands-parents en à mokisa

(b) Quand est-ce que la saison des mangues à Mokisa commence ?

À mokisa commence mes copains et moi, nous mangéons beaucoup de mangues.

(c) Qu'est-ce que les enfants font à la rivière ?

la rivière a des avantages économique pour la ville

(d) Pourquoi la rivière Malagalasi est dangereuse pour les enfants ?

parce qu'il ya des crocodiles, mais ils n'ont pas peur

(e) Pourquoi les adultes de Mokisa aiment cette rivière ?

parce que cette rivière qui rappelle malagalari.

#### Extract 4.2: A Sample of the Incorrect Response to Question 4

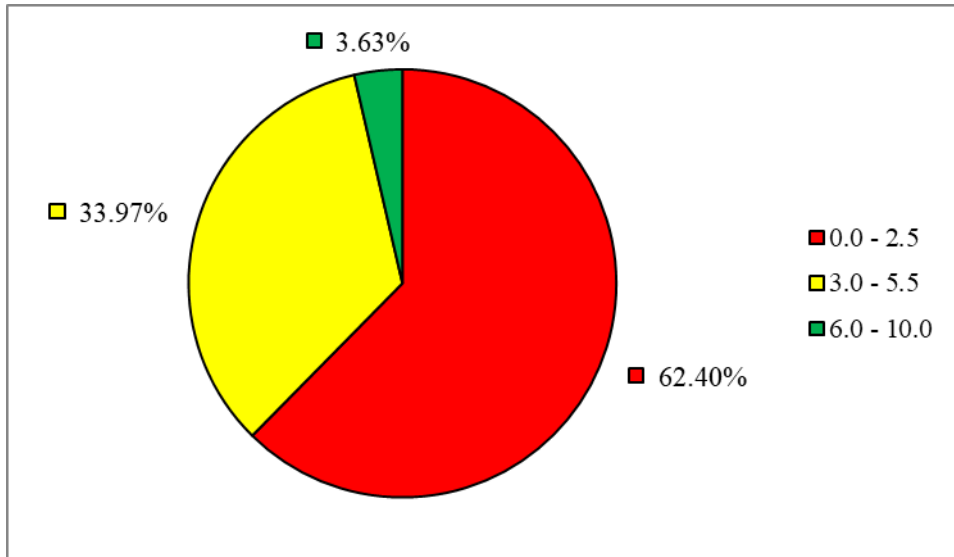
Extract 4.2 is a sample of responses from a student who failed to give correct answers to the questions asked after the passage.

Moreover, the analysis of the students' responses indicates that 46.83 percent of the students (4,612) scored average marks in this question as they had partial knowledge of answering questions derived from comprehension/passage. Such students scored 3.0 to 6.0 marks.

### 2.5 Question 5: Adjectives (Vocabulary)

In this question, students were provided with five adjectives of colour: *rouge* (red), *bleu* (blue), *vertes* (green), *blanc* (white) *noir* (black). Using the given colours, they were supposed to fill in the blanks to complete the sentences, depending on the context. The question tested students' knowledge on colours as used in describing various objects.

The question was attempted by 100 per cent of the students, out of whom 62.40 per cent scored from 0.0 to 2.5 marks; 33.97 per cent scored from 3.0 to 6.0 marks and 3.63 percent scored from 6.5 to 10.0 marks. Figure 5 shows the students' performance in this question.



**Figure 5:** Percentages of the Students' Performance in Question 5

The general performance of the students in this question was average, since 37.60 percent of the students scored from 3.0 to 10.0 marks. The students' responses analysis reveals that 3.63 percent of the students (356) performed well in this question because they managed to correctly answer from 7 to 10 items. The students' responses analysis indicates that these students understood the requirement of the question and had adequate knowledge of the vocabulary items used.

In item (a), the students who scored high marks understood the colour of the sky, which is blue. The question was as follows: *Il y a du soleil. Le ciel est ...* (It is sunny. The sky is ...). The students with high performance managed to understand the meaning of the word *ciel* (sky). As a result, they related to the blue colour with the sky when it is sunny. Thus, they gave the correct answer which was *bleu* (blue).

In item (b), the provided sentence was *Le charbon du bois est ...* (the charcoal is...). The students with high scores understood the meaning of the word *charbon du bois* (the charcoal). As a result, they managed to relate its colour with the names of colours provided in the list. In this item, the correct colour was *noir* (black).

In item (c), students with high scores managed to understand the meaning of different words used in it. The sentence was *Pour bien lire, on écrit l'examen national sur le papier ...* (In order to read well, we write the national examination on the paper which is...). Thanks to the presence of the word *papier* (paper), such students managed to relate the colour name and the colour of the examination paper and supplied the correct response which was *blanc* (white). Therefore, the students with high scores got the item right.

In item (d), the students with high marks chose the correct answer which was *vertes* (green). The sentence provided in this item was *Pendant la saison des pluies, beaucoup d'arbres ont des feuilles qui sont ...* (During the rainy season, many trees have leaves which are...). In this sentence, the students with high marks managed to make a logical relationship with the nature of tree leaves during rainy season and the appropriate colour name in French language.

In item (e), the sentence provided was *Le sang d'une personne est ...* (The blood of a person is...). The students with high performance chose the correct answer which was *rouge* (red). This is because they understood the meaning of the colour provided in the list as well as the meaning of the word *sang* (blood). As a result, they scored high marks in this item. Extract 5.1 shows a good response to question 5.

5. Remplissez les espaces vides par les couleurs suivantes (**rouge, bleu, vertes, blanc, noir**). Chaque couleur doit être utilisée une (1) fois seulement.

(a) Il y a du soleil. Le ciel est .....**bleu**.....

(b) Le charbon de bois est .....**noir**.....

(c) Pour bien lire, on écrit l'examen national sur le papier qui est  
.....**blanc**.....

(d) Pendant la saison des pluies, beaucoup d'arbres ont des feuilles qui sont  
.....**vertes**.....

(e) Le sang d'une personne est .....**rouge**.....

**Extract 5.1:** A Sample of the Correct Responses to Question 5

Extract 5.1 is a sample response from a student who managed to answer correctly all the questions about colours.

Further analysis shows that 62.40 per cent of the students (6,124) with poor performance provided incorrect responses to almost all items. This indicates that these students had poor mastery of the French language and lacked adequate vocabulary in relation to the questions asked. The following are samples of incorrect responses provided by students who had poor performance in this question.

In item (a), the students were asked to write the colour of the sky when it is sunny. Some of the students with low marks confused between the colour of the sky and the sun. Consequently, they gave a wrong answer such as *rouge* (red).

In item (b), some of the students with low marks did not understand the colour of the charcoal while others were confused with the colour *blanc*

(white) whose spelling in French language relates with black in English language. As a result, some of the students with low marks chose *blanc* (white) thinking it meant black. Such a confusion led these students to score low marks.

In item (c), some of the students did not score the item due to lack of adequate knowledge on colours. They were not aware of the colour of paper used in examinations. This shows that such students did not know the colours and their names in French language.

In item (d), some of the students with low marks failed to identify the colour of tree leaves. They had no adequate knowledge on the colour of the tree leaves or did not know how tree leaves are called in French language. Consequently, they did not score the item right.

Finally, in item (e), some of the students failed to identify the colour of blood in French language. These students lacked adequate knowledge about the names of colours in French language. Extract 5.2 is a sample of students' poor response in question 5.

5. Remplissez les espaces vides par les couleurs suivantes (**rouge, bleu, vertes, blanc, noir**). Chaque couleur doit être utilisée une (1) fois seulement.

(a) Il y a du soleil. Le ciel est .....**rouge**.....

(b) Le charbon de bois est .....**noir**.....

(c) Pour bien lire, on écrit l'examen national sur le papier qui est .....**verte**.....

(d) Pendant la saison des pluies, beaucoup d'arbres ont des feuilles qui sont .....**bleu**.....

(e) Le sang d'une personne est .....**blanc**.....

**Extract 5.2:** A Sample of the Incorrect Responses to Question 5

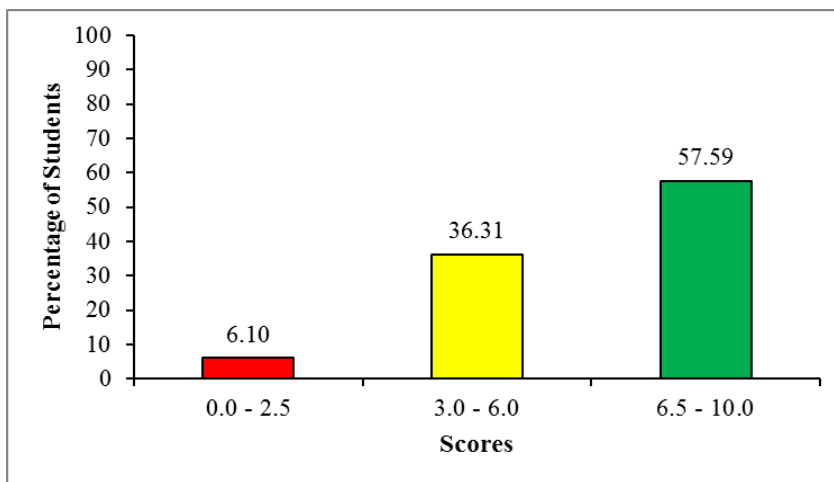
Extract 5.2 shows responses from a student who failed to choose the correct colours.

On the other hand, the analysis of the students' responses indicates that there were students who had average performance in this question. These students managed to score from 2 to 3 items.

## 2.6 Question 6: Short Answer Questions (Vocabulary)

This question had two parts: Part (a) required students to provide the names of fruits produced by each tree mentioned in items (i) to (v), whereas part (b) required students to fill in the blanks by choosing the name of the profession provided in the box.

The question was attempted by 100 per cent of the students (9,814), out of whom 6.10 per cent scored from 0.0 to 2.5 marks, 36.31 percent scored from 3.0 to 6.0 marks and 57.59 per cent scored from 6.5 to 10.0 marks. Figure 6 shows the students' performance in this question.



**Figure 6:** Percentages of the Students' Performance in Question 6

The general performance of the students in this question was good, since 93.90 per cent of the students scored from 3.0 to 10.0 marks. The analysis in this question shows that 57.59 percent of the students (5,652) who attempted this question scored high marks. Such students had good mastery of French language and good understanding of the topic as they gave 7 to 10 correct responses in this question. Their responses are as analysed hereunder.

In item (i), the students with high marks managed to understand the meaning of the word *manguier* (mango tree), hence provided the correct response which was *mangues* (mangoes). The question was *Le manguier produit les....* (The mango tree produces....).

In item (ii), the question asked was *L'avocatier produit les...* (the avocado tree produces...). The students who scored high marks in this item understood the meaning of the word *avocatier* (avocado tree). As a result, they wrote the correct response which was *avocats* (avocados).

In item (iii), the students were provided with the sentence *L'oranger produit les...* (the orange tree produces.....). The students who scored high marks managed to understand the meaning of the word *oranger* (orange tree) which to some extent was familiar to many students. As a result, they supplied the correct response which was *oranges* (oranges).

In item (iv), the students with high performance managed to understand the meaning of the word *papayer* (papaya tree) in the sentence *Le papayer produit les...* (The papaya tree produces...). Students with high performance provided the correct answer *papayes* (papaw/papaya).

In item (v), the students were given a sentence that read *le goyavier produits les...* (The guava tree produces.....). The students with high performance understood the meaning of the word *goyavier* (guava tree). Consequently, they related that tree name with its respective fruits, which are *goyaves* (guavas).

Part (b) required students to fill in the blanks by choosing the names of occupations provided in the box.

In item (i), the students with high scores managed to understand the meaning of different words provided in the sentence. The sentence read: *Il est producteur des maïs, des maniocs et des haricots. Il est....* (He is a producer of maize, cassava and beans. He is....). These students related the activity done to the name of the occupation, which was *cultivateur* (farmer).

In item (ii), the sentence provided to the students was *Il est vendeur des fleurs différentes. Il est.....* (He is a seller of different flowers. He is...). The students with high scores understood the meaning of the words in this

sentence, especially the word *fleurs* (flowers). For that reason, they came to know that the person is called *fleuriste* (florist) in French language.

In item (iii), the students were given the sentence *Il s'occupe des bananas, des papayes, des ananas et des oranges. Il est...* (He deals with bananas, papayas, pineapples and oranges, he is...). The correct answer was *fruitier* (fruits vender). The students who scored high marks understood the meaning of different fruit names. This is because they are taught in class. They related such fruit names to the word *fruitier* (fruits vender) which indicates an occupation.

In item (iv), the sentence given was *Il achète et vendre des marchandises. Il a un gros magasin en ville. Il est...* (He buys and sells goods. He has a big shop in town. He is...). These students managed to select the correct occupation which was *commerçant*.

In item (v), the sentence given was *Il a un gros jardin. Il est* (He has a big garden. He is...). The students with high scores managed to indicate the profession of a person who has a big garden. These students understood the meaning of some or all the words provided, especially the word *jardin* (garden) which related to the word *jardinier* (gardener) found in the list of words provided. They therefore chose it as the correct answer and scored full marks. Extract 6.1 shows a correct response to question 6.

6. Lisez les questions suivantes et répondez selon le sens.
- (a) Complétez les espaces vides par les noms de fruits. Écrivez les réponses dans les espaces donnés.

**Exemple :** Le bananier produit les .....

Le bananier produit les bananes.

- (i) Le manguiier produit les Mangues.
- (ii) L'avocatier produit les avocats.
- (iii) L'oranger produit les Oranges.
- (iv) Le papayer produit les Papayes.
- (v) Le goyavier produit les goyaves.

- (b) Complétez les phrases suivantes en choisissant les métiers donnés dans la case. Chaque métier est utilisé une fois seulement. Écrivez vos réponses dans le livret donné.

jardinier, fleuriste, fruitier, cultivateur, commerçant

- (i) Il est producteur des maïs, des maniocs et des haricots. Il est cultivateur.
- (ii) Il est vendeur des fleurs différentes. Il est Fleuriste.
- (iii) Il s'occupe des bananes, des papayes, des ananas et des oranges. Il est Fruitier.
- (iv) Il achète et il vend des marchandises. Il a un gros magasin en ville. Il est Commerçant.
- (v) Il a un gros jardin. Il est Jardinier.

**Extract 6.1:** A Sample of the Correct Responses to Question 6

Extract 6.1 presents a sample response from a student who managed to select the required correct names of occupations.

In part (a), the analysis indicates that, there were students who had weak performance in question 6 (a). For example, in item (i), some of the students wrote different incorrect words which did not represent the required names of fruits. Those incorrect words were *mangers* as an infinitive verb *manger* (to eat), *manges* (eat), *mangeons* (eat). More so, instead of writing the plural form of mangoes, some of the students wrote the plural form of the

tree *manguiers* (mango trees). In addition to that, other students responded to this item by writing words which have no meaning in French language, such as *manguer*, *manguies* and *mangues*.

In item (ii), various incorrect words were noted during the analysis of weak performance. For example, instead of writing *avocats* (avocados) as the correct name of the fruit produced by avocado trees, some of the students wrote *avocate* and *avocatiers* which mean a female lawyer and avocado trees, respectively. This indicates that students with low scores had inadequate knowledge of vocabulary. Apart from that, there were other students who wrote words which lacked meaning in French language such as *avocales*, *avocutes* as well as *avocaties*. Hence, they scored low marks.

In item (iii), some of the students responded to this item incorrectly, firstly by writing a singular noun *orange* instead of writing it in the plural form as indicated in the item. Secondly, some of the students with low marks failed to respond to this item correctly as they copied the same word used in the question. That word was *oranger* (orange tree).

In item (iv), some of the students wrote different incorrect words which do not represent the actual name of a pawpaw fruit. Those incorrect words were papays, *papayoeu* and many others. Also, some of the students wrote English words instead of writing the French plural noun which is *papayes* (pawpaws). Others wrote the singular noun *papaye* (pawpaw) instead of the plural noun *papayes* (pawpaws).

In item (v), there were students who wrote the singular form of the noun *guava* instead of the plural form *goyaves*. Others decided to write the plural form of the guava tree *goyaviers* instead of writing the name of the fruits which are *goyaves* (guavas). Some other students wrote words which do not exist in French language such as *goyaviens*, *goyaver* and *goyaves*. As a result, such students did not score any mark in this item.

In part (b), the analysis indicates that there were students who had weak performance in the question as they scored only few items. For instance, in item (i), the students who did not score correctly this item failed to understand the meaning of different words in the given sentences. Some of the students failed to relate the activities with their relevant occupations; as a result, they scored low marks.

Similarly, in item (ii), some of the students who failed to give the correct answer did not understand some words including the word *fleurs* (flowers) which had some similarity to the word *fleuriste* (florist). Consequently, they failed to respond correctly to the item.

In item (iii), some of the students failed to tell the correct name of someone who sells fruits. Due to that, they provided wrong answers such as *jardiener*, *frutier cultivateur*.

Some of the students who failed to give the answer to item (iv) did not understand the meaning of some words used in explaining specific activities which are done by a businessman such as buying and selling goods in a big shop in town. This led them to select inappropriate words.

In item (v), some of the students failed to score this item because they failed to indicate the occupation of a person who deals in gardening. They did not understand the meaning of some words in the sentence. They consequently failed to select the appropriate answer. Extract 6.2 shows poor responses to question 6.

6. Lisez les questions suivantes et répondez selon le sens.

- (a) Complétez les espaces vides par les noms de fruits. Écrivez les réponses dans les espaces donnés.

**Exemple :** Le bananier produit les .....

Le bananier produit les bananes.

- (i) Le manguiier produit les ..... mange .....
- (ii) L'avocatier produit les ..... avocate .....
- (iii) L'oranger produit les ..... orange .....
- (iv) Le papayer produit les ..... papaye .....
- (v) Le goyavier produit les ..... goyavie .....

- (b) Complétez les phrases suivantes en choisissant les métiers donnés dans la case. Chaque métier est utilisé une fois seulement. Écrivez vos réponses dans le livret donné.

jardinier, fleuriste, fruitier, cultivateur, commerçant

- (i) Il est producteur des maïs, des maniocs et des haricots. Il est ..... cultivateur .....
- (ii) Il est vendeur des fleurs différentes. Il est ..... fleuriste .....
- (iii) Il s'occupe des bananes, des papayes, des ananas et des oranges. Il est ..... fruitier .....
- (iv) Il achète et il vend des marchandises. Il a un gros magasin en ville. Il est ..... commerçant .....
- (v) Il a un gros jardin. Il est ..... jardinier .....

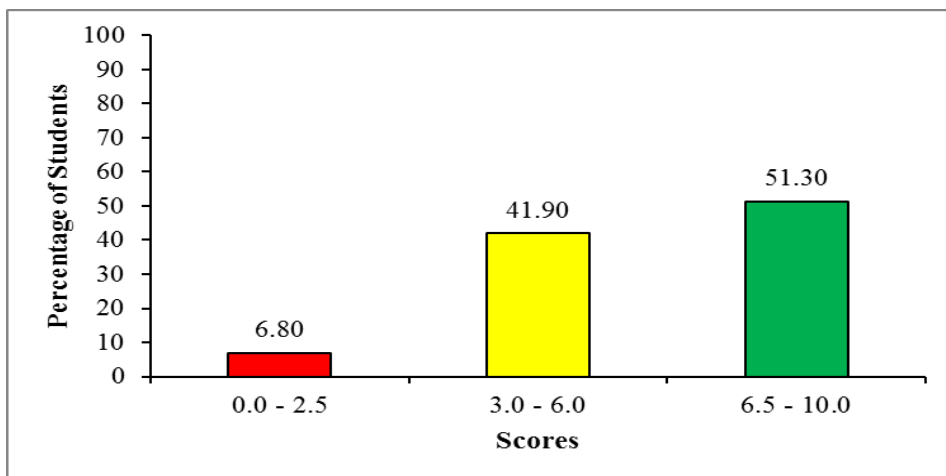
**Extract 6.2:** A Sample of the Incorrect Responses to Question 6

Extract 6.2 is a sample response from a student who failed to fill in the blank spaces with the correct names of fruits in (a) and to select the correct occupations in (b).

The analysis of the students' responses further indicates that 42.40 percent of the students (3,561) scored average marks. These students scored from 2 to 3 items out of 5 resulting to average performance. Most of them provided correct responses which had some grammatical errors. For example, some of the students failed to write correct names of fruits which are produced by trees indicated in the question. Others failed to place the names of occupations against their correct explanations. Such errors hindered them from scoring high marks.

## 2.7 Question 7: Short Answer Questions (Wild and domestic animals and birds)

In this question, students were required to list the names of domestic animals and birds on the left side of the table and wild animals and birds on the right side. The question was attempted by 100 percent of the students, out of whom 6.80 per cent scored from 0.0 to 2.5 marks; 41.90 percent scored from 3.0 to 6.0 marks and 51.30 percent scored from 6.5 to 10.0 marks. Figure 7 shows the students' performance in this question.



**Figure 7:** Percentages of the Students' Performance in Question 7

The general performance of the students in this question was good as 93.20 percent of the students scored from 3.0 to 10.0 marks. The students'

response analysis indicates that 51.30 percent of the students (5,035) scored high marks in this question. Such students filled in the blanks with the appropriate categories of animals and birds.

In this question, the students with high marks identified all domestic animals and birds as well as wild animals and birds. They wrote the names of each category in the appropriate spaces. The knowledgeable students understood that, *une poule* (a hen) and *un canard* (a duck/ canard) were the only domestic birds, while *un lapin* (a rabbit), *un cochon* (a pig) and *un mouton* (a sheep) were the domestic animals. They thus listed them in the group of domestic animals and birds.

Additionally, the students with high marks noted that the other category had only wild animals without any bird. Such group was made up of *un lion* (a lion), *un léopard* (a leopard), *un loup* (a wolf), *une giraffe* (a giraffe), and *un singe* (a monkey). Generally, the knowledgeable students managed to correctly distinguish the two categories of wild and domestic animals and birds. Extract 7.1 shows a sample of the correct responses provided by a student in this question.

7. Voici la liste des animaux et des oiseaux sauvages et domestiques. Mettez-les dans leurs propres catégories (sauvages ou domestiques) dans un livret donné.

un lion, un canard, un léopard, un loup, un lapin, une girafe, un cochon, un singe, un mouton, une poule

Animaux / oiseaux domestiques	Animaux / oiseaux sauvages
(i) Un cochon	(i) Un lion
(ii) Une poule	(ii) Un léopard
(iii) Un lapin	(iii) Un girafe
(iv) Un canard	(iv) Un singe
(v) Un mouton	(v) Un loup

**Extract 7.1:** A Sample of the Correct Responses to Question 7

Extract 7.1 is a sample of responses from a student who managed to group animals and birds in wild and domestic categories.

Further analysis shows that 6.80 per cent of the students (664) had poor performance because they provided incorrect answers to this question. In this regard, the students with low marks failed to identify the domestic animals and birds, as well as the wild animals and birds from the given list. Such students failed to realize that, *une poule* (a hen) and *un canard* (a duck/ canard) were the only domestic birds. They also failed to understand that *un lapin* (a rabbit), *un cochon* (a pig) and *un mouton* (a sheep) were the only domestic animals. As a result, they failed to group the domestic and wild animals and birds in their respective categories. Some of the students with low marks grouped some wild animals such as *un singe* (a monkey) and *un loup* (a wolf) as domestic animals, which is wrong.

Similarly, some of the students with low marks failed to group the wild animals and birds in the same category, hence scored low marks. Other students grouped correctly few of them such as *lion* (a lion), *une giraffe* (a giraffe) and *un léopard* (a leopard), while others added some domestic animals and birds like *un lapin* (a rabbit), *un cochon* (a pig), *un mouton* (a sheep) and *un canard* (a duck/ canard). Thus, they failed to score high marks in this question. In addition, some of the students with low marks failed to differentiate between wild and domestic animals and birds by listing *un lion* (a lion), *un loup* (a wolf) and *un léopard* (a leopard) in the list of domestic animals. Consequently, their scores in this question were low. Extract 7.2 shows a poor response to question 7.

7. Voici la liste des animaux et des oiseaux sauvages et domestiques. Mettez-les dans leurs propres catégories (sauvages ou domestiques) dans un livret donné.

un lion, un canard, un léopard, un loup, un lapin, une girafe, un cochon, un singe, un mouton, une poule

Animaux / oiseaux domestiques	Animaux / oiseaux sauvages
(i) Un lion	(i) Une poule
(ii) Un léopard	(ii) Une girafe girafe
(iii) Un lapin	(iii) Un canard
(iv) Un loup	(iv) Un Cochon
(v) Un mouton	(v) Un Singe

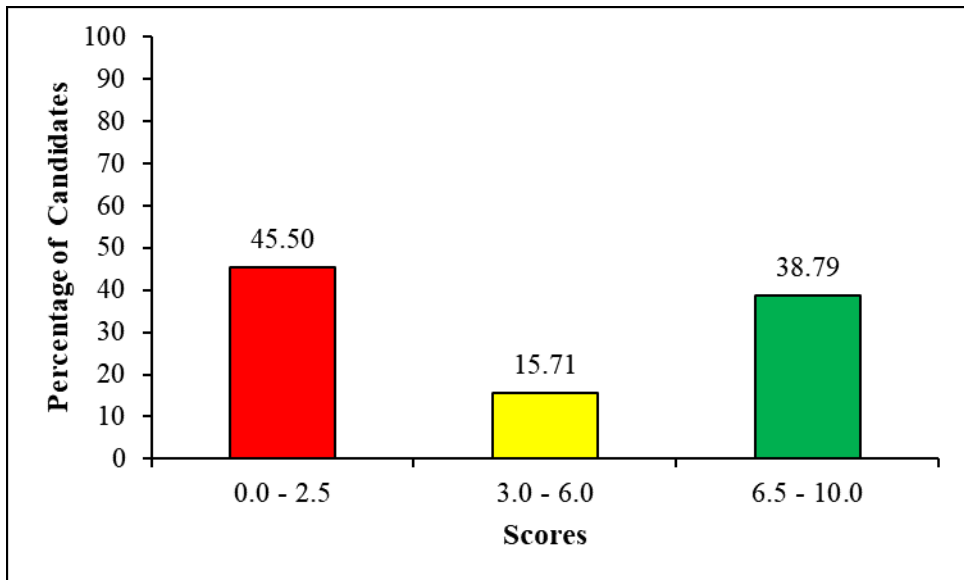
**Extract 7.2:** A Sample of the Incorrect Responses to Question 7

Extract 7.2 is a sample response from a student who failed to group animals and birds into wild and domestic categories.

On the other hand, the analysis of the students' responses indicates that 41.90 percent of the students (4,115) had an average performance in this question. These students were able to group some animals and birds in their categories. Consequently, such students scored averagely.

## 2.8 Question 8: Singular and Plural

In this question, students were required to transform the sentences from singular to plural as illustrated in the example. The question was attempted by 100 of the students, out of whom 45.50 per cent scored from 0.0 to 2.5 marks; 38.79 per cent scored from 3.0 to 6.0 marks and 15.71 per cent scored from 6.5 to 10.0 marks. Figure 8 shows students' performance in this question.



**Figure 8:** Percentages of the Students' Performance in Question 8

The general performance of the students in this question was average since only 54.50 of the students (5,353) scored from 3.0 to 10.0 marks. The students' responses analysis in this question shows that 15.71 per cent of the students (1,542) scored high marks.

The knowledgeable students were able to transform the noun phrases and verbs from singular to plural form. For example, in item (a), the students with high marks managed to transform the sentence *C'est un crayon de mon ami*. (It is my friend's pencil) to *Ce sont des crayons de mon ami*. (They are my friend's pencils). They managed to correctly transform the verb *est* into plural *sont* as shown above. They also transformed the indefinite article *un* into plural *des* and the noun *crayon* into plural *crayons*.

In item (b), the knowledgeable students managed to transform the pronoun *tu* into *vous* and the verb *connais* into *connaissez*. This led them to write correctly the sentence *Tu connais le président de la France* (You know the president of France) in plural as *Vous connaissez le président de la France* (You know the president of France).

In item (c), the students who scored high marks managed to transform the demonstrative adjective *cet* into *ces*, *acteur* into *acteurs* and the verb *viens* into *viennent*. The sentence was correctly transformed from *Cet acteur viens du Mali* (This actor comes from Mali) into *Ces acteurs viennent du Mali* (These actors come from Mali).

Moreover, in item (d), the students who got this item right were able to transform the sentence *Il va directement à l'école*. (He goes directly to school/ he is going to school directly) to *Ils vont directement à l'école* (They go directly to school). The pronoun *Il* was correctly transformed into plural *ils* and the verb *va* into plural form *vont*.

Finally, in item (e), the students who got the item correct managed to transform the sentence *Je suis dans la classe de monsieur Msumba*. (I am in Mr. Msumba's class) into *Nous sommes dans la classe de monsieur Msumba* (We are in Mr. Msumba's class). They got the item right because they transformed the pronoun and the verb from singular to plural. Extract 8.1 shows a sample of the correct response to question 8.

8. Étudiez les phrases suivantes et faites comme dans le modèle.

**Exemple :** Je dessine au tableau.

**Nous dessinons** au tableau.

(a) C'est un crayon de mon ami.

*Ce sont des crayons de mon ami.*

(b) Tu connais le président de la France.

*Vous connaissez le président de la France.*

(c) Cet acteur vient du Mali.

*Ces acteurs viennent du Mali.*

(d) Il va directement à l'école.

*Ils vont directement à l'école.*

(e) Je suis dans la classe de monsieur Msumba.

*Nous sommes dans la classe de monsieur Msumba.*

**Extract 8.1:** A Sample of the Correct Responses to Question 8

Extract 8.1 is a sample of correct responses from a student who managed to give correct answers to all the items.

Moreover, the analysis of the students' responses in this question indicates that 45.50 per cent of the students had poor performance. The students provided 1 to 2 correct responses out of the 5 given items. As intended earlier, in this question, students were required to transform the subject and predicators of the provided sentences from singular to plural. The performance analysis shows that, some of the students failed to transform some parts of the given sentences as follows:

In item (a), some of the students with low marks failed to determine the part of the sentences to be transformed. They failed to identify the subject and the predicator in the question. For instance, they failed to recognise that the sentence was made of the subject *ce* (it), the verb *est* (is) and the noun phrase *un crayon* (a pencil), i.e. *c'est un crayon* (that/this/it is a pencil) which were supposed to be transformed. Some of the students with low marks transformed just part of the sentence such as *ce sont un crayon* ...or *c'est des crayons*. These students had inadequate knowledge of the total

transformation of the subject and predicator, which are essential parts of the phrase to be transformed. Consequently, they scored low marks.

In item (b), some of the students with low marks did not understand the correct parts of the sentence to be transformed, which were the subject *tu* (you) and the verb *connais* (know). Some of them transformed the subject, but they did not change the verb. Others had no adequate knowledge on verb conjugation. As such, they changed the subject but failed to write the verb in the correct form.

In item (c), some of the students with low marks did not realize that the subject was made up of two words: the demonstrative adjective *cet* (this/that) and the noun *acteur* (actor), followed by the verb *vient* (come). They thought that the subject was *cet* (this/that), and *acteur* a verb, hence transformed just part of the sentence. Other students failed to correctly transform the verb *vient* to concord with the subject *ces acteurs* (these/those actors), hence scored low marks.

In items (d) and (e), some of the students with low marks failed to transform these sentences into plural form due to poor French language command and grammar. They failed to accommodate all the necessary changes in line with subject changes. For example, when the subject in (d) changed from *Il* (he/it) to *Ils* (they), the verb had to also change from *va* (go) to *vont* (go) just to accommodate the French language grammatical rules. Also, in (e), when the subject changed from *Je* (I) to *Nous* (We), the verb also had to change from *suis* (am) to *sommes* (are). Thus, some of the students with low marks failed to score good marks in these items due to the failure to adhere to the French grammatical rules. Extract 8.2 shows a sample of the incorrect response to question 8.

8. Étudiez les phrases suivantes et faites comme dans le modèle.

**Exemple :** Je dessine au tableau.  
**Nous dessinons** au tableau.

(a) C'est un crayon de mon ami.  
*Ces ont un crayon de mon ami.*

(b) Tu connais le président de la France.  
*vous connaissez le président de la france*

(c) Cet acteur vient du Mali.  
*Cet acteur a vient du mali*

(d) Il va directement à l'école.  
*Ils ont directement à l'école.*

(e) Je suis dans la classe de monsieur Msumba.  
*Nous avons dans la classe de monsieur msumb*

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

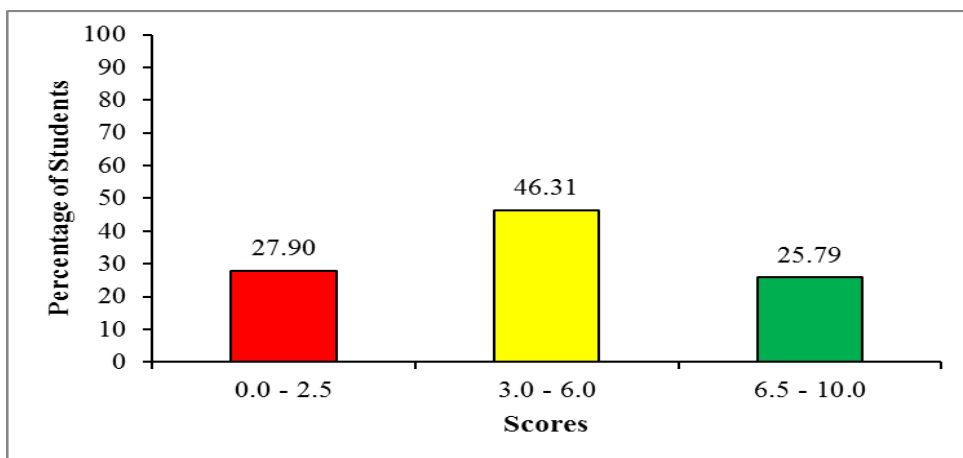
Extract 8.2 is a sample of correct responses from a student who did not manage to give correct answers to all the items.

The students' responses analysis indicates that 38.79 per cent of the students (3,811) had an average performance as they scored correctly 2 to 3 items. This indicates that these students had partial knowledge on transforming words from singular to plural.

**2.9 Question 9: Demonstrative Adjectives and Family Members**

This question was divided in two parts: Part (a) and (b). In part (a), the students were provided with five demonstrative adjectives to be used in filling in the blanks to complete the sentences, whereas in part (b) of the question, they were given five sentences to be completed by using appropriate names of family members.

The question was attempted by 100 percent of the students, out of whom 27.90 per cent scored from 0.0 to 2.5 marks; 46.31 per cent scored from 3.0 to 6.0 marks and 25.79 per cent scored from 6.5 to 10.0 marks. Figure 9 shows the students' performance in this question.



**Figure 9:** Percentages of the Students' Performance in Question 9

The general performance of the students in this question was good since 72.10 per cent of the students (7,077) scored from 3.0 to 10.0 marks.

The students' responses analysis in this question shows that 25.79 per cent of the students (2,531) scored high marks. As hinted on earlier, in part (a), the students were provided with five demonstrative adjectives to be used in filling in the blanks to complete the sentences. Below is the analysis of the answers given by the students who scored high marks.

In item (i), the students were required to identify the demonstrative adjective that comes before the masculine singular noun starting with a consonant. The noun given was *stylo* (pen). The knowledgeable students managed to write *ce stylo* (this/that pen) and scored a full mark.

In item (ii), the knowledgeable students understood the demonstrative adjective that comes before a plural masculine name. These students wrote *ces cahiers* (These/those exercise books). Such students scored a full mark because they selected the correct adjective in relation to the noun.

In item (iii), the students who scored the item right chose the adjective *cette* (this/that) which comes before a singular feminine noun. The students correctly wrote *cette règle* (this/that ruler), which was correct and hence, scored marks.

In item (iv), students with high marks managed to fill in the blanks with *cet* (this/that), a demonstrative adjective that comes before a singular masculine

noun which begins with a vowel sound as *ordinateur* (computer) in the item.

Like in the first item, students with high marks scored item (v) by filling in the blank space with a demonstrative adjective *ce* (this/that) which comes before a singular masculine noun, like *clavier* (keyboard). The good performer students wrote *ce clavier* (this/that keyboard) and scored a full mark.

In part (b), the students were required to complete the sentences with appropriate names of family tree members. In item (i), the students with high scores gave a correct answer in *la femme de mon oncle, c'est ma...* (The wife of my uncle is my...) *tante* (aunt). Thus, the knowledgeable students scored the item right.

In item (ii), the students who gave a correct answer understood that *les parents de mes parents, ce sont mes.....* (My parents' parents are my....) are *des grands-parents* (grandparents). Thus, they got the item right.

In item (iii), the students with high scores correctly completed the sentence *Le mari de ma sœur, c'est....* (The husband of my sister is my...) by writing the correct word which is *mon beau-frère* (my brother-in-law).

Apart from that, in item (iv), the students who got the item right were able to complete the sentence *La fille de mes parents, c'est ma...* (My parents' daughter is my...). Such students knew that the correct answer was *sœur* (sister).

The students who got item (v) right managed to complete the sentence *La mère de ma mère, c'est ma....* (My mother's mother is my...). The students completed the sentence with the word *grand-mère* (grandmother). Extract 9.1 shows a sample of the correct responses to this question.

9. Lisez les questions (a) et (b) et puis répondez correctement selon le sens.

- (a) Remplissez les espaces vides par **ce, cet, cette, ces** en complétant ce dialogue. Écrivez vos réponses dans les espaces donnés.

Mawenzi : Bonjour Kibo, prends (i) ..... *ce* ..... stylo et (ii) ..... *ces* ..... cahiers.

Kibo : Oh ! Merci bien, prends (iii) ..... *cette* ..... règle et une gomme aussi si tu veux dessiner.

Mawenzi : Je veux savoir comment on utilise (iv) ..... *cet* ..... ordinateur pour écrire une lettre.

Kibo : Pour écrire une lettre, il faut taper sur (v) ..... *ce* ..... clavier.

Mawenzi : Oh ! Voilà, ton dessin est vraiment joli.

- (b) Observez le modèle et complétez les espaces vides en montrant des relations entre les membres de votre famille.

**Exemple :** La femme de mon frère, c'est ma .....

La femme de mon frère, c'est ma **belle-sœur**.

- (i) La femme de mon oncle, c'est ma

..... *la femme de mon oncle, c'est ma tante* .....

- (ii) Les parents de mes parents, ce sont mes

..... *les parents de mes parents, ce sont mes grands-parents* .....

- (iii) Le mari de ma sœur, c'est mon

..... *le mari de ma sœur, c'est mon beau-frère* .....

- (iv) La fille de mes parents, c'est ma

..... *la fille de mes parents, c'est ma sœur* .....

- (v) La mère de ma mère, c'est ma

..... *la mère de ma mère, c'est ma grand-mère* .....

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

Extract 9.1 is a sample of correct responses from a student who managed to fill in the blanks with the correct names of family members.

Apart from that, the analysis shows that 27.90 per cent of the students (2,737) performed poorly in this question because they had insufficient knowledge about demonstrative adjectives and family tree. They also had poor grammatical skills and insufficient vocabulary. Some of the students' responses were as follows:

In part (a), the analysis indicates that there were some of the students who scored low marks in different items of the question. This is because they chose incorrect demonstrative adjectives. Accordingly, in item (i), some of the students with low marks wrote different incorrect demonstrative adjectives which did not relate to the gender and number of the noun *stylo* (pen). For example, some of them wrote *cet* (this/that) which is used before a masculine singular noun starting with a vowel sound. Also, other students opted for the demonstrative adjective *cette* (this/that) which is used before a feminine singular noun. The correct answer was *ce* (this/that) which is used before a masculine singular noun as *ce stylo* (this/that pen).

In item (ii), some of the students who scored low marks wrote incorrect demonstrative adjectives such as *ce* (this), *cet* (this). These adjectives are used depending on the contexts of communication. For instance, the demonstrative adjective *ce* (this/that) is used before a masculine singular noun and not before masculine plural nouns as some students indicated in their incorrect responses like *ce cahiers* (this/those books). In addition to that, the demonstrative adjective *cet* (this/that) was wrong in this item because it is always used before a masculine singular noun which starts with a vowel sound.

In item (iii), some of the students who scored low marks provided different incorrect responses. For instance, some of them wrote *ces* (these/those) which is used before both masculine and feminine plural nouns. Some other students wrongly used *cet* (this/that) before a feminine singular noun *règle* (ruler). Hence, they did not score any mark in this item. There were other students who wrote the word *cett* which does not exist in French Language. Such students forgot to write an e at the end of *cett*, hence wrote a meaningless word.

In item (iv), some of the students who attempted this item selected different incorrect answers which did not relate to the nature of the gender of the noun which had been used. In this item, the noun which had been used was *ordinateur* (computer) which is a masculine singular noun starting with a vowel sound. Instead of using the demonstrative adjective *ce*, some of the students used incorrect demonstrative adjectives *ces* (these/those), *ce* (this/that) and *cette* (this/that). As a result, they did not score any mark.

In item (v), the correct answer was supposed to be *ce* (this/that) because the noun *cahier* (exercise book) is a masculine singular noun. However, there were some students who attempted this question wrongly by writing incorrect answers such as *ce*, *ces* as well as *cette*. Consequently, they scored no mark in this item.

In part (b), students with low marks provided various wrong answers. In item (i), such students wrote different words which were wrong answers. For example, there were students who wrote words like *ma mère*, *belle-tante*, *sœur*, *belle-mari* and the like. All of these words did not mean *La femme de mon oncle c'est ma...* (The wife of my uncle, is my...). Also, other students answered this item by using some words which do not exist in French language like *ma nouveu*, *ma tunte*, *ma tótól*. As a result, they did not score any mark.

In item (ii), some of the students copied the sentence of this item as it was and used it as an answer. For example, they wrote *les parents de mes parents, ce sont mes....* (The parents of my parents are my...). Other students wrote the word *grand-parents* which could be a correct answer but they failed to add an -s after the word, *grand* so as to make it plural. As a result, they did not score full marks. Others wrote English words and phrases which did not exist in French language such as *neuc'léarés*, *ce de mes sont*. These responses contributed to the low performance among such students.

In item (iii), some of the students who attempted this item wrote different incorrect answers which did not relate to the meaning of the sentence *Le mari de ma sœur c'est mon .....* (The husband of my sister is my...). For example, they wrote words like *fille* (girl), *cousin* (cousin), *fil* (son) *femme* (wife) and the like. There were other students who wrote meaningless

words in French language such as *moon le jain, beur frere, c'est mon mon, belle frere and ma sœur frere*. As a result, they did not score any mark.

In item (iv), the students were required to write the answer for *La fille de mes parents, c'est ma...* (The daughter of my parents is my...). However, some of them failed due to misinterpretation of the sentence. As a result, they supplied incorrect responses like *parents, belle tante, belle fille, grand-parents* and the like. Other students wrote English words such as *grandson* while others incorrectly wrote the subject pronoun *elle* (she). One of the incorrect sentences was *La fille de mes parents c'est ma elle*.

Lastly, in item (v), some of the students who attempted it wrote different incorrect answers which were illogical. For example, in the sentence *La mère de ma mère, c'est ma...* (The mother of my mother is my...), some students wrote words like *ma oncle, ma mere* and *ma cousine*. Also, there were other students who wrote almost correct responses such as *grands-mère* instead of *grand-mère*. The problem in this noun phrase was the unnecessary addition of -s to the word *grand*. Other students wrote words which do not exist in French language like *ma counsn, velenu* and *sapplema*. Consequently, they got the item wrongly. Extract 9.2 shows a sample of incorrect responses provided by one of the students to this question.

9. Lisez les questions (a) et (b) et puis répondez correctement selon le sens.

- (a) Remplissez les espaces vides par **ce, cet, cette, ces** en complétant ce dialogue. Écrivez vos réponses dans les espaces donnés.

Mawenzi : Bonjour Kibo, prends (i) ce stylo et (ii) ces cahiers.

Kibo : Oh ! Merci bien, prends (iii) ce règle et une gomme aussi si tu veux dessiner.

Mawenzi : Je veux savoir comment on utilise (iv) cette ordinateur pour écrire une lettre.

Kibo : Pour écrire une lettre, il faut taper sur (v) ce clavier.

Mawenzi : Oh ! Voilà, ton dessin est vraiment joli.

- (b) Observez le modèle et complétez les espaces vides en montrant des relations entre les membres de votre famille.

**Exemple :** La femme de mon frère, c'est ma .....

La femme de mon frère, c'est ma **belle-sœur**.

- (i) La femme de mon oncle, c'est ma

la femme de mon oncle c'est ma fille

- (ii) Les parents de mes parents, ce sont mes

les parents de mes parents, ce sont mes parents

- (iii) Le mari de ma sœur, c'est mon

le mari de ma sœur c'est mon frère

- (iv) La fille de mes parents, c'est ma

la fille de mes parents c'est ma belle-sœur

- (v) La mère de ma mère, c'est ma

la mère de ma mère c'est ma frère

**Extract 9.2:** A Sample of the Incorrect Responses to Question 9

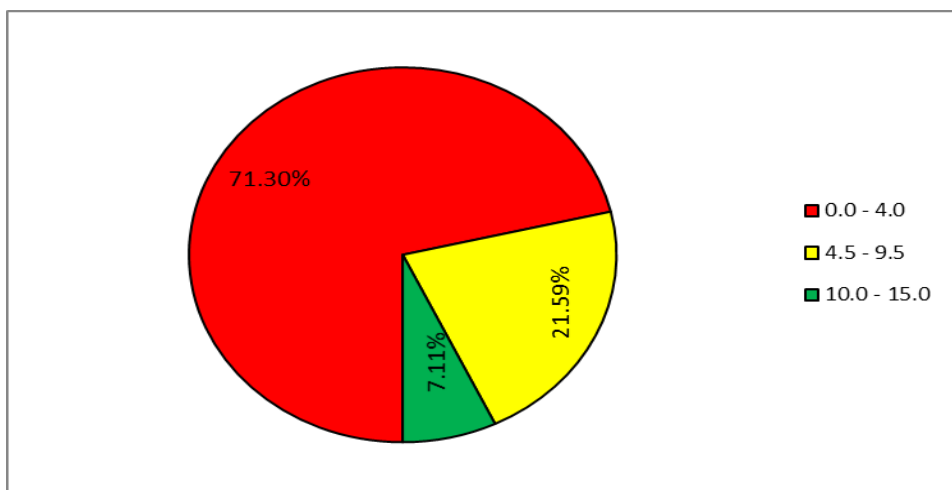
Extract 9.2 is a sample of incorrect responses from a student who failed to fill in the blanks with the correct adjectives in part (a) and the names of family members in part (b).

## 2.10 Question 10: Written Expression/Composition

In this question, the students were required to write a composition about their studies with the help of the guiding questions. The question intended to test students' ability to express themselves in written form (self-expression). The guiding questions were as follows:

- (i). *Quand est-ce que tu as fini tes études primaires?* (When did you finish your primary school studies?)
- (ii). *Quand est-ce que tu es allé(e) à l'école secondaire pour la première fois?* (When did you go to secondary school for the first time?)
- (iii). *Quelle est la date de ta naissance?* (What is your birthday date?)
- (iv). *Quelles sont les dates de naissance de tes parents (père et mère)?* (What are the birthdates of your parents (father and mother)?)
- (v). *Quand est-ce que tu as commencé à étudier le français?* (When did you start learning French language?)
- (vi). *Quel était le premier jour d'assister au cours de français?* (When was the first day you attended a French lesson?)
- (vii). *Quand est-ce que tu as commencé à aimer le français ? pourquoi ?* (When did you start to like French language? Why?)
- (viii). *Quand est-ce que vous allez commencer vos examens?* (When are you going to start your examinations?)
- (ix). *Quelle date espères-tu commencer les vacances?* (On which date do you expect to start your holidays?)
- (x). *Quelle profession préfères-tu ?* (What profession do you prefer?)

The question was attempted by 100 percent of the students, out of whom 71.30 per cent scored from 0.0 to 4.5 marks; 21.59 per cent scored from 5.0 to 10.0 marks and 7.11 per cent scored from 10.5 to 15.0 marks. Figure 10 shows the students' performance in this question.



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

The general performance of the students in this question was weak since only 28.70 percent of the students scored from 4.5 to 9.5 marks. The analysis of the students' responses shows that there were few students (7.11%) who performed well in this question. These students had good composition writing skills, and good command of the French language in terms of vocabulary and grammar. They were aware of all the principles that govern composition writing. They knew that a comprehensive composition should have a good organization of ideas and logical flow of information.

Some of the students with high marks divided their composition into well-arranged paragraphs. In addition, they observed most of the French grammatical rules such as the use of conjunctions, accents and appropriate vocabulary related to the context of the question. Furthermore, the students organised their ideas sequentially. Most of them followed the composition writing procedures such as dividing their composition in the introduction, main body as well as conclusion. However, their essays had some few minor errors including improper use of punctuation marks, conjugation of verbs and some other grammatical errors.

The analysis also shows that the students who scored high marks observed most of the French grammatical rules. For example, in the introduction part, students responded well to the question *Quand est-ce que tu as fini tes études primaire?* (When did you finish your primary school studies?),

where they provided the answer such as *J'ai fini mes études primaires en 2022* (I finished my primary school studies in 2022). Such students also gave a correct answer to the question which required them to tell the first time they went to secondary school which read *Quand est-ce que tu es allé(e) à l'école secondaire pour la première fois ?* (When did you go to secondary school for the first time?) and other guiding questions such as *Quelle est la date de ta naissance?* (What is your birthday date?). The students with high marks answered the item correctly and wrote in the form of a passage. They also managed to join the sentence *Quelles sont les dates de naissance de tes parents (père et mère)?* (What are the dates of your parents' birthdays (father and mother)?

Moreover, the students with high performance gave a correct answer to the item *Quand est-ce que tu as commencé à étudier le français?* (When did you start learning French language?). They also answered correctly the question *Quel était le premier jour d'assister au cours de français?* (When was the first day you attended a French lesson?). Additionally, they answered correctly by giving reasons to the item which required them to tell when they started to love French language and why. The question was *Quand est-ce que tu as commencé à aimer le français ? Pourquoi ?* (When did you start to like French language? Why?).

Also, the students with high marks managed to respond to the question *Quand est-ce que vous allez commencer vos examens ?* (When are you going to start your examinations?). These students explained well the date they are going to start their examination and the date they expect to start their holidays. Finally, in the question *Quelle profession préfères-tu?* (What profession do you prefer?), the students with high marks managed to tell the occupations they prefer.

The analysis shows that the students who scored high marks managed to sequentially organize their ideas and make a good composition. It was observed that some of the students who scored high marks wrote a good introduction, responded well to all the guiding questions and wrote a good conclusion.

Extract 10.1 is a sample of a response from a student who provided correct responses by adhering to composition writing rules but with some few errors.

Je m'appelle Mary j'ai fini mes études primaires en 2020. Je suis allée à l'école secondaire pour la première fois en 2023. Ma date de naissance est le 22 Mars 2011. Les dates de naissance de mon père et ma mère sont le 18 Juin 1989 et le 13 Juin 1990.

J'ai commencé à étudier le français en 2023 quand je commence mon premier année. Le premier jour d'assister au cours de français est le Lundi. J'ai commencé à aimer le français quand j'ai commencé la première année. Parce que le français est intéressant à moi. Nous allons commencer nos examens en novembre 2024. Je commencerai les vacances à le 8 novembre 2024. Je préfère être médecin.

**Extract 10.1:** A Sample of a Correct Response to Question 10

Extract 10.1 is a sample of correct responses from a student who wrote a good essay on self-expression by adhering to the composition writing rules. However, there were some few grammatical and structural errors.

Apart from that, the analysis shows that 71.30% of the students had poor performance in this question. They wrote compositions of poor quality due to inappropriate use of vocabulary and grammatical rules. Some of them copied randomly some words from the question paper while others just listed their answers. This shows that they were incompetent in expressing themselves in writing.

The analysis shows that some of the students failed to understand the guiding questions. As a result, they failed to provide correct responses. Hence, they scored low marks. For example, in the introductory part, some

of the students with low marks did not write a clear introduction. More so, some of them did not respond correctly to the guiding questions such as *Quand est-ce que tu as fini tes études primaires?* (When did you finish your primary school studies?). Some of the students responded incorrectly by expressing different things which did not relate to the question. Others listed their responses, hence scored low marks.

In the second guiding question *Quand est-ce que tu es allé(e) à l'école secondaire pour la première fois ?* (When did you go to secondary school for the first time?), some of the students with low marks responded to it by listing the answer while others responded wrongly, ending up scoring low marks. In the next guiding question *Quelle est la date de ta naissance ?* (What is your birthday date?) and *Quelles sont les dates de naissance de tes parents (père et mère ?)* (What are the birth dates of your parents (father and mother?)), some of the students with low marks answered partially by just mentioning the day/date, month or the year. Thus, they scored low marks.

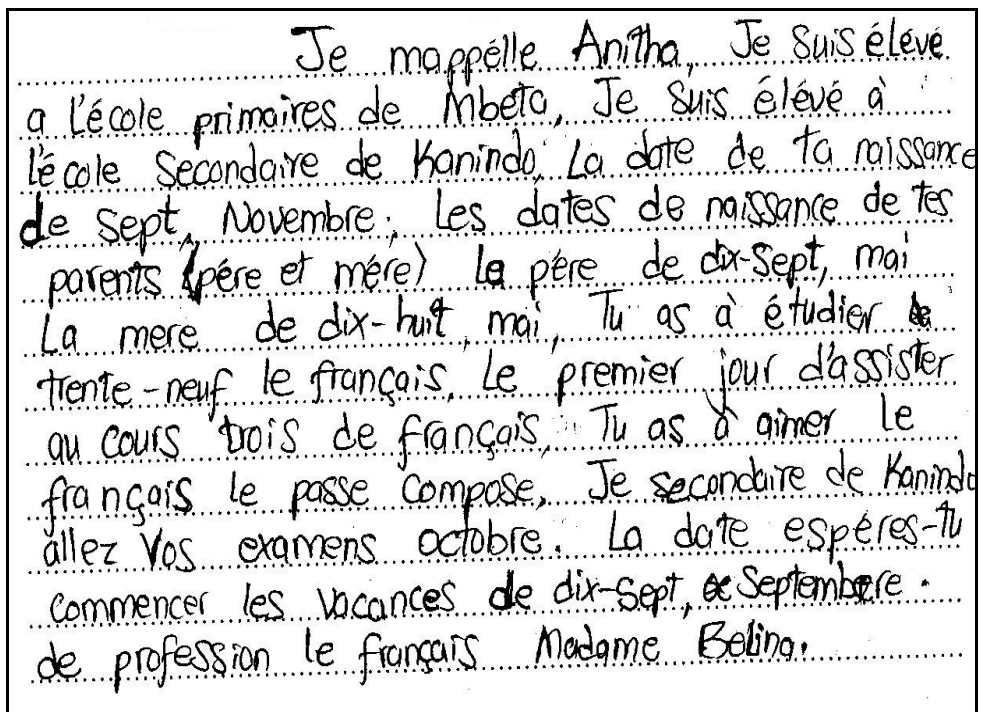
In the guiding question *Quand est-ce que tu as commencé à étudier le français ?* (When did you start learning French language?), some of the students gave reasons why they decided to learn French language while others did not follow the composition writing rules. Some of the students with low marks also failed to give a correct answer to the question *Quel était le premier jour d'assister au cours de français?* (When was the first day you attended a French lesson?). Some of the students with low marks did not understand the requirements of the question. As a result, they were unable to tell when they attended a French lesson for the first time.

Furthermore, some of the students with low marks failed to answer correctly the guiding question *Quand est-ce que tu as commencé à aimer le français? Pourquoi?* (When did you start loving French language? Why?). This is due to the fact that the question required two pieces of information to be provided at the same time, that is, to tell the time and reasons for loving French language. Some of the students did not understand the requirements of the item. They just ended up telling when they started loving French language.

On top of that, some of the students with low marks failed to respond to the questions *Quand est-ce que vous allez commencer vos examens?* (When are

you going to start your examinations?) and *Quelle date espères-tu commencer les vacances?* (On which date/when do you expect to start your holidays?). They just mentioned the answer instead of writing a composition. Lastly, some of the students with low marks failed to respond correctly to the item *Quelle profession préfères-tu?* (What profession do you prefer?). Instead of telling the professions they prefer, they explained different past events.

It was generally observed that, most students who scored low marks in this question had no adequate knowledge on French grammar. Others did not understand the requirements of the items. Some of the students copied the questions without providing answers to them while others copied the passage from the comprehension question. Also, other students answered the questions without adhering to the instructions given. Hence, they scored low or zero marks. One of the students wrote the following response in extract 10.2.



Je m'appelle Anitha, Je suis élève  
à l'école primaires de Mbeto, Je suis élève à  
l'école Secondaire de Kanindo, La date de ta naissance  
de Sept, Novembre, Les dates de naissance de tes  
parents (père et mère) la père de dix-Sept, mai  
La mere de dix-huit, mai, Tu as à étudier  
trente-neuf le français, Le premier jour d'assister  
au cours trois de français, Tu as à aimer le  
français le passe compose, Je secondaire de Kanindo  
allez vos examens octobre, La date espères-tu  
commencer les vacances de dix-sept, de Septembre.  
de profession le français Madame Belina.

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

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

Further analysis indicates that there were some of the students with average performance who had partial composition writing skills. For example, one of them wrote a composition as if he/she was answering a short answer question. Other students responded to few guiding questions while leaving other questions unanswered. This hindered them from scoring high marks. Likewise, some of the students wrote full essays but with some grammatical errors. This made them to be penalised. Consequently, they scored averagely.

### **3.0 STUDENTS' PERFORMANCE IN EACH TOPIC**

The analysis of the students' performance indicates that out of the 4 topics that were assessed in the French Language, there was good performance in the topic of *Vocabulary and Expression* (in questions 1 and 2). The performance in this topic has increased by 4.50 percent when compared to that of 2023. In 2024, the performance is 69.50 percent whereas in 2023 it was 65.00 percent as indicated in appendix B.

Also, there was an increase of performance in the topic of *Language Use* (in questions 8 and 9). In 2023, the performance was 55.90 percent whereas in 2024 it is 63.30 percent, representing an increase of 7.40 percent. The students had average performance in this topic because they had partial knowledge on grammar and principles governing the transformation of some elements in a sentence.

Further analysis shows that there was an increase in performance in the topic of *Language Patterns/Structures* (in questions number 3, 4, 5, 6 and 7). The performance in this topic has increased by 13.10 percent when compared to that of 2023. In 2023, the performance was 49.80 percent whereas in 2024 it is 62.90 percent as indicated in appendix B.

In contrast, the students performed poorly in *written expression* (question number 10). The students' poor performance in this topic was due to inadequate knowledge on the principles of writing a composition. Most students were unable to express themselves in writing as they had

inadequate knowledge of grammatical rules and insufficient vocabulary to use in different contexts.

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

## **4.0 CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

The students' general performance in the 2024 Form Two National Assessment in the French Language subject was good, since 69.07% percent of the students (9,814) passed. This is because most of the students had competences and the required knowledge in the topics taught in forms I and II.

The analysis of the responses in this report further reveals that there were students who had average performance due to lack of adequate knowledge and skills in Vocabulary and Expressions, principles and grammatical rules, particularly in constructing sentences, transforming sentences from singular to plural forms and changing words from infinitive to different tenses.

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

### **4.2 Recommendations**

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

- (a) Teachers should be encouraged to use a variety of interactive teaching methods (rich environment) which will motivate students to learn the French language. Teaching of certain concepts can be

done through role plays, group work, imitation and tours to different places.

- (b) Students should be encouraged to read short stories, books and other educative French language materials so that they can acquire enough vocabulary. This will enable them to express themselves fluently in French Language, particularly in composition writing.
- (c) French Language subject clubs should be formed to assist and monitor students in practicing spoken language.
- (d) Students should be encouraged to study hard and make all the necessary revisions so as to master various topics, particularly those that appear to be so demanding such as transforming sentences from singular to plural and the use of tenses.

*Appendix A:*

**Summary of Students' Performance in Each Topic in 2024**

S/N	Topic	Question Number	Percentages of Students who Scored 30% or above	Average Performance by Topic (%)	Remarks
1	Vocabulary and Expressions	2	44.40	65.00	Good
		1	85.40		
2	Language use	8	54.50	63.30	Average
		9	72.10		
3	Language Patterns/Structure	3	16.40	62.90	Average
		4	73.40		
		5	37.60		
		6	93.90		
		7	93.20		
4	Written Expression/Composition	10	28.70	28.70	Poor

*Appendix B:*

**Comparison of the Students' Performance per Topic between the FTNA 2023 and 2024**

