

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINER'S REPORT ON THE PERFORMANCE OF
CANDIDATES
(ACSEE 2014)**

**123 FRENCH LANGUAGE
(School and Private Candidates)**

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FOREWORD

The Examiners' Report on the Performance of Candidates in French Language subject in the Advanced Certificate of Secondary Education Examination (ACSEE) 2014 was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general.

The Advanced Certificate of Secondary Education Examination marks the end of the two years of secondary education. It is a summative evaluation which among other things shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to students in their two years of advanced secondary education in the subject.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of candidates in the French Language subject. The general performance is good. The report highlights some of the factors that made candidates to score high marks in the questions. Such factors include ability to interpret the requirement of the questions, ability to express themselves by using French Language and sufficient knowledge of the principles and rules related to the subject. On the other hand, the report highlights some of the factors that made a few candidates fail to score high marks. The feedback provided will enable the education administrators, school managers, teachers and students to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and public in general that can be used for improving future Examiners' Reports.

Finally, the Council would like to thank the French language Coordinator, Examiners and others who participated in the preparation of this report. We would like to express our sincere appreciation to all the members of staff who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
Executive Secretary

1.0 INTRODUCTION

The report presents the performance of candidates in Advanced Certificate of Secondary Education Examination (ACSEE) who sat for French Language in May 2014. The examination corresponds directly to the French Language Syllabus of 2009 and 2011 Examination Format.

The 123 French Language Examination had Two papers. In French language 1 (123/1), there were Two sections with a total of 12 questions. Section A consisted of topics on Language Use and Translation. Language Use had a total of 10 questions with a total of 65 marks while the Translation part had only one question with a total of 15 marks. The topics on Language Use were Prepositions, Pronouns, Tenses, Passive Voice, Indirect Speech, Gerund and Comprehension. Section B was on Comprehension and had a total of 20 marks.

The 123/2 French Language 2 was on essay writing. The paper tested the candidates' ability to write and express their ideas appropriately and logically using French language. This paper had a total of five questions and the candidates were required to answer only four questions. The questions were from Cross-cutting issues (2 questions), Short Story Writing (1 question), Letter Writing (1 question) and Book Report (1 question).

The analysis of examination results show that, the overall performance of candidates was good as the candidates' score in most of the questions were above 30%. The results show that, candidates' performance in 2014 has improved as 98.33 percent passed the examination compared to 91.67 percent of the candidates who passed the examination in ACSEE 2013. These results reflect an increase in the candidates' performance by 6.66 percent.

The aim of this report is to provide a feedback to the education stakeholders on the candidates' performance in each question. The presentation shows the task which the candidates were required to perform, the way the candidates answered and the possible explanations for the responses. It is expected that teachers and students will improve their teaching and learning techniques so as to improve the performance in this subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION IN PAPER 1

2.1 Question 1: Prepositions

This question consisted of five sentences, each containing a blank space and the candidates were required to fill in the blank spaces by using appropriate prepositions.

The question was attempted by all the candidates (100%) and the performance was very good as 25 percent of them scored full 05 marks, 50 percent scored from 02 to 04.5 marks and 25 percent scored from 00 to 01.

The candidates who scored high marks understood the requirements of the question and had enough knowledge on the use and the functions of prepositions in the given sentences. The candidates were able to fill in the blank spaces with the correct prepositions as follows; (a) *en*, (b) *pour*, (c) *au-dessous*, (d) *entre* and (e) *dans*. Extract 1.1 shows a sample of a response from a candidate who managed to answer the question as required.

Extract 1.1

1	a) N'oubliez pas de signer votre lettre <u>en</u>	
	bas de la page avant de la mettre <u>dans</u>	
	une enveloppe.	
	b) Ma tante était malade, elle est allée	
	chez le médecin et il lui ^a donné un	
	traitement <u>pour</u> un mois.	
	c) Cette voiture a été vendue bien <u>au-dessous de</u>	
	sa valeur, beaucoup moins cher qu'il	
	ne vaut.	
	d) Nos voisins ne veulent pas recevoir	
	de visites pendant le week-end, ils	
	préfèrent rester <u>entre</u> eux.	
	e) Hier matin, j'ai <u>lu</u> un article intéressant	
	sur la vie du premier homme <u>dans</u> le	
	'Nipache'	

Extract 1.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate understood the requirements of the question and was able to fill in the blank spaces with the appropriate prepositions.

The candidates who scored low marks did not know the function of the given prepositions because they did not have enough knowledge on the topic. These candidates did not know the meaning of these prepositions as a result they just picked them randomly. Extract 1.2 shows a sample of a poor response.

Extrait 1.2

1(a)	N'oubliez pas de signer votre lettre pour bas de la page avant de la mettre dans une enveloppe.
(b)	Ma tante était malade, elle est allée chez le médecin et il lui a donné un traitement entre un mois
c.	Cette voiture a été vendue bien dans sa valeur, beaucoup moins cher qu'il ne faut.
(d)	Nos voisins ne veulent pas recevoir de visites pendant le week-end. ils préfèrent rester au-dessous deux.
(e)	Hier matin, j'ai lu un article intéressant sur la vie du premier homme en le "Nipache".

In Extract 1.2 the candidate failed to fill in the blank spaces with correct prepositions. He/she picked the prepositions randomly. This indicates that the candidate did not have enough knowledge on the topic.

2.2 Question 2: Indefinite Pronouns

This question required the candidates to complete the sentences by using indefinite pronouns.

The question was attempted by all the candidates (100%) and the performance was good as 46.7 percent of them scored full 05 marks, 46.6 percent scored from 02 to 04 marks and only 6.7 percent

scored from 00 to 01 mark out of the 05 marks allocated to the question.

The candidates who performed well were able to put the correct indefinite pronouns in the proper blank spaces provided. This indicates that the candidates understood the requirements of the question and had sufficient knowledge on the use of the indefinite pronouns command of the language. These candidates were able to distinguish between masculine/feminine singular nouns from masculine/feminine plural nouns.

The candidates who performed poorly in this question failed to put correct indefinite pronouns in the blank spaces. These candidates did not understand the meaning of the words due to poor command of the language and inadequate knowledge on this topic. Extract 2.1 is a sample of a response of a candidate who failed to put the indefinite pronouns in the proper places. This candidate was unable to distinguish the gender and the number of the nouns these pronouns replaced.

Extract 2.1

02.	(a) Je suis abonné à une revue médicale: j'ai la revue toutes les jours dans ma boîte aux lettres.
	(b) Mon ami avait fait beaucoup de photos pendant notre voyage au parc national de Mikumi, mais, malheureusement, les autres sont ratées.
	(c) Il faut penser à adapter les conditions de travail de l'étudiant souffrant d'un handicap et à l'aider. En effet, un étudiant comme celui-ci a généralement besoin de plus de temps que tous.
	(d) Excusez-moi madame, vous allez à Morogoro? Le deux autobus y vont; vous pouvez prendre l'une.
	(e) Christine voudrait trouver une jolie robe pour le

	marriage de sa sœur. Elle en a essayé plusieurs, mais
	n'importe laquelle ne lui a vraiment plu.

Extract 2.1 shows a sample of a response of a candidate who scored low marks. This candidate failed to fill in the blanks with the correct indefinite pronouns. This indicates that the candidate did not have enough knowledge on this topic because he/she could not distinguish between masculine/feminine singular nouns from masculine/feminine plural nouns.

2.3 Question 3: Tenses

In this question, the candidates were given five sentences with verbs in the infinitive form in the brackets and were required the candidates to change the verbs into their correct tenses (past or present tenses).

The question was attempted by all the candidates (100%) and the performance was good as only 1.7 percent of them scored full 05 marks, 76.6 percent scored from 01.5 to 04.5 and 21.7 percent scored from 00 to 01 marks.

The candidates who scored high marks were able to change correctly the verbs into present or past tense, which was an indication that they had enough knowledge on the topic and were conversant with the language.

In French Language, past tense is formed by using past participle of a verb with auxiliary verbs to be (*être*) or to have (*avoir*). The verbs which use the auxiliary verb *être* must agree with the noun/pronoun in gender (masculine or feminine) and in number (singular or plural). Also, if there is a direct object which is put before the verb in past tense, then there must be an agreement to the past participle. For example, in question 3(a) there was a direct object *les* which replaced the feminine/plural noun *ses cartes postales*. In this case the past participle *trouvé* was supposed to be accorded and the correct form was to be *trouvées*; where “e” stands for a feminine noun and “s” for a plural noun. The sentence was supposed to be *Ma sœur cherchait ses cartes postales de Mont Kilimandjaro il y a*

une semaine mais hier soir, elle les **a trouvées** dans un tiroir.
Extract 3.1 shows a sample of a good response.

Extract 3.1

03 a)	Ma sœur cherchait ses cartes postales de Mont Hilimangaro il y a une semaine mais hier soir, elle elle les a trouvés dans un tiroir
b)	Les pains au chocolat de cette boulangerie sont délicieux. Alors, hier j'en ai acheté quatre pour donner à mes voisines
c)	En vérité, cet enfant est en difficulté scolaire. il sait beaucoup de choses, il peut réussir à ses examens mais j'ai l'impression qu'il ne veut pas.
d)	J'ai habité dans ce quartier il ya deux ans, mais Maintenant je n'y habite plus.

Extract 3.1 shows a sample of a response from a script of a candidate who scored high marks. He/she managed to answer questions 3(b)-(e) correctly. In question 3(a), the candidate failed to put an agreement on the past participle but the auxiliary verb was correct.

On the other hand, the candidates who scored low marks failed to respond as required due to various reasons. Among these candidates, there were those who failed to identify the correct tenses while others managed to write the correct auxiliary but failed to put the past participle in the correct form. Other candidates confused the place to put an auxiliary verb when a pronoun comes before a verb which is in past tense.

In French Language the direct and indirect object pronouns are always placed before the verb except if the sentence is in imperative form or when a sentence has two verbs; the first verb is conjugated and the second verb is in infinitive form. For example, in question

3(a) the direct object *les* is supposed to be placed before verb *a trouvées* (past tense) but one candidate put the pronoun between the auxiliary verb and the past participle. The same thing happened for question 3(b) where the pronoun *en* is supposed to be placed before verb *ai acheté*. The problem described above could be attributed to lack of sufficient knowledge on principles/rules of changing the verbs into correct tenses. Extract 3.2 shows a sample of a response from a script of a candidate who scored low marks.

Extract 3.2

3.	(a) Ma sœur cherchait ses cartes postales de Mont Kilimanjaro il ya une semaine mais hier soir, elle a les trouvée dans un tiroir.
	(b) Les pains au chocolat de cette boulangere sont délicieux. Alors, hier j'ai en acheté quatre pour donner à mes voisins.
	(c) En vérité, cet enfant est en difficulté scolaire. il a su beaucoup de choses, il peut réussir à ses examens mais j'ai l'impression qu'il n'a pas voulu.
	(d) J'habite dans ce quartier car il ya deux ans, mais maintenant je n'y habite plus.

Extract 3.2 shows a sample of a response of candidate who failed to answer all the questions correctly. For example, in question 3(a) and 3(b) he/she put the pronouns between the auxiliary verbs and past participles instead of putting them before the auxiliary verb. In question 3(c) and 3(d) the verbs were not in their correct tenses.

2.4 Question 4: Interrogative Pronouns

In this question, the candidates were given five sentences with blanks and were required to fill in the blanks using interrogative pronouns in the appropriate form (masculine/feminine; singular/plural forms). The pronoun which was given was in masculine/singular form.

All the candidates (100%) attempted the question and the performance was good as 38.3 percent of them scored full 05 marks,

35 percent scored from 02 to 04 marks and 26.7 percent scored from 00 to 01 mark.

The candidates who performed well, managed to fill in the blank spaces with the correct forms of the interrogative pronouns because they were able to distinguish the masculine/feminine singular nouns from masculine/feminine plural nouns. This was an indication that the candidates understood the requirements of the question and had sufficient knowledge on the topic. Extract 4.1 shows a sample of a good response.

Extract 4.1

4.	(a). Monsieur Misenye a beaucoup de vaches traditionnelles et de vaches modernes, lesquelles voulez-vous acheter?
	(b). Il ya beaucoup de vieux batiments a Zanibar; lesquels avez-vous viste pendant les vacances.
	(c). Bonjour madame, je voudrais faire un beau cadeau a ma sœur qui se marie prochainement. Pourriez-vous me montrer ce que vous avez comme assiettes? Par exemple ces assiettes la-bas, Combien valent-elles - lesquelles, madame? Les blanches ou les bleues
	(d). J'ai rencontré votre frère par hasard a Nairobi.
	- lequel?
	Celui qui fait ses études a l'université de Makerere.
	(e). Voilà deux bonnes équipes qui vont jouer aujourd'hui au stade national. Lesquelles laquelle va gagner le match?

Extract 4.1 shows a sample of a response from a script of a candidate who scored full 05 marks. This candidate managed to fill in the blanks with the correct interrogative pronouns because he/she was able to distinguish masculine/feminine singular nouns from masculine/feminine plural nouns.

On the other hand, the candidates who scored low marks failed to distinguish interrogative pronouns from interrogative adjectives. The question was on interrogative pronouns but some of the candidates used interrogative adjectives and compound interrogative pronouns.

The compound interrogative pronouns are formed by combining preposition:

- (i) *à + lequel = auquel* (masculine/singular pronoun).
- (ii) *à + lesquels = auxquels* (masculine/plural pronoun).
- (iii) *à + laquelle = à laquelle* (feminine/singular pronoun).
- (iv) *à + lesquelles = auxquelles* (feminine/plural pronoun).

Extract 4.2 shows a sample of a response from a script of a candidate who failed to answer the question correctly because he/she did not have enough knowledge on the topic. In question 4(a) and 4(b), the candidate used compound interrogative pronouns. In question 4(c) the interrogative pronoun was not in proper form because the word *assiettes* is a feminine/plural noun so the appropriate interrogative pronoun was *lesquelles* but the candidate wrote *lequel*. In question 4(d) and 4(e) the candidates used interrogative adjectives.

Extract 4.2

4	a) Monsieur Misenye a beaucoup de vaches traditionnelles et de vaches modernes. <u>Auquels</u> voulez-vous acheter?
	b) Il y a beaucoup de vieux bâtiment à Zanzibar, <u>auquel</u> avez-vous visité pendant les vacances?
	c) Bonjour madame, je voudrais faire un bon cadeau à ma sœur qui se marie prochainement. Pouvez-vous me montrer ce que vous avez comme assiettes? Par exemples ces assiettes là-bas, combien valent-elles?
	<u>Les quel</u> , madame? Les blanches ou les bleues?
	d) J'ai rencontré votre frère par hasard à Nairobi?
	- <u>Quel</u> ?
	- Ce lui qui fait ses études à l'Université de Makerere
	e) Voilà deux bonnes équipes qui vont jouer aujourd'hui au stade national <u>quel</u> va gagner le match?

Extract 4.2 shows a sample of a response from a script of a candidate who scored low marks. The candidate mixed interrogative pronouns with interrogative adjectives and compound interrogative pronouns contrary to the requirements of the question.

2.5 Question 5: Possessive Pronouns

In this question, the candidates were given five sentences each with underlined parts and were required to replace the underlined parts with possessive pronouns in the appropriate forms (masculine/feminine; singular/plural forms).

The question was attempted by all the candidates (100%) and the performance was good as 18.3 percent of them scored full 05 marks, 66.7 percent scored from 01.5 to 04.5 and 15 percent scored from 00 to 01 mark.

The candidates who performed well in this question understood the requirements of the question and had sufficient knowledge and skills on the use of the possessives pronouns. These candidates were able to identify the masculine/feminine singular nouns from masculine/feminine plural nouns as elaborated in Table 1.

Table 1

Person	One object		Many objects	
	Masculine	Feminine	Masculine	Feminine
1 st person/singular (je)	le mien	la mienne	les miens	les miennes
2 nd person/singular (tu)	le tien	la tienne	les tiens	les tiennes
3 rd person/singular (il/elle)	le sien	la sienne	les siens	les siennes
1 st person/plural (nous)	le nôtre	la nôtre	les nôtres	
2 nd person/plural (vous)	le vôtre	la vôtre	les vôtres	
3 rd person/plural (ils/elles)	le leur	la leur	les leurs	

When a sentence starts with a noun phrase or a pronoun which is in feminine form and the noun to be replaced is in masculine/plural form, then the possessive pronoun must be in masculine/plural form but there are some exceptions like in question 5(a).

In French Language if the underlined words consisted of prepositions *à* or *de* and when a possessive pronoun preceded these prepositions, then there are other forms of the possessive pronouns which are being used as in the case of question 5(a). The possessive

pronoun *les siens* is combined with preposition *à* to form *aux siens* that is why the correct answer for this question was *aux siens* and not *les siens*. This rule is applied for all possessive pronouns preceded with preposition “à” or “de”. Extract 5.1 shows a sample of a good response.

Extract 5.1

5a	J'ai deux filles: ma fille aînée interdit les bonbons à ses enfants, tandis que mon autre fille en donne <u>aux siens</u> .
b	Excusez-moi monsieur, vous pouvez déplacer votre voiture? Je suis désolé ce n'est pas <u>la mienne</u> mais ce c'est la voiture de mon voisin.
c	Nous, nous avons reçu nos résultats, nous sommes très contents. Et vous, vous connaissez les vôtres?
d	Il faut féliciter Robert et Anna: leur projet est excellent. En ce qui concerne Rose et Paul, nous attendons encore les siens <u>le leur</u> .
e	Jamil Jamilla n'a pas sa carte d' int identité et Bakari n'a pas <u>la sienne</u> non plus, alors on fait comment.

Extract 5.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to replace the underlined words with correct possessive pronouns although in question 5(c) he/she forgot to put an accent on top of “o”. The possessive pronoun was supposed to be *les vôtres* but he/she wrote *les votres*.

On the other hand, the candidates who scored low marks failed to respond as required because they did not understand the requirements of the question and had inadequate knowledge and skills on this topic. Generally, the candidates were not familiar with the grammatical rules shown in table 1.

For example in question 5(a) the candidate was not aware of the other forms of the possessive pronouns which can be used when a possessive pronoun is preceded by a preposition.

Pronouns are used to replace nouns but in question 5(c) the candidate did not replace the noun *résultats* and on top of that he/she put the possessive pronoun without the definite article. Possessive pronouns are always accompanied by definite article and in French language the definite articles are *le* (for masculine/singular nouns), *la* (for feminine/singular nouns) and *les* (for masculine/feminine plural nouns).

In question 5(d) the candidate combined possessive adjective with possessive pronoun. In this question the correct answer was *le leur* but the candidate wrote *leurs siens*.

In question 5(e) he/she confused between the masculine and the feminine nouns. The underlined words were in feminine/singular form and the subject of the sentence was Jamilla (*elle*). Therefore, the correct possessive pronoun to be used was *la sienne* but he/she wrote *le sien*. Extract 5.2 shows a sample of a response from a script of a candidate who scored low marks.

Extract 5.2

S'	(a) J'ai deux filles: ma fille aînée interdit les bonbons à ses enfants tandis que mon autre fille en donne les siens les siennes
	(b) Excusez-moi, monsieur, vous pouvez déplacer votre voiture? Je suis désolé. Ce n'est pas la mienne mais c'est la voiture de mon oncle
	(c) Nous, nous avons reçu nos résultats nous sommes très contents. Et vous, vous connaissez votre résultats?
	(d) Il faut féliciter Robert et Anna; leur projet est excellent

	'En ce qui concerne Rose et
	Paul nous attendent avec leurs
	biens
	(e) Jamila n'a pas sa carte d'identité
	et Bakari n'a pas le sien
	non plus, alors on fait comment?

Extract 5.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate managed to answer question 5(b) only.

2.6 Question 6: Active Voice and Passive Voice

In this question, the candidates were given five sentences in active voice and were required to transform them into passive voice by using the example given.

This question was attempted by 98.3 percent of the candidates and the performance was good as 18.3 percent of the candidates scored full 10 marks, 71.5 percent scored from 03 to 09.5 marks and 10.2 percent scored from 00 to 02.5 marks.

The candidates who scored high marks were familiar with the necessary changes taking place in transforming sentences from active into passive voice such as:-

- (i) The subject of an active voice sentence becomes the direct object of a by-phrase in passive voice.
- (ii) The direct object of an active voice sentence becomes the subject in passive voice.
- (iii) Use of verb to be (être) conjugated (in most cases) + past participle (of the verb in active voice) + par/de + logical subject.
- (iv) The past participle must agree with the subject (masculine/feminine, singular/plural).

Extract 6.1 shows a sample of a response from a script of a candidate who answered the question correctly, thus scoring full marks.

Extract 6.1

6b	Une fête pour féliciter les étudiants qui ont réussi à leurs examens est organisée par la direction de cette école chaque année.
c.	Une bombe a été plantée par les terroristes Somaliens dans le bateau américain.
d.	Des mesures pour empêcher les importations illégales de sucre seront prises par les services des douanes.
a.	Les billets de voyageurs qui passent par Nairobi sont contrôlés par l'employé de Swiss Air.
e.	Les détails d'un incident technique qui a empêché l'avion de décoller ont été exagérés la presse à l'heure hier matin.

Extract 6.1 shows a sample of a response from a script of a candidate who scored full marks. This candidate was able to transform correctly all the sentences from active voice to passive voice.

The candidates who scored low marks lacked enough knowledge and skills on this topic. For example, one of the candidates answered all the items in this question but the answers were incorrect. In question 6(b), the candidate just copied the question without writing an answer. This candidate was unable to transform the sentences into passive voice because he/she did not know the changes taking place during this transformation. Extract 6.2 shows a sample of such responses.

Extract 6.2

6	a) Nairobi est passé par l'employé de swiss Air contrôle les qui les billets des voyageurs.
	(b) les étudiants qui ont été réussis leurs examens
	c) Dans le bateau américain ont été planté par les terroristes somaliens un bombe.
	d) les importations illégales de sucre seront prendu par les services des douanes de mesures pour empêcher.
	e) l'avion de décoller a été empêché par la presse a exagéré les détails d'un incident technique à l'heure hier matin.

Extract 6.2 shows a sample of a response from a script of a candidate who scored low marks. The candidate could not attempt all the questions but even the questions which he/she attempted had incorrect answers. The candidate just mixed the words which were in the question and produced meaningless sentences.

2.7 Question 7: Gerund

In this question, the candidates were given five sentences which started with conditional clauses and were required to rewrite the sentences by changing the conditional clauses into gerund form.

The question was attempted by all the candidates (100%) and the performance was very good as 50 percent of them scored full 05 marks, 48.3 percent scored from 02 to 04 while one candidate (1.7%) scored 00 mark.

The candidates who scored high marks were able to rewrite the sentences by changing the conditional clauses into gerund form. This was an indication that they understood the question and had sufficient skills and knowledge on the principles and rules of transforming the sentences into gerund form.

Gerund is a verbal form which is formed by using preposition *en* before the verb. The procedures of changing a verb into gerund are as follows:

- (i) Take the 1st person plural (nous) in the present tense indicative. For example verb *marcher* → *nous marchons*.
- (ii) Take out the ending of the verb *marchons* which is *-ons*
- (iii) Put *-ant* at the end of the radical *march-* = *marchant*.

Therefore the gerund form of verb *marcher* is *en marchant*.

Extract 7.1 shows a sample of a good response.

Extract 7.1

7.	a) En plantant un arbre devant la terrasse, nous aurions plus d'ombre.
	b) En étant aussi bavarde comme ton cousin Mhogomchungu, tu risques de fâcher tes amis.
	c) En parlant un peu plus distinctement, il se ferait mieux comprendre.
	d) En relisant votre dissertation plus soigneusement, vous éviterez bien des fautes.
	e) En arrivant en avance dans la salle de cinéma, elle aura les meilleures places.

Extract 7.1 shows a sample of a response of a candidate who managed to change correctly all the conditional clauses into gerund form because he/she was conversant with the principles of changing verbs into gerund form.

On the other hand, the candidates who scored low marks did not know the principles of changing verbs into gerund form. For example, one candidate failed to change verb *plantions* in question 7(a) into gerund instead he/she wrote a word which does not exist in French Language. In question 7(b), the candidate confused the verb to be changed with an adjective. In this sentence *Si tu es aussi bavarde comme ton cousin Mhogomchungu, tu risques de fâcher tes amis*, the verb was *es* but the candidate confused it with adjective *bavarde* as a result he/she transformed the adjective into gerund form. The sentence was supposed to be *En étant aussi bavarde comme ton cousin Mhogomchungu, tu risques de fâcher tes amis* but

the candidate wrote *En bavardant comme ton cousin Mhogomchungu, tu risques de fâcher tes amis* which was incorrect.

The candidate who scored a zero mark did not follow the instruction of the question as he/she wrote the verbs in gerund form without putting them in sentences. This mistake prevented him/her to score marks in this question.

2.8 Question 8: Direct and Indirect speech.

In this question, the candidates were give five sentences into direct speech and they were required to transform them into indirect speech.

The question was attempted by all the candidates (100%) and the performance was good as 5 percent of them scored full 10 marks, 85 percent scored from 03 to 09.5 marks and 10 percent scored from 00 to 02 marks.

The candidates who scored full marks were able to transform the sentences into indirect speech because they had knowledge on the rules/principles of transforming sentences from direct to indirect speech. This procedure involves some modifications of certain items like:

- (i) personal pronouns
- (ii) possessives adjectives
- (iii) adverbs or certain expressions which indicate time or place
- (iv) tenses

When the introducing verb is in present or future tenses, there will be no changes of the tenses in the indirect speech sentence. For example, the sentence in question 8(c) was *Le vendeur me confirme: Je vous **préviendrai** dès que votre ordinateur **sera** réparé.* In this sentence the introducing verb *confirme* is in present tense and the verbs in the direct speech sentence are in future tense, therefore the tense will not change when the sentence is transformed into indirect speech and the sentence will be *Le vendeur me confirme qu'il me **préviendra** dès que mon ordinateur **sera** réparé.* In this sentence the personal pronoun *vous* changed into *me* while the possessive adjective *votre* changed into *mon*.

But when the introducing verb is in past tense and the verbs in the direct speech sentence are in present tense, then in an indirect speech sentence the present tense will change into imperfect tense.

For example, in the example given *Ma sœur m'a dit: "J'adore ce disque de Twanga Pepeta et je l'écoute tout le temps,"* the introducing verb *a dit* is in past tense and the verbs *adore* and *écoute* are in present tense. These two verbs change into imperfect tense and the sentence becomes: *Ma sœur m'a dit qu'elle adorait ce disque de Twanga Pepeta et qu'elle l'écoutait tout le temps.* Table 2 shows some of the modifications occurring when the introducing verbs are in past tense.

Table 2

S/n	When the reported speech is in direct form and the verb is in	In reported speech indirect form, the verb will be in
1.	Present tense (présent de l'indicatif)	Imperfect tense (imparfait de l'indicatif)
2.	Past tense (passé composé)	Pluperfect tense (Plus-que parfait de l'indicatif)
3.	Future tense (future simple)	Present conditional (Conditionnel présent)
4.	Perfect future tense (future antérieur)	Past conditional (conditionnel passé)

When the introducing verb is in past tense and there is an adverb indicating time in a direct speech sentence, then this adverb will change. For example, the sentence in question 8(e) was *Le porte-parole des ouvriers a annoncé: Les ouvriers ont voté pour la prolongation de la grève et ils ne reprendront donc pas le travail demain.* The adverb *demain* is supposed to be changed into *le lendemain* but the meaning is unchanged. The sentence in indirect speech will be *Le porte-parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne reprendraient donc pas le travail le lendemain.*

Extract 8.1 shows a sample of a response from a script of a candidate who managed to transform all the five sentences into an indirect speech although there was a minor spelling mistake on the word *lendemain* where he/she wrote *lendaim*. This was an indication that the candidate had sufficient knowledge and skills on the principles governing transformation of a direct speech sentence into an indirect speech sentence.

Extract 8.1

8.	(a) Ce matin la météo a annoncé qu'il ferait beau et chaud et que les températures resteraient inchangées dans la journée.
	(b) Juma m'a raconté qu'à l'examen une étudiante avait été surprise en train de parler avec son voisin et que les deux tricheurs avaient été renvoyés de la salle.
	(c) Le vendeur me confirme qu'il me préviendra dès que mon ordinateur sera réparé.
	(d) Avant de partir, les Massawe préviennent le gardien de l'immeuble que leur fille vient d'avoir un bébé et qu'ils vont partir quelques jours pour la voir.
	(e) Le porte-parole des ouvriers a annoncé que les ouvriers avaient voté pour la prolongation de la grève et qu'ils ne reprendraient donc pas le travail le lendemain.

Extract 8.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to transform the personal pronouns, adjective possessives and the tenses accordingly although there was a minor spelling mistake on the adverb.

On the other hand, the candidates who scored low marks failed to transform the verbs into their correct tenses. For example, in attempting this question one candidate wrote the incorrect answers in Extract 8.2. In question 8(a), the verb on the second part of the indirect speech sentence was not correct because he/she confused the subject of verb *resteront*. The subject was *les températures* which was in plural form but the candidate put the verb in singular form. The correct form of the verb was *resteraient* and not *resterait*. Also the personal pronoun *elle* which he/she used to replace *il* was not correct because in question 8(a) the pronoun *il* was impersonal and it cannot be changed. In question 8(b), the adjective possessive *son* remained unchanged but the candidate wrote *ton*. In question 8(c), the candidate changed the tenses of verbs *préviendrai* and *sera*

from future tense to present conditional although these verbs were supposed to be unchanged because the introducing verb was in present tense.

Extract 8.2

8.	a) Ce matin la météo a annoncé qu'elle ferait beau et chaud et les températures se qu'elle resterait inchangées dans la journée.
8	b) Tima m'a raconté à l'examen une étudiante avait été surprise en train de parler avec son voisin et les deux tricheurs avait été renvoyés de la salle.
	c) Le vendeur me confirme qu'il vait prévenir ait des que son ordinateur qu'il serait réparé.
	d) Avant de partir les massame prévenir le gardien de l'immeuble: venir notre fille d'avoir un bébé et nous allons partir quelques jours pour la voir.
	e) Le porte-parole des ouvriers a annoncé que ouvrierait voté pour la prolongation de la grève et que ne reprendrait pas le travail demain.

Extract 8.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate failed to transform the sentences into indirect speech because he/she was unable to change the personal pronouns, adjective possessive and even the tenses were not correct.

2.9 Question 9: Future tense

In this question, the candidates were given a dialogue with verbs in the infinitive form in the brackets and were required to put them into future tense.

The question was attempted by all the candidates (100%) and the performance was good as 13.3 percent of them scored full 10 marks, 75 percent scored from 03 to 09 marks and 11.7 percent scored from 00 to 02 marks.

The candidates who scored full marks were able to put the infinitive forms into future tense. This was an indication that they understood the question and had knowledge on how to apply the rules of transforming sentences into conditional clauses.

In French language when there is *si* which is used to introduce a conditional sentence and the first verb is in present tense, then the second verb is supposed to be in future tense.

- Si + verb (present tense) + verb (future tense).

Extract 9.1 shows a sample of a good response.

Extract 9.1

q.	- Votre fils est un bon élève et <u>se</u> travaille beaucoup, <u>il réussira</u> à ses examens et <u>continuera</u> avec ses études jusqu'à l'université. Mais, <u>s'il continue</u> à se battre avec ses camarades, nous <u>le renverrons</u> de l'école pendant une semaine et <u>restera</u> à la maison.
	- Mais si vous le renvoyez de l'école, <u>que fera-t-il</u> pendant une semaine à la maison?
	- Ah! si nous le renvoyons, <u>il réfléchira</u> à son attitude, <u>se reposera</u> un peu et <u>reviendra</u> un peu calme, j'espère!
	- S'il recommence, dans ce cas, nous <u>ne pourrons pas</u> le garder, ce sera un renvoi définitif.

Extract 9.1 shows a sample of a response from a script of a candidate who managed to transform all the verbs into future tense, an indication that they had knowledge on how to apply the principles of transforming sentences into conditional clauses.

The candidates who scored low marks failed to respond as required because they had no knowledge on how to apply the principles of transforming the sentences into conditional clauses. Even the example which was given for this question could not help them. For example, in attempting this question, one of the candidates confused the tenses; instead of using future tense, he/she used present conditional tense which is applied when the first verb is in imperfect tense.

- Si + verb (imperfect tense) + verb (present conditional tense).

Extract 9.2 shows a sample of such responses.

Extract 9.2

9.	Votre fils est un bon élève et s'il travaille beaucoup, il <u>réussirait</u> à ses examens et <u>continuerait</u> avec ses études jusqu'à l'université. Mais s'il continue à se battre avec ses camarades, nous le renverrions <u>renverrions</u> de l'école pendant une semaine et <u>resterait</u> à la maison.
	- Mais si vous le renvoyez de l'école que <u>faisait-il</u> pendant une semaine à la maison?
	- Ah! Si nous le renvoyez de l'école il <u>réfléchirait</u> à son attitude, se <u>reposerait</u> un peu et <u>reviendrait</u> un peu calme, j'espère!
	- Et s'il recommence?
	- S'il recommence, dans ce cas, nous ne <u>pourrions pas</u> le garder, <u>le serait</u> un renvoi définitif.

Extract 9.2 shows a sample of a response of a candidate who failed to answer the question correctly because he/she confused the tenses. The candidate used present conditional tense instead of future tense.

2.10 Question 10: Imperative Forms

In this question, the candidates were given five sentences and were required to change them into imperative form (present tense). Imperative is a mood which is used to express an order, an advice or a polite demand and in French language is formed only on the 2nd person singular form (*tu*), the 1st person plural form (*nous*) and the 2nd person plural form (*vous*).

The question was attempted by all the candidates (100%) and the performance was good as 20 percent of them scored full 05 marks, 60 percent scored from 02 to 04 marks and 20 percent scored from 00 to 01 mark.

The candidates who scored high marks were able to transform correctly the sentences into imperative forms even the sentences which were in negative form. This was an indication that they understood the requirements of the question and had adequate knowledge on the topic. Extract 10.1 shows a sample of a good response.

Extract 10.1

10(a)	Prenez le temps de vivre.
10(b)	Ecoute plus souvent de la musique religieuse.
10(c)	Partez plus souvent à la campagne.
10(d)	Profite des moments libres.
10(e)	Ne pensez pas à des choses tristes.

Extract 10.1 shows a sample of a response from a script of a candidate who scored high marks. The candidate was able to transform correctly the sentences into imperative forms.

On the other hand, the candidates who scored low marks did not have adequate knowledge on the topic. According to the example given, the sentences were supposed to be transformed into imperative present tense but some of the candidates transformed the verbs into imperfect tense. For example, in attempting this question, one candidate wrote the incorrect responses in Extract 10.2.

In question 10(a), the candidate was supposed to conjugate the verb for the second person plural (*vous*) because the derived sentence was in the second person plural but instead he/she transformed it into second person singular (*tu*).

In question 10(b) and 10(d), the verbs from the derived sentence were conjugated for the second person singular so the imperative sentences were supposed to be for the second person singular but the candidate put it for the second person plural. In these questions the candidate interchanged the persons.

In question 10(c), the candidate confused the tenses; instead of putting the sentence in imperative (present tense) form, he/she used imperfect tense. In question 10(e), the derived sentence was in negative form therefore the imperative sentence was supposed to be in negative form but the candidate changed it into affirmative form.

Extract 10.2

a	Prends le temps de vivre !
b	Ecoutez plus souvent de la ^{musique religieuse} compagne !
c	Partiez plus souvent à la compagne !
d	Profitez des moments libres !
e	Pensez à des choses tristes !

Extract 10.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate interchanged the pronouns in question 10(a), 10(b) and 10(d). In question 10(c) he/she put the verb in imperfect tense while in question 10(e) he/she transformed the sentence into affirmative form instead of negative form.

2.11 Question 11: Translation

In this question, the candidates were given a short text in French language and were required to translate it into Kiswahili language. The text was about Kiswahili as a Bantu language. The question had 15 marks.

The question was attempted by all the candidates (100%) and the performance was good as 5 percent of the candidates scored 14.5, 91.7 percent scored from 05 to 14 marks and 3.3 percent scored from 00 to 04 marks.

The candidates who scored high marks produced a good translation because they understood the text. The candidates also had a good command of both French language and Kiswahili and had sufficient translation skills because they managed to transfer the information in the source language (French) into the target language (Kiswahili).

Extract 11.1 shows a sample of a good response.

Extract 11.1

1	Lugha ya Kiswahili kinatokame na Kibantu.
1	Ni lugha ya Kibantu kwe muindo yake na
	maumbo yake. Kwa upande wa maneno, ina maneno
	Kadha yanayotokame na lugha ya Kiarabu, Kipashia,
	Kireno, Kingerera, Kihindi na Gujarati. Baadhi ya
	wataalamu hukiona Kiswahili kama ni Kisihi. Kwe
	sasa inatambuliwa kama ni lugha ya Kibantu.
	Katika nchi yenye wakazi milioni 44.9
	ambako kuna lugha tofauti 120, Kiswahili sio lugha
	ya taifa tu, lugha rasmi, lakini matumizi yake
	hayana mipaka, inawekame kama ni lugha ya
	Kumataifa. Wazungumzaji wa Kiswahili wanaongezeka.
	Wanataki Kwa sasa wanatakiwa ni milioni
	60 ambao hupatikane katika nchi tofauti nyingi
	za Afrika ya Kati wanazungumza Kiswahili.
	Ni lugha ya kwanza kwa watu wa mwambao wa
	bahari ya hindi kutoka Somalia mpaka Msumbiji.
	Ni lugha ya saba duniani kwa umuhimu wake.
	Lugha ya Kiswahili imetoka mchango mabwa
	katika kupigania uhuru.

Extract 11.1 shows a sample of a response from a script of a candidate who managed to give a good translation, thus scoring high marks.

The candidates who scored low marks translated the text word by word which distorted the real meaning of the text. For example, in translating the sentence: *C'est une langue typiquement bantoue par sa structure et sa morphologie*; one of the candidates translated the first part *C'est une langue typiquement bantoue* as *Hii ni lugha ya Kibantu* (word by word) instead of *Kiswahili ni lugha yenye asili ya Kibantu*. The second part of the sentence *...par sa structure et sa morphologie* was incorrectly translated as *ambayo ina muundo na mtindo wa kibantu* instead of *...hasa kwa kuangalia sarufi na mofologia yake*. In this sentence, the words *structure* and *morphologie* were incorrectly translated as *muundo* and *mtindo* respectively.

Apart from using word to word translation, the candidate also picked familiar words from a sentence and translate them by trying to associate them based on how they appear rather than on meaning equivalence. For example, in the sentence *Le Kiswahili fait partie de la famille bantou*, the word *famille* resembles the word family in English language so the candidate picked this word and translated it as *jamii* in Kiswahili. The candidate translated the sentence to: *Kiswahili kinatumika katika jamii ya kibantu* instead of *Lugha ya Kiswahili ni moja ya lugha za kibantu*.

Other cases which show that the candidate did not understand the text was in the sentence: *Quant au lexique, il a emprunté un nombre très important des termes à l'arabe, ... et au gujarati* which he/she translated as *wakati aina za maneno, ina aina mbalimbali za maneno ya Kiarabu, ...na Kijerumani* instead of *Kuhusu msamiati wake, Kiswahili kimeazima/kimetohoa maneno mengi kutoka lugha ya Kiarabu...na Kigujarati*. The candidate translated the word *au gujarati* into *Kijerumani*. Another sentence: *C'est la première langue pour les populations de la côte de l'océan indien depuis la Somalie jusqu'au Mozambique* as *ni Lugha kubwa ya nchi za maziwa makuu kuanzia Somalia hadi Mozambique* instead of *Ni lugha ya kwanza inayotumiwa na wakazi wanaoishi kando kando/Pwani ya bahari ya Hindi kutokea Somalia hadi Msumbiji*. This was an indication that the candidate was not competent in French language, hence failure to understand the text.

The candidate also translated the sentence *Dans un pays qui compte plus de 44.9 millions d'habitants, où il existe quelques 120 langues différentes,* as *Leo kinatumika na jumla ya wakazi million 44.9 ambapo zinapatikana lugha mia ishirini za aina tofauti* instead of

Katika nchi ambayo ina wakazi zaidi ya milioni 44.9, ambayo pia ina makabila/lugha tofauti kama 120 hivi The candidate did not know the meaning of the words *les pays limitrophes* and he/she wrote *nchi mbalimbali* instead of *nchi za jirani*. Extract 10.2 shows such responses.

Extract 11.2

11	<p>Kiswahili kinatumika katika jamii ya Kibantu. Hii ni lugha ^{ya Kibantu} mbayo Munda ya Kibantu ambayo inaina Munda na mtundo wa Kibantu, aina wakali aina za Maneno ina aina mbalimbali za Maneno ya Kiarabu, Kikireno, Kingereza Kihindi na Kijerumani. Wajuzi wa lugha hii, Kiswahili hukichukulia kama Crioli. Leo leo kinajulikana kama lugha ya Kibantu.</p> <p>Katika nchi yapata zaidi ya million 44.9 wakaari</p> <p>Leo kinatumika na jumla ya wakazi million 44.9 ambapo kinapatikana lugha mia ishirini (20) na zae za aina tofauti. Kiswahili siyo tua lugha ya taifa ya kiofisi lakini pia kimeenea katika nchi mbalimbali na kutumika kama lugha ya kimataifa. Idadi kubwa ya wanaotumia Kiswahili ambao siyo lugha yao ya asili katika wanguzi na Shule. Inakadiriwa kuwa kuwa zaidi ya million 60 ya nchi mbalimbali Kiswahili kimeenea it is the first language ni nchi kubwa ni lugha kubwa ya nchi za mazuza mabuni kuanzia Somalia hadi Mozambique. ni lugha ya saba ya kimataifa kulingana na umuhimu wake. Kiswahili hufanya kazi kubwa katika kutafuta uhuni.</p>
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Extract 11.2 shows a sample of a response from a script of a candidate who failed to give a good translation, thus scoring low marks. The candidate did not have a good command of French language and lacked translation skills.

2.12 Question 12: Comprehension Question

In this question, the candidates were given a passage to read and then answer the questions that followed. There were a variety of questions asked from the passage. There was a question on proposing a title for the passage, short answer questions, naming the name of the author and giving synonymy of the bolded words and phrases. This question tested the candidates' ability to read and comprehend a passage. The question had 20 marks.

The question was attempted by 98.3 percent of the candidates and the performance was good as 1 candidate (1.7%) scored 17.5 marks, 86.4 percent scored from 06 to 16.5 marks and 11.9 percent scored from 00 to 05.5 marks.

The candidates who scored high marks were able to answer the question correctly because they had a good command of the French language. Besides, the candidates understood the passage because it used simple language and familiar vocabulary to the candidates as it was about current issues. Extract 12.1 shows a sample of a good response.

Extract 12.1

12.	(a) LA POLYGAMIE.
	(b) Il est difficile d'être polygamie dans les grandes villes parce que les maisons dans les grandes villes sont moderne et elles sont souvent trop petite pour abriter plusieurs épouse et leurs enfants. Aussi dans les grandes villes les maris ne gagnent pas assez d'argent pour nourrir plusieurs famille et envoyer tous les enfants à l'école.
	(c) L'évolution qu'on observe vers la monogamie est justifiée par la raison suivante: Les jeunes filles d'aujourd'hui demande que leur maris soient uniquement à elles, elles veulent être considérées comme une personne humaine à qui on reconnaît les mêmes droits qu'aux hommes. Aussi elle ne veulent pas être des objets possédés et protégés par un homme.

12	(e) L'auteur de cet article s'appelle Pierre TRICHET.
	(f)(i) La polygamie, c'est une action de se marier à deux femmes ou plus de deux femmes.
	(ii) <u>Quotidiennement</u> , c'est-à-dire chaque jour.
	(iii) Pour abriter plusieurs épouses c'est-à-dire pour satisfaire et faire vivre les épouses
	(iv) Qui décime plusieurs milliers de personnes C'est à dire, qui tue plusieurs milliers des personnes de personnes.
	(v) Les mœurs ce sont les cœurs.
	(d) Le mariage d'aujourd'hui se distingue du mariage d'autrefois comme suis. Les époux d'aujourd'hui sentent que leur mariage peut et doit leur apporter plus d'intimité et de bonheur. Il ne veulent pas avoir beaucoup plus de membres de la famille. Tandis qu'autrefois le mariage avait pour buts principaux d'unir deux familles et de donner des enfants au groupe.

Extract 12.1 shows a sample of a response from a script of a candidate who was able to give correct answers to most of the questions with the exception of question 12(f) item (v) where he/she failed to give the meaning of the word *les mœurs*.

The candidates who scored low marks did not understand the text because they did not have a good command of the French language. For example, in attempting this question, one of the candidates wrote the following incorrect responses. In question 12(a), the candidates were asked to propose a title for the passage but the

candidate wrote *LE SIDA*. The candidate just picked the word which was mentioned in the passage although it was not a suitable title for the passage. In question 12(e), the candidates were asked to give the authors' name but the candidate wrote *LE SIDA* which means AIDS, which was an indication that he/she did not comprehend the question. Extract 12.2 shows a sample of such responses.

Extract 12.2

12. (a)	LE SIDA
(b)	Par il est difficile d'être polygame dans les grandes villes parce que beaucoup de polygames se plaignent.
(c)	Le raison qui justifie l'évolution qu'on observe vers la monogamie c'est une la civilisation moderne.

Extract 12.2 shows a sample of a response from a script of a candidate who scored low mark. This candidate answered question 12(a)-(c) only and all the answers were incorrect.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION IN PAPER 2

3.1 Question 1: Essay Writing

The candidates were given a question asking them to choose whether they wanted to live in the village or town in relation to the economic crisis in Tanzania. Their choices were supposed to be accompanied with reasons in order to support their arguments. The question had 25 marks.

The question was attempted by all the candidates (100%) and the performance was good as one candidate (1.7%) scored 20.5 marks, 89.7 percent of them scored from 07.5 to 18 marks and 8.6 percent scored from 00 to 06.5 marks.

The candidates who scored high marks understood the requirements of the question and were able to give five reasons explaining why it is better to live in a village or in town as far as the economic crisis facing Tanzania is concerned. They also observed the principles of essay writing by putting an introduction, a body and a conclusion. For example, the candidate who scored 20.5 marks started the essay by giving a brief explanation on the economic crisis in the introduction and then gave his/her choice of living in a village. The candidate presented clearly his/her views in different paragraphs where each paragraph presented a different idea. The paragraphs were well organized and elaborated with connectors introducing each paragraph.

The language which was used in the essay was simple and clear with minor grammatical mistakes. This shows that the candidate had acquired enough knowledge and skills on written expression and he/she had a good command of the language. The words which were used in the essay were carefully chosen. For example, when presenting his/her opinion he/she used the expression *Quant à moi* (as for me....). In the conclusion he/she proposed good points. Extract 1.1 shows a sample of a good essay.

Extract 1.1

1.	<u>OÙ IL FAUT VIVRE SELON LA CRISE ÉCONOMIQUE EN TANZANIE.</u>
	La crise économique ça veut dire un moment difficile en tout ce qui concerne la disponibilité de l'argent. Dans notre pays, il y a une crise économique très sévère. Les prix des marchandises montent en même temps qu'il est très difficile d'avoir l'argent. Les gens essaient de faire une telle ou telle autre affaire mais en vain. La nourriture, les vêtements, de l'eau à boire, les frais scolaires et bien d'autres coûtent très cher, surtout en ville.
	Quant à moi, la meilleure place à vivre selon la crise économique en Tanzanie c'est au village. Je défends mon opinion pour des raisons suivantes:
	Premièrement, il est facile d'avoir la nourriture. Les villageois, malgré la crise économique peuvent avoir la nourriture assez facilement parce qu'ils cultivent et récoltent leur propre nourriture. Ce n'est pas comme en ville où il faut tout acheter. Voilà pourquoi je choisis le village comme une place convenable pour vivre pendant cette crise économique.
	Deuxièmement, Il n'y a pas de frais de l'électricité. Au village on utilise pas d'électricité. Pour avoir la lumière on se sert des lampe-témpestes à kérosène qui ne coûte pas aussi cher comme l'électricité. En ville les frais de l'électricité sont très grands. Ça donne des difficultés à les supporter.
	Troisièmement, Les vêtements ne sont pas chers au village. La majorité de villageois portent de vêtements simples qui ne coûtent pas

1.	cher. En ville, en revanche, les gens portent des vêtements très chers. Pour éviter cette situation, il faut aller vivre au village où les gens ne portent pas de tels vêtements.
	Quatrièmement, On obtient de l'eau potable et du bois de chauffe gratuitement. Les villageois puisent de l'eau potable dans leurs propres puits. Les citadins, en revanche, doivent payer pour l'eau. En tout ce qui concerne les bois morts, les villageois vont les chercher dans les forêts tandis que les citadins doivent acheter le gaz, le charbon ou bien les bois morts pour préparer leurs nourritures. Ça contribue à la difficulté de la vie.
	Cinquièmement, Les maisons ne sont pas chères au village. Les maisons à louer ne coûtent pas cher au village contrairement à celles de la ville. On paie beaucoup d'argent pour la maison et on a encore d'autres choses à acheter. Avec cette crise, vivre en ville c'est un fardeau assez lourd, très difficile à porter.
	Pour mettre terme à mes propos, je voudrais conseiller les citadins de quitter les villes et de venir vivre au village. Le village c'est une place parfaite pour se protéger contre les difficultés de la vie dues à la crise économique qui règne en Tanzanie.

Extract 1.1 shows a sample of a response from a script of a candidate who managed to write a good essay by following the principles of essay writing.

The candidates who scored low marks failed to respond as required. One of the candidates misinterpreted the question, instead of writing where he/she preferred to live and why, he/she explained about the source of economic crisis. Other candidates wrote arguments which were not clear and the reasons given in different paragraphs were not convincing enough to be awarded high marks. Besides, there were no connectors, the sentences had a lot of grammatical errors and even the number of words needed was not considered. The essay was not supposed to exceed 400 words but one of the candidates wrote an essay with 276 words. Extract 1.2 shows a sample of a poor response.

Extract 1.2

01.	<u>LES CAUSES DE LA CRISE ECONOMIQUE QUI REGNE EN TANZANIE.</u>
	L'Économie c'est un progrès de personne ou bien le national d'avoir assez de choses. Comme de l'argent, les sources des productions, et la capacité pour faire quelque chose. En Tanzanie il ya la crise Économique qui règne en Tanzanie qui sont vivent en ville ou au village tous sont affecté par ce problème.
	Les point suivante montrent les sources et la cause de ce problème. Économique comme suit.
	La Corruption, en Tanzanie Plusieurs qui dirigent le institution sont Corrupt Corrupt en faisant ça ce sont la cause de la crise Économique. Mais tout le monde dans doit être fidèle pourvue que nous puissions augmenter notre Pays Économie.

01.	<p>La Changement de season, Vaidin que plusieurs d'habitant en Tanzanie sont cultivateur mais parce que la période la change tout jour recette pas mal pour assez de besoin d'autres gens en tanzanie.</p> <p>L'irresponsabilité de la dirigeur, dans la tanzanie beaucoup de chef d'écono mique ils travaillaient pas dur pour augmenter leurs institutions à cause de l'irresponsabilité de son candidate cause la crise économique augmenter plus en plus.</p> <p>La Manquer la capital, pour commencer le business commercial ce pourquoi beaucoup de jeunes ils s'engagent dans la rue sans avoir du travail. Mais le gouvernement tanzanie doit créer l'emploi pour éviter cette esse augmentation de problème d'économique.</p> <p>La paresseur de plupart tanzaniens, les la source de ce problème ce pourquoi ils perdent bon long temps sans avoir travail. En commençant le matin jusqu' le soir Mais pour lutter contre l'augmentation, le gouvernement doit créer des loi pour empêcher tout personne qui ne travaille pas.</p> <p>Pour parachever, tout monde doit être responsable pour lutter ce problème de économique en tanzanie.</p>
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Extract 1.2 shows a sample of a response from a script of a candidate who failed to answer the question correctly. The candidate did not observe the principles of essay writing and he/she explained about the source of economic crisis, contrary to the requirements of the question.

3.2 **Question 2: Creative Writing (Short Story)**

In this question, the candidates were required to write/narrate a funny or sad story related to their recent experience. The question carried 25 marks.

A total of 83.3 percent of the candidates attempted the question and the performance was good as one candidate (1.7%) scored 19.5, 62.3 percent of them scored from 07.5 to 15.5 and 36 percent scored from 00 to 07 marks.

The candidates who scored high marks understood the question and were able to write a short story with either funny or sad endings. They also applied the principles of essay writing where the ideas were well elaborated and well coordinated in paragraphs using different connectors. Extract 2.1 shows a sample of a candidate who produced a good short story.

Extract 2.1

2.

UNE HISTOIRE.

UN JOUR DE JEUDI.

Il était un jour quand j'étais à la maison j'ai préparé pour aller à l'école. Ce jour était jeudi par ma souvenirs, je suis allée à l'école en retard à cause de manque d'électricité à la maison donc il m'a supposé attendre jusqu'à au matin.

Après le petit déjeuner à sept heures du matin je suis allée à l'école à sept demi heures, est ce c'est le commence de problèmes comme suivants:

Tout d'abord; je suis évité ~~ma~~ j'ai évité sur l'accident quand j'étais couru dans l'autobus ça c'est parce que beaucoup d'autobus ce jour ils étaient allé très vite pour éviter l'embouteillage dans la routes.

Et puis; quand je suis arrivée à l'école les professeurs m'a battu très mal; je peux dire ce jour était très mal à moi parce que il m'a fait à sentir triste.

Ensuite, j'étais à la classe, le professeurs étaient enseignés mais je n'a pas compris même Un sujet, Donc quand madame de physique a demandé les questions je n'a pas répondu. Madame m'a battu parce que elle était triste de ne pas répondre sa question comme toujours.

Non seulement ça mais aussi; Après finir mes études j'ai retourné à la maison et je n'ai pas trouvé ma mère, parce que j'étais très faim j'ai allé au marché pour acheter le légume et du riz pour cuisiner et manger.

02:	D'ailleurs, quand j'étais dans la route de marche
	j'ai reçu l'information que ma tante est morte;
	Ce jour a passé très mal au moi et j'ai
	connu ça ma mère ne pas cuisiner parce
	que de cette enterrement. Donc il m'a
	supposé à laisser toutes les choses et aller
	à ma tante enterrement.
	Enfin; ça c'est jour de jeudi que
	je n'ai pas oublié parce que les franges ont
	commencé depuis ce matin.

Extract 2.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to write a short story with a sad ending in which the ideas were well elaborated and well coordinated in paragraphs using different connectors.

The candidates who scored low marks misinterpreted the question because some of them wrote about their lives, their schools, trips they made and subjects or lessons they studied in school but the contents does not show any element of sadness or being funny. Besides, they did not follow the principles of essay writing.

There were a lot of grammatical mistakes in their sentences, problem of using correct prepositions, tenses and in some cases they wrote sentences with no subject. For example, one candidate wrote: *Quand sont allés...*; the subject was not indicated. Another example: *Ce jour-là je voyait les gens qui venir le différent places....* in this sentence verb *voyait* was not in correct form because when there is pronoun *je* the correct form was supposed to be *voyais*. Also the verb *venir* was not conjugated; the candidate put it into infinitive form.

Furthermore, the verb *venir* (to come) always goes with preposition *du* (for masculine nouns), *de la* (for feminine nouns) *de l'* (for masculine/feminine nouns starting with a vowel or an h-mute) and *des* (for masculine/feminine plural nouns). Since the word *places* was in a feminine/plural form, then the adjective *différent* was also

supposed to be in feminine/plural form. The sentence was supposed to be ...*qui venaient des différentes places*. The candidate forgot all these principles and produced incorrect sentences. Other candidates failed to write good short stories because they lacked enough vocabulary in French language. Extract 2.2 shows a sample of a response from a candidate who misinterpreted the question and wrote about his/her school.

Extract 2.2

Q1	UNE HISTOIRE DE MILAMBO
	Milambo c'est un colle colle qui obtenue les garçons élèves de deux classes; cinquième et sixième Milambo est trouvé dans le Tabora region.
	Des suivantes sont combinaison pour obtenir a milambo: il y a PCM, KLF, CBB, HKL, PGM, PCB, EGM et PCMI.
	Milambo il y a beaucoup des élèves pour reussi des sujet le science parceque il y a beaucoup combinaison de la science comme, PCM, PCB, PGM apres CBB.
	Milambo a beaucoup professeurs de chaque sujet par exemple le professeur de l'anglais, de Kiswahili, histoire, et geographe mais il n'a pas le professeur de physique.
	Pour conclusion Milambo c'est une bon secondaire pour etudier.

Extract 2.2 shows a sample of a response from a script of a candidate who scored low mark. This candidate wrote about his/her school and the combination found in that school. On top of that he/she did not respect the principles of essay writing because his/her essay was too short.

3.3 Question 3: Essay Writing

In this question, the candidates were given a topic and were required to discuss if *it is important to preserve the tradition and go against modernization which ignores the customs and wisdom of the ancestors.*

This was the least attempted question in this examination because it was attempted by only 38.3 percent of the candidates, of which 4.3 percent scored 20.5 marks, 60.9 percent scored marks from 08 to 17.5 and 34.8 percent scored marks from 00 to 07 marks out of 25 marks allocated to the question.

As indicated in the pass percentage above, the candidates' performance in this question was good because the candidates understood the requirements of the question and applied the principles of essay writing. The candidate who scored 20.5 marks wrote a good essay with a well presented introduction, well-organized paragraphs, appropriate different connectors, tenses were in correct forms and punctuations were used properly. The points given by the candidate were well elaborated with vivid examples of traditions from the ancestors which are worth to be preserved and those from modernization side which are not acceptable in our societies. Extract 3.1 shows a sample of a response from a script of a candidate who wrote a good essay hence scored high marks.

Extract 3.1

3.	<u>CE QU'IL FAUT CONSERVER, LA TRADITION</u> <u>OU LE PROGRES.</u>
	La tradition ça veut dire les habitudes, morales et les coutumes d'une société. De l'autre côté, le progrès c'est le fait d'avancer dans les domaines culturelles, économiques, politiques et je ne sais quoi encore.
	Le progrès détruit la tradition d'une société en emportant des nouvelles culturelles, croyances, sagesse, coutumes et j'en passe... qui sont contre des coutumes et sagesse des anciens.
	Quant à moi, il faut conserver notre tradi-

3 tion et refuser le progrès qui ne respecte pas du tout les coutumes et sagesse de nos ancêtres pour des raisons suivantes :

Tout d'abord, le progrès enterre la morale des jeunes. Les jeunes ne respectent pas les vieux et ils vivent en imitant le style de vie européenne. Ça c'est contre la sagesse des anciens car les anciens conseillaient les jeunes de travailler pour gagner leur vie. A nos jours, suite au progrès, les jeunes détestent le travail. Nous devons donc refuser le progrès pour sauver notre société.

Et puis, il enterre l'amour entre les gens. le progrès nous a donné des meilleures voies de communication telles que les téléphones mobiles. Ces instruments empêcher les gens de se rendre visite. Ils se téléphonent seulement sans se voir. Ça diminue l'amour entre nous parce que parmi les moyens de montrer l'amour, comme le disent les anciens, c'est se rendre visite l'un à l'autre.

De plus, Le progrès a contribué énormément à l'occasion des accidents. Grâce au progrès, il y a beaucoup de moyens de communication. Les bus, les avions, les motos, les bateaux et bien d'autres tuent beaucoup de gens en cas d'accident. Les anciens, de l'autre côté, disent que le progrès a apporté la dépopulation dans notre société. Tout ça prouve que le progrès doit être évité pour conserver la sagesse de nos ancêtres.

Apart ça, il faut refuser le progrès parce qu'il contribue à l'augmentation des maladies. Les nourritures fabriquées à l'industrie sont très dangereuses parce qu'elles causent quelques

3.	maladies. Par exemple, les viandes mises dans les flacons contribue à la tension surtout l'hypertension qui est très dangereuse pour la vie de l'homme. Nous devons refuser le progrès et suivre la sagesse de nos ancêtres qui nous demandent de manger la nourriture naturelle qui n'a aucune contamination.
	En outre, le progrès détruit le système de mariage. Les jeunes choisissent les épouses à l'internet sans connaître leurs habitudes. Ils se marient et le drame commence. Voilà pourquoi on a beaucoup de séparations familiales contrairement à ce que nos ancêtres veulent. Selon les anciens, ils veulent que le fils choisisse une épouse dont les parents sont bien connus et qui n'ont aucune maladie chronique comme la lèpre.
	En conclusion, Il vaut mieux préserver notre tradition au lieu de conserver le progrès qui est la source de presque tous les malheurs dans notre vie. Veillons suivre les coutumes et la sagesse des anciens pour que nous puissions vivre paisiblement et amoureuxment.

Extract 3.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate wrote a good essay with a well presented introduction, well-organized paragraphs appropriate connectors, tenses and punctuations.

On the other hand, the candidates who scored low marks lacked enough vocabulary to express their ideas as far as customs and traditions are concerned and as a result some of them did not respect the number of words demanded in this question. Also the paragraphs were not elaborated, no proper connectors which were used to introduce each paragraph and there were grammatical mistakes. Extract 3.2 shows a sample of a response of a candidate who scored low marks.

Extract 3.2

3.	<u>CE CONSERVER LA TRADITION ET REFUSER LE PROGRÈS.</u>
	Le conserver la tradition et refuser le progrès est la situation pour protéger la tradition et refuser le progrès. Donc le conserver la tradition et refuser le progrès parce qu'il ne tient pas compte des coutumes et de la sagesse de anciens suit :
	Donner l'éducation pour enseigner les avantages de conserver la tradition avec les avantages de refuser le progrès une société. Donc il faut conserver la tradition et refuser le progrès
	Eviter pratique le progrès pour détruite la tradition par exemple en Tannanie les gens éviter pratique en European tradition pour exemple de situation du manger, danser avec la situation pour dresser tous les chose.
	Le gouvernement il faut utiliser les principales contamine la tradition consigner : Donc la situation pour pratique le gouvernement il faut venir la tradition au bon tradition en Tannanie
	Les parents est enseigner les enfants la tradition malgré enseigner les enfants le progrès en Tannanie.
	Malheureusement le conserver la tradition et refuser le progrès il faut important a une société par exemple en Tannanie.

Extract 3.2 shows a sample of a response of candidate who scored low marks. The candidate could not express him/herself well in French language and wrote an essay of only 170 words because he/she lacked enough vocabulary.

3.4 **Question 4: Friendly Letter writing**

In this question, the candidates were required to write a friendly letter to a French friend whose name was Maria Clara explaining the critical problem of unemployment in Tanzania. The question carried 25 marks.

The question was attempted by 98.3 percent of the candidates and the performance was good as 1.7 percent of them scored 21 marks, 93.2 percent scored from 07.5 to 19 marks and 5.1 percent scored from 00 to 03.5 marks.

The candidates who scored high marks were able to write a good friendly letter observing the format of friendly letter writing in French language. The points given by the candidates were well elaborated and well arranged in coordinated paragraphs. The candidates also used grammatically correct sentences and punctuations. This was an indication that they understood the requirements of the question and had sufficient knowledge on the topic. Extract 4.1 shows a sample of a response from a candidate who wrote a good friendly letter.

Extract 4.1

4.	Simiyu, le 21 mai 2014.
	Isack JOSEPH
	B.P 208
	SIMIYU.
	Ma chère Marie-Clara,
	Ga fait presque cinq mois que vous ne m'avez pas écrit. Comment ça va là en France? Ici chez nous, en Tanzanie, tout va presque mal parce que le chômage nous dépourvoit la joie de vivre en paix comme vous les français.
	Le chômage est un problème très sévère dans notre pays. La majorité de jeunes, même ceux qui sont éduqués n'ont pas d'emploi. Quelques-uns osent de s'engager dans les activités agricoles mais en vain. Les prix des récoltes sont très bas à tel point qu'ils ne suffisent pas aux besoins de la vie.
	De plus, suite au chômage, la plupart des citoyens ne mangent pas comme il faut. Il y en a qui mangent un repas seulement par jour. Les autres ne sont même pas sûrs d'avoir un seul repas. Ils dépendent de la grâce de Dieu.
	Pour oublier leurs soucis et souffrances, quelques jeunes prennent la drogue et comme conséquence, ils finissent par devenir des bandits. Finalement, les uns sont attrapés par les policiers tandis que les autres sont tués par les citoyens en colère.
	Pour ne pas vous fatiguer, voilà comment le chômage nous dérange en Tanzanie. conseillez-nous!
	Bien amicalement,
	Joseph
	Isack Joseph.

Extract 4.1 shows a sample of a response from a script of a candidate who scored high marks. This candidate was able to write a good friendly letter with correct date, salutation, signature (name of the sender) and suitable vocabulary for the topic. This shows that the candidate had good command of the French language.

On the other hand, the candidates who scored low marks did not understand the requirements of the question. One of the candidates who scored low marks wrote an essay on the problem of unemployment instead of writing a friendly letter. Another candidate misinterpreted the word *chômage* (unemployment) with a disease (*maladie*) and therefore wrote a letter on unemployment as a critical disease caused by mosquitos.

There was also a candidate who failed to apply the principles and the format of friendly letter writing in French language. In French Language, the date starts with the town and not the country; the month is written with a small letter and not a capital letter; the date is preceded with a definite article. For example: *Tabora, le 7 juin 2014* but the candidate wrote *Tanzanie, 06 Mai 2014*. Extract 4.2 further shows a sample of a response of a candidate who failed to interpret correctly the question and wrote about the problems of agricultural activities in Tanzania caused by shortage of rain.

Extract 4.2

04.	Tanzanie, 06 Mai 2014.
	Cher amie,
	Marie Clara,
	B.P 1478,
	France.
	Ma Cher Je suis content avoir cette chance
	pour ecire vous, J'espere vous etez bien avec votre
	famille, Moi aussi Je suis bien avec ma famille ici
	en Tanzanie. Bien comment la vie de la-bas? Aussi'
	J'espere vous voudrez écouter la vie de personnes de
	Tanzanie, en effet la vie de Tanzanie c'est pas bien
	parce que c'est facile vivre sans manger quelque chose
	Les gens travaillent beaucoup pour gagner la vie mais
	les produit c'est pas bons parce que nous esperent
	la pluie tombe et si la pluie ne tombe pas nous
	ne obtenons les produit des au champs malheureusement
	nous ne n'avons pas aucun moyen qui gagne la vie

04	done si vous avez quelques chose utres me conseille
	faisez ces pour aider moi.
	Votre ami
	Hadi
	Sijapda bido.

Extract 4.2 shows a sample of a response from a script of a candidate who scored low marks. This candidate wrote about the problems of agricultural activities in Tanzania caused by a shortage of rain contrary to the requirements of the question.

3.5 Question 5: Book Analysis

In this question, the candidates were required to write a message that the author of “Les Frasques d’Ebinto” wants to portray to his readers through adventures of his main character. The question carried 25 marks.

The question was attempted by 81.7 percent of the candidates and the performance was good as 1.7 percent scored 19 marks, 79.9 percent scored from 07.5 to 18.5 marks and 18.4 percent scored from 02.5 to 07 marks.

The candidates who scored high marks were able to write the message that the author intended to portray to his/her readers. They also managed to give the names of the author and the main character in the introduction part.

The candidates also observed the principles of essay writing by putting an introduction, a body and a conclusion. This good performance was an indication that the candidates understood the requirements of the question and had read and understood the book. Extract 5.1 shows a sample of a good response.

Extract 5.1

5	<p>L'IDEE DU BONHEUR DANS LES FRASQUES D'EBINTO.</p> <p>L'idée du bonheur est une idée donnée par quelqu'un aux gens dans la société qui est avantageuse dans la vie. L'auteur du roman LES FRASQUES D'EBINTO, qui s'appelle Amadou Kone donne beaucoup des idées du bonheur à son lecteur à travers les aventures de son personnage principal qui s'appelle Ebinto. En utilisant son personnage principal, "Ebinto", l'auteur veut donner à son lecteur les idées importantes qui sont du bonheur dans la vie. Ces idées sont comme suis.</p> <p>L'amour parmi les élèves. Dans LES FRASQUES D'EBINTO, l'auteur donne le sujet d'amour et ses conséquences aux élèves. Dans le roman, Ebinto comme personnage principal se montre comme un homme très amoureux. Quand il était au collège de Grand Bassam, il est tombé amoureux avec deux filles, Monique (fille de son tuteur) et Muriel. C'est à cause de sa qu'il a échoué de continuer avec ses études et il a trouvé les frasques dans sa vie. Donc l'auteur veut nous montrer que, il ne faut pas être en amour pendant que nous sommes à l'école.</p> <p>La pauvreté dans la société. Aussi l'auteur nous montre que dans la société, il y a la pauvreté. L'auteur aussi nous montre que le meilleur moyen pour éviter la pauvreté, c'est travailler dur, être sérieux aux études et éviter la présence des classes bourgeoises dans</p>
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5 la société. L'auteur nous montre la famille d'Ebinto qui était pauvre. Sa mère vendait des poissons au marché pour faire survivre ses enfants et étudier Ebinto. Aussi le mendiant était pauvre.

L'humiliation dans la société. Aussi l'auteur veut nous donner l'idée de l'humiliation et ses conséquences. Dans la présence de l'humiliation, les gens sont torturés par les autres. Dans ce roman, on nous montre Ebinto qui était humilié quand il est arrivé au collège de Grand Bassam. Les anciens collégiens, collégiens ^{avaient} l'habitude d'humilier les nouveaux. Par exemple quand Ebinto est arrivé au collège, on lui a obligé de chanter la chanson suivante:

"Je suis un tacot
Ma valeur est zéro
Les lazes sont en diamant
Moi je suis en fumier"

Aussi, la manque des services sociaux. Aussi l'auteur veut montrer à son lecteur la situation qui existe dans notre société aujourd'hui, peu ou manque des services sociaux. Par exemple Ebinto la femme d'Ebinto a accouché un bébé mort-né ~~accouché~~ à cause de manque d'hôpital à Axame. Aussi Monique a dû aller faire des achats à Aboisso à cause de manque de marché à Axame. Aussi il y avait ^{peu} de véhicules pour le transport. Donc l'auteur donne cet idée pour que le gouvernement puisse améliorer les services sociaux dans la société.

En outre, l'auteur veut donner l'idée de l'

5	irresponsabilité. L'auteur nous montre Ebinto
	qui a été irresponsable quand il était au
	collège. Sa mère l'avait envoyé à Bassam
	pour étudier et non pour faire des amours.
	A cause de son irresponsabilité, Ebinto a échoué
	de continuer avec ses ses études en se mariant
	à Monique après ^{lui} avoir donné la grossesse.
	En conclusion, l'auteur donne donne aussi
	une leçon morale que, il faut être responsable
	dans la vie pour mieux réussir à vivre confortablement
	t.

Extract 5.1 shows a sample of a response from a script of a candidate who scored high marks. The candidate wrote the lessons drawn from the adventures of Ebinto and was able to write a good essay with an introduction, body and conclusion.

The candidates who scored low marks failed to give the message portrayed by the author because of the language barrier as one candidate gave a definition of a character (*personage*) as *a thing that take part in this novel*. Another candidate gave a summary of the book instead of indicating the message portrayed by the author.

These candidates also demonstrated a poor command of French language because the sentences had a lot of grammatical errors especially on tenses, improper use of prepositions, no connectors and even the points were not well elaborated. Extract 5.2 shows a sample of a poor response.

Extract 5.2

S1	Un personnage, c'est une personne ou une chose qui prend part de ce roman. Dans le roman des Frères d'Ebinto écrit par Amadou Kone il y a beaucoup de personnages notamment Ebinto et sa famille, Muriel, Monique, Mr Rouget et ainsi de suite.
	Mais parmi tous des personnages Ebinto est le personnage principal qui est décrit ou qui est représenté par l'auteur comme suit:
	Ebinto, était un jeune homme très amoureux, réaliste et un grand travailleur, le fils d'un pauvre pêcheur du village d'Abougbe en Côte d'Ivoire. Il a perdu son père deux semaines avant de finir avec le succès le certificat d'études primaires.
	Malgré la mort de son père sa mère l'envoie de Grand-Bassam pour faire des études secondaires.
	Quand il était là, il avait des relations amicales avec une jeune fille qu'on appelait Monique. Une jeune fille de son tuteur M. Dramane.
	Pendant les vacances Ebinto et Monique allaient se promener à la plage, au cinéma et

5	js en passe
	Un jour, Ebinto et Monique
	ont eu accidentellement des relations
	sexuelles.
	Cette nuit a débuté leur
	vie future, cependant au collège
	ebinto était tombé amoureux d'une
	autre fille très jolie qu'on appelait
	Muriel et il a décidé de déclarer son
	amour à Muriel
	à cause de désir ordent envier
	Muriel ebinto a commencé à travailler
	mal en classe mais grâce aux
	conseils de ses amis intimes il a con-
	séquence
	leçon motale de ce roman
	l'auteur donne un message aux
	étudiants qu'ils ne faut pas
	s'engager dans la amour pendant
	qu'ils se trouvent à l'école
	parceque, ça, il risque de leur
	vie future. En français on dit
	Chaque chose à son temps, donc
	il doit d'abord étudier

Extract 5.2 shows a sample of a response from a candidate who failed to answer the question correctly. This candidate did not understand the requirements of the question because he/she gave a summary of the book. Also, the paragraphs were not well elaborated, no connectors and there were a lot of grammatical mistakes.

4.0 CONCLUSION

Generally, the candidates' performance in the 2014 French Language Examination was good. The analysis done in each topic and question shows that the candidates were able to interpret the requirements of the questions and had enough knowledge and skills on the topics which were tested.

As shown in the Appendix, the candidates whose performance was with the average of 30 percent and above was as follows: in Gerund was 98.3 percent, in Translation was 96.7 percent, in Letter Writing was 94.9 percent, in Indirect Speech was 90 percent, in Passive Voice was 89.8 percent, in Comprehension was 88.1 percent, in Pronouns was 83.86 percent, in Tenses was 82.2 percent, in Book report was 81.6 percent, in Essay Writing was 78.3 percent, in Prepositions was 75 percent and in Short Story Writing was 64 percent.

Despite the good performance, there were a few candidates who did not meet the requirements of the questions hence scored low marks in some questions as shown in the report.

It is expected that this report will help teachers, students and all the Education stakeholders in improving the performance of this subject.

5.0 RECOMMENDATION

In order to improve the candidates' performance in future, it is recommended that:

- 5.1 Students should be encouraged to read story books so that they could acquire enough vocabulary that will enable them to express themselves correctly and appropriately in French Language.
- 5.2 Since French Language is a foreign language, teachers should use teaching methodologies which will motivate students to learn the language.
- 5.3 Teachers should guide students on how to answer the questions on essay writing because the candidates failed to write good essays especially on short story writing.
- 5.4 Teachers should guide students on how to identify tasks in different questions.

*Appendix***SUMMARY OF CANDIDATES' PERFORMANCE IN EACH TOPIC**

S/N	Topic	Total Number of Questions	Percentage of Candidates who Scored an Average of 30% and Above	Remarks
1.	Gerund	1	98.3	Good
2.	Translation	1	96.7	Good
3.	Letter Writing	1	94.9	Good
4.	Indirect Speech	1	90	Good
5.	Passive Voice	1	89.8	Good
6.	Comprehension	1	88.1	Good
7.	Pronouns	3	83.86	Good
8.	Tenses	3	82.2	Good
9.	Book Report (Literature)	1	81.6	Good
10.	Essay Writing (Cross-cutting issues)	2	78.3	Good
11.	Prepositions	1	75.0	Good
12.	Short Story Writing	1	64	Good