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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2022

FRENCH LANGUAGE

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report is based on the Advanced Certificate of Secondary Education Examination (ACSEE) for French Language subject which was administered in May 2022. The National Examinations Council of Tanzania (NECTA) is pleased to issue this report in order to provide feedback to all educational stakeholders on the candidates' performance in the subject.

The general performance of the candidates who sat for French Language examination was good, as 93.61 per cent of the candidates passed the examination in 2022. The report provides detailed analysis of the factors which enabled the candidates to perform well. The good performance was due to the candidates' ability to answer the questions according to the requirement as well as their competence in the tested topics in the French Language. Furthermore, the report identifies the weaknesses of the candidates in answering the examination questions. These include misinterpretation of the questions and having insufficient knowledge of French grammatical rules.

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

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

ATHUMANI S. AMASI
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 123 French Language report is based on the candidates' performance in the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in May, 2022. The questions were set in accordance with the 2010 syllabus and the 2019 examination format.

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

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

The performance of the candidates was categorised into three groups; good, average and weak. The performance was regarded as good if the candidates' scores ranged from 60 to 100 marks. The average performance of the candidates represents the scores ranging from 35 to 59 marks. The candidates' performance was perceived as weak if the candidates' scores ranged from 0 to 34 marks. Three colours were used to represent the candidates' performance; green denotes good performance, yellow represents average performance and red shows weak performance. The candidates' performance in each topic is summarised in Appendices I.

The candidates' response analysis reveals that a total of 264 (100%) candidates sat for the examination. The general performance of the candidates in this subject was good, as 93.61 per cent passed the examination in 2022. The performance has decreased by 3.67 per cent when compared to the 2021 performance where 97.28 per cent of the candidates passed. The candidates had different grades in 2022; B 18 candidates, C 52 candidates, 101 candidates, D E 77 candidates, S 09 candidates and there was no candidate who scored grade A. Nevertheless, 05 candidates failed the examination by having an F grade.

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

This part shows the analysis of the candidates' performance done by indicating the number of the candidates who attempted each question and percentages. The figures containing three categories represented by colours, namely good, average and weak were used to show percentages and scores of candidates. Moreover, the reasons for good, average and weak performance have been given. Extracts have also been used to show how the candidates answered the questions.

2.1 Question 1: Locating Places

The candidates were given five items in which they were required to supply the correct among the given relative pronouns, namely *qui* (who or what), *que* (which or what), *donc* (whose) and *où* (where) for indicating place. The question intended to test the candidates' ability to join two sentences by using a correct relative pronoun. The question was as follows:

> 1. Complétez avec **qui, que (qu'), dont, où.**
>   (a) Regardez cette fille, celle ....est là, devant la poste. C'est la jeune fille .... je t'ai parlé hier soir.
>   (b) L'Afrique est un continent .... je ne suis jamais allé mais .... j'aimerais beaucoup connaître.
>   (c) Une souris est un petit animal .... aime le fromage et .... beaucoup de gens ont peur.
>   (d) Ça, c'est le meuble ....je range toutes les choses .... les enfants n'ont pas le droit de toucher.
>   (e) Tu as pensé à poster la lettre .... je t'ai confiée ce matin? Pardon j'ai oublié ………je l'ai mise.

This question was attempted by 263 (100%) candidates, out of whom 56 (21.29%) scored from 6.0 to 8 marks, 69 (26.24%) scored from 4.0 to 5.0 marks and 138 (52.47%) scored from 0 to 3.0 marks. The candidates' general performance in this question was good, since 125 (47.53%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 1 summarises the candidates' performance in question 1.
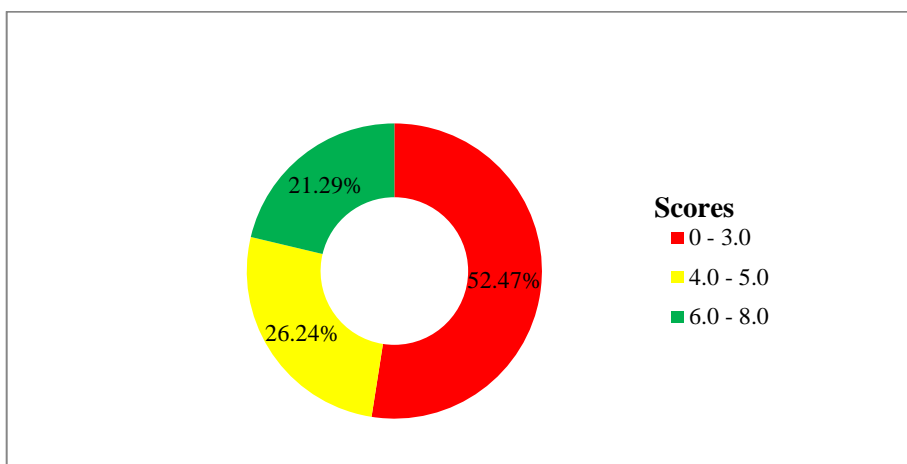
Figure 1: *The Candidates' Performance on Question 1*

The candidates' response analysis indicates that 56 (21.29%) candidates had good performance since they scored from 6.0 to 8 marks. They supplied correct answers in the items given. For example, in item (a) and (c), one of the candidates wrote such correct answers as *Regardez cette fille, celle qui est là, devant la poste. C'est la jeune fille dont je t'ai parlé hier soir* (Look at that girl, the one who is there in front of Postal office, is the young lady whom I was talking about with you yesterday) and *Une souris est un petit animal qui aime le fromage et dont beaucoup de gens ont peur* (A rat is a small animal which likes cheese and of which a lot of people are afraid of).

These candidates were aware that the pronoun *qui* was used to refer to a person, thing or animals and followed by a verb. They also knew that the relative pronoun *dont* is used to replace a noun followed by a verb or adjective accompanied with the preposition *de*. In item (a), they identified the verb *parler (de)* that was accompanied by a noun in which the preposition, *de* as in the hidden phrase which was *C'est la jeune fille je t'ai parlé d'elle* (*de la jeune fille*) *hier soir.* They replaced correctly the noun *d'elle (de la jeune fille)* by *dont* correctly. They also knew that in item (b), the noun was followed by an adjective which was accompanied by a preposition *de (...un petit animal…. beaucoup de gens ont peur de ce cet animal).* They replaced the noun *de cet animal with dont* correctly.

Further analysis shows that, in items (b), (d) and (e), the candidates wrote the correct answers which were *L'Afrique est un continent où je ne suis jamais allé mais que j'aimerais beaucoup connaître* (Africa is the continent where I never went but that I would like to know)*, Ça, c'est le meuble où je range toutes les choses que les enfants n'ont pas le droit de toucher* (That is the building where I put all the things which children are not allowed to touch) and *Tu as pensé à poster la lettre que je t'ai confiée ce matin? Pardon j'ai oublié où je l'ai mise* (Did You think of posting a letter which I entrusted you this morning?).

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They realized that the pronoun *où* is used to replace names of places and time. Also, in items (b) and (d) part one, they knew that the phrase *dans le meuble/ la place/l'endroit* had to be replaced by *où*. Moreover, they wrote the correct answers in items (b), (d) and (e) part two because they knew that the pronoun *que* is used to join the two sentences in which the second sentence begins with a subject. Extract 1.1 shows an example of the candidates' correct response.

Extract 1.1: A Sample of Good Response to Question 1

Extract 1.1 shows a response from the candidate who filled the blanks with the correct relative pronouns.

The candidates' response analysis indicates that 69 (26.24%) candidates had an average performance as they scored from 4.0 to 5.0 marks. These candidates had partial knowledge of the topic of relative pronouns. They also had inadequate knowledge about grammatical rules; this made them to perform averagely. For example, some of them responded incorrectly in items (b), (d) and (e) where they scored 2 marks in each item and 0 in items (a) and (c). Other candidates supplied correct responses in one of the blank spaces given in items (b), (d) and (e) where they scored 1 mark in each

items instead of 2 allocated marks. Extract 1.2 is a sample of responses from a candidate with an average performance.

1. a/ Regardez cette fille, celle qui est là, devant la poste. C'est la jeune fille dont je t'ai parlé hier soir.	
b/ L'Afrique est un continent où je ne suis jamais allé mais que j'aimerais beaucoup connaître	
c/ Une souris est un petit animal que aime le fromage et où beaucoup de gens ont peur	
d/ Ça, c'est le meuble que je range toute le choses où dont les enfants n'ont pas le droit de toucher.	
e/ Tu as pensé à poster la lettre où je t'ai confiée ce matin ? pardon j'ai oublié que je l'ai mise.	

Extract 1.2: A Sample of response from a candidate with an average performance in Question 1

Extract 1.2 shows responses by a candidate who filled correct relative pronouns in items (a) and (b) but failed in items (c), (d) and (e).

The candidates' response analysis indicates that 138 (52.47%) candidates had weak performance as they scored from 0 to 3.0 marks. This performance was due to the fact that they had insufficient knowledge of relative pronouns. They wrote incorrect answers because they were not familiar with the use of relative pronouns and their positions in the sentence. For example, in item (a), some candidates did not understand that the relative pronoun *que* was used to refer to objects or thing that should also be followed by the subject. Therefore, they supplied *que* (which) to the first blank which was incorrect because the noun *fille* meaning *girl* was a person and not an object or a thing. The correct response was *qui* (who) which refer to a person (*fille*).

They also supplied incorrect responses to the second blank of item (a) because they had limited knowledge of the topic pertaining to the use of the

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relative pronoun *dont* (whom or whose). They did not know that the pronoun *dont* is used to perform the fuctions of verb complement. Also, they did not know that the pronoun *dont* was used for the verbs accompanied by preposition *de* meaning (of). The verbs such as *Parler* (to talk) when constructed with *de* become *parler de* (talking about). The relative pronoun don't is also used with expressions such as *avoir peur de* (having fear of) and *avoir envie de (...)*. In this question some candidates failed to understand that there was an invisible phrase/subordinate clause *.....Je t'ai parler de cette fille*. The bolded word had to be replaced by *dont* because of the verb *parler de.*

Furthermore, there were few candidates who provided incorrect responses in item (b), (c) and (d). They failed to understand how the relative pronouns *qui* (who) and *où* (where) are used. For example, in item (b), the candidates who scored 0 did not know that the relative pronoun *où* is used to refer to a place that should be followed by a subject; as a result they wrote *que* instead of *où*. They had to reverse the question and form two phrases as *L'Afrique est un continet. Je ne suis jamais allé en Afrique*. Therefore, the phrase *en Afrique* indicates a place with the preposition *en*. Consequently, they would have replaced *en Afrique* by *où.*

In item (c), they supplied incorrect responses to the first blank given because they failed to understand the use of the relative pronoun *qui*. In this sentence, they had to reverse the sentence into two sentences *Un couris est un petit animal. Il aime le fromage* (A rat is a small animal. It likes cheese). They did not know that the two sentences were talking about a rat which is an animal. Therefore, they were required the two sentences by using the correct relative pronoun *qui* which refers to persons or animals and function as a subject. Thus, in the second sentence, *Il* refers to a rat that is replaced by *qui*. This analysis shows that the candidates had insufficient knowledge about the uses of relative pronouns. Extract 1.3 is an example of a candidate's incorrect response to question 1.

1a.	Regardez cette fille, celle qu' est là devant la poste. C' est la jeune fille que je t'ai parlé hier soir	
b.	L'Afrique est un continent qui je ne suis jamais allé mais qui j'almerais beaucoup connaître.	
c.	Une souris est un petit animal qui aime le fromage et qui beaucoup de gens ont peur.	
d.	Ça, c'est le meuble qui je range toutes les choses où les enfants n'ont pas le droit de toucher.	
e.	Tu as pensé à poster la lettre qui je t'ai confiée ce matin? Pardon j'ai oublié où je l'ai mise.	

Extract 1.3: A Sample of Incorrect Responses to Question 1

Extract 1.3 shows incorrect responses from a candidate who filled all the blanks with incorrect relative pronouns.

2.2 Question 2: Phonology

The question comprised five (5) items with underlined words which the candidates were required to transcribe phonetically. The question tested the candidates' ability to understand the correct pronunciation of the given words. The question was as follows:

A total of 262 (99.62%) candidates attempted the question, out of whom 62 (23.66%) scored from 6.0 to 10 marks, 61 (23.28%) scored from 4.0 to 5.0 marks and 171 (53.05%) scored from 0 to 3.0 marks. The general performance in this question was average, since 123 (46.95%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 2 is an illustration of the candidates' performance in question 2.
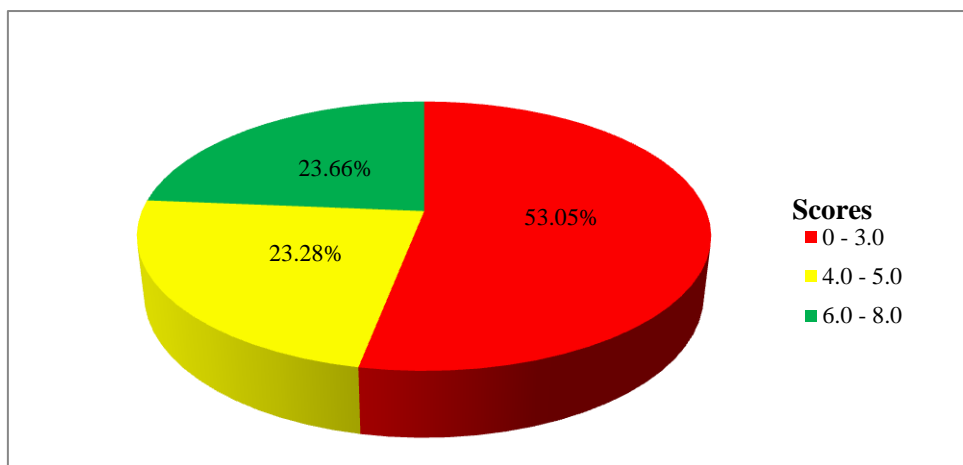
Figure 2: *The Candidates' Performance in Question 2*

The analysis shows that 62 (23.66%) candidates scored from 6.0 to 10 marks which is a good performance. These candidates mastered well the topic. They transcribed correctly as in item (a) where one of them wrote [fij] for the word *fille* (girl) and [dɑ̃søz] for the word *danseuse* (women dancer). These candidates knew that when a consonant sound [s] is followed by vowels (a, e, i, o, u) the sound changes from [s to z] as shown in the word *danseuse* in which (*se)* changed into [z].

They also wrote the correct transcriptions in item (b) which were [ɔm] and [dy]. These candidates mastered the sounds [ɔ] and [y]. They differentiated the vowel sounds [ɔ] and [o] and sound [u] and [y]. Moreover, in item (c),

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they wrote the correct answer [sœʀ] for the word *sœur* (Sister) and [ʃãbʀ] for the words *chambre* (room). These candidates differentiated the glottal sound [ʀ] and alveolar sound [r]. They also knew that *ch* in French language is pronounced as [ʃ], and they also differentiated consonant sounds [ʃ] and [s].

Furthermore, in item (d), they gave the correct transcriptions for the words jouer play transcribed as [ʒwe] and *chien* (dog) [ʃjɛ̃]. These candidates knew that, in French language, the syllable *oue* is pronounced as [we] and vowel *i* in the word *chien* is pronounced [j]. They also knew that the syllable *en* is nasalized and pronounced as [ɛ̃]. This proves that the candidates mastered well the topic of phonology.

Finally, in item (e), they wrote the correct transcription of the words [vu] *vous* (you) and [ʒãti] *gentil* (gentle) respectively. The analysis shows that these candidates differentiated sounds [u] and [y]. They also mastered the French nasal sound [ã]. They knew that in the word *gentil* the syllable *en* gets nasalized whenever a vowel is followed by a nasal consonant and pronounced as [ã], and the last consonant *l* is not pronounced. Extract 2.1 is a sample of the candidate's correct responses to question 2.

Extract 2.1: A Sample of Correct Responses to Question 2

Extract 2.1 shows responses from a candidate who wrote correct transcriptions in all the items.

The analysis shows that 61 (23.28%) candidates had an average performance by scoring from 4.0 to 5.0 marks. These candidates had a partial knowledge of the topic. They mastered some sounds and had insufficient knowledge of other sounds especially the nasal sounds. Most of the candidates transcribed correctly the words in items (a) and (e) the word

[vu] but failed in other words (*danseuse* and *gentil).* Extract 2.2 is sample of responses from a candidate with an average performance in question 2.

Extract 2.2: A Sample of Responses to Question 2 from a candidate with an average performance

Extract 2.2 shows responses from the candidate who transcribed correctly items (a) [fij], (b) [dy] and (e) [vu] but transcribed wrongly the rest of words.

Furthermore, the analysis shows that 171 (53.05%) candidates scored from 0 to 3.0 marks which is a weak performance. They had insufficient knowledge of French sound and syllables. For example, in item (a), some candidates failed to transcribe the word [fij] instead they transcribed as [fiye]. This demonstrated that they knew how to pronounce but failed to write by using correct phonetic symbols. They also failed to notice that the consonant *s* when followed by vowels (a, e, i, o, u) changes and is pronounced as [z].

Further analysis shows that, in item (b), some candidates failed to transcribe the given words. For instance, the word *homme* was transcribed as [om/ome/ðm] instead of [ɔm]. They also transcribed incorrectly the word *du* as [di/dj/du]. This shows that they failed to differentiate the phonemes [i, j and u] from [y].

In addition, in item (c), the candidates who transcribed wrongly the words given had insufficient knowledge of the French phonemes. For example, the word *sœur* was transcribed as [ser/sɛr/ sœr]. This shows that these candidates could not distinguish the pronunciation of the sounds [e, ɛ] and [œ]. For example, in the word *chamber,* the candidates who scored 0 failed to identify the correct nasal sound, others failed to differentiate the glottal

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sound [R] from the alveolar sound [r]. For example, they wrote [sabr/ʃãbr] instead of [ʃãbʀ].

Similarly, in item (d), they wrote incorrect transcriptions for the words *jouer* [ʒue/jue] and chien (dog)[xiɛ̃/ʃiɛ̃]. These candidates did not know that, in the French language the syllable *ou* is pronounced as [we] and that vowel *i* in the word *chien* is pronounced [j].

Lastly, in item (e), the candidates who scored zero (0) failed to differentiate the phonemes [u], in the word *vous*. They also did not know that in the word *gentil* the syllable *en* had to be nasalized and pronounced as [ã], and the consonant l at the end of the word had not to be pronounced. Lack of transcription knowledge resulted to the writing of incorrect transcriptions. Extract 2.3 is a sample of the candidate's incorrect responses to question 2.

2.	a: Cette jolie [Fiye] est une [danseuz] .	
	b: C'est un [ome] très riche [dyi] village.	
	c: Ma est dans sa [Sambr] écoute de la musi que.	
	d: Mon frère aime [zuẽ] avec le [Siẽn] .	
	e: [vu] êtee tree [zentil]	

Extract 2.3: A Sample of Incorrect Responses to Question 2

Extract 2.3 shows responses of a candidate who transcribed incorrectly in all items.

2.3 Question 3: Talking about different experiences (past, present and future)

The question consisted of five (5) items. The candidates were required to transform the active voice sentences into the passive voice sentences. This question intended to test the candidates' ability to report the information. The question was as follows:

3. Transformez les phrases suivantes comme dans l'exemple.
   Exemple: Le directeur a renvoyé deux employés chez eux.
   　　　　Deux employés ont été renvoyés chez eux par le directeur.

   (a) On a interdit la vente des boissons alcoolisée dans la ville de Milan pendant la durée de la Coupe du monde.
   (b) Le gouvernement vient d'annoncer la liste des ministres qui n'ont pas rendu leurs formulaires d'adhésion au contrat de service.
   (c) Ce matin, toutes les radios ont annoncé la nouvelle de l'accident routier.
   (d) L'entreprise Kojifa fait les travaux de nettoyage dans notre immeuble.
   (e) Les élèves auront déjà lu deux cents pages de ce roman avant la fin de cette année scolaire.

The data analysis indicates that 263 (100%) candidates attempted the question, out of whom 131 (49.81%) scored from 6.0 to 10 marks, 83 (31.56%) scored from 3.5 to 5.5 marks and 49 (18.63%) scored from 0 to 3.0 marks. The general performance in this question was good, since 214 (81.37%) candidates scored from 3.5 to 10 marks allocated to the question. Figure 3 is an illustration of this performance.
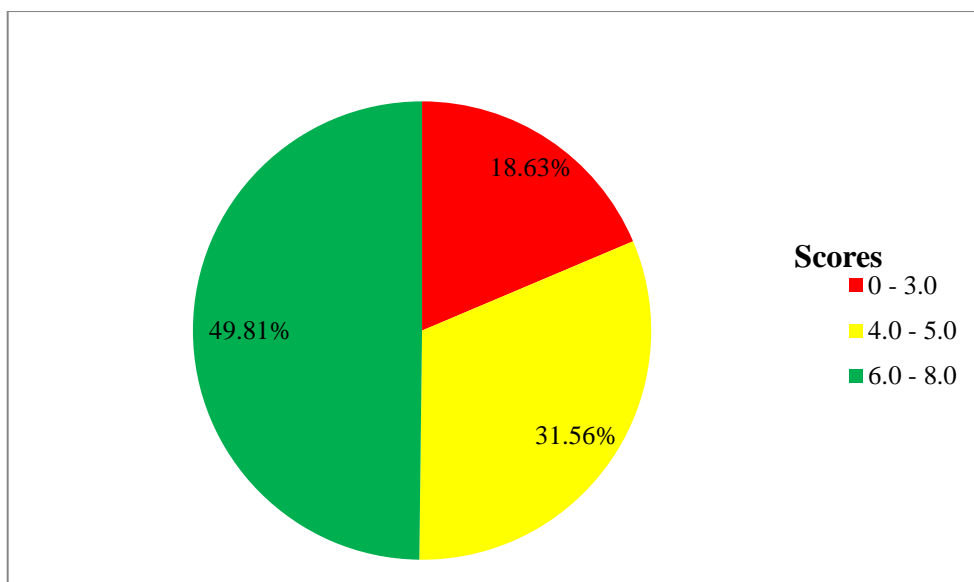
Figure 3: *The Candidates' Performance in Question 3*

In order to respond correctly to this question, the candidates had to identify the verbs used in the active voice sentences and their tenses. After that, they had to change them into passive voice by inserting the verb to be (*être)* and the preposition *par* (by) where necessary.

The analysis shows that 131 (49.81%) candidates had good performance. They transformed the active voice sentences into passive voice correctly. For example, in item (a), the candidates knew that the main verb used was in

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the past participle ... *a interdict...* They wrote the correct answer *La vente des boissons alcoolisée a été interdite dans la ville de Milan pendant la durée de la coupe du monde*. They also observed the concordial agreement. This indicates that they had sufficient knowledge of active and passive voice.

In item (b), they knew that the main verb was ...*vient d'*……….. which was in *passé récent* (recent past). They transformed it into passive voice as *La liste des ministres qui n'ont pas rendu leurs formulaires d'adhésion au contrat de services vient d'être annoncée par le gouvernement.* These candidates were knowledgeable that if the main verb is in infinitive form in the active voice sentence, the auxiliary *être* in the passive voice remains in the infinitive form (unchanged).

The candidates who scored full marks in item (c) identified the main verb that was in the simple past *(passé composé).* They managed to transform the sentences by changing the verb *être* into the simple past and wrote the correct answer, as one of them wrote *La nouvelle de l'accident routier a été annoncée par toutes les radios ce matin*. (The information of the road accident has been announced by all radio station this morning).

In item (d), the candidates were given a phrase having a verb in present tense …*fait*…. and they rewrote it into passive voice correctly. For example, one of them wrote *Les travaux de nettoyage dans notre immeuble sont faits par l'entreprise Kojifa.* In addition, in item (e), they relized that the main verb was in the conditional past. They managed to change the verb *être* into conditional past and wrote the correct answer as *Deux cents pages de ce roman auront déjà été lues par les élèves avant la fin de cette année scolaire*. This proves that the candidates mastered well the topic of passive and active voice. Extract 3.1 is a sample of the candidate's correct responses to question 3.

Extract 3.1: A Sample of Correct Responses to Question 3

Extract 3.1 shows responses from the candidate who transformed correctly the sentences from active voice into passive voice in all items.

Further analysis shows that 83 (31.56%) candidates had average performance; they scored from 4.0 to 5.0 marks. They demonstrated partial knowledge of changing some grammatical aspects such as tenses, agreement, subject and object from active into passive voice sentences. Most of the candidates wrote correct answers in items (b) and (d) while but failed in items (a), (c) and (e). For example, in item (a), some candidates used the preposition *par* and inserted an impersonal pronoun *on* as a complement which was wrong. Their partial knowledge of the topic made them to have an average performance.

Further analysis shows that 49 (18.63%) candidates had weak performance as they scored from 1 to 3.5 marks. They had a weak performance because some of them failed to identify the tenses of the given sentences. Other candidates failed to insert the verb *être* while others failed to observe the concordial agreement. Few of them put the preposition *pour* instead of *par*. Moreover, there were candidates who did not know the position of the verb *être* whereas others failed to change the main verbs into the past participle. This shows that these candidates had insufficient knowledge of active and passive voice sentences. Extract 3.2 is a sample of the candidate's incorrect responses to question 3.

3. @ La vente Je interdit des boissons alcoolisée dans La ville de Milan pendant la durée de la coupe du monde	
ⓑ La liste des ministres viennent d'être annoncés qui n'ont pas rendu leurs formulaires d'adhésion au contrat	
ⓒ La Ce matin, La nouvelle de l'accident routier ~~ont et~~ ai été annoncé par toutes radios	
d) Les travaux de nottoyage sont faites dans notre Immeuble par L'entreprise Kojifa	
ⓔ Deux cents pages de ce roman seront déjà lues avant la fin de cette année par les élèves	

Extract 3.2: A Sample of Incorrect Responses to Question 3

Extract 3.2 shows responses from the candidate who incorrectly transformed the sentences from active voice into passive voice sentences.

2.4 Question 4: Phonology

In this question, the candidates were given five (5) items with (10) underlined words missing the French Language accents (stress). They were required to mark them with the correct accent (stress). The question tested the candidates' ability to pronounce correctly different French words. The question as follow:

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4. Faites comme dans l'exemple.
   Exemple: J'aime ma mere.
                J'aime ma mère.

   (a) Il y a plus de vegetation, beaucoup de forets.
   (b) Oui, et meme parfois, il y a des vents de sable. Je me rappelle une fois, il y a eu une vraie tempete de sable.
   (c) J'ai termine mes etudes de physique il y a six mois, et j'ai un diplome d'ingenieur.
   (d) J'ai deja une solide experience de l'informatique.

This question was attempted by 263 (100%) candidates. Among them, 151 (57.41%) scored from 6.0 to 10 marks, 89 (33.84%) scored from 4.0 to 5.0 marks and 23 (3.04%) scored from 0 to 3.0 marks. The general performance in this question was good, since 240 (91.25%) candidates scored from 3.5 to 10 marks allocated to the question. The candidates' performance in this question is summarised in Figure 4.
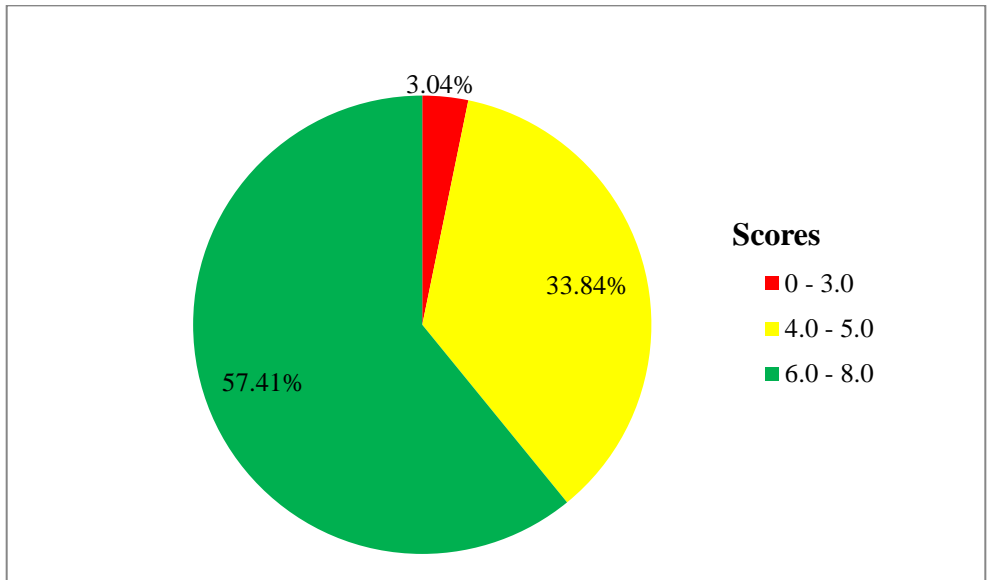
Figure 4: *The Candidates' Performance on Question 4*

The candidates who had good performance were 151 (57.41%). They managed to write correct answers. These candidates were able to differentiate the accents and their position on different words. For example, in item (a), the candidates managed to mark the accents onto the words *végétation* (vegetation) and *forêts* (forests). In item (b), the candidates wrote the correct accents onto words *même* (same) and *têmpete* (hurricane).

Further analysis shows that in item (c), the candidates who got this item right marked correctly the accents *terminé* (finished) *études* (studies), *diplôme* (degree) and *ingénieur* (engineer). Finally, in item (d), these candidates successfully marked the words *déjà* and *expérience* with the correct accents. This implies that these candidates mastered the topic of phonology. Extract 4.1 is a sample of the candidate's correct responses to question 4.

4. (a) Il y a plus de végétation, beaucoup de forêts.
(b) Oui, et même parfois, il y a des vents de sable. Je me rappelle une fois, il y a eu une vraie tempête de sable.

(c) J'ai terminé mes études de physique il y a six mois, et j'ai un diplôme d' d'ingénieur.

(d) J'ai déjà une solide expérience de l'informatique.

Extract 4.1: A Sample of Correct Responses to Question 4

Extract 4.1 shows responses from the candidate who correctly marked the accents in all items.

Moreover, the analysis indicates that 89 (33.84%) candidates had an average performance as they scored from 4.0 to 5.0 marks. These candidates had partial knowledge of French language accents. Some of them marked wrongly some accents on the words because they failed to differentiate them. For instance, they placed a falling tone on a word instead of raising tone. Most of the candidates wrote correct answers in items (a) and (d) but failed in items (b), (c) and (e). This was due to the fact that they were aware that certain accents belong to certain words.

Furthermore, 23 (3.04%) candidates had weak performance, as they scored from 0 to 3.0 marks. The weak performance was due to the fact that the candidates had insufficient knowledge of accents. They could not differentiate the accents especially the rising accent from the falling a one. They were also not familiar with the rule governing the marking of the accents on verbs. It is the practice that the regular verbs that end in *-er* like *terminer*, when conjugated into past participle, the suffix *-er* is omitted and the *e* is marked with a rising tone (-é).

These candidates marked the accents randomly as some of them wrongly marked accent on the words *vègètation, vegetation, fôrets términe* instead of *forêts*, *tempête*, *diplôme, ingénieur* and *experience* which are the correct

forms of the words in question. Extract 4.2 is a sample of a candidate's incorrect response to question 4.

Extract 4.2: A Sample of Incorrect Responses to Question 4

Extract 4.2 illustrates responses by a candidate who wrote incorrect responses in all items.

2.5 Question 5: Talking about different experiences (past, present and future)

In this question, the candidates were given ten (10) items with verbs in the brackets and they were required to transform them into correct mode and tense. The question tested the candidates' ability to express them solve in various situations. The question was as follows:

5. Mettez les verbes entre parenthèses à la forme qui convient.
   (a) Maria va certainement revenir parce qu'elle (oublier) ses clefs chez moi.
   (b) Comme il (avoir) très soif, il a bu trois verres d'eau froide à son arrivé.
   (c) Nous (changer) toute notre vie si seulement j'avais su des conséquences de nos habitudes.
   (d) Il n'est pas certain que tous (être d'accord) avec sa politique sur l'agriculture.
   (e) C'est sûr qu'il (neiger) demain. Prépare-tes skis, on part à la montagne!
   (f) Le client est roi! Si votre téléviseur tombe en panne, nous le (réparer) gratuitement.
   (g) C'est vrai! Il (être) souvent difficile de savoir la réalité de la vie des autres.
   (h) Quand nous étions enfants, ma sœur Chiku, mon frère Iddi et moi, nous (aller) en vacances à Lushoto.
   (i) Vos camarades soutiennent quel candidat pour le Président?
      - Je ne sais pas mais moi, je (soutenir) John Pombe Magufuli.
   (j) Pourquoi vous êtes si pâle madame? Vous avez appris une mauvaise nouvelle?
      - Oui, je (venir d'apprendre) que mon amie a eu un accident.

The question was attempted by 263 (100%) candidates. Among them, 90 (34.62%) candidates scored from 6.0 to 10 marks, 92 (35.38%) scored from 4.0 to 5.0 marks and 78 (30.00%) scored from 0 to 3.0 marks. The general performance in this question was average, since 182 (70.00%) candidates scored from 3.5 to 10 marks out of 10 marks allocated to the question. Figure 5 is an illustration of this performance.
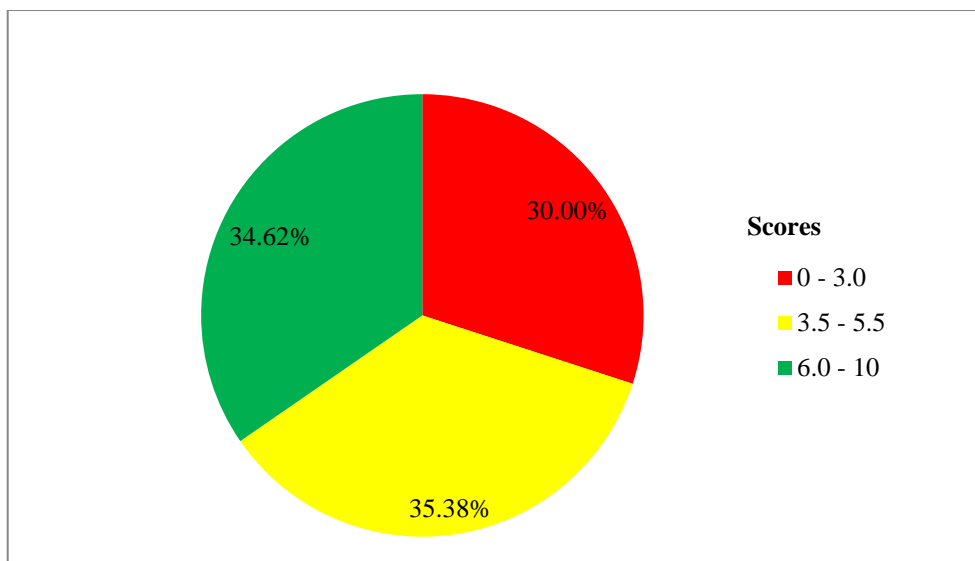
Figure 5: *The Candidates' Performance on Question 5*

The analysis indicates that 90 (34.62%) candidates had good performance since they scored from 6.0 to 10 marks. These candidates mastered well the mode and tenses, thus they scored high marks. They wrote the verbs into their correct forms. For example, in item (a), the candidates knew that the main verb had to be transformed into simple past tense because it showed anaction which took place in the past but its effect could still be observed at the present. In item (b), the candidates scored full mark because they realized that the infinitive verb *avoir* (to have) was to be changed into imperfect tense *avait* (was).

In item (c), the candidates scored high marks because they correctly changed the verb *changer* (to change) into past conditional tense. This was due to the fact that the subject of the sentence showed regret which is one of the indicators of hypothetical situations. The general rule in this context is *si + plusque parfait + conditionnelle passé* (If + past perfect tense + past conditional tense).

Furthermore, in item (d), the candidates transformed the infinitive verb *être* (to be) into subjunctive mode because they knew that the expression is nest per certainque (it is not certain that) is followed by the subjunctive mode. In item (e), they also transformed the infinitive verb *neiger* into simple future *neigera* because they noted the action was to happen in the following day realized. In item (f), they realized that the sentence was in conditional type one si + present + future simple. Thus, this helped them to change the verb into future time *reparerons.*

Moreover, in item (g), the candidates managed to change the verb *être* (to be) into simple present tense because it showed general truth about the state that took place in the sentence. In item (h), the candidates who scored full mark transformed the verb *aller* (to go) into simple past because they relized that the sentence was in past form.

Likewise, in item (i), the candidates managed to change the infinitive verb *soutenir* (to support) into simple present tense. This was due to the fact that the question asked was in simple present tense. Finally, in item (j), they transformed the infinitive verb *venir d' apprendre* into recent past tense *viens d'apprendre* because the verb showed the action that had just happened. Extract 5.1 is a sample of the candidate's correct responses to question 5.

5. (a) Maria va certainement revenir parce qu'elle a oublié ses clefs chez moi.

(b) Comme il avait très soif, il a bu trois verres d'eau froide à son arrivé.

(c) Nous aurions changé tout notre vie si seulement j'avais su des conséquences de nos habitudes.

(d) Il n'est pas certain que tous ~~soient soy~~ soient d'accord avec sa politique sur l'agriculture.

(e) C'est sûr qu'il neigera demain. prépare-tes skis, on part à la montagne!

(f) Le client est roi! si votre téléviseur tombe en panne, nous le réparerons gratuitement.

(g) C'est vrai! Il est souvent difficile de savoir la réalité de la vie des autres.

(h) Quand nous étions enfants, ma sœur chiku, mon frère Iddi et moi, nous sommes allés en vacance à Luhoto.

(i) Vos camarades soutiennent quel candidat pour le président?

(j) Je ne sais pas mais moi, je soutiens John Pombe Magufuli

(k) Oui, je viens d'apprendre   mon a eu un accident.

Extract 5.1: A Sample of the candidates' correct Responses to Question 5

Extract 5.1 shows responses from the candidate who wrote correct responses in all items.

Further analysis indicates that 78 (30.00%) candidates scored from 0 to 3.0 marks which is a weak performance. These candidates were not aware of different grammatical rules relating to changes of tenses and modes. They also had insufficient knowledge of suffix. They transformed incorrectly the verbs as shown, in item (a), in which some candidates transformed wrongly the verb in present tense (*...oublie...*). Others transformed it in future

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(…oublierai…) and few of them wrote incomprehensible words such as *onblier, oubli, qu'ell'oublir, oublierce…*

In item (b), the candidates who scored 0 failed to understand one of the uses of simple past tense in concordance with the imperfect tense. Thus they end up to writing incorrect responses, as some of them wrote such as incorrect responses as *…ilest toes soif .. , il aura fies soif…, il a soif.., il a eu tues soif and .. il auriout ties soif*.

Likewise, in item (c), the candidates scored 0 because they failed to understand the uses of hypothetical situations which resulted into writing in the past as a result they wrote incorrect tenses as *… nous changons…, … nous changerous ..., ... nous avous change..., ... nous avous change...,.. nous changerious* and *...nous aurions mange...* This proves that these candidates lacked knowledge of conditional sentences.

Further analysis shows that, in item (d), the candidates failed to conjugate the given verb into subjunctive mode as a result they wrote different incorrect tenses such as *... touns sont ..., ... tout sera ..., ...tons soit..., ...tons sogez..., ... sogez ...* and *...vons sogez...* Furthermore, in item (e), some candidates failed because they did not know that the sentence was in future and the verb had to be transformed in future time. Foristance, some candidates provided different incorrect tenses as in *il neige...,... il a neige…, ...il neigas..., ...il nage...* and *...il neigerai...* These responses prove that the candidates lacked knowledge of tenses and modes which resulted to writing of incorrect answers. Extract 5.2 is a sample of a responses from the candidate who performed poorly/weak in this question.

a) Maria va certainement revenir parce qu'elle oublias ses clefs chez moi.

b) Comme il aura très soif, il a bu trois verres d'eau froide à son arrivé.

c) Nous changeons toute notre vie si seulement j'avais su des conséquences de nos habitudes.

d) Il n'est pas certain que tous suit d'accord avec sa politique sur l'agriculture.

e) C'est sûr qu'il neiga demain. Prépare-tes skis, on part à la montagne!

f) Le client est roi! Si votre téléviseur tombe en panne, amis le réparons gratuitement.

g) C'est vrai! Il suit souvent difficile de savoir la réalité de la vie des autres.

h) Quand nous étions enfants, ma sœur Chiku, mon frère Iddi et moi, nous allons en vacances à Luchoto.

i) Je ne sais pas mais moi, je soutenai John Pombe Magufuli.

j) Oui, je viens d'appris que mon amie a eu un accident.

Extract 5.2: A Sample of Incorrect Responses to Question 6

Extract 5.2 indicates responses from the candidate who wrote incorrect responses in all items.

2.6 Question 6: Expressing Wishes

The question required the candidates to transform adjectives into adverbs as demonstrated in a given example. This question tested the candidates' ability to use the French Language to express themselves in different situations. The question was as follows:

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6. Transformez les mots entre parenthèses comme dans l'exemple.
   Exemple: Il y a eu un accident de bus ce matin. Les passagers sont (grave) blessés.
   Il y a eu un accident de bus ce matin. Les passagers sont **gravement** blessés.

   (a) Mtimkavu est allé voir ses beaux-parents pendant les vacances. Ils l'ont (chaleureux) reçu.
   (b) Son grand frère n'est pas gentil. Il nous répond (méchant) tout le temps.
   (c) Sa tante a subi une opération de genou, alors elle marche (lent) ces jours-ci.
   (d) Katembo mange et boire (rapide) avant tout le monde même sans se laver les mains.
   (e) Elle était très en colère ce soir-là. Elle a frappé (violent) la porte en sortant de la maison.

The question was attempted by 263 (100%) candidates, out of whom 196 (74.52%) scored from 6.0 to 10 marks, 46 (17.50%) scored from 3.5 to 5.5 marks and 21 (7.98%) scored from 0 to 3.0 marks. The general performance in this question was good, since 242 (92.02%) candidates scored from 3.5 to 10 out of 10 marks allocated to the question. Figure 6 is an illustration of this performance.
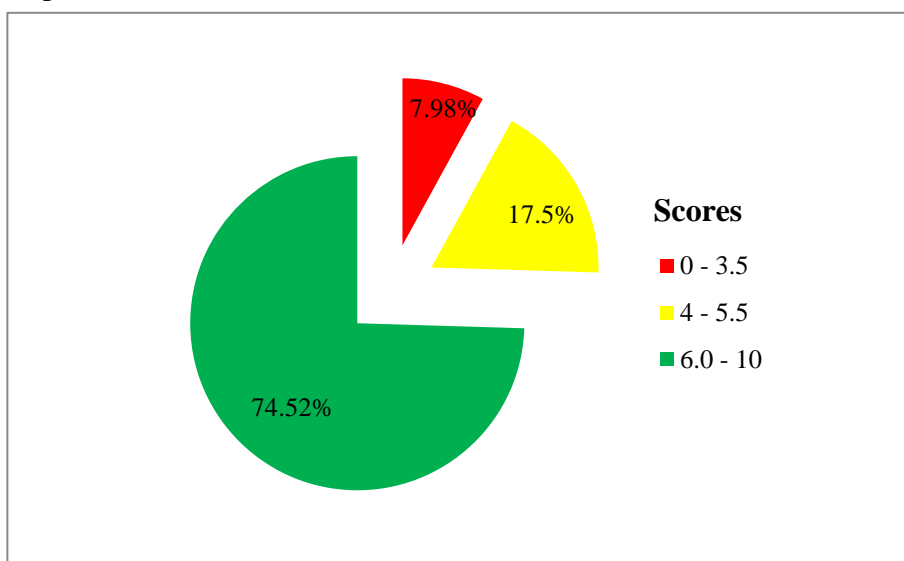
Figure 6.1: *The Candidates' Performance in Question 6*

The analysis indicates that 196 (74.52%) candidates scored from 3.5 to 10 marks. These candidates managed to change the adjectives given into the correct form of adverbs. For example, in item (a), the candidates changed correctly the adjective *chaleureux* from masculine into feminine

chaleureuse before adding a suffix *-ment* to read as *chaleureusement* which is an adverb. Therefore, the sentence was written as *Mtimkavu est allé voir ses beaux - parents pendant les vacances. Ils l'ont chaleureusement reçu* (Mtimkavu went to see his in-laws while on vacation. They warmly received him).

In item (b), the candidates managed to transform the adjective *méchant* into the adverb *méchamment* by taking away *-nt* tand replacing it with the suffix *- mment*. They wrote the correct response which was *Son grand frère n'est pas gentil. Il nous répond méchamment tout le temps* (His elder brother is not nice. He answers us meanly all the time).

In item (c), the candidates managed to change adjective *lent* from masculine into feminine *Lente* before adding the suffix *- ment* to be *lentement* as an adverb. Hence, they wrote the correct response which was *Sa tante a subi une opération de genou, alors elle marche lentement ces jours – ci* (Her aunt had knee surgery, so she walks slowly these days).

In item (d), the candidates managed to add the correct suffix *-ment* to the adjective *rapide* to be an adverb *rapidement*. Hence the sentence was correctly transformed as *Katembo mange et bois rapidement avant tout le monde même sans se laver les mains* (Katembo eats and drinks quickly before everyone else even without washing his hands).

In item (e), the candidates managed to transform the adjective *violent* into correct adverb by taking away *-nt* then adding the suffix *-ment* to the root *viole-* in order to get the adverb *violemment*. Therefore they wrote such a correct response as *Elle était très en colère ce soir-là. Elle a frappé violemment la porte en sortant de la maison* (She was very angry that night. She violently banged the door on her way out of the house). Extract 6.1 is a sample of correct responses from the candidate who performed well in this question.

6. (a) Mtimkavu est allé voir ses beaux-parents pendant les vacances. Ils l'ont chaleureusement reçu

(b) Son grand frère n'est pas gentil. Il nous répond méchamment tout le temps

(c) Sa tante a subi une opération de genou, allors elle marche lentement ce jours-ci

(d) Katembo mange et boire rapidement avant tout le monde même sans laver les mains.

(e) Elle était très en colère ce soir-là elle a frappé violemment.

Extract 6.1: A Sample of Good Response to Question 6

Extract 6.1 indicates correct responses from the candidate who performed well in this question by writing correct forms of adverbs in all items.

The candidates who scored averagely in this question were 46 (17.50%) and they scored from 3.5 to 5.5 marks. Most of these candidates had partial knowledge of the topic of word formation. They managed to transform correctly some adjectives into adverbs in some items while failing to change others. Most of the candidates in this category wrote correct answers in items (c) and (d).

Also, the analysis indicates that 21 (7.98%) candidates scored from 0 to 3.0 marks. These candidates failed to change the adjectives given into the correct form of adverbs. They failed to transform some adjectives from masculine to feminine then from feminine, adjective into adverbs. For example, in item (a), some candidates changed the adjective into a wrong adverb as in *Mtimkavu est allé voir ses beaux-parents pendant les*

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vacances. Ils l'ont chaleusement reşu. The candidate failed to change the masculine adjective *chaleureux* into the feminine adjective *chaleureuse* before adding the suffix *-ment* to make it adverb *chaleureusement*. This shows that these candidates had insufficient knowledge of adverbs.

In item (b), some candidates failed to transform the given adjective into the correct forms of an adverb due poor understanding of suffixes which are added to adjectives to form adverbs. For example, they wrote the adjective *méchant* and they forgot to remove *-nt* before adding the correct suffix – *mment,* hence they wrote such incorrect answer as *grand-frère n'est pas gentil il nous répond méchantement tout le temps*. Some candidates managed to remove the suffix *-nt* but they added an incorrect suffix *–mmant* which resulted into an incorrect adverb *mechammant*.

In item (c), the candidates were required to transform the adjective *lent* (slow) into an adverb. They were supposed to change the masculine adjective *lent* to feminine adjective *lente* before adding the suffix *-ment*. Most of the candidates who failed to answer this item correct responded to it by adding the suffix *–mment* to the adjective hence forming the word *lentemment* which was wrong. This indicates that these candidates had weak knowledge of adverbs.

Further analysis shows that the candidates who failed in item (d), did not realize that the adjective *rapide* needed to be transformed into an adverb by adding suffix *–ment* to the end. Some of the candidates used an incorrect suffix *–emment* hence they wrote *rapidemment* which was wrong. Other candidates wrongly added the suffix *–nt* as they wrote *rapident* which was also an incorrect response.

Lastly, the candidates who scored 0 in item (e) were unable to change the adjective *violent* into an adverb. Most of the candidates who failed to provide the correct response added the suffix *–ement* at the end without removing the *-ent* from the word *violent* before adding the suffix *–ement*. This made them to score a zero mark in this item. Extract 6.2 is a sample of responses from the candidate who performed weakly in this question.

6 a) Mtpmkavu est allé voir ses beaux - parents pendant les vacances. Ils l'ont chaleuramement.

b) Son grand frère n'est pas gentil. Il nous repond · mechantement tout le temps.

c) Sa tante a subi une opération de genou, alors elle marche lentemement ces jours - ci

d) Katembo mange et boire rapidement avant tout le monde même sans se laver les mains

e) Elle était très en colère ce soir - là · Elle a frappé violentement la porte en sortant de la maison.

Extract 6.2: A Sample of the Candidate's incorrect Responses to Question 6

Extract 6.2 indicates a sample of responses from the candidate who wrote incorrect responses in all items.

2.7 Question 7: Locating Places

The candidates were given a text in the French language and they were required to read and translate it into the English language. The text was about a visit of Burundian students from Nyarugusu Seondary school who visited their fellow students of Zanaki Secondary School for various leasure activities like sport competitions, tours and attending classes. The question was as follows:

7. Traduisez le texte en Anglais.

UNE VISITE EXCEPTIONELLE

Les étudiants de l'école secondaire de Zanaki ont accueilli leurs correspondants Burundaises de l'école secondaire de Nyarugusu au Burundi le mois dernier. Une fête a fini ce séjour inoubliable pour les participants. Les étudiantes de Nyarugusu sont arrivées en avion le dimanche 19 avril. Elles ont passé quinze jours dans notre ville. Elles ont participé de très nombreuses activités: cours, compétitions sportive, visite de monuments et des musés à Dar es Salaam. Elles ont fait beaucoup de photos. Elles ont rencontré beaucoup de nouvelles amies. Elles sont très contentes de leur visite. L'année prochaine, c'est notre tour d'aller au Burundi retrouver nos amies.

The question was attempted by 263 (100%) candidates. Among them, 59 (22.43%) candidates scored from 6.0 to 10 marks, 103 (39.16%) scored from 3.5 to 5.5 marks and 101 (38.4%) scored from 0 to 3.0 marks. The general performance in this question was good, since 116 (61.59 %) candidates scored from 3.5 to 10 marks. Figure 7 is an illustration of this performance.
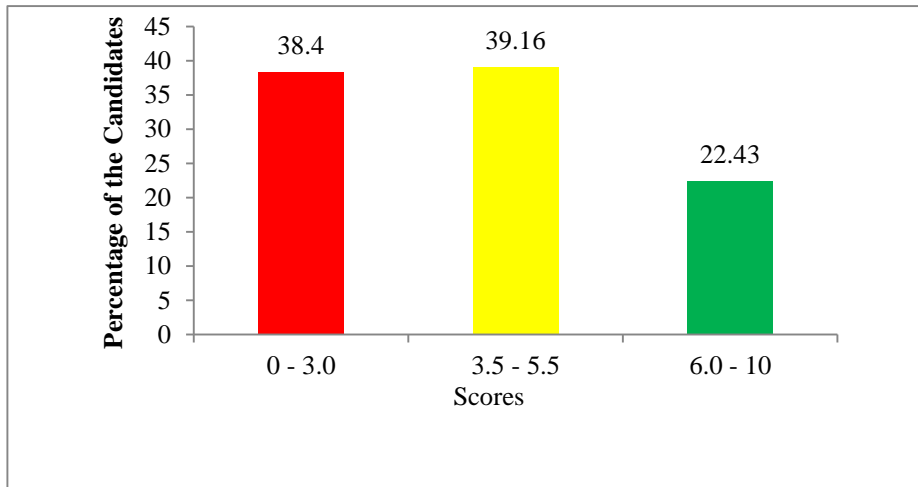
Figure 7: *The Candidates' Performance in Question 7*

A total of 59 (22.43%) candidates scored high marks in this question. They scored from 6 to 10 marks and this reveals that they had good mastery of both languages; French and English which enabled them to understand well the French text and translate it correctly into the English language.They were also familiar with the vocabulary used in the text. They correctly translated the text semantically, grammatically, morpho-syntactically and contextually though there were few errors in certain candidates translated texts. Extract 7.1 is a sample of the candidate's correct responses to question 7.

07	AN EXCEPTIONAL TOUR.	
	The students of Zanaki Secondary Schools welcome	
	their fellow students of Nyarugusu secondary School	
	of Burundi last month. The ceremony was finished	
	for being unfogetable for the participants. The stude-	
	nts of Nyarugusu arrived by aeroplane of Sunday 19	
	april. They stayed for fifteen days in our city.	
	They participated in many activities: Example learning,	
	Sports competition, visiting the towers and the	
	museums of Dar es salaam. They took alot of	
	photos. They met with many friends. They were	
	very happy from their tour. The next year, it's	
	our tour of going in Burundi to meet with our friends.	

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

Extract 7.1 shows responses from the candidate who translated well the given passage.

The analysis shows that 103 (36.18%) candidates had average parformance as they scored from 3.5 to 5.5 marks. These candidates did not translate properly some words within the sentences. They only translated words and sentences which were familiar to them. They did not give the exact meaning of some words from the source text. This demonstrates that these candidates had knowledge on translation and interpretation but they lacked some vocabularies

Further analysis shows that 101 (38.4%) candidates scored from 0 to 3.0 marks. These candidates did not give the relevant meaning of the sentences from the original text. They did not translate some of the French words properly. Above all, the candidates who scored poorly lacked mastery of grammar, useful vocabularies, terminologies required when carrying out the transfer of messge from the french language into the english language. Extract 7.2 is a sample of the candidate's incorrect response to question 7.

VISIT OF EXCEPTION

7. The etud Students OF raraki boardary school they aoufro to coreffond Burundi to the Pyaruguru boardary school last month. On that day they finich to prepare all participanrs. the Students of Pyaruguru also arrive to the car in april 19 Sunday. they pass fifteen days to that town. they participate to thoio places and different activities. Subjects, competitions of sport, they visit re different places and also historical sites of Dar es Salaam. they are doing good and make some Photos. they start narrating to their friends and also the all Content to the visit. the next year we will go to Burundi to visit our friends.

Extract 7.2: The Candidate's Incorrect Response to Question 7

Extract 7.2 shows responses from a candidate who incorrectly translated the passage.

2.8 Question 8: Reported speech

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

8. Transformez les phrases suivantes comme dans l'exemple.
   Exemple: «Je voudrais aller étudier en France», dit le frère de Paul.
   Le frère de Paul dit qu'il voudrait aller étudier en France.

   (a) Le bulletin météorologique de ce matin annonce: «il y aura du vent et de la pluie sur tout le pays.»
   (b) «Je viens de donner ma démission pour manifester mon insatisfaction contre l'injustice du chef de l'entreprise », il nous a annoncé.
   (c) Les étudiants lui ont affirmé: «vous avez fait un cours très intéressant aujourd'hui.»
   (d) Il m'a proposé: «je vais vous rendre visite le dimanche prochain.»
   (e) «Arrête de faire des bêtises et viens me voir dans mon bureau demain matin.», Le professeur a ordonné l'élève.

The analysis indicates that a total of 263 (100%) candidates attempted the question. Among them, 152 (57.79%) candidates scored from 6.0 to 10 marks, 82 (31.18%) scored from 3.5 to 5.5 marks and 29 (11.03%) scored from 0 to 3.0 marks. The general performance in this question was good, since 168 (88.97%) candidates scored from 3.5 to 10 marks. Figure 8 is an illustration of this performance.
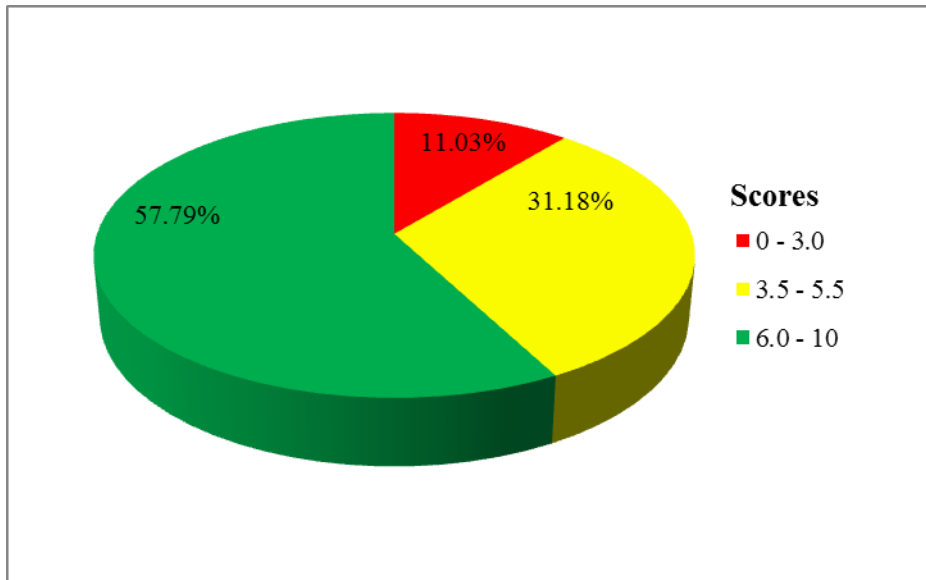
Figure 8: *The Candidates' Performance in Question 8*

The analysis shows that 152 (57.79%) candidates had good performance as they scored from 6.0 to 10 marks. These candidates had enough knowledge and skills about rules and principles of transforming sentences from direct speech into indirect speech. The candidates managed to use the rules to transform direct speech written in present tense in the main clause by which the verb in the dependent clause remain unchanged. Always, when a verb in the dependent clause is in simple present tense or future tense such as *il dit or il annoncera* the tense and adverb in the sentence to be reported do not to need be changed. Therefore, the correct indirect speech was: *Le bulletin meteorogique de ce matin annonce qu'il y aura du vent et de la pluie sur tout le pays* (This morning's weather forecast announces that there will be wind and rain all over the country). These candidates knew how to link correctly the introductory part to the other part by using the pronoun *qu'*.

In item (b), the candidates knew that when a verb in the dependent clause is in the past form such as *il a dit* or *il a annoncé* then the tense and other elements in the sentence to be reported have to be changed into their appropriate tense and form respectively. For example, simple present tense changes to imperfect tense, past tense changes to past perfect tense, and simple future tense changes to conditional present tense. Therefore, the candidates changed the verb *viens* into *venait*. They changed the pronoun *je* into *il*. After changing the pronoun, also some adjectives other elements in the sentence were to be changed; *ma* to *sa* and *mon* to *son* in order to agree with the subject personal pronoun *il*. The candidates wrote a sentence as follows : *Il nous a annoncé qu'il venait de donner sa démission pour manifester son insatisfaction contre l'injustice du chef de l'entreprise*.

In item (c), the candidates were able to change the verb *faire* from past tense to imperfect tense *avait* because the verb in the main clause was in past tense. Also the pronoun vous had been changed into il or elle because in the main clause lui refers to the third person singular. Also, the adverb *aujourd'hui* had been changed into ce jour-là. Thus, they provided the correct answer which was *Les étudiants lui ont affirmé qu'il/elle avait fait un cours très intéressant ce jour-là*.

Moreover, in item (d), the candidates were able to change the verb *aller* from simple present tense to simple imperfect tense *allait* because the verb in the introductory part was in past tense. They also changed the pronoun *je* into *il*, the adverb *le dimanche* **prochain** to *le dimanche* **suivant**. Also, they changed the reflective pronoun *vous* to *me*. Thus, they wrote the correct answer as *Il m'a proposé qu'il allait me rendre visite le dimanche suivant*.

Lastly, in item (e), the candidates noticed that the verb in the reported speech was in the imperative mood, therefore in the indirect speech it was supposed to be in the infinitive mood. They also knew that the preposition *de* will be used to connect two clauses. The verb *arrête* was changed into *arrêter* and *viens* into *aller*. It should be noted that when the verb *venir* is used in imperative mood in the direct speech, it should be changed to infinive form *aller* when it is transformed into indirect speech. Also, the pronoun *me* was changed into *le*. Moreover, the adverb *demain* was changed into le *lentement*. Thus, the correct answer was *Le professeur a ordonné l'élève d'arrêter faire des bêtises et d'aller le voir dans son bureau le lentement matin*.

Extract 8.1 is a sample of responses from the candidates with good performance in question 8.

8 a	Le bulletin météorologique de ce matin annonce qu'il y aura du vent et de la pluie sur tout le pays		
b	Il nous a annoncé qu'il venait de donner sa démission pour manifester son insatisfaction contre l'injustic du chef de l'entreprise.		
c	Les étudiants lui ont affirmé qu'il avait fait un cours très intéressant ce jour la		
d	Il m'a proposé qu'il allait me rendre visite le dimanche suivant		
e	le professeur a ordonné l'élève d'arrêter de faire des betises et de venir le voir dans son bureau lendemain matin		

Extract 8.1: A Sample of the Candidate's Correct Responses to question 8

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

Further analysis shows that 82 (31.18%) candidates had average performance as they scored from 3.5 to 5.5 marks. These candidates had partial knowledge of the rules and principles of transforming sentences from direct speech into indirect speech. They transformed correctly some sentences with which they were familiar but failed in others. They also failed to change the pronouns and adjectives. This made them to perform averagely in this question.

Also, there were 29 (11.03%) candidates who scored from 0 to 3.0 marks in this question. The analysis shows that these candidates had inadequate knowledge of the topic of reported speech. They failed to transform many elements from direct to indirect speech.

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In item (a), some candidates managed to place *que* in the right place but they failed to use the rule according to which an independent clause containing a verb in the present tense, the dependant clause does not under go any changes Unfortunately, some candidates transformed the verb *aura* into simple present tense   *a* as in *Le bulletin métrologique de ce matin annonce qu'il y a du vent et de la pluie sur tout le pays.* Some candidates wrote *Le bulletin météorologique de ce matin annonce qu'il y a aurait du vent de la pluie tout le pays* which was also an incorrect response.

In item (b), some candidates failed to change the pronoun *je* into *il* , the verb *viens* into *venait*, possessive adjective *ma* into *sa* and *mon* into *son* , hence they wrote an incorrect response *Il nous a annoncé que tu vas de donner ma démission pour manifester mon insatisfaction contre l'injustice du chef de l'entreprise.* They also failed to conjugate the verb venir into past continuous tense *venait*

In item (c), some of the candidates who scored low marks failed to change the pronoun *vous* into *il* or *elle* istead they wrote *nous*, auxiliary verb *avez* into *avait* and the adverb *aujourd'hui* into *ce jour-là*. others wrote *Les etudiants lui ont affirmé que nous avons fait un cours très interessant aujourd'hui.* Some candidates wrote *de* which is used with infinitive verbs instead of *que* as in the sentence *Les étudiants lui ont affirmé de nous avons fait un cours très intéressant.*

In item (d), some candidates did not manage to changes personal subject the pronoun *je* into *il*, verb *vais* into past continuous tense *allait*, adverb *prochain* into *suivant/d'après*. Also, the candidates removed the reflective pronoun *vous* from the dependent clause instead of changing it into the pronoun *me*, hence they wrote the incorrect response *Il m'a proposé que tu vas rendre visite le dimanche prochain.*

Lastly, in item (e), the candidates had to change five elements. However one of the candidates failed to use the preposition *de* into the imperative *arrête et viens* as it was required. Also, the candidates failed to change the verb form *viens* into *aller* as one of the rules of indirect speech. Moreover, the candidates were unable to change the pronoun *me* into *le*, adjective *mon* into *son* and the adverb *demain* into *le lendemain,* hence they provided an incorrect response *Le professeur a ordonné les élèves que arrête de faire bêtises et viens me voir dans mon bureau demain matin.* This implies that

these candidates had insufficient knowledge about reported speech. Extract 8.2 is a sample of the candidate's incorrect responses to question 8.

Extract 8.2: A Sample of Incorrect Responses to question 8

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

2.9 Question 9: Translation

The candidates were given a passage about the importance of doing physical exercises. They were required to translate it from French Language into Swahili Language. The question tested the candidates' ability to translate passages from the French Language into Swahili Language. The question was as follows:

9. Traduisez ce texte en swahili.

Aujourd'hui, plus de 65% de la population mondiale n'a pas une activité physique suffisante et ce manque d'activité est la cause de nombreuses maladies. Le manque d'exercice physique entraîne deux millions de décès par an. Associé à une mauvaise alimentation et au tabac, ce risque de décès augmente. Autour de vous, il est important que vous rappeliez que le manque d'activité est dangereux pour la santé: à tout âge, il est bon de faire au moins trente minutes d'activité physique par jour. Il est également indispensable que les gens comprennent que le mode de vie et l'alimentation ont une influence sur les risques de décès. Il faudrait enfin que les responsables politiques prennent des décisions pour donner à la population l'envie de faire des activités physiques.

The data analysis indicates that 259 (98.47%) candidates attempted the question. Among them, 48 (18.53%) scored from 6.0 to 10 marks, 69 (26.64%) scored from 3.5 to 5.5 marks and 142 (54.63%) scored from 0 to 3.0 marks. The general performance in this question was average, since 117 (45.17%) candidates scored from 3.5 to 10 out of 10 allocated marks. Figure 9 is an illustration of this performance.
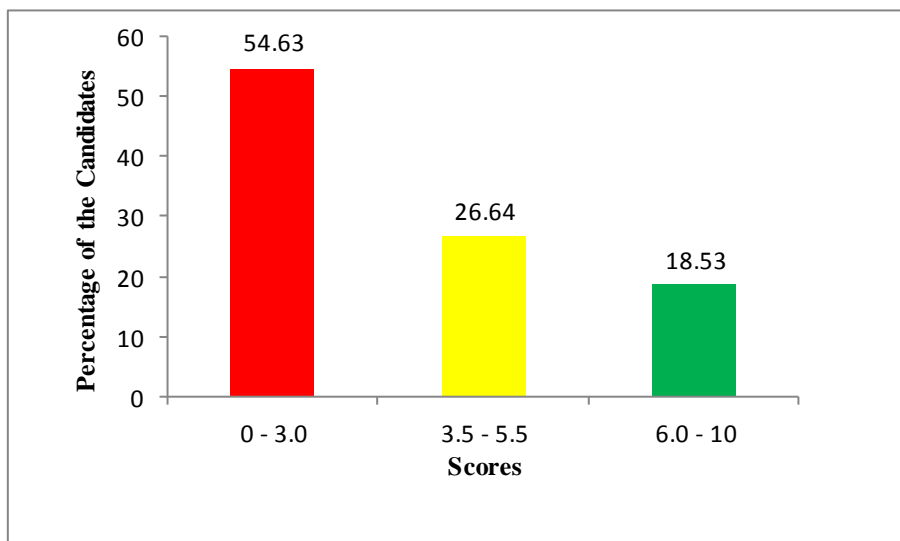
Figure 9: *The Candidates' Performance in Question 9*

The analysis of the candidates' responses indicates that 48 (18.53%) candidates scored from 6.0 to 10 marks which is a good performance. These candidates observed the rules of translation such as maintaining the message of the source language by using structure of the target language. They correctly translated the passage from French Language into Swahili Language. This implies that they had competences which enabled them to

understand the source language (French) and the target language (Swahili). Extract 9.1 is a sample of the candidate's correct responses to question 9.


Extract 9.1: A Sample of Correct Response to Question 9

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

However, there were 69 (26.64%) candidates who had average performance as they scored from 3.5 to 5.5 marks. They had partial knowledge of translation. They were able to translate some sentences or some parts of sentences in the passage but failed in other sentences. This is due to the fact that they understood partially how translation is done. This made them to score average marks.

Further analysis indicates that 142 (54.83%) candidates scored from 0 to 3.0 marks which is a weak performance. These candidates had insufficient knowledge of translation because they translated the passage with a lot of errors and the meaning deviated from the source language. Other candidates lacked enough French vocabulary hence they wrote incomprehensible sentences in Swahili. Extract 9.2 is a sample of the candidate's incorrect response to question 9.

9. Kwa sasa asilimia ya watu wengi duniani hawana mazoezi ya mwili na ukosefu wa mazoezi hayo yanesababisha ongezeko kubwa la magonjwa. Ukosefu wa mazoezi ya mwili una ingie takribani milion mbili, ambao unapelekea kuwa na hali mbaya na kuwepo kwa riski ya majaelibiano. Wengine, wanapata faide au umu limu pia wana pata hatari katika afya zao. Kutokane na ukosefu wa mazoezi ya mwili ni kama ule wanye miaka mingi, ni vizuri wafanye mazoezi ya mwili dakika 30 kwa siku. Inatakiwa kuji shughulishe watu katika maisha kwa kujihama cishe katika riski za hivyo. Inatakiwa kuitikie Ara wanapo malize majukumu ya uana stage na uhusiano wao kwa kuha maisha maishe ya kufanya Mazoezi ya mwili.	

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

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

2.10 Question 10: Phonology

In this question, the candidates were given a passage to read and answer the questions by using the information from the passage. The question tested the candidates' ability to apply the knowledge of phonology. The first item required the candidates to propose a convenient title that relates to the text. The second item required them to identify the percentage of youth in Africa who are unemployed as shown in the text. The third item required the candidates to find only four words which have raising accents from text.

The question was attempted by 263 (100%) candidates. Among them, 192 (73.38%) candidates scored from 6.0 to 10 marks, 48 (18.25%) scored from 4.0 to 5.0 out of 10 allocated marks to the question and 23 (8.37%) scored from 0 to 3.0 marks. The general performance in this question was good, since 240 (91.63%) candidates scored from 3.5 to 10 marks. Figure 10 summarizes this performance.
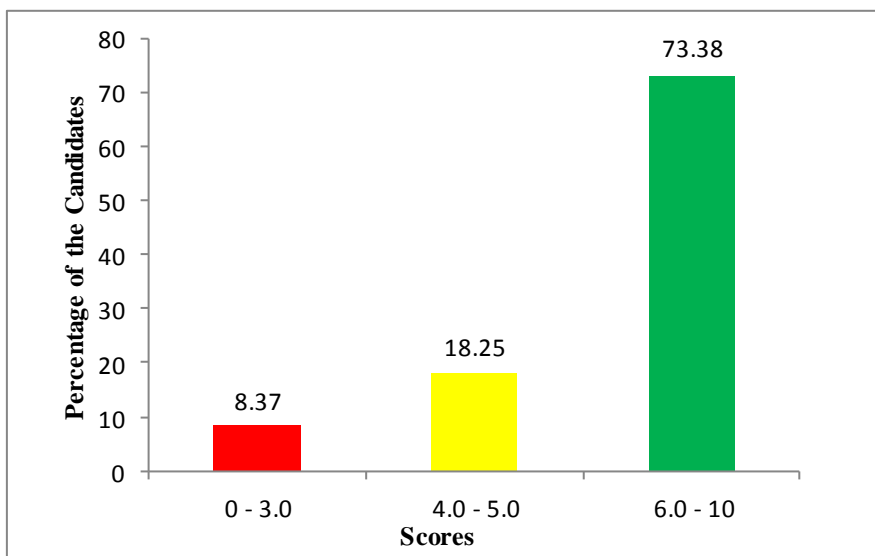
Figure 10: *The Candidates' Performance in Question 10*

The analysis shows that 192 (73.38%) candidates scored high marks from 6.0 to 10 marks in this question. These candidates comprehended the passage and answered the questions correctly. The analysis indicates that they had enough knowledge and skills in phonology. For instance, in item (a), the candidates were required to propose the convenient title of the passage. They wrote correctly the title of the passage, as one of them wrote *Les jeunes et le chômage/le problème du chômage des jeunes en Afrique/ Le problème des jeunes chômeurs en Afrique*.

In item (b) (i), the candidates were required to identify the percentage of young people in Africa who are unemployed as shown in the text. The candidates who scored full marks in this item had a good mastery of the French Language. They answered correctly the question because they understood the given passage as one of them wrote the correct response which was *60% de jeunes en Afrique sont au chômage*. This indicates that they had enough vocabulary.

In item (b) (ii), the candidates were required to list activities which can create employment for youths. The candidates who scored full marks wrote the correct response which was *les activités qui peuvent créer les emplois pour la plupart des nouveaux arrivant sur le marché du travail sont les activités rurales et agricoles*.

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Moreover, in item (c), the candidates were required to list four words with an *accent aigu* (′) (the raising tone). The candidates who scored full marks had enough knowledge of French phonology. They identified the words with the raising tone. The analysis indicates that they were able to differentiate the *accent aigu (*raising tone) from *accent grave* (falling tone). They listed correctly the words; *marché, année, engage, capacité, difficulté, inexpérimentés, région, diplômé etc.* Extract 10.1 is a sample of responses from a candidate who had good performance.

Extract 10.1: A Sample of Correct Response to Question 10

Extract 10.1 shows responses from a candidate who correctly answered all the items in question 10.

There were 48 (18.25%) candidates who had average performance as they scored from 0 to 3.0 marks. These candidates answered correctly some items but failed in the rest of the items. For example, they wrote the title of the passage in item (a), but of them failed to answer correctly item (b) which required them to list activities which can create employment for youths. Some of the candidates managed to list some words with the raising tone in item (c). This shows that they had partial knowledge of French phonology.

Conversely, 22 (8.37%) candidates scored from 0 to 3.0 marks which is weak performance. These candidates did not understand the passage and

they lacked knowledge and skills of French phonology. For example, in item (b), some of the candidates copied the words from the passage and wrote them as answers. Others wrote meaningless sentences because they lacked phonological skills.

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

10 a	Un titre convenable à ce texte est le marché du travail.
bi	le pourcentage de jeunes en Afrique qui sont au chômage est 60%
bii	les activités qui peuvent créer des emplois est
c	les mots dans le texte avec les accents aigus
-	intègrent
-	l'accès
-	filières
-	un à

Extract 10.2: A Sample of the Candidate's Incorrect Responses to Question 10

Extract 10.2 shows responses from a candidate who wrote incorrect answers in item (a), (b) (i) and (c).

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

This part comprised two sections, namely section A and B. It examines the candidates' performance in each question in 123/2 French Language 2. Likewise, the analysis includes the number of candidates who attempted each question and their percentages. Moreover, it explains how the candidates responded to the explanation questions. The candidates' performance in each question is categorized into three categories namely; good, average and weak. In section A, the scores ranges from 6.0 to 10 marks, 3.5 to 5.5 marks and 0 to 3.0 marks, out of 10 marks. In section B, the scores ranges from 12.0 to 20 marks, 7 to 11.5 marks and 0 to 6.5 marks, out of 20 marks allocated.

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3.1 SECTION A: Short Answer Questions

In this section, the candidates were given two questions namely; question 1 and 2. Each question weighed 10 marks making a total of 20 marks. The candidates were required to answer all the questions.

3.1.1 Question 1: Talking About the Causes and Consequences of Natural Catastrophes

The question required the candidates to write a paragraph of five sentences by giving two consequences of drought. It tested the candidates' ability to write about consequences of natural catastrophes. The question was as follows:

> 1. La sécheresse est un problème très grave dans quelques régions de la Tanzanie. En votre avis quels sont les conséquences de ce problème ? Donnez deux conséquences dans un paragraphe de 5 phrases.

This question was attempted by 263 (100%) candidates. Among them, 99 (37.64%) candidates scored from 6.0 to 10 marks, 96 (36.50%) scored from 3.5 to 5.5 marks and 68 (25.86%) scored from 0 to 3.0 marks. The general performance in this question was good, since 195 (74.14%) candidates scored from 3.5 to 10 marks allocated to the question. The candidates' performance in this question is summarised on Figure 11.
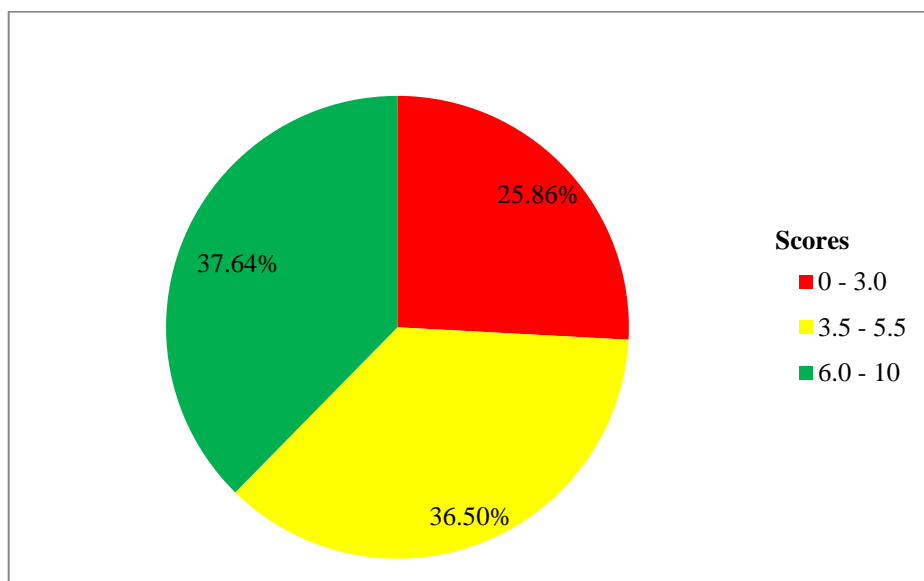
Figure 11: *The Candidates' Performance in Question 1*

The analysis of the candidates' responses indicates that 99 (37.64%) candidates had good performance as they were familiar with the topic of drought (*La secheresse*). They explained two consequences of drought in one paragraph containing five sentences. They wrote about the consequences of drought including *La famine* (hunger) and *cause la mort* (cause death) and *il mene disparaître les animaux* (it leads to the disappearing of animals). These candidates correctly responded to the question. However, their responses had few grammatical errors. Extract 11.1 is illustrate such responses.

Extract 11.1: A Sample of Good Responses to Question 1

Extract 11.1 shows responses from the candidate who wrote two consequences of drought with few grammatical errors.

Further analysis shows that 96 (36.50%) candidates had an average performance by scoring from 4 to 6 marks. These candidates had partial knowledge about the consequences of drought. They also had inadequate vocabulary pertaining to natural catastrophes in French Language. Some of them used English words in their sentences as one of them wrote *un mort de species* where the word *species* is an English word instead of writing *espèces* (species). They also had partial knowledge of the French grammatical rules like choice of vocabulary and their uses, structure of the sentences and their meaning, thus they ended up performing averagely in this question.

On the contrary, 68 (25.86%) candidates had weak performance, as they scored from 0 to 3 marks. The weak performance was due to the fact that; some candidates did not understand the requirement of the question as they wrote an essay instead of a paragraph. Others could not express themselves in French. Instead some candidates mixed English words in their responses. For example, one of the candidates wrote maize (English) instead du maïs (French). Other candidates failed to express their ideas as they wrote incomprehensible sentences. Extract 11.2 is a sample of the candidate's incorrect response to question 1.

Extract 11.2: A Sample of incorrect Response to Question 1

Extract 11.2 shows responses from the candidate who mentioned the two consequences of drought and explained them by writing ungrammatical sentences.

3.1.2 Question 2: Making an Argument

In this question, the candidates were required to read a passage and summarise it in one paragraph of five sentences. The question tested the candidates' ability to read and summarize a given text/passage to make arguments there by making people aware of climatic change. The question was as follows:

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

Le changement climatique est un problème très grave dans la planète. La planète réchauffe. Ce changement est causé par les activités humaines, car les gens négligent à conserver l'environnement. Ils coupent les arbres sans planter les autres. Et puis, ils installent les usines et les industriels qui émissent le gaz carbonique. En plus, ils utilisent les voitures qui aussi émissent le CO2. Malheureusement, ils ne trouvent pas le moyen de contrôler le CO2. Ce là cause la destruction d'Ozone, par conséquence, cause le réchauffement de la planète.

This question was attempted by 263 (100%) candidates, of whom 120 (45.63%) scored from 6.0 to 10 marks, 76 (28.90%) scored from 3.5 to 5.5 marks and 67 (25.48%) scored from 0 to 3.0 marks. The general performance in this question was good, as 196 (74.52%) candidates scored from 3.5 marks to 10 marks allotted to the question. Figure 12 is an illustrate this performance.
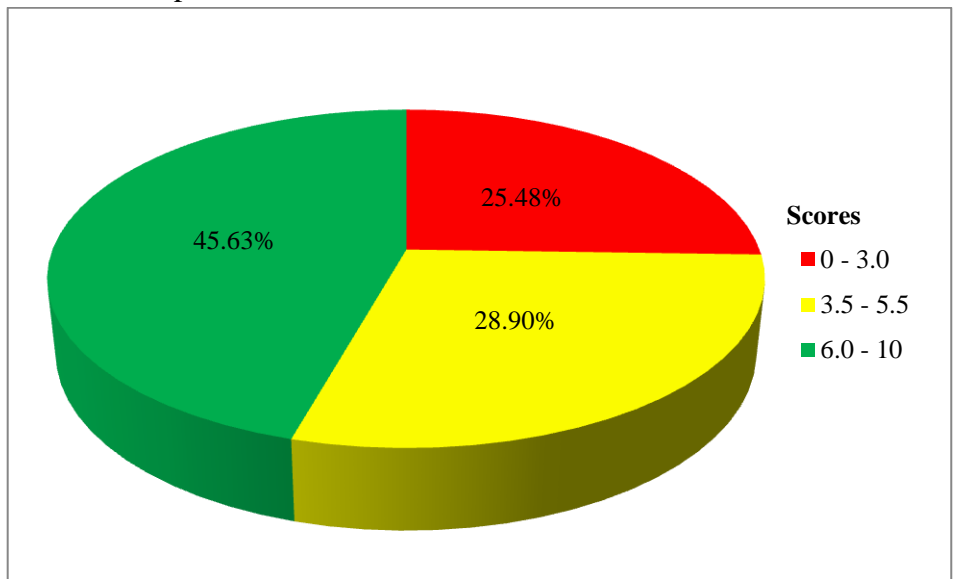
Figure 2: *The Candidates' Performance on Question 12*

The candidates' response analysis indicates that 120 (45.63%) candidates had good performance. These candidates scored from 0 to 6.5 marks. They had sufficient knowledge of the topic on climatic change, its causes and consequences. They summarised the passage using their own words. They could not score more than 7 marks because their summaries had few grammatical errors as shown in Extract 12.1.

Extract 12.1: A Sample of Correct Responses to Question 2

Extract 12.1 shows responses from a candidate who managed to summarise the passage.

Furthermore, the analysis shows that 76 (28.90%) candidates scored from 3.5 to 5.5 marks. This score is an average performance. Their average performance was due to partial knowledge of the topic on Climatic change. They also had insufficient vocabulary. Their summaries had some grammatical errors which hinderered them from performing well in this given question.Further analysis reveals that 67 (25.48%) candidates had weak performance as they scored from 0 to 3.0 marks. These candidates demonstrated lack of knowledge of vocabulary and French grammar. Some candidates wrote incomprehensible sentences. For example, one of them wrote *L'exchange de season de anne'e est cause' par un difficile plus dans la planete*. The other one wrote *Le climatique change comme la Sechérenose, et introduction de different maladé comme TB*. Other candidates copied the passage as responses. Extract 12.2 is a sample of the candidate's incorrect responses to question 2.

Extract 12.2: A Sample of Incorrect Responses to Question 2

Extract 12.2 shows responses by a candidate who wrote incomprehensible sentences to question 2.

3.2 SECTION B: Essay Writing

This section comprised 5 essay questions. The candidates were required to answer four of them. Each question weighed 20 marks, therefore making a total of 80 marks.

3.2.1   Question 3: Writing essays on various contemporary issues

The candidates were required to select and name the job which they would like to do after completing their University studies. They also had to give four reasons as to why they select such a job. The question tested the candidates' ability to write essays in the French Language. The question was as follows:

3. Après avoir terminé vos études universitaires vous aimeriez avoir probablement un bon métier. Le quel? Pourquoi? Donnez quatre raisons. (Pas plus 400 mots)

This question was attempted by 263 (100%) candidates. Among them, 32 (17.68%) scored from 12.0 to 20 marks, 58 (32.04%) scored from 7.0 to 11.5 marks and 91 (50.28%) scored from 0 to 6.5 marks. The general performance in this question was average, since 90 (49.72%) candidates scored from 7.0 to 20 marks allocated to the question. Figure 13 is an illustration of this performance.
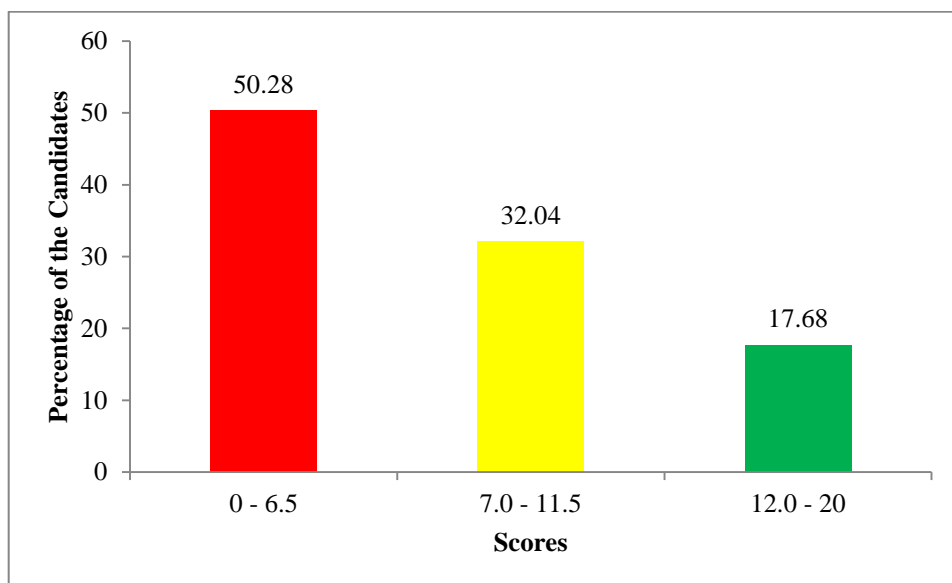
Figure 13: *The Candidates' Performance in Question 13*

The data analysis indicates that 58 (32.04%) candidates had an average performance; as they scored from 7.0 to 11.5 marks. The average performance was due to the fact that the candidates could not organise properly their essays. They managed to write correct sentences in some areas but failed in others. A few of them repeated the same reasons. Others failed to use well connecting words like *d'abord, ensuite, et puis, en fin* etc. These candidates had insufficient vocabulary to express themselves hence they ended up performing averagely in this question.

Furthermore, the data analysis reveals that 91 (50.28%) candidates had weak performance, as they scored from 0 to 6.5 marks. These candidates had insufficient French vocabulary. Most of them failed to name the job which they want to do later. Others failed to explain why they prefer jobs of their choice. A few of them did not understand the requirement of the question. For example, one of them wrote different jobs in his/her essay instead of choosing one and explain as to why he/she likes it. In addition, there were candidates who copied words from questions and wrote as answers. Extract 13.1 is a sample of the candidates' incorrect response to question 3.

3.	RAISONS DES VOS ÉTUDES UNIVERSITA
	IRE VOUS AIMEREZ

Après avoir terminé vos études universitaire vous aimeriez avoir probablement un bon metier. Les suivant les raisons vos études universitaire vous aimerez avoir probablement un bon metier.

Source d'imploi, après avoir terminé vos études universitaire vous aimes avoir probablement un bon metier parceque il source d'imploi les gens. Il aide les gens à gagne rget job opporhunite donc comme ameliorer leur vie.

Source de gouvernement revenue, après avoir terminé vos études universitaire vous aimerez avoir probablement un bon metier parceque source de revenue de gouvernement par equel quand peuple work

Source de service sociaux, après avoir terminé vos études universitaire vous aimerez avoir probablement un bon metier parce que source de services sociaux. Il aide p le gouvernement des services sociaux par exemple education, hopital, electric les gens.

Source de achuete commercial, après avoir terminé vos études universitaire vous aimerez avoir probablement un bon metier parce que source de achuete commercial les gens par exemple peuple les engage dans cultivation. Donc, il aide les gens to il ya important parce que il aide peuple les ameliorer leurs vivant standard.

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

Extract 13.1 shows responses from a candidate who wrote incomprehensible paragraphs. He/she explained what someone can do after graduating from university instead of choosing a job and explaining the reasons for the choice made.

Furthermore, a total of 32 (17.68%) candidates scored from 12.0 to 20 marks, which is good performance. The candidates' response analysis shows that these candidates understood the demand of the question. They responded to the question in accordance with the rules of writing an assay. They chose a job which they wish to do after graduating from the university and gave reasons explaining as to why they prefer such a job. They arranged their essays logically. Eventually, they concluded by giving their opinions and suggestions. Extract 13.2 is a sample of the candidate's good response to question 3.

Extract 13.2: A Sample of the Candidate's Correct Response to Question 3

Extract 13.2 shows responses from a candidate who chose the job he/she wants to do after graduating and gave reasons for the choice. He/she could not score full marks because of few grammatical errors contained therein.

3.2.2 Question 4: Analysis of literally works

This question required the candidates to give good things which are practiced in their society. They were supposed to refer to the French literary book read and analysed in their 2 years of study. The question tested the candidates' knowledge of analysing French literary works and how they can relate themes with the reality in their society. The question was as follows:

> 4. « Dans notre société il y a beaucoup de bonnes choses qui se passent.» En utilisant un de livres français que vous avez lu au lycée vérifiez cette affirmation en donnant quatre bonnes choses. (Pas plus 400 mots)

A total of 254 (96.58%) candidates attempted the question, out of whom 71 (27.95%) scored from 12.0 to 20 marks 116 (45.67 %) scored from 7.0 to 11.5 marks and 67 (26.38%) scored from 0 to 6.5 marks. The general performance in this question was good, since 187 (73.62%) candidates scored from 7.0 to 20 marks allotted to the question. Figure 14 is an illustration of this performance.
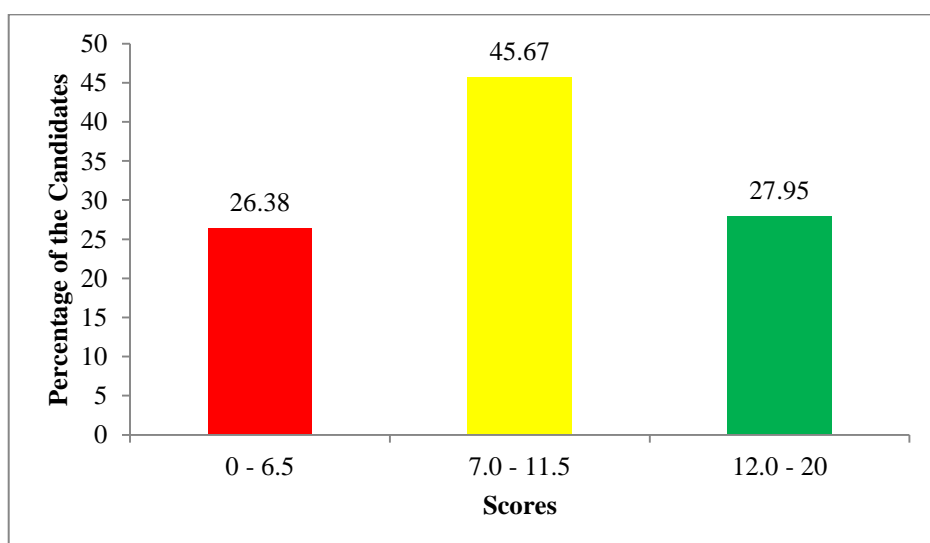
Figure 14: *The Candidates' Performance in Question 4*

The candidates' response analysis indicates that there were 71 (27.95%) candidates with good performance as they scored from 12.0 to 20 marks. These candidates explained the themes from the French literary book and related them with real situation in their society. They arranged their works logically. In the introduction, they identified the key terms in which they wrote the title of the book, the year of publication and the writer of the book. Some of them introduced briefly what they were going to discuss in the main body.

In the main body, the candidates explained the good things (positive themes) and used characters found in the book who revealed such good things representing their societies. For example, one of them wrote *la bonne chose c'est vraie amour qui est montrée par Monique qui avait vraie amour a son mari Ebinto* (the good thing is true love which is shown by Monique who had true love to her husband Ebinto). Likewise, in the conclusion, the candidates summarised what had been described in the main body. After that, they gave their suggestions, opinions and ideas to improve or encourage such good things being practiced in their societies. This proved that the cadidates mastered well the topic of *Book analysis*. Extract 14.1 is a sample of the candidates' good response to question 4.

gagne d'argent pour éduquer son fils Ebinto. Elle a frit les poissons et vendeuse au marché à Aukounougbe. Aussi Muriel Monique était responsable parceque elle a fait beaucoup des activités à sa maison comme cuisinier et chercher les   pour cuisinier. C'est aussi une bonne choses qui passent dans notre société

Aident l'autres personnes : Dans ce roman, l'auteur nous montre que ou donne nous l'evidence que dans notre société, il y a les persons qui aident les autres. Par exemple dans ce roman on voir le Monsieur Dramane (le père de Monique) aide Ebinto habite à son maison quand il arrive au Grand Bassam pour & etudié à l'université au Grand Bassam. Ebinto habite à la maison de Monsieur Dramane jusqu'a il mari Monique.

Les gens es sont courageaux : Beaucoup des gens dans notre société et sont courageaux. Courageaux c'est la bonne chose qui passent dans notre société. Dans ce roman l'auteur nous montre que Ebinto était courageaux quand il travail très dûr pour aide sa fer femme ne mort pas dans la mer. Aussi Monique était courageaux parceque elle était patience avec tout les mauvaise choses que son homme faire à elle.

L'auteur de ce roman, montre que beaucoup des choe choses passent dans la société ont bonne choses et ils ont beaucoup des avantages aux gens.

Extract 14.1: A Sample of Good Response to Question 4

Extract 14.1 shows responses from a candidate who wrote good things found in a novel *les Frasques d'Ebinto* and related them to his/her society.

Moreover, 116 (45.67%) candidates performed averagely as they scored from 7.0 to 11.5 marks. These candidates had partial knowledge of analysing the literary readings. They mentioned and explained some points because they had insufficient vocabulary. Other candidates identified the characters but they could neither explain what they have done nor relate them to the reality in the society.

Furthermore, 67 (26.38%) candidites had weak performance. The response analysis shows that some candidates in this category did not understand the requirement of the question. They wrote a summary of a book instead of writing the good themes and their relation to the society. Others could not write their analysis because they lacked vocabulary to express themselves. Few of them wrote incomprehensible paragraphs. Extract 14.2 is a sample of the candidate's incorrect response to question 4.

Extract 14.2: A Sample of Incorrect Response to Question 4

Extract 14.2 shows responses from the candidate who wrote negative themes instead of positive themes.

3.2.3   **Question 5: Making the public aware of certain calamities (e.g. HIV)/Making an argument (debate)**

The question required the candidates to give two examples on how human being pollutes water sources and they had to explain two consequences of that pollution. The question tested the candidates' ability to express themselves in French Language. The question was as follows:

> 5. Dans certaines parties de notre planète, l'homme pollue les masses d'eau telles que des rivières, des lacs, des fleuves et des mers. Donnez deux exemples comment il pollue ces eaux et expliquez les deux conséquences de cette pollution dans notre vie quotidienne. (Pas plus 400 mots)

The data analysis indicates that 241 (91.63%) candidates attempted the question. Among them, 104 (43.15%) scored from 6.0 to 10 marks, 111 (46.06%) scored from 7.0 to 11.5 marks and 26 (10.79%) scored from 0 to 6.5 marks. The general performance in this question was good, as 196 (87.21%) candidates scored from 7.0 to 20 marks allocated to the question. Figure 15 is an illustration of this performance.
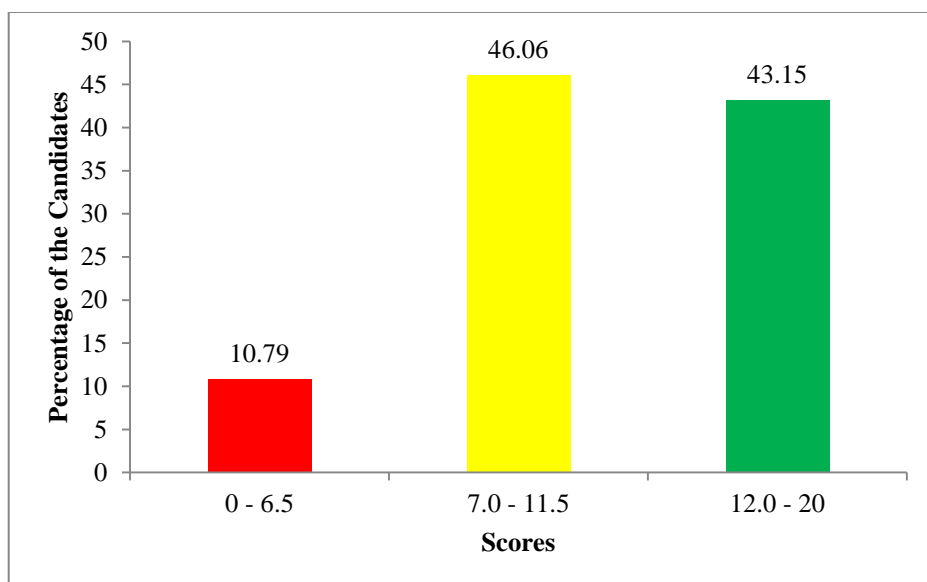
Figure 15: *The Candidates' Performance in Question 5*

The data analysis shows that 120 (45.63%) candidates had good performance as they scored from 12.0 to 20 marks. These candidates understood the requirement of the question. They explained two causes of water pollution. For example, some of them explained how human activities pollute water sources. They pointed out such human activities as agricultural activities conducted near the water bodies; throwing chemicals from industries into water and poor fishing methods like usage of poison.

Further analysis shows that the candidates with high marks gave the two consequences of water pollution. For example, some of them explained about how water pollution causes deaths of biodiversity and eruption of different diseases like cholera. They also explained that water pollution causes failure of some economic activities like fishing and tourism. They also wrote a good conclusion urging the citizens not to pollute water bodies. In addition, these candidates used different linking words like firstly, secondly, thirdly, to start with, moreover, furthermore, apart from that to connect and organise their ideas logically. Extract 15.1 is a sample of the candidate's good response to question 5.

Les poisons sont autre exemple de pollue l'eau. Par exemple il y a les pêcheur qui puissent leur activité de pêcher les poissons en utilisant les poisons qui tue les poissons et autres organisme dans le mers. Donc il faut éviter d'utiliser poisons quand nous puissons le pêcheur dans le lacs, le rivière ou les autres lieux.

Ces sont les exemples de poll ue de les masses mais san doute Ce pollue peut d'avoir les conceque erces à savoir.

D'abord: Le mort des organi sme: Pollue les masses cause Les organismes qui habitent dans le mers de pedre leur vie. Comme les poissons peuvent mort quand les pêcheur utilisent les poisons pour faire leur activité de chercher les poissons.

Ensuite: L'augmentation des maladie: Aussi quand nous pollue nt le mers les maladies faut augme nt. Ces maladie comme Cancer peut causé à quelqu'un qui utilise l'eau qui déjà pollue. Par exemple les perso nne peut gagner le cancer quand il ou elle bois l'eau qui a les poisons si cette personne ne pas mort.

Pour achever Toutes personne dans le société il faut éviter de pollue L'eau pourque peuvent servir La vie de différent organismes et éviter L'augmentation des maladie. Aussi il faut formulation des loi et promo uvoir l'éducation à tous le monde pour que peut savoir les négative effets de pollue les masses:

Extract 15.1: A Sample of Good Response to question 5

Extract 15.1 shows responses from a candidate who wrote two causes and effects of water pollution on environment.

Further response analysis indicates that 76 (28.90%) candidates performed averagely. They scored from 3.5 to 5.5 marks. Some of the candidates described only one cause of water pollution. This was due to insufficient knowledge of the topic. Others gave only one consequence of water pollution instead of two. Few of them wrote the causes but failed to give the consequences, this led to average performance.

Moreover, 67 (25.48%) candidates scored from 0 to 3.0 marks which is weak performance. The analysis shows that some of the candidates misunderstood the question. For example, one of the candidates explained how mining activity leads to soil degradation instead of causes and consequences of water pollution. Other candidates listed the causes and consequence of water pollution but they failed to explain them. For example, one of them wrote *Pollution de l'eau cause le morts par different choose aussi le morts cause par ignorance des gens parce que n'y a pas abilite en differentiate l'eau qui n'y a pas ban.* He/she mentioned well the point but the explanation is incomprehensible.

A few of them wrote meaningless sentences as they wrote French words without any structural relationship. For exemple, one candidate wrote *Les activités des beaucoup les activité de aide industrielle par eau qui aide en machine aussi aide en différent activité en industrielle....* This proves that the candidates had insufficient vocabulary which hindered them from expressing themselves. Extract: 15.2 is a sample of the candidate's weak response to question 5.

**Extract 15.2**: A Sample of Weak Response to Question 5

Extract 15.2 shows responses from a candidate who wrote causes and effect of soil erosion instead of causes and effects of water pollution.

3.2.4 Question 6: Writing Essays on Various Contemporary Issues

In this question, the candidates were required to write an official letter to the Director of Tanzanian Broadcasting to apply for the job of interpreter. The question tested the candidates' ability to write an official letter in the French language. The question was as follows:

> 6. Écrivez une lettre au Directeur de la radio-télédiffusion Tanzanienne (B. Postale 1010 Dar es Salaam) pour demander un poste d'interprète publié dans le journal "The Citizen" du 22 Mars 2021. Votre nom c'est Upendo Zawadi B. Postale 102 Mafinga. (Pas plus 400 mots)

The question was attempted by 263 (100%) candidates, out of whom 96 (36.5%) candidates scored from 12.0 to 20 marks, 150 (57.03%) scored from 7.0 to 11.5 marks and 17 (6.46%) scored from 0 to 6.5 marks. The general performance in this question was good, since 246 (98%) candidates scored from 7.0 (93.54%) marks and above. Figure 16 is an illustration of this performance.
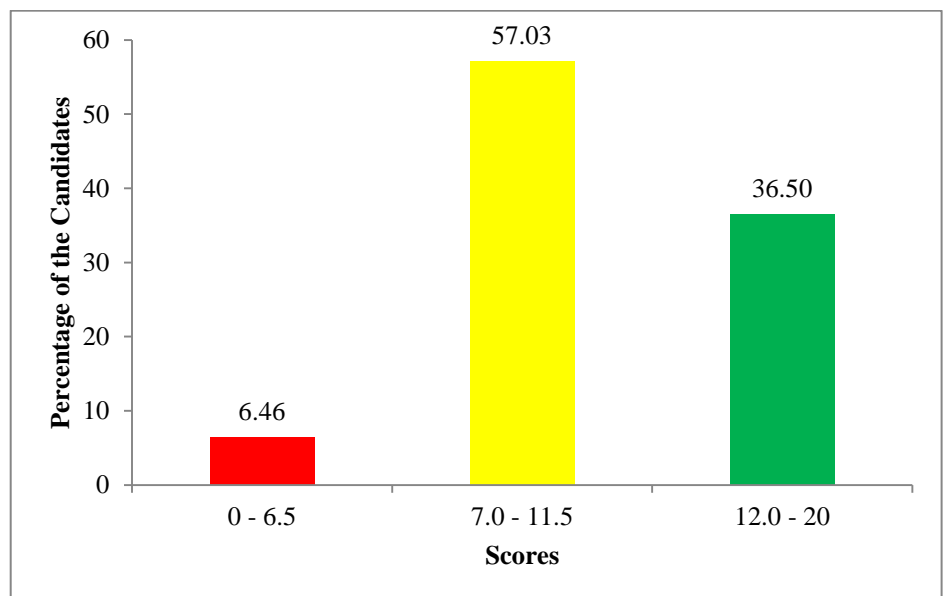
Figure 16: *The Candidates' Performance in Question 6*

The candidates who scored high marks in this question were 96 (36.50%). They correctly wrote an official letter. They started with the place name and date of the writer at the top right hand side, sender's address at the left, receiver's address at the right, aim of the letter and salutation. In the main body, the candidates organized well their ideas to convince the Director of Tanzanian broadcasting. At the end, they wrote good complementary close and signed it. This shows that these candidates had enough knowledge of formal letter writing in the French Language. Extract 16.1 is a sample of the candidate's good response to question 6.

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6. UPENDO ZAWADI,
B. POSTALE 102,
MAFINGA

LE DIRECTEUR,
LA RADIO-TÉLÉDIFFUSION TANZANIENNE
B. POSTALE 1010,
DAR-ES-SALAAM.

Mafinga, le 24e Mars, 2021.

OBJET: DEMANDE D'UN EMPLOI D'UN POSTE D'INTERPRÈTS.

Monsieur le Directeur.

Je suis tanzanienne avec l'âge de 25 ans. Actuellement, j'ai lu votre annonce publié dans le journal "The Citizen" du 22 mars 2021 ce pourquoi je vous écris cette letter pour demander un poste d'interprète dans votre organisation.

J'ai terminé mes études d'interprétation dans la faculté de Dar-es-salaam depuis 2018 et j'ai réussi avec les bons résultats dans mes cours. Aussi, j'ai l'expérience d'un an travaillant comme une interprète dans l'organisation de les droits de l'homme pour l'an de 2020.

Je possède tous les atouts qui me permettront à réussi dans chaque rôle que vous voudriez me confier. Ci-joint, vous trouverez les certificats des universitaires avec les autres des diplômes sans oublier mon curriculum vitae qui sont mes témoignes.

Je suis disponible en quelque heure vous trouverez pour l'entretien. Mais aussi je crois que ma demande sera donnée une suite favorable.

Uperdo Zawadi.

Extract 16.1: A Sample of the Correct Response to Question 6

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

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Furthermore, 150 (57.03%) candidates had an average performance in this question. These candidates had partial knowledge of the rules pertaining to official letter writing. They managed to write correctly some of the required information and their essays had few grammatical errors. This entails that these candidates understood the question but they failed to present their ideas as required due to few obstacles like limited vocabulary.

The analysis also shows that 17 (6.46%) candidates had weak performance in this question. These candidates lacked knowledge of writing official letters. Some of them could not follow the format of the formal letter writing. The addresses were interchanged and the aim of the letter was not clear. There were several grammatical errors which were observed in their sentences. Some of the candidates mixed English words in their letters. Others wrote friendly letters instead of official letters. This shows that the candidates had insufficient knowledge of the topic. Extract 16.2 is a sample of the candidate's incorrect response to question 6.

06: Upendo Zawadi,
Boitre Postale 102,
Mafinga.

Directeur de la
radio-télédiffusion Tanzanienne
Boitre Postale 1010,
Dar-es-Salaam.
22 Mars 2021.

Cher Monsieur,
OBJET: DEMANDE UN EMPLOIE
D'INTERPRÈTE DANS LE JOURNAL:
Avant toute chose, #travers titte sur
que explique objet de cette lettre.
La bonne objet de cette lettre est-
demande emploi comme d'interprète
dans la company, aussi J'ai bonne
d'interprète, travers exprience qui
passer sur different company comme
"The citizen" Je pourvoir partici pants
bonne travails qui faire chaun
personne vivre bonne dans la souète.
parce que Je utilise faire bon travail.
J'espere mon demande est aller accepter
merci beaucoup pour receive mon lettre.
aussi ecouté mon demande pourque
pour devellopment.

Votre fidele
U. Zawadi
Upendo Zawadi
(Interprète)

Extract 16.2: A Sample of Incorrect Response to Question 6

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

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3.2.5 **Question 7: Writing Essays on Various Contemporary Issues**

In this question, the candidates were required to write either a fascinating or shocking story about any legend. This question tested the candidates' ability to write stories. The question was as follows:

> 7. Depuis votre enfance jusqu'à maintenant vous avez entendu plusieurs légendes qui vous semblent fascinantes ou bien choquantes. Racontez une légende et donnez une morale que vous avez tirée dans cette légende. (Pas plus 400 mots)

The question was attempted by 112 (42.6%) candidates, out of whom 38 (33.90%) scored from 12.0 to 20 marks, 46 (41.07%) scored from 7.0 to 11.5 marks and 28 (25.00%) scored from 0 to 6.5 marks. The general performance in this question was good, since 84 (75.0%) candidates scored from 7.0 to 20 marks allocated to the question. Figure 17 is an illustration of this performance.
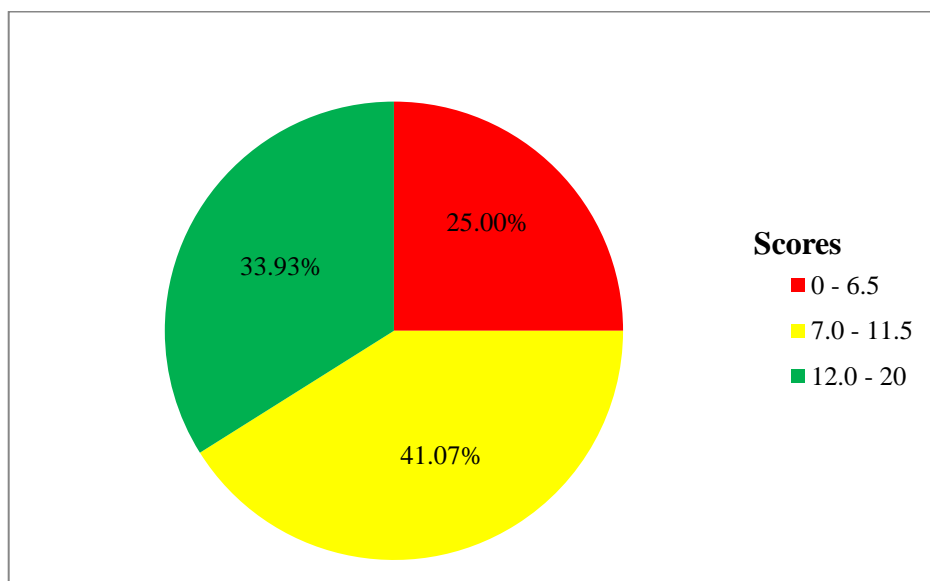
Figure 17: *The Candidates' Performance in Question 7*

The analysis shows that 38 (33.90%) candidates with good performance in this question wrote stories as required. They started with a title and presented logically their ideas. They used proper vocabulary and linking words correctly. For example, they wrote the stories of legends which related to the real life in the society and gave the moral lessons of the

story. This shows that the candidates understood well the question and had good command of the French language. Extract 17.1 is a sample of the candidate's good responses to this question.

Extract 17.1: A Sample of the Correct Responses to Question 7

Extract 17.1 shows responses from a candidate who wrote a story about a good legend.

On the other hand, 46 (41.07%) candidates had an average performance. These candidates understood well the question but failed to present their ideas. They wrote some responses correctly but failed in others. Their essays had few grammatical errors, this shows that these candidates had partial understanding of how a legend story is written. This made them to have an average performance.

Further candidates' analysis shows that 38 (33.90%) candidates who scored low marks in this question lacked the knowledge of story writing. Their stories had a lot of grammatical errors, poor organization of ideas and the arrangement of events were illogical and some candidates mixed English vocabulary in their stories. Also, they did not follow the principles of story writing which are the title, main body and the conclusion. Some candidates misunderstood the question as they wrote stories but they did not include a heroic event. This made them score low marks. Extract 17.2 is a sample of the candidate's an incorrect response to question 7.

7. POUEQUOI LE LAPIN A PETIT LA QUEUE

Autrefois il y a deux amis Le lapin et lé hyna. Ses amis a eu danseaient, mangeaint et chanteaint ensemble sans doute.

Au jour. Lé hyna est allé son ami. le lapin pour visiter pendant a eu à la route a gagné idée qui aujourd'hui il faut Influence mon amis va à la forêt.

Après arriver son amis il a vu son amis prepare Les repas. Le lapin est venu mon amis et continue prepare sa nouriture. L'e hyna a dit mon ami aujourd'hui il y a important idée. Le lapin a contante après ecoute qui Tu a important idée. L'e hyna a dit aujourdhui Va Viviter la forêt pour manger Les miels. Donc le lapin a dit attendre mon ami a fini preprarer mon ma nouriture.

Après finir le lapin et lé hyne a commancé son Voyager pendant — arriver. Ils ont vu les miels beaucoup sous l'arbre et commance manger. Pendant continuer manger les miels ils ont ecouté Le grand bruit La côte gauche qui tu dis pourquoi — mangez-Vous mon miel, le lapin et le hyna a commancé peur et tremble Le lion demande encore pourquoi mangez-Vous mon miel. Le lapin et le hyna ne pas reponder rien chose Le lapin a dit son ami ici ne pas bonne place il faut Courir. Le hyna a commancé courir Le lapin autre a suivis pendant Le lapin a couri Le lion a suivis et coupé la queue de lapin.

La murale qui gagné ici a conseil qui ne prend pas la chose sans — rien l'information parceque cause dangeraux comme le lappi lapin a coup son queue.

Extract 17.2: A Sample of Incorrect Responses to Question 7.

Extract 17.2 shows responses from a candidate who wrote a story about rabbit and hyena which did not have any heroic overtone. Likewise, the essay was full of grammatical errors.

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4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

Generally, 10 topics were covered in this examination. The analysis of the candidates' performance on each topic shows that the performance in eight topics (*Expressing wishes, Making the public aware of certain calamities (e.g. HIV)/Making an argument (debate), Reported speech, Phonology, Talking about different experiences (past, present and future), Talking about the causes and consequences of natural catastrophes, Analysis of Various Literary works* and *Writing for various contemporary topics* was good. In these topics most candidates scored above 70 per cent. Furthermore, the analysis shows that two topics, *Translation* and *Locating places* had average performance.

The analysis further indicates that there were no candidates with weak performance in the topics covered. The general performance of the candidates per topic is illustrated in the appendix provided at the end of this report.

5.0 CONCLUSION

The candidates' general performance in the French Language subject in the 2022 ACSEE was good since 93.61 per cent passed. These candidates understood the requirement of the questions. They applied the French grammatical rules and principles correctly. Further analysis of their responses indicates that there were candidates who performed averagely and weakly. These candidates lacked sufficient knowledge of French Language grammar which hindered them from expressing themselves appropriately. They also had insufficient knowledge and skills on the topics tested.

6.0 RECOMMENDATIONS

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

(a) Teachers should put more effort in teaching the topic of *Talking about different experiences (present, past and future)*, *Talking about the causes and consequences of natural catastrophes and Making an argument* by using images, passages and photos.

(b) Teachers should guide the students to read more books or short stories in order to increase vocabulary that will enable them to express themselves and write good essays.

(c) Teachers should give the students different texts on which they will be required to read and write the summary in order to improve their summary writing skills.

The Candidates' Performance in Each Topic ACSEE 2022

S/N	Topic	Number of Questions	Percentage of Candidates who Scored an Average of 35 Per cent or Above	Remarks
		2022		
1	Expressing wishes	1	93.54	Good
2	Making the public aware of certain calamities (e.g. HIV)/Making an argument (debate)	1	89.21	Good
3	Reported speech	1	88.97	Good
4	Phonology	3	76.61	Good
5	Talking about different experiences (past, present and future)	2	75.69	Good
6	Talking about the causes and consequences of natural catastrophes	2	74.33	Good
7	Analysis of Various Literary works	1	73.62	Good
8	Writing for various contemporary topics	3	72.75	Good
9	Translation	2	53.39	Average
10	Locating places	1	47.54	Average