

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION (CSEE) 2015**

023 FRENCH
(For School Candidates)

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EDUCATION EXAMINATION (CSEE) 2015**

023 FRENCH LANGUAGE
(For School Candidates)

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Table of Contents

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC	2
2.1 COMPREHENSION.....	2
2.1.1 Question 1: Multiple Choice (Comprehension)	2
2.1.2 Question 2: Multiple Choice (Comprehension)	3
2.1.3 Question 3: Multiple Choice (Comprehension)	3
2.1.4 Question 4: Multiple Choice (Comprehension)	4
2.1.5 Question 5: Multiple Choice (Comprehension)	4
2.1.6 Question 6: Short Answer (Comprehension)	5
2.1.7 Question 7: Summary (Comprehension).....	6
2.1.8 Question 8: Matching Items (Comprehension)	9
2.2 Question 9: Relative Pronouns.....	10
2.3 Question 10: Possessive Adjectives.....	12
2.4 Question 11: Pronouns	16
2.5 Question 12: Personal Pronoun.....	18
2.6 Question 13: Singular and Plural Forms	22
2.7 Question 14: Interrogative Words.....	24
2.8 Question 15: Prepositions	26
2.9 Question 16: Qualitative Adjectives	28
2.10 Question 17: Formation of Adverbs from Adjectives.....	33
2.11 Question 18: Jumbled Sentences.....	36
2.12 Question 19: True/False (Comprehension)	38
2.13 Question 20: Present Tense.....	41
2.14 Question 21: Negative Form	44
2.15 Question 22: Matching Items.....	46
2.16 Question 23: Letter writing (Written Expression)	48
2.17 Question 24: Essay Writing (Written Expression).....	53
3.0 PERFORMANCE OF CANDIDATES IN DIFFERENT TOPICS.....	57
4.0 CONCLUSION.....	58
4.0 RECOMMENDATIONS.....	58
Appendix.....	59

FOREWORD

The Examiners' Report on the Performance of Candidates in French Language subject in the Certificate of Secondary Education Examination (CSEE) 2015 was prepared in order to provide feedback to education stakeholders and the public in general.

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

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

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

Finally, the Council would like to thank the Examinations officers, statisticians, ICT experts and all those who participated in the preparation and in analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report analyses the performance of candidates in the Certificate of Secondary Education Examination (CSEE) who sat for the French Language Examination in 2015. The examination corresponds directly to the French Language Syllabus of 2010 and 2008 Examination format.

The candidates were tested in the skills of Comprehension, Language Use and Written Expression/Composition. The paper consisted of 24 questions from which the candidates were required to attempt 23 questions. The questions from section A and B were compulsory while in section C the candidates were required to choose one of the two questions.

The analysis of examination results show that, the overall performance of candidates was average. A total of 3,698 candidates sat for this examination in November, 2015 out of which 1,608 (43.5%) candidates passed the examination compared to the year 2014 where 890 (44.04%) candidates passed. These results reflect a decrease in the candidates' performance by 0.99 percent.

This report aims at providing feedback to education stakeholders on the candidates' performance in each question. The presentation highlights the requirements of each question by indicating the expected responses to the questions, how the candidates answered the questions and explanations for the candidates' responses. Extract samples of candidates' responses are presented in order to illustrate how the candidates responded to each item.

In this analysis, the candidates' performance is grouped into three categories: good, average and weak and they are represented by different colours. If the performance ranges from 45 to 100 percent, it is considered as good and is represented by the green colour, from 30 to 44 percent, it is considered as average and is represented by the yellow colour and from 0 to 29 percent, it is considered as weak and is represented by the red colour.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

2.1 COMPREHENSION

The questions on comprehension tested the candidate's understanding of the language by reading a piece of writing or a text and then answering the questions. This section consisted of eight questions with a total of 15 marks. Questions 1 to 5 were multiple choice items which had a total of 5 marks; question 6 was a short answer item and it carried 2 marks, question 7 was on summary writing and it carried 3 marks and question 8 on matching items (vocabulary) carried 5 marks.

2.1.1 Question 1: Multiple Choice (Comprehension)

In question number 1, the candidates were instructed to tell how the people travelled during the old times.

The question was attempted by 99.6 percent of the candidates out of which, 54.8 percent performed well by scoring a full mark while 45.2 percent scored zero.

The candidates who scored a full mark understood the vocabulary and the language used in the text and were able to identify the correct answer. These candidates differentiated the means of transport that are used nowadays with those which were used in the old times.

However, the candidates who scored zero, failed to identify the correct answer. These candidates lacked sufficient skills in reading for comprehension; as a result, they failed to understand the meaning of the vocabulary which was used in the text. For example, the correct answer for this question was B; *A pied* (on foot) but there were candidates who opted for A; *En paquebot* (in a ship), C; *A bicyclette* (by bicycle), D; *En avion* (by aeroplane) and E; *En train* (by train). The candidates who opted for A, C, D and E confused the two words *autrefois* (old times) and *aujourd'hui* (nowadays/today). These candidates picked the means of transport which is used nowadays while the question asked for the means of transport used in the old times.

2.1.2 Question 2: Multiple Choice (Comprehension)

The question instructed the candidates to tell which means of transport is preferred nowadays.

The question was attempted by 99.6 percent of the candidates. The performance in this question was poor as 74.4 percent scored zero while 25.6 percent scored a full mark.

The candidates who scored zero failed to comprehend that the word *mode* used in the text had the same meaning with the word *moyen* used in the question. The sentence in the text was; *le mode de transport moderne* (the modern means of transport) while the question was *le moyen de transport préféré à époque actuelle* (the ideal means of transport nowadays). The correct answer was C; *L'avion* (aeroplane) but most of the candidates opted for E; *le chameau* (the camel), D; *les dhows* (the dhows), A; *Le train* (the train) and few candidates opted for B; *Le paquebot* (the ship). All these words were found in the text. The aeroplane, the train and the ship are the means of transport used nowadays but the plane is the most preferred because it is faster. The candidates who opted for 'ship' and 'train' took into account the Tanzanian context where aeroplane cannot be the most preferred means of transport given the dominant socio-economic condition of the majority of Tanzanians.

The candidates who scored a full mark understood the question and vocabulary used in the question, and they were able to identify the correct answer. These candidates had a good command of French language and had sufficient comprehension skills which enabled them to understand the language used in the text.

2.1.3 Question 3: Multiple Choice (Comprehension)

The candidates were instructed to tell how big the ship looks like.

The candidates who attempted the question were 99.6 percent. The performance was good as 57.9 percent of them scored a full mark whereas 42.1 percent scored zero.

The candidates who scored a full mark understood the question and the language used in the text well. These candidates had good command of French language and sufficient comprehension skills which enabled them to give the correct answer.

The candidates who scored zero failed to give the correct answer because they misinterpreted the question. The correct answer was E; *Un hôtel de luxe* (a luxury hotel) but there were candidates who opted for A; *Une boulangerie* (a bakery), B; *Un terrain de sport* (a playground), C; *Une imprimerie* (a printing press) and D; *Une bibliothèque* (a library). The candidates who opted for A, B, C and D confused the question with the things found in the ship. The ship resembles a luxury hotel but a bakery, a playground, a printing press and a library were found in the ship.

2.1.4 Question 4: Multiple Choice (Comprehension)

The candidates were instructed to tell where the swimming pool, restaurants and play grounds can be found.

The question was attempted by 99.6 percent of the candidates and the performance was good as 52.4 percent scored a full mark while 47.6 percent scored a zero.

The candidates who scored a full mark gave the correct answer to this question. These candidates understood the question and had adequate knowledge of French language and sufficient comprehension skills which helped them to comprehend the passage.

On the other hand, the candidates who scored zero lacked adequate comprehension skills. For example, the correct answer for this question was A; *A bord d'un paquebot* (on board a ship) but some of the candidates opted for B; *Dans un train* (in a train) and others opted for C; *Dans un avion* (in an aeroplane). It is true that food is served in trains and aeroplanes but swimming pool and play grounds cannot be found inside these two means of transport. Other candidates opted for D *Dans un petit bateau à voiles* (in a small sailing boat) which was not correct because a small boat cannot have a swimming pool and play grounds. There were few candidates who opted for E; *Dans un autocar* (in a car) which was not correct. The candidates who opted for B, C, D and E did not comprehend the text as a result they just picked words which were used in the text.

2.1.5 Question 5: Multiple Choice (Comprehension)

The candidates were instructed to indicate the means of transport which were replaced by the lorry according to the text.

The candidates who attempted this question were 99.5 percent and the performance was average as 56.4 percent scored zero while 43.6 percent scored a full mark.

The candidates who scored zero failed to comprehend the passage and as a result, they provided incorrect answers. For example, the correct answer for this question was D; *L'âne, le cheval et le chameau* (the donkey, the horse and the camel) but most of the candidates opted for E; *une bicyclette, une moto et un autocar* (a bicycle, a motorbike and a bus). These candidates were attracted by those words which appeared in the same paragraph with the correct answer but they failed to realise that those means of transport are used nowadays. For the candidates who opted for A, B and C did not realize that in option A, *une bicyclette*, in option B *une moto* and in option C *le train* are the means of transport used in modern times. These candidates lacked sufficient knowledge on comprehension skills.

The candidates who scored a full mark understood the question and opted for the correct answer. These candidates had acquired sufficient knowledge on the comprehension skills and were able to say which type of transport had been replaced by the lorry.

2.1.6 Question 6: Short Answer (Comprehension)

The candidates were instructed to tell how the Polynesians sailed.

This question was attempted by 86.8 percent and the performance was poor as 70.9 percent scored from 0 to 0.5 marks while 29.1 percent scored from 1 to 2 marks.

The candidates who scored low marks copied the sentences from the passage which were irrelevant to the question. The correct answer was "*Les Polynésiens naviguaient en servant de radeaux de bois léger, de cartes qui leur indiquaient les courants, les vents et les principales étoiles*". Most of the candidates failed to know where to start the answer and instead they copied the whole sentence including the words which were not important such as "*Navigateurs expérimentés, ils ont émigré dans toutes les îles de l'Océan Pacifique en ...*". Others copied sentences from any part of the

passage. For example one candidate wrote “*Autrefois les hommes qui vont partout pour vendre leur marchandises parcouraient à pied une grand partie du continent.*” Extract 6.1 shows a sample of a response from a script of a candidate who copied the words which were not relevant to the question. These candidates lacked sufficient knowledge on the comprehension skills.

Extract 6.1

6	Ils ont émigré dans toutes les îles de
	L'océan pacifique

Extract 6.1 shows a sample of a response from a script of a candidate who copied part of the sentence which was not important to the question.

Despite all the weaknesses, there were candidates who scored full marks. These candidates comprehended the passage and were able to provide the correct answer to the question by writing *Les polynésiens naviguaient en servant de radeaux de bois léger, de cartes qui leur indiquaient les courants, les vents et les principales étoiles.* This indicates that the candidates had enough knowledge on comprehension skills which enabled them to understand the language used in the text. Extract 6.2 shows a sample of a response from a script of a candidate who scored high marks.

Extract 6.2

6.	Les Polynésiens naviguaient en
	servant de radeaux de bois léger, de
	cartes qui leur indiquaient les courants, les
	vents et les principales étoiles.

Extract 6.2 shows a sample of a response from a script of a candidate who wrote the correct answer *Les polynésiens naviguaient en servant de radeaux de bois léger, de cartes qui leur indiquaient les courants, les vents et les principales étoiles.*

2.1.7 Question 7: Summary (Comprehension)

The candidates were instructed to summarize the comprehension passage in few sentences. The candidates were supposed to use their own vocabulary without altering the message of the original passage.

This question was attempted by 81.4 percent of the candidates and the performance was poor as 96.1 percent scored from 0 to 0.5 mark out of which, 87 percent scored a zero and 3 percent scored 1 mark. It was only 0.9 percent of the candidates who scored from 1.5 to 3 out of the 3 marks allocated to the question. Figure 1 presents the performance of the candidates in this question.

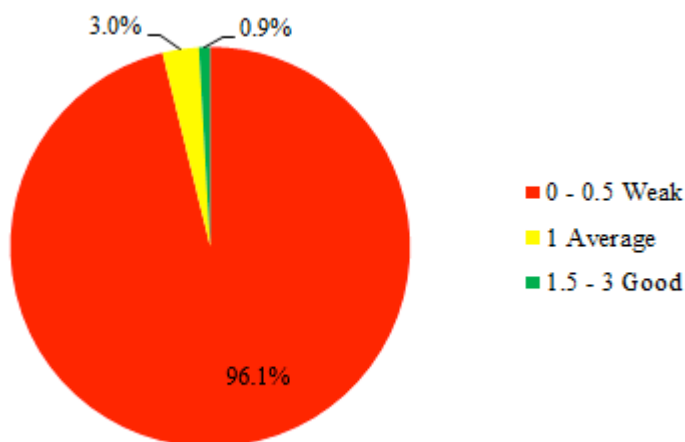


Figure 1: Candidate's performance in summary writing and their scores

The candidates who scored low marks did not understand the content of the passage because most of them just copied the sentences from different paragraphs of the passage and presented it as a summary. Others gave the title of the passage like *Transport et Communication*, *Village de la brousse*, *Bateau à voiles*, "*Les Dhows*", *La navette entre l'Afrique et l'Inde*, etc instead of writing a summary. This proves that these candidates lacked sufficient skills and knowledge on how to summarize a passage. Extract 7.1 shows a sample of a response from a candidate who failed to write a summary but instead he/she copied sentences taken from different paragraphs.

Extract 7.1

7	Résumé de ce texte les cabanes telles des chambres de luxe, sont bien meublées et joliment décorées, les hommes qui vont partout pour vendre leurs marchandises par courent à pied une grande partie du continent l'auto l'autocar et le train relient tous les coins du pays. Le camion remplace le cheval l'âne et le chameau comme moyens de transport. Avec les grands avions à réaction on passe d'un continent à l'autre sans s'en rendre compte. C'est l'époque des grands progrès.
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Extract 7.1 shows a sample of a response from a script of a candidate who copied sentences from the passage.

Further analysis of the candidates' responses indicates that, there were few candidates who scored high marks in this question because they understood the content of the passage. These candidates were able to identify the main points from the passage and summarized them in one paragraph. Extract 7.2 represent such a response but the candidate failed to score full marks because in his/her summary, he/she did not mention the means of transport used in the old times.

Extract 7.2

7	Le texte nous parle de moyen de transport. On est regarder différents types de moyen de transport comme l'avion, un autocar, le camion et le train. Parmi de moyen de transport on peut utiliser de terre. Moyen de transport, on peut transporter des personnes et des marchandises. Mais il y a moderne transport est surtout l'avion.
---	--

In Extract 7.2, the candidate was able to write a good summary although it lacked some points on how people travelled before the arrival of new technologies.

2.1.8 Question 8: Matching Items (Comprehension)

The candidates were instructed to match the words given in List A with the corresponding descriptions given in List B. The words in List A were the names of means of transport mentioned in the passage.

The question was attempted by 98.3 percent of the candidates and the performance was poor as 78.7 percent of them scored from 0 to 1 mark, 15.1 percent scored 2 marks while 6.2 percent scored from 3 to 5 marks.

The analysis of the candidates' responses shows that the candidates who scored low marks could not choose the correct definitions of the listed means of transport because they did not understand the language used in the text. For example, the correct answer for item (iii) *Un camion* was F: *est un gros véhicule qui sert à transporter des choses lourdes* but there were candidates who opted for E: *est un vaisseau fait pour transporter sur l'eau des personnes et des marchandises*. The candidates who opted for E confused the word *un véhicule* (a vehicle) with *un vaisseau* (a ship) and failed to realise that a vehicle always travels on roads while a ship travels on water. Another example was item (iv) *Une bicyclette* the answer was J: *est un véhicule à deux roues, avec un guidon et deux pédales* but some candidates opted for H: *est un véhicule à deux roues qui a un moteur puissant*. The candidates who opted for H confused a bicycle with a motorbike as they failed to realise that both have two wheels but you can ride a bicycle by pushing the pedals while a motorbike has an engine. These candidates did not know the meaning of the given words; as a result, they picked them randomly. This shows that the candidates lacked sufficient knowledge on the comprehension skills. Extract 8.1 shows such a response.

Extract 8.1

8	LISTE A	i	ii	iii	iv	v	vi		
	LISTE B	F	C	E	H	B	J		

In Extract 8.1 the candidate failed to match the means of transport with its description even to item (i) which was given as example.

Conversely, the candidates who scored high marks managed to match the means of transport with the descriptions given in List B. The candidates were able to understand the language used in the passage and the questions. This shows that these candidates had a good command of French language which enabled them to know the meaning of the given vocabulary. Extract 8.2 shows a sample of a response from a script of a candidate who scored high marks.

Extract 8.2

8	(i) - D
	(ii) - F
	(iv) - J
	(v) - L
	(vi) - B

Extract 8.2 shows a sample of a response from a script of a candidate who was able to match all the items with the corresponding descriptions correctly.

2.2 Question 9: Relative Pronouns

The candidates were given five sentences and were required to fill in the blank spaces using the given relative pronouns.

The question was attempted by 99.5 percent of the candidates out of which, 61.4 percent performed poorly by scoring 0 to 0.5 marks. However, 26.9 percent performed averagely by scoring 1 mark out of the 2.5 marks allocated to the question while 11.7 percent scored from 1.5 to 2.5 marks which is a good performance. According to this data, the performance in this question was average since the percentage of students who scored 30 percent or above is 38.6 percent.

Candidates who scored high marks had knowledge on the use of relative pronouns which are used to introduce a relative clause in a sentence and are used in order to avoid repetition. The functions of relative pronouns are as shown below:-

- (i) Pronoun *qui* refers to the subject and it is followed by a verb.
- (ii) Pronoun *que* refers to the object and it is followed by a noun or a personal pronoun.
- (iii) Pronoun *où* refers to the place or time.
- (iv) Pronoun *dont* is used with verbs which are followed by the preposition *de* like *souvenir de*, *parler de*, etc. Extract 9.1

shows a sample of a response from script of a candidate who scored high marks.

Extract 9.1

9	a) Récite-lui l'histoire dont elle ne se souvient pas bien ...
	b) Dans mon immeuble, il y a un endroit où on range les bicyclettes.
	c) On voit beaucoup de jeunes dans les rues qui portent un sac à dos pour mettre leurs affaires.
	d) Un ordinateur est un outil que beaucoup de gens rêvent d'avoir chez eux mais il coûte cher.
	e) C'est un objet que vous achetez au supermarché, à la pharmacie ou dans une parfumerie. Qu'est-ce que c'est?

Extract 9.1 shows a sample of a response from a script of a candidate who was able to fill in all the blank spaces with the correct relative pronouns.

On the other hand, the candidates who scored low marks failed to fill in the blank spaces with correct relative pronouns. These candidates lacked sufficient knowledge on this topic especially the relative pronouns and were not familiar with the functions of these pronouns as a result they picked them randomly. Extract 9.2 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract 9.2

9	Complétez les phrases suivantes par qui, que, dont, où
a/	Rédis-lui l'histoire qui elle ne se so- vient pas bien.
c/	On voit beau coup de jeunes dans le bus dont portent un sac à dos pour mettre leurs affaires.
b/	Dans mon immeuble, il y a un endro- it que on range les bicyclettes.
d/	Un ordinateur est un outil où beau- coup de gens rêvent d'avoir chez eux mais l'ont de.
e/	C'est un objet dont vous achetez au supermarché, à la pharmacie ou dans parfumerie. Qu'est-ce que c'est?

Extract 9.2 shows a sample of a response from a script of a candidate who failed to fill in the blank spaces with correct relative pronouns.

2.3 Question 10: Possessive Adjectives

The candidates were given a passage and were required to fill in the blank spaces with the correct possessive adjectives.

The question was attempted by 98.5 percent of the candidates out of which, 25.1 percent performed well as they scored from 2.5 to 5 marks, 33.3 percent performed averagely by scoring 1.5 to 2 marks and 41.6 percent performed poorly by scoring from 0 to 1 mark. According to this data, the performance of the candidates in this question was good as indicated in Figure 2.

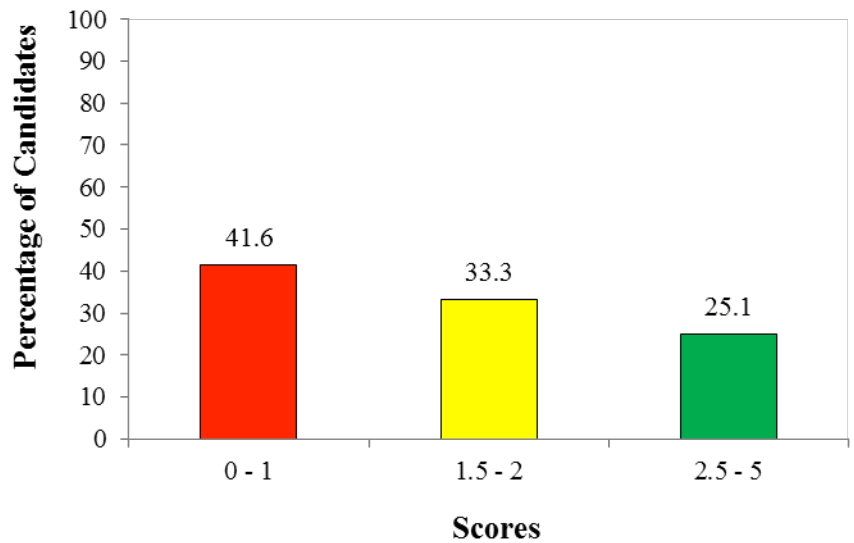


Figure 2: Candidate's performance in Possessive adjectives and their scores

The analysis of the candidates' responses indicates that the candidates who scored high marks were familiar with the topic and had sufficient knowledge and skills on the use of possessive adjectives. These candidates were able to associate the adjectives with the nouns they modify by considering the gender and number agreement. This shows that these candidates had a good command of French Language. Extract 10.1 is a sample of a good response.

Extract 10.1

10.	Madame et Monsieur Mkulima, un couple de retraités
	mènent une vie tranquille dans leur petite maison
	à Bagamoyo. Monsieur Mkulima cultive son jardin
	avec amour et il récolte beaucoup de légumes et de
	fruits que sa femme met dans son réfrigérateur
	il en donne aussi à ses voisins à conditions qu'ils
	viennent les cueillir. Pendant les vacances, ils reçoivent
	leurs petits-enfants. L'aînée s'appelle Haika et elle
	a 13 ans. Haika aime passer la journée dans le
	jardin avec son grand-père. Leurs deux petits enfants
	jouent ensemble ou avec leur grand-mère. Le week-
	end les grands-parents sortent leur voiture pour
	emmener toute la petite bande à la plage.

Extract 10.1 shows a sample of a response from a script of a candidate who was able to fill in the blank spaces with the correct possessive pronouns.

Further analysis indicates that, the candidates who scored low marks lacked enough knowledge on the topic because some of them confused the masculine/feminine singular nouns with the masculine/feminine plural nouns. For example, in this sentence ... *et il récolte beaucoup de légumes et de fruits que femme met dans ...*, the correct answer was**sa** femme..... but there were candidates who wrote**ses** femme..... These candidates failed to realize that *femme* was in feminine singular form; therefore the correct possessive adjective was **sa** and not **ses** because **ses** is for plural nouns. Another example was the first sentence: *Madame et Monsieur Mkulima, un couple de retraités, mènent une vie tranquille dans.....petite maison.* The correct answer was *dans **leur** petite maison* but there were candidates who wrote *dans **ses** petite maison.* These candidates failed to realize that if the noun which is modified denotes a 3rd person singular, then the correct possessive adjective is **leur** and not **ses**. Table 1 below gives an elaboration on the possessive adjectives.

Table 1

Person	One object		Many objects
	Masculine	Feminine	Masculine/Feminine
1 st person/singular (je)	mon	ma	mes
2 nd person/singular (tu)	ton	ta	tes
3 rd person/singular (il/elle)	son	sa	ses
1 st person/plural (nous)	notre		nos
2 nd person/plural (vous)	votre		vos
3 rd person/plural (ils/elles)	leur		leurs

Extract 10.2 shows a sample of a response from a script of a candidate who failed to fill in the blank spaces with correct adjective possessive instead he/she picked the adjective without considering the gender and the number.

Extract 10.2

10	Madame et Monsieur Mkulima, un couple de retraités, mènent une tranquille dans ses petite Maison à Bagamoyo. Monsieur Mkulima cultive leur jardin avec amour et il recolle beaucoup de légumes et de fruit que son femme met dans leurs réfrigérateur. Il en donne aussi à sa voisins à conditions qu'il viennent les cueillir. Pendant les vacances, ils reçoivent des petits enfants. L'ainée s'appelle Haika et elle a 13 ans. Haika aime passer la journée dans le jardin avec sa grand pere leur deux petits enfants jouent ensemble ou avec sa grand-mère. Le week-end les grands-parents sortent ses voiture pour emmener toute la petite bande à la plage.
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Extract 10.2 shows a sample of a response from a script of a candidate who confused the masculine/feminine singular nouns with the masculine/feminine plural nouns.

2.4 Question 11: Pronouns

The candidates were given five sentences with blank spaces in one part and underlined words in another part. The candidates were instructed to replace the underlined words with the given pronouns and fill in the blank spaces with those pronouns. These pronouns are used after prepositions to avoid repetition or for a pause in a sentence.

This question was attempted by 99 percent of the candidates out of which, 28.2 percent performed well and scored from 2.5 to 5 marks, 18.5 percent had an average performance and scored from 1.5 to 2 marks while 53.3 percent performed poorly by scoring from 0 to 1 mark out of the 5 marks allocated to the question. The data shows that the performance in this question was good.

The candidates who scored high marks were able firstly, to replace the underlined words with the correct pronouns and; secondly, to fill in the blank spaces with the correct pronouns. Moreover, these candidates managed to identify the gender and the number of the pronouns and noun phrases in the question and wrote the correct pronouns. This indicates that these candidates had sufficient knowledge on the topic and mastered the procedure of replacing the underlined words. Extract 11.1 shows a sample of a response from a script of a candidate who performed well in this question.

Extract 11.1

1a)	Je t'attends, viens chez moi quand tu veux
b)	Si tu penses à nous donne-nous de tes nouvelles
	Ça nous fera plaisir.
c)	Si tu as envie d'emmener tes sœurs au musée, viens avec elles
d)	La semaine prochaine, c'est l'anniversaire de mon frère; ce cadeau est pour lui
e)	Hélène n'habite plus chez ses parents mais elle habite avec son amie à côté de eux

In Extract 11.1, the candidate was able to replace the underlined words with pronouns and to fill in the blank spaces with correct pronouns.

However, the candidates who scored low marks failed to replace the underlined words with the correct pronouns and to fill in the blank spaces with the correct pronouns. Some of these candidates did not have enough knowledge on the use of these pronouns while others failed to distinguish masculine/feminine singular nouns from masculine/feminine plural nouns.

For example, the correct answer for question 10(a) was *Je t'attends, viens chez moi quand tu veux* but there were candidates who wrote *Je t'attends viens chez lui quand tu veux*. These candidates failed to realize that *lui* is used to replace a 3rd person singular noun and not a 1st person singular noun. In question 10(d), *La semaine prochaine, c'est l'anniversaire de mon frère: ce cadeau est pour lui*. *Lui* replaced masculine singular nouns but one of the candidates wrote *ce cadeau est pour eux* without realising that *eux* is used to replace masculine plural nouns. In question 11(e), *Ashura n'habite plus chez ses parents mais elle habite avec son ami à côté d'eux* but there were candidates who replaced *ses parents* with *elles*. These candidates failed to realise that *ses parents* is a masculine plural noun and the correct pronoun is *eux* and not *elles* which is for feminine plural nouns. Extract 11.2 shows such a response.

Extract 11.2

10a)	Je t'attends, viens chez lui quand tu veux
10b)	Si tu penses à moi, donne nous de tes nou velles, Ça nous fera plaisir
10c)	Si tu as envie d'emmener tes sou au musée, viens avec lui
10d)	Le semaine prochaine c'est l'anniversa ire de mon frère; ce cadeau est pour eux
10e)	Ashura n'habite plus chez ses parents mais elle habite avec son ami à côté de elles

Extract 11.2 shows a sample of a response from a script of a candidate who failed to replace the underlined words with correct pronouns.

2.5 Question 12: Personal Pronoun

The candidates were given five sentences and were instructed to transform them by replacing nominal group with a personal pronoun *les* as given in the example.

The question was attempted by 84.5 percent of the candidates and the performance was poor as 96.2 percent scored from 0 to 1 mark, 2.7 percent performed averagely by scoring 1.5 to 2 marks while 1.1 percent performed well and scored 2.5 to 4 marks out of the 5 marks allocated to the question. Figure 3 shows the performance of the candidates in this question.

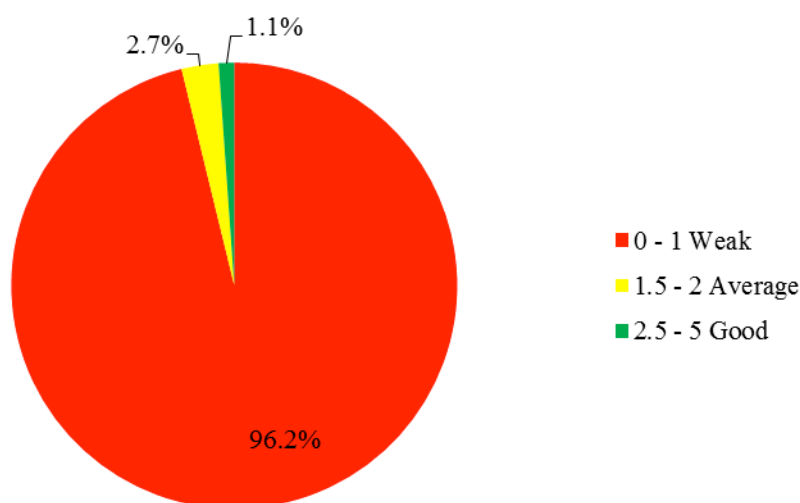


Figure 3: Candidate's performance in Personal Pronoun and their scores

The candidates who scored low marks firstly, failed to transform the sentences by replacing the nominal groups with the personal pronoun *les*. Secondly, they failed to make the agreement of gender and number to the verbs when the verb is in the past tense. Lastly, they failed to realise that the indefinite adjective *tout* remained the same because the first two operations were not done. For example, in question 12(a) *Mon ami a trouvé de nombreux films, je n'ai pas vu tous les films*. The candidates were supposed to replace *les films* with the personal pronoun *les* because the nominal group was in plural form. Therefore, the correct sentence will be *Mon ami a trouvé de nombreux films, je ne les ai pas tous vus*. Since the nominal group was in plural form and the verb was in past tense *ai vu*, then the past particle *vu* must agree with the pronoun and this is

done by adding an -s at the end of the past participle. The indefinite adjective *tous* [tu] became pronoun *tous* [tus] with the same orthography but different pronunciation. Extract 12.1 shows a sample of a response from a script of a candidate who performed poorly in this question,

Extract 12.1

12.	a) Mon ami a tourné de nombreux films.
	Je ses n'ai pas vu tous .
	b) Ashura ses va faire toutes .
	c) Nous nos recevrons tous .
	d) Madame Abdulmes après tout.
	e) En Voyage J'aime visiter tous la.

Extract 12.1 shows a sample of a response from a script of a candidate who replaced the noun phrases with possessive adjectives except for 12(e) where he/she replaced with the incorrect personal pronoun.

Furthermore, some candidates were able to replace the words with correct pronoun *les* but they repeated the noun phrases in their answers. For example in question 12(a), the candidate in Extract 12.2 replaced *les films* with *les* but then he/she repeated the noun phrase *les films* in his/her answer. The correct answer was supposed to be *Mon ami a tourné de nombreux films, je ne les ai pas tout vus* but the candidate wrote *Mon ami a tourné de nombreux films, je ne les ai pas tout vu les films*. These candidates did not realize that the pronouns are used to avoid repetition. Another example was in question 12(c) where one of the candidates wrote *Nous les recevrons tous nos amis pour notre anniversaire de mariage*. The candidate replaced *nos amis* with the correct pronoun *les* but he/she repeated the noun phrase *nos amis* in his/her answer. In this case, the indefinite adjective *tous* [tu] remained unchanged. Extract 12.2 shows such a response with correct pronouns.

Extract 12.2

12.	(a) Mon ami a tourné de nombreux films, je ne les ai pas vu tous les films.	
	(b) Ashura <u>les</u> va faire toutes ses courses au supermarché près de chez elle.	
	(c) Nous <u>les</u> recevrons tous nos amis pour notre anniversaire de mariage.	
	(d) Madame Abdul <u>les</u> a pris tous les meubles de son voisin.	
	(e) En voyage je <u>les</u> aime visiter tous les endroits touristiques.	

Extract 12.2 shows a sample of a response from a script of a candidate who replaced the noun phrases with correct pronouns but he/she repeated the noun phrases in his/her answer.

However, there were candidates who managed to replace the noun phrases with correct pronoun *les* but they failed to put the pronoun in the proper place. These candidates failed to realise that in French Language, the direct object personal pronouns are placed before a verb but there were few exceptions as in question 12 (b) and 12 (d). When there are two verbs; the first verb is conjugated and the second one should be in infinitive form, the pronoun is put between the two verbs but there were candidates who put the pronoun before the first verb. For example, in the case of question 12(b) *Ashura va faire toutes ses courses au supermarché près de chez elle*; verb *va* was conjugated in the present tense while *faire* was in infinitive form. Therefore, the pronoun was supposed to be between *va* and *faire* and the sentence will be *Ashura va toutes les faire au supermarché près de chez elle* and not *Ashura les va toutes faire au*

supermarché près de chez elle. The candidates were supposed to understand that, when a sentence is in the negative form, the pronouns are always put before a verb. A negative sentence is recognized by the structure *ne...pas*. For example, in question 12(a) *Mon ami a tourné de nombreux films, je n'ai pas vu tous les films* the pronoun *les* is supposed to be placed after *ne* and the correct sentence will be *Mon ami a tourné de nombreux films, je ne les ai pas tous vus*. Extract 12.3 shows a sample of such a response.

Extract 12.3

12.	(a) Mon ami a tourné de nombreux films, je n'ai pas vu tous les films.	
	→ Mon ami a tourné de nombreux films, je les n'ai pas vu tous.	
	(b) Ashura va faire toutes les courses au supermarché près de chez elle.	
	→ Ashura les va faire toutes au supermarché près de chez elle.	
	(c) Nous recevrons tous nos amis pour notre anniversaire de mariage.	
	→ Nous recevrons les tous pour notre anniversaire de mariage.	
	(d) Madame Abdul a pris tous les meubles de son voisin.	
	→ Madame Abdul a les pris tous de son voisin.	
	(e) En voyage j'aime visiter tous les endroits touristiques.	
	→ En voyage je les aime tous visiter	

Extract 12.3 shows a sample of a response from a script of a candidate who failed to put the pronouns in the proper place.

Despite the weaknesses, there were candidates who scored high marks. These candidates were able firstly, to replace the nominal groups with the personal pronouns, secondly to put the pronouns in the proper places, thirdly to make the agreement of gender and number to the verbs when the verbs are in the past tense and finally to transform an indefinite adjective into an indefinite pronoun. Extract 12.4 shows a sample of a response from a script of a candidate who performed well in this question.

Extract 12.4

12a	Mon ami a tourné de nombreux films, je ne les ai pas tous vus.
b	Ashura va toutes les faire au supermarché près de chez elle.
c	Nous les recevrons tous pour notre anniversaire de mariage.
d	Makame Abdul les a tous pris de son voisin.
e	En voyage j'aime les visiter tous.

In Extract 12.4, the candidate was able to replace the words correctly with direct object pronouns and to put the pronouns in proper positions.

2.6 Question 13: Singular and Plural Forms

The candidates were given five sentences in plural form and they were instructed to rewrite them in a singular form.

This question was attempted by 84.6 percent of the candidates out of which, 62.2 percent of them performed poorly by scoring from 0 to 2.5 marks. Similarly, 14.7 percent performed averagely as they scored from 3 to 4 marks while 23.1 percent scored from 4.5 to 10 marks. These data show that the question was performed averagely.

The analysis of the candidates' responses indicates that the candidates who scored high marks were able to apply the principles of changing the sentences from plural form into singular form.

These candidates were aware that in the process of changing the sentences from plural to singular form, the articles, the nouns, the pronouns, the adjectives, and the verbs change. The candidates who scored high marks had enough knowledge on the topic and they were familiar with the principles of changing the sentences from plural to singular form. Extract 13.1 shows a sample of a response from a script of a candidate who scored good marks in this question.

Extract 13.1

13	a) Le technicien vient de réparer votre voiture.
	b) Tu aimerais bien parler au directeur de ce supermarché.
	c) Votre enfant se souvient beaucoup de son professeur.
	d) Oui, cette fille - là n'est pas communicative.
	e) J'ai fait un jouet pour un petit enfant.

Extract 13.1 shows a sample of a response from a script of a candidate who was able to put all the sentences in singular form correctly.

Further analysis shows that, the candidates who scored low marks failed to apply the principles of transforming the sentences from plural into singular form because they could not change some elements in the sentences. For example, in question 13(a) *Les techniciens viennent de réparer votre voiture*. In this question, *les* is a definite article and the singular form is either *le* for masculine nouns or *la* for feminine nouns but there were candidates who replaced the definite article *les* with demonstrative adjective *ce*. The -s which is put at the end of most of the French nouns is a mark of plural form except for verbs where the plural form depends on the person. Therefore, removal of an '-s' marks singular form but there were some candidates who left most of the elements unchanged. For example, in question 13(a) the following elements were left unchanged *techniciens* (noun) and *viennent* (verb), in question 13(b) *vous* (pronoun) and *aimeriez* (verb), in question 13(c) *vos* and *leur* (possessive adjectives), *souviennent* (verb), *enfants* (noun) were left unchanged, in question 13(d) *jeunes* and *communicatives*

(qualifiers), *filles* (noun) and *sont* (verb) were not changed while in question 13(e) *nous* (pronoun), *avons* (auxiliary verb), *des* (indefinite article) *jouets* and *enfants* (nouns) were not changed and *des* (indefinite article) was changed into *les* (definite article plural form). This shows that these candidates had not master well the principles of changing a sentence from plural to singular form. Extract 13.2 shows such a response.

Extract 13.2

13a	ce techniciens viennent de réparer votre
	Voiture.
b	Vous aimeriez bien parler au directeur
	de ce supermarché
c	Vos enfants se souviennent beaucoup de
	leur professeur
d	Oui, le jeunes filles-là ne sont pas com
	municatives
e	Nous avons fait des jouets pour les petits
	enfants.

Extract 13.2 shows a sample of a response from a script of a candidate who failed to transform most of the elements into plural form.

2.7 Question 14: Interrogative Words

The candidates were given a dialogue and were required to fill in the blank spaces with the interrogative words given.

The question was attempted by 98.1 percent of the candidates and according to the data, the candidates performed averagely in this question. Out of the 98.1 percent, 24.6 percent of the candidates scored from 2.5 to 5 marks, 17.1 percent performed averagely by scoring from 1.5 to 2 marks while 58.2 percent scored from 0 to 1 mark.

The candidates who scored high marks were able to fill in the blank spaces with correct interrogative words. These candidates managed to put correct interrogative words in proper places because they know the meaning of those words. This indicates that, the candidates had sufficient knowledge on the topic of interrogative words and they were familiar with the given words because they use them often when asking questions. Extract 14.1 shows a sample of a script of a candidate who scored good marks.

Extract 14.1

14.	Rose : Où est-ce que Jamilla et son mari travaillent?
	John : Ils travaillent dans une banque, mais pas dans le même quartier.
	Rose : Comment est-ce qu'ils vont à leur travail?
	John : Ils vont à leur travail en voiture.
	Rose : Combien de voitures ont-ils?
	John : Ils ont deux voitures, une pour chacun.
	Rose : Quand est-ce qu'ils travaillent?
	John : Ils travaillent du lundi au samedi.
	Rose : Mais pour quoi est-ce qu'ils ne sont pas contents?
	John : Ils ne sont pas contents parce qu'ils travaillent dans des quartiers différents.

Extract 14.1 shows a sample of a response from a script of a candidate who filled in the blank spaces with correct interrogative words.

On the other hand, the candidates who scored low marks failed to fill in the blank spaces with the correct interrogative words because they did not know the meaning of these words but instead, they just picked them randomly producing irrelevant sentences. This shows that the candidates did not have sufficient knowledge on the topic. Extract 14.2 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract 14.2

11	Rose: Comment est-ce que Jamilla et son mari travaillent-ils?
	John: Ils travaillent dans une banque, mais pas dans le même quartier.
	Rose: Combien est-ce qu'ils vont à leur travail?
	John: Ils vont à leur travail en voiture.
	Rose: Où de voitures ont-ils?
	John: Ils ont deux voitures, une pour chacun.
	Rose: Pour quoi est-ce qu'ils travaillent?
	John: Ils travaillent du lundi au samedi.
	Rose: Mais quand est-ce qu'ils ne sont pas contents?
	John: Ils ne sont pas contents parce qu'ils travaillent dans des quartiers différents.

Extract 14.2 shows a sample of a response from a script of a candidate who failed to fill in the blank spaces with correct items resulting in producing irrelevant sentences.

2.8 Question 15: Prepositions

The candidates were given five sentences with blank spaces and they were instructed to fill in the blank spaces with the prepositions given.

This question was attempted by 99.2 percent of the candidates out of which, 51.2 percent performed poorly and scored from 0 to 1 mark, 39.7 percent performed averagely by scoring 1.5 to 2 marks and 9.1 percent scored from 2.5 to 4.5 marks out of the 5 marks allocated to the question. The data shows that the question was done averagely by the candidates.

The candidates were supposed to know that in French Language, prepositions usually come before nouns/nominal groups, pronouns and verbs in infinitive form and they show their relation to another part of the sentence. Moreover, they should realise that some words or verbs go with specific prepositions for example question 15(a) the adjective *contente* goes with preposition *de*, question 15(b) the

adjective *semblables* goes with preposition *à* and the nominal group *les pantalons* goes with the preposition *de* which shows possession, question 15(c) adjective *satisfaire* goes with the preposition *de*, question 15(d) verb *obliger* goes with preposition *de* and in question 15(e) verb *conseiller* goes with preposition *à*.

However, the candidates who scored low marks filled in the blank spaces with incorrect prepositions because they did not know the function, the use and the meaning of the given prepositions. In addition, they did not have sufficient knowledge and skills on this topic. Extract 15.1 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract 15.1

15.	a)	Mon amie Fatuma est contente de sa nouvelle voiture elle est contente à la montrer à tout le monde.
	b)	Les pantalons des tes enfants sont-ils semblables du tiens ou différents du tiens
	c)	Ahura est satisfait aux son nouveau travail. Elle est responsable à service clientèle de son entreprise, mais parfois elle trouve cette responsabilité est lourde de porter.
	d)	Mon amie Latifa est obligée à travailler pour payer ses études.
	e)	On conseille des étudiants de lire des poèmes de Shabani Robert. En effet certains sont très faibles du comprendre.

In Extract 15.1, the students filled in the blank spaces with incorrect prepositions hence distorting the meaning of the sentences.

Conversely, the candidates who scored high marks had enough knowledge on the use, the meaning and the functions of the given prepositions. The candidates were able to identify and to fill in the blank spaces with the correct prepositions. This shows that the candidates had sufficient knowledge and skills on this topic. Extract 15.2 shows a sample of such a response.

Extract 15.2

15	
a)	Mon amie Fatuma est contente de sa nouvelle voiture, elle est contente de la montrer à tout le monde.
b)	Les pantalons de tes enfants sont-ils semblables aux tiens ou différents des tiens?
c)	Ashura est satisfaite de son nouveau travail. Elle est responsable du service clientèle de son entreprise, mais parfois, elle trouve cette responsabilité est lourde à porter.
d.	Mon amie Latifa est obligée de travailler pour payer ses études.
e.	On conseille aux étudiants de lire des poèmes de Shabani Robert. En effet, certains sont très faciles à comprendre.

Extract 15.2 shows a sample of a response from a script of a candidate who was able to fill in the blank spaces with correct prepositions.

2.9 Question 16: Qualitative Adjectives

The candidates were given five sentences with the adjectives in the brackets. All the adjectives were put in masculine form and they were required to put them in correct form considering gender and number.

The question was attempted by 87.2 percent of the candidates and the performance was poor as 76.7 percent scored from 0 to 0.5 marks out of the 2.5 marks allocated to the question. Moreover, 12.5 percent scored 1 mark while 10.8 percent performed well and scored from 1.5 to 2.5 marks.

Candidates should have realised that, in French Language, all the nouns are either masculine or feminine and the adjectives must agree with the nouns they qualify. The feminine forms of most adjectives are formed by adding an *-e* at the end of the masculine form but there are few exceptions.

The analysis of the candidates' responses shows that, the candidates who scored low marks failed to put the adjectives in the correct form (according to gender and number). Some candidates put an adjective in masculine form while a noun was in feminine form and vice versa or a noun was in plural form but the candidates put the adjective in singular form and vice versa. Table 2 below gives an elaboration on how these qualitative adjectives had to appear.

Table 2

Masculine		Feminine	
Singular	Plural	Singular	Plural
court	courts	courte	courtes
grand	grands	grande	grandes
noir	noirs	noire	noires
final	finals	finale	finales

For example, in question 16(a) there were candidates who put the adjective in feminine form although the adjective was in masculine form. These candidates confused the gender of the word *verre* because it ends with an *-e*. According to French Language, most of the words which end with an *-e* are considered as feminine nouns. These candidates generalized this rule without considering that there were few exceptions. Therefore, the correct form was *grand* and not *grande* because *verre* was a masculine singular noun.

Another example was in question 15(b) which was also an exceptional case. The noun *appartement* was a masculine noun and the appropriate adjective was supposed to be *nouveau* but if a masculine noun starts with a vowel, the form of the adjective also changes in order to have a good pronunciation. Therefore the correct answer was ***nouvel*** *appartement* and not ***nouveau*** *appartement*.

The adjectives which end with *-al* form their plural forms by removing firstly, *-al* and secondly by adding *-aux* at the end but there were few adjectives where this rule is not applicable to them. These adjectives follow the normal procedures of adding an *-s* to the masculine form. For example the adjective *final* in question 16(d) ended with *-al* its plural form is formed by adding *-s* and not *aux*. These candidates generalized this rule and applied to adjective *final*. The correct form was *finals* and not *finaux*.

There were cases where the candidates confused between masculine and feminine nouns; singular and plural nouns. In question 16(c), *lunettes* was a feminine plural noun but one of the candidates put the adjective in feminine singular form *noire* instead of *noires* which was the correct answer. In question 16(e), *jupe* was a feminine singular noun but one of the candidates put the adjective in masculine singular form *court* instead of *courte* which was the correct answer. This indicates that the candidates did not have sufficient knowledge about the principles governing the agreement of nouns with the adjectives they qualify. Extract 16.1 shows a sample of such an answer.

Extract 16.1

16	(a) Je voudrais un grande verre de lait chaud.	
	(b) Mon amie habite dans un nouveau appartement en face de l'hôpital.	
	(c) Mon frère n'aime pas ces lunettes noire.	
	(d) Votre cousin ne connaît pas la date des examens finaux.	
	(e) Jamilla, pour quoi tu portes toujours une jupe trop court.	

Extract 16.1 shows a sample of a response from a script of a candidate who put the adjective in incorrect form.

Moreover, there were candidates who treated the adjectives as adverbs ending with *-ment*. Firstly, they transformed the adjectives in feminine form and secondly, they add *-ment* at the end of the feminine form. These candidates confused the formation of adjectives with the formation of adverbs ending with *-ment*. Extract 16.2 shows a sample of such a response.

Extract 16.2

16.	
(a)	Je voudrais un <u>grandement</u> verre de lait chaud.
(b)	Mon amie habite dans un <u>nouvelement</u> apparte ment en face de l'hôpital.
(c)	Mon frère n'aime pas ces lunettes <u>noitement</u> .
(d)	Votre cousin ne connaît pas la date des examens <u>finalement</u> .
(e)	Jamilla, Pourquoi tu portes toujours une jupe trop <u>courtament</u> .

Extract 16.2 shows a sample of a response from a script of a candidate who transformed the adjectives into adverbs ending with *-ment*.

Further analysis of the candidates' responses shows that, there were candidates who treated these adjectives as verbs and they conjugated them in imperfect tense. Extract 16.3 shows a sample of a response from a script of a candidate who put all the adjectives in the imperfect tense.

Extract 16.3

16	(a) Je voudrais un grand verre de lait chaud.
(b)	Mon amie habite dans un nouvel appartement en face de l'hôpital.
(c)	Mon frère n'aime pas ces lunettes noires.
(d)	Votre cousin ne connaît pas la date des examens finaux.
(e)	Jamilla Pourquoi tu portes toujours une jupe trop courte.

In Extract 16.3, the candidate failed to put the adjectives in proper forms but instead the candidate put them in imperfect tense.

On the other hand, the candidates who scored high marks were able to apply correctly the grammatical rules which govern the transformation of adjectives in either masculine or feminine forms; singular or plural forms. These candidates had enough knowledge on the topic and they demonstrated a good command of French Language. Extract 16.4 shows a sample of a response of a candidate who performed well in this question.

Extract 16.4

16	(a) Je voudrais un grand verre de lait chaud.	
(b)	Mon amie habite dans un nouvel appartement en face de l'hôpital.	
(c)	Mon frère n'aime pas ces lunettes noires.	
(d)	Votre cousin ne connaît pas la date des examens finaux.	
(e)	Jamilla, pourquoi tu portes toujours une jupe trop courte?	

Extract 16.4 shows a sample of a response from a script of a candidate who transformed all the adjectives in their proper form considering gender and number.

2.10 Question 17: Formation of Adverbs from Adjectives

The candidates were instructed to complete the sentences by transforming the adjectives given in the sentences into adverbs ending with *-ment*.

This question was attempted by 91.5 percent of the candidates out of which, 91.7 percent performed poorly and scored from 0 to 1 mark. Moreover, 1.9 percent performed averagely and scored 2 marks while 6.4 percent scored from 2.5 to 5 marks. These data show that the performance was poor as indicated in Figure 4.

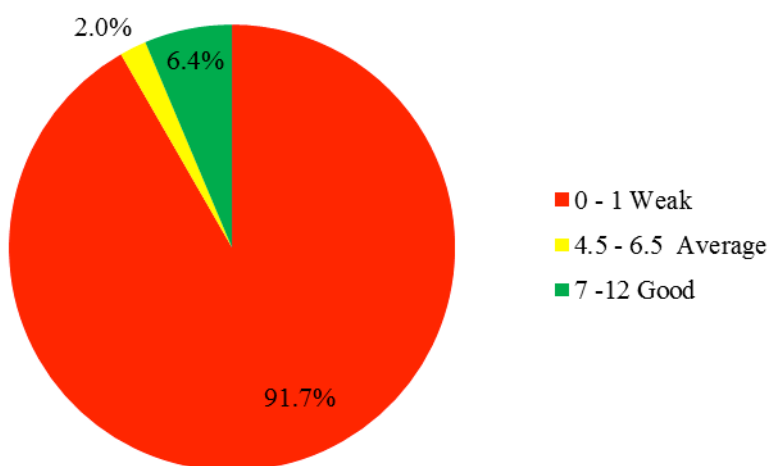


Figure 4: Candidate's performance in Adjectives-Adverbs transformation and their scores

The candidates who scored low marks failed to realize that, the procedure of forming adverbs which end with *-ment* in French Language is to add *-ment* at the end of feminine form of an adjective. These candidates were also supposed to know that, the feminine form of most adjectives in French Language is formed by adding an *-e* at the end of the masculine form.

However, there were exceptional cases where the general rule of adding *-ment* at the end of feminine form cannot be applied as in the case of the adjectives in Table 3.

Table 3

Adjective		Adverbs
Masculine	Feminine	
suffisant	suffisante	suffisamment
patient	patiente	patiemment
courant	courante	couramment
fréquent	fréquente	fréquemment

The adjectives in question 17(a), 17(b), 17(c) and 17(d) do not follow the general procedures but there were candidates who added *-ment* at the end of the feminine form and produced an incorrect answer. For question 17(a) they wrote incorrect answer *suffisamment* instead of *suffisamment*, in question 17(b) they wrote *patientement* instead of *patiemment*, etc. Extract 17.1 shows a sample of a response from such a candidate.

Extract 17.1

17	
	(a) Tu ne travailles pas suffisamment.
	(b) Elle a expliqué la leçon patientement.
	(c) On l'emploie couramment.
	(d) C'est arrivé fréquemment.
	(e) Ils vivent tranquillement.

Extract 17.1 shows a sample of a response from a script of a candidate who failed to transform the adjectives into adverbs.

Moreover, there were some candidates who put *-ment* before the adjectives. These candidates confused the proper place to put the ending *-ment*. The ending is put at the end of the feminine form of adjectives and not before the adjectives. Extract 17.2 shows a sample of a poor response.

Extract 17.2

17	a) son travail n'est pas suffisant → il ne travaille pas ment suffisant
	b) Elle est patiente → Elle a expliqué la leçon elle ment patiente
	c) "Alors" est un adverbe courant → On l'emploie ment Alors est un adverbe courant
	d) C'est une situation fréquente → C'est arrivé elle ment une situation fréquent
	e) Ils mènent une vie tranquille → Ils vivent ment mènent une vie tranquille

Extract 17.2 shows a sample of a response from a script of a candidate who misinterpreted the position of *-ment*

However, there were candidates who scored high marks in this question. These candidates were able to apply the correct principles of transforming adjectives into adverbs ending with *-ment* even for the exceptional cases. This indicates that the candidates had sufficient knowledge on the topic and mastered well the procedure of transforming the adjectives into adverbs. Extract 17.3 shows a sample of a response from a script of a candidate who performed well in this question

Extract 17.3

17.	a) Ton travail n'est pas suffisant.	
	Tu ne travailles pas suffisamment.	
	b) Elle est patiente.	
	Elle a expliqué la leçon patiemment.	
	c) "Alors" est un adverbe courant.	
	On l'emploie couramment.	
	d) C'est une situation fréquente.	
	C'est arrivé fréquemment.	
	e) Ils mènent une vie tranquille.	
	Ils vivent tranquillement.	

Extract 17.3 shows a sample of a response from a script of a candidate who transformed all the adjectives into adverbs ending with *-ment* correctly.

2.11 Question 18: Jumbled Sentences

The candidates were given a dialogue and were instructed to re-arrange it in a logical order to make a meaningful story.

The question was attempted by 77.5 of the candidates. The performance was good as 68.8 percent performed well and scored from 2.5 to 5 marks, 5.3 percent performed averagely by scoring from 1.5 to 2 marks. Additionally, 25.9 percent of the candidates scored from 0 to 1 mark.

The candidates who scored high marks were able to re-arrange the sentences correctly in a logical order and made a meaningful story. This indicates that these candidates had sufficient knowledge on comprehension skills and had a good command of French Language. Extract 18.1 shows a sample of a good response.

Extract 18.1

18	Juma: Bonjour, êtes-vous depuis longtemps en Tanzanie?
	Asha: Je suis arrivée ici il ya quatre mois
	Juma: Mais pourquoi êtes-vous venue en Tanzanie?
	Asha: Je suis des cours de Kūwahili
	Juma: Recevez mes félicitations pour votre décision, mademoiselle.

Extract 18.1 shows a sample of a response of a candidate who managed to re-arrange the dialogue in the correct order to produce a meaningful story.

The candidates who scored low marks failed to understand the meaning of the sentences in that dialogue so it was difficult to make a meaningful story. The candidates were unable to identify the first sentence of the dialogue. Extract 18.2 shows a sample of a response from a script of a candidate who failed to re-arrange the lines of the dialogue correctly.

Extract 18.2

18	Asha: Je suis course de Kūwahili
	Juma: Bonjour êtes-vous depuis longtemps en Tanzanie
	Juma: Recevez mes félicitations pour votre décision mademoiselles
	Asha Je suis arrivée ici il y quatre moi
	Juma Mais pourquoi êtes vous venue en Tanzanie

In Extract 18.2, the candidate failed to re-arrange the sentences in a logical order instead, he/she picked the lines of the dialogue randomly and made a meaningless story.

2.12 Question 19: True/False (Comprehension)

The candidates were given a short dialogue to read. The dialogue was then followed by five sentences and the candidates were instructed to tell whether the sentence was “True” or “False.”

This question was attempted by 97.5 percent of the candidates, of which 62.4 percent scored 2.5 to 5 marks, 25.8 percent performed averagely by scoring 1.5 to 2 marks. Furthermore, 11.8 percent of the candidates performed poorly and scored from 0 to 1 mark. The data shows that the performance was good as indicated in Table 4.

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 1	427	11.8	Weak
1.5 – 2	931	25.8	Average
2.5 – 5	2,250	62.4	Good
Total	3,668	100.0	

Table 4: Candidate’s performance and their scores

The candidates who performed well in this question comprehended the dialogue because they understood the language which was used in the dialogue. Similarly, they were able to identify the correct answers from the dialogue. This indicates that the candidates had sufficient knowledge of French Language and comprehension skills. Extract 19.1 is a sample of a good response.

Extract 19.1

19.	a) le père d'Abou a eu un accident hier soir. VRAI
	b) le mécanicien dit qu'il peut réparer la mobylette. FAUX
	c) le chauffeur d'un bus n'a pas vu le père d'Abou. VRAI
	d) Un taxi a emmené le père d'Abou à la maison. FAUX.
	e) le père d'Abou va aller à l'hôpital pour remplir des papiers sur l'accident. FAUX.

Extract 19.1 shows a sample of a response from a script of a candidate who understood what was written in the passage and was able to write True/False correctly.

On the other hand, the analysis of the candidates' responses indicates that the candidates who scored low marks understood the requirements of the question but they did not comprehend the dialogue. These candidates could not identify the correct answers but instead they opted for incorrect responses. Extract 19.2 shows a sample of a poor response.

Extract 19.2

19.	a) le père d'Abou a eu un accident hier soir FAUX
	b) le mécanicien dit qu'il peut réparer la Mobylette VRAI
	c) le chauffeur d'un bus n'a pas vu le père d'Abou FAUX
	d) Un taxi a emmené le père d'Abou à la maison VRAI
	e) le père d'Abou va aller à l'hôpital pour remplir des papiers sur l'accident VRAI

Extract 19.2 shows a sample of a response from a script of a candidate who did not comprehend the dialogue and therefore, produced incorrect answers.

Furthermore, there were candidates who did not understand the requirements of the question. For example, one of the candidates instead of writing True (*Vrai*) or False (*Faux*) to the given sentences, they just copied sentences from the dialogue. Extract 19.3 shows such an answer.

Extract 19.3

19.		
a.	Hier, quand mon pere rentrait du bureau, tu sais qu'il ne conduait pas très vite il y avait beaucoup de circulation parce que les gens sortaient du travail.	
b.	Il a juste mal au dos mais ce n'est pas grave. Ce matin, de bonne heure, papa a porté la mobylette au garage et le mécanicien dit qu'il ne peut pas la réparer.	
c.	A côté de lui il y avait un bus, mais le chauffeur ne l'a pas vu parce qu'il était beaucoup plus haut et il a touché la mobylette de mon père.	
d.	Le bus s'est arrêté, un agent de police est arrivé et un taxi a emmené mon père à l'hôpital.	
e.	Où, il va aller à la police pour remplir des papiers sur l'accident.	

Extract 19.3 shows a sample of a response from a script of a candidate who copied sentences from the dialogue instead of telling whether the statements were True or False.

2.13 Question 20: Present Tense

The question was in the form of a dialogue between a seller and a customer, where the verbs in brackets were in infinitive form. The question tested the candidates' ability to make grammatically correct sentence using different tenses and to show their mastery of tenses.

The question required the candidates to change the verbs into their correct form and that form was in present tense. The verbs which were given belong to the Third group.

This question was attempted by 91.7 percent of the candidates out of which, 55.5 percent performed poorly by scoring from 0 to 1 mark, 14.2 percent scored from 1.5 to 2 marks while 30.3 percent performed well and scored from 2.5 to 5 marks. These data show that, the question was performed averagely as presented in Table 5.

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 1	1,878	55.5	Weak
1.5 - 2	482	14.2	Average
2.5 – 5	1,026	30.3	Good
Total	3,386	100.0	

Table 5: Candidates' performance in Present Tense and their scores

The candidates who scored low marks failed to put the verbs given in brackets into the present tense. These candidates did not know how to change the verbs given into present tense. There were other candidates who put the verbs in imperfect tense as in Extract 20.1. These candidates lacked sufficient knowledge in tenses.

Extract 20.1

Q0	Vendeur: est-ce que je (pouvoir) vous aider	
	est-ce que je pouvais	
	Client: Oui je (Vouloir) un telephone portable	
	Oui je voulais un telephone portable	
	Vendeur: Bien sûr Vous (Vouloir) me suivre?	
	Voici tous nos telephones portables	
	Bien sûr Vous voulions me suivre? Voici	
	tous nos telephones portables.	
	Client: ma femme et moi (devoir) telephoner	
	très souvent pour notre travail. nous (pouvoir)	
	l'essayer	
	ma femme et moi devoir telephoner très	
	souvent pour notre travail nous pouvons	
	l'essayer	
	Vendeur: Certainement nos clients (Vouloir)	
	toujours faire un essai celui-ci est très	
	bien Vous (pouvoir) l'utiliser quand vous	
	(Vouloir) et ou vous (Vouloir).	
	Certainement nos clients vouloir toujours	
	faire un essai celui-ci est très bien	
	Vous voulions et ou vous voulions	
	Client: Parfait. ie Vous (devoir) combien?	
	'Je' Vous devons Combien	
	Vendeur 120,000 = Sh. Seulement	

Extract 20.1 shows a sample of a response from a script of a candidate who put most of the verbs in imperfect tense although some of them were not conjugated correctly.

Additionally, there were candidates who misinterpreted the example. In the example, the subject was pronoun *nous* (1st person plural) and the verb was supposed to end with *-ons* in present tense. There were few candidates who put *-ons* for all the persons: first person singular (*je*), second person plural (*vous*) and third person plural (*nos clients*). These candidates lacked sufficient knowledge on the conjugation of verbs for various persons. Extract 20.2 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract 20.2

20	Vendeur: Est-ce que je <u>pouvons</u> vous <u>aider</u> ?	
	- Client: Oui, je <u>voulons</u> me <u>sui</u> re ?	
	Client: Ma femme et moi <u>devons</u> <u>téléphoner</u> très	
	souvent pour notre travail. Nous <u>pouvons</u>	
	<u>l'essayer</u>	
	Vendeur: Certainement. Nos clients <u>voulons</u> <u>touj</u>	
	urs faire un essai. Celui-ci est très-	
	bien. vous <u>pouvons</u> <u>l'utiliser</u> quand	
	vous <u>voulons</u> et où vous <u>voulons</u>	
	- Client: parfait. Je vous <u>devons</u> combien?	
	- vendeur: 120,000 Sh. seulement.	

In Extract 20.2, the student was unable to put the verbs in the proper form in relation to the subject.

However, some candidates scored high marks in this question. These candidates were able to put all the verbs in brackets in the present tense. They managed to write the correct endings for all the persons. This shows that these candidates had enough knowledge on tenses and they were familiar with the verbs which were in the third group. Extract 20.3 shows a sample of a good response.

Extract 20.3

20	Vendeur: Est-ce que je <u>peux</u> vous <u>aider</u> ?	
	Client: Oui, je <u>veux</u> un <u>téléphone</u> portable	
	Vendeur: Bien sûr. Vous <u>voulez</u> me <u>sui</u> re? Voici	
	tau nos <u>téléphones</u> portables.	
	Client: Ma femme et moi <u>devons</u> <u>téléphoner</u>	
	très souvent pour notre travail.	
	Nous <u>pouvons</u> <u>l'essayer</u> ?	
	Vendeur: Certainement. Nos clients <u>veulent</u>	
	<u>toujours</u> faire un essai. Celui-ci	
	est très bien. Vous <u>pouvez</u> <u>l'utili</u>	
	ser quand vous <u>voulez</u> et où	
	vous <u>voulez</u> .	
	Client: Parfait. Je vous <u>dois</u> combien?	
	Vendeur: 120,000 / = Sh. seulement.	

Extract 20.3 shows a sample of a response from a script of a candidate who put all the verbs in correct tense and proper endings.

2.14 Question 21: Negative Form

The candidates were given sentences in the affirmative form and they were instructed to transform them into negative form.

The question was attempted by 83.4 percent of the candidates out of which, 63.5 percent scored from 0 to 1 mark, 15.1 percent scored from 1.5 to 2 marks while 21.4 percent performed well by scoring from 2.5 to 5 marks. According to this data, the performance was average as shown in Table 6.

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 1	1,960	63.5	Weak
1.5 - 2	465	15.1	Average
2.5 – 5	660	21.4	Good
Total	3,085	100.0	

Table 6: Candidates' performance in Negation and their scores

The analysis of candidates' responses indicates that the candidates failed to transform the sentences correctly because they did not follow the structure of the sentence in negative form which is:

- *Subject + ne + verbe + pas.*
- Indefinite articles *des* (question 21a) becomes *de* in negative form.
- If there are two verbs; the first verb is in present tense and another one in infinitive form, *pas* goes between the two verbs.

For example, in question 21 (a) the correct answer was...*il n'y a pas d'embouteillages* but some of the candidates wrote...*il n'y a pas des embouteillages*. These candidates did not realize that *des* becomes *de* in the negative form.

In question 21(b) the candidates did not realize that there were two verbs; the first verb was conjugated and the second one was in infinitive form therefore, *pas* was supposed to be between the two verbs but they put *pas* after the second verb *respirer*. The sentences become ...*on ne peut respirer pas l'air pur* instead of the correct

sentence ...*on ne peut pas respirer l'air pur*. In question 21(c) and 21(e), the candidates put *pas* after the adverb *beaucoup* when it was supposed to be before *beaucoup*. In question 21(d) some of the candidates put *pas* after the verb which was incorrect according to the procedure. Extract 21.1 shows a sample of such a response.

Extract 21.1

21	(a) loin d'une ville Il n'y a pas des embouteillages.
	(b) Dans une ville on ne peut respirer pas l'air pur.
	(c) Dans une ville Il n'y a beaucoup pas d'espaces verts.
	(d) Loin d'une ville On n'a les magasins pas près de chez soi.
	(e) Loin d'une ville Il n'y a beaucoup pas de bruit.

Extract 21.1 shows a sample of a response from a script of a candidate who failed to follow the procedure of transforming the sentences in negative form.

The candidates who performed well in this question were able to transform the sentences into a negative form. These candidates followed the procedure and produced correct answers. This shows that these candidates had sufficient knowledge on the topic and had mastered the procedure of this operation. Extract 21.2 shows a sample of response from the script of a candidate who performed well in this question

Extract 21.2

21.	(a) Il y a des embouteillages.
	Loïn d'une ville, il n' ya pas d'embouteillages.
	(b) On peut respirer l'air pur.
	Dans une ville, on ne peut pas respirer l'air pur.
	(c) Il y a beaucoup d'espaces verts.
	Dans une ville, il n' ya pas beaucoup d'espaces verts.
	(d) On a les magasins près de chez soi.
	Loïn d'une ville, On n'a pas les magasins près de chez soi.
	(e) Il y a beaucoup de bruit.
	Loïn d'une ville, il n' ya pas beaucoup de bruit.

Extract 21.2 shows a sample of a response from the script of a candidate who transformed all the sentences into the negative form correctly.

2.15 Question 22: Matching Items

The question had two columns i.e List A and List B. In List A, there were questions while in List B there were answers. The candidates were instructed to match the questions in List A with the corresponding answers given in List B. The question was testing the candidates' ability to respond to various interrogative phrases.

The question was attempted by 94.5 percent of the candidates and the performance was good because 30.1 percent scored from 2.5 to 5 marks, 29.1 percent performed averagely by scoring from 1.5 to 2 marks while 40.8 percent scored from 0 to 1 mark. Table 7 shows the performance of the candidates in this question.

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 1	1,427	40.8	Weak
1.5 – 2	1,015	29.0	Average
2.5 – 5	1,053	30.1	Good
Total	3,495	100.0	

Table 7: Candidates' performance in Matching items and their scores

The candidates who scored high marks in this question were able to match the questions with their corresponding answers correctly. These candidates understood that in French Language, *oui* and *si* both means “yes” but *oui* is used when answering a question which is asked in the affirmative form while *si* is used when answering a question which is asked in the negative form. The candidates who performed well in this question understood the demands of the question, had sufficient knowledge on the different types of interrogative phrases and had good command of French Language. Extract 22.1 shows a sample of a good response.

Extract 22.1

22 ⁱ	E
22 ⁱⁱⁱ	G
22 ^{iv}	I
22 ^v	A
22 ^{vi}	C

Extract 22.1 shows a sample of a response from the script of a candidate who managed to match the questions in List A with the corresponding answers in List B.

For the candidates who scored low marks, the analysis shows that they did not understand the question as a result they picked the answers randomly. For example in question 22 (vi) *Vous connaissez Myriam Makeba?* The answer for this question was C; *Non, je ne la connais pas* but one of the candidates opted for I; *Oui, le jardin est ouvert au public*. Extract 22.2 shows such a response.

Extract 22.2

22	(ii) C
	(iii) B
	(iv) A
	(v) F
	(vi) I

Extract 22.2 shows a sample of a response from the script of a candidate who picked the answer randomly.

However, there were candidates who failed to respond correctly to the questions which were asked in negative form. For example in question 22(iv) *On ne peut pas se promener dans ce jardin?* The correct answer was I; *Si, le jardin est ouvert au public* but one of the candidates wrote B: *Oui, le jardin est ouvert au public*. This answer *Oui, le jardin est ouvert au public* was supposed to be for the question which was in the affirmative form like *On peut se promener dans ce jardin?* Another example was in question 22(v) *Vous n'avez pas reçu ma lettre?* The answer was A; *Si, mais je répondrai à ta lettre demain matin* but one of the candidates wrote H; *Oui, mais je répondrai à ta lettre demain*. This candidate's answer was supposed to be for the question *Vous avez reçu ma lettre?* In the above two examples, the candidates used *Oui* instead of *Si* because they did not recognise that the questions were asked in the negative form. These candidates confused the ways to answer the question when the question is asked in a negative form and in an ordinary way. This shows that some of the candidates were not familiar with exceptional cases.

2.16 Question 23: Letter writing (Written Expression)

The question required the candidates to write a friendly letter to a French friend about your country. This question tested the candidates' ability to write a friendly letter following the format of letter writing in French Language and how they can express themselves using French Language.

The question was attempted by 67.4 percent of the candidates of which 90.1 percent scored from 0 to 4 marks, 5 percent scored from 4.5 to 6.5 marks while 4.9 percent scored from 7 to 12 out of the 15 marks allocated to the question. This data shows that the question was poorly performed as indicated in Figure 5.

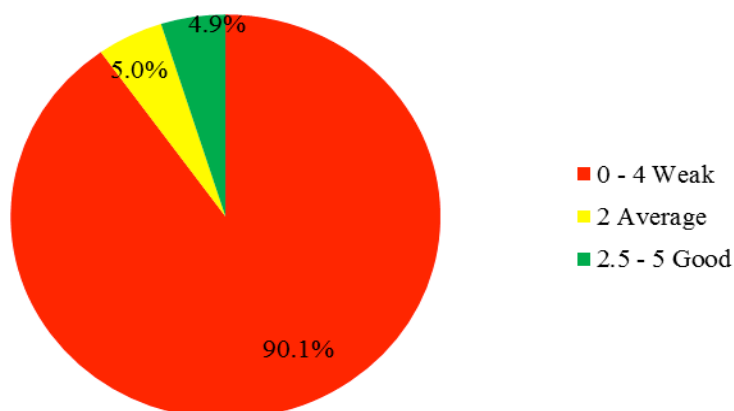


Figure 5: Candidates' performance in Letter writing and their scores

Regarding the candidates who scored low marks, the analysis of candidates' responses indicates that they did not understand the requirements of the question. Some of the candidates misinterpreted the question and wrote an official letter. Extract 23.1 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract 23.1

23.	le 18 th novembre 2015	
	ECOLE SECONDAIRE DE RUGU	
	B.P 235,	
	KABAGWE.	
	DIRECTEUR,	
	B.P 117,	
	TABORA.	
	CHERCHE: DEMANDE D'EMPLOI. POUR	
	lui PRÉSENTER VOTRE PAYS	
	Monsieur directeur,	
	j'ai 18 ans demande d'emploi pour	
	lui présenter votre pays.	
	Signé	
	Evona Jovin	

Extract 23.1 shows a sample of a response from a script of a candidate who misinterpreted the question and wrote an official letter instead of a friendly letter.

Further analysis shows that, the candidates failed to apply the principles and to use the format of a friendly letter writing in French Language. Some of the candidates put the date incorrectly in their letters. They did not realise that in French Language, the date starts with the town followed by the article *le*, the date, the month in a small letter and the year. For example: *Tanga, le 22 octobre 2015* but one of the candidates wrote *le novembre 18 Dar es Salaam 2015*. On top of that, the candidates encountered problems in grammar and orthography. This shows that the candidate lacked sufficient knowledge and skills in letter writing, vocabulary and good command of the language. Extract 23.2 shows a sample of such a response.

Extract 23.2

23.	le novembre 18 Dar-es-salaam 2015	
	Mon ami,	
	Comment - est le vous ? Moi, je suis	
	beaucoup et ma famille beaucoup aussi. Mon	
	amie comment est travaillé ? . Moi ici beaucoup.	
	J'ai écrit cette lettre parce que, j'ai	
	dit présenter mon pay. Mon pay avec le parc	
	national et le place pour tourisme.	
	Mon amie te présente en mon	
	pay Tanzanie.	
	Bien à toi	
	Stella Nelson	

Extract 23.2 shows a sample of a response from a script of a candidate who failed to write the address correctly and had a lot of grammatical errors and lacked vocabulary to express him/herself.

Few candidates failed to write a letter instead, they copied sentences from different questions and combined them together. This shows that these candidates lacked sufficient vocabulary. Extract 23.3 shows a sample of a response from a script of a candidate who failed to write an essay hence scoring low marks.

Extract 23.3

23.	Ecrivez une lettre à votre ami français
	Pour lui présenter votre pays.
	est une grande voiture confortable qui
	transporte de nombreuses personnes sur
	un assez long voyage.
	est un véhicule à deux roues, avec
	un guidon et deux pédales.
	est un appareil volant avec un moteur
	et des ailes qui sert à transporter des
	personnes et des marchandises.
	on rente à bicyclette ou à moto, même
	dans les plus petits villages de la
	brousse.
	Les cabines, telles des chambres de luxe
	sont, bien meublées et joliment décorées
	Sous les Tropiques, elles sont climatisées
	on y voit des ventilateurs et il y a de
	l'eau glacée à la disposition des
	passagers.
	Ecrivez une lettre à votre ami
	français pour lui présenter votre pays.

Extract 23.3 shows a sample of a response from a script of a candidate who joined together different sentences from different questions and presented it as an essay.

The candidates who scored high marks observed the principles of friendly letter writing in French Language. On top of that, the candidates gave points which were well elaborated and well arranged in coordinated paragraphs. These candidates also used grammatically correct sentences although there were few errors and punctuations. This was an indication that these candidates had a good command of the language and had sufficient knowledge and skills on letter writing. These few grammatical errors and the date

hindered the candidate to score full marks. Extract 23.4 shows a sample of a good response.

Extract 23.4

23.	
	le mercredi, 18 Novembre 2015
	Mon cher Jean.
	Avec beaucoup de contenté, quand je prends un stylo et papier et j'écris vous cette lettre. Mais absolument, j'espère que vous allez bien vous-même et vos parents en France.
	Mais, l'objet de cette lettre est présenter à vous de mon pays.
	À la première, le nom officielle de mon pays s'appelle Tanzanie qui est l'union de Tanganyika et Zanzibar en 1964 qui a été gouverné par le professeur Julius Nyerere. Mais maintenant, la Tanzanie est gouverné par le président qui s'appelle Docteur Jean Pombe Magufuli.
	Mon pays est la grande touristique pays parce qu'il y a beaucoup de choses touristique tel que: il y a beaucoup de parc nationaux, par exemple Ngorongoro, Serengeti, Mikumi, Gombe et Saadani aux beaucoup de animaux sauvage sont trouvé par exemple l'hippo, lion, zèbre. Mais aussi, dans le nord de Tanzanie en Kilimanjaro. il y a la haute montagne en Afrique, qui s'appelle Mont. Kilimanjaro que les gens de tout le monde sur terre arrive pour voir la.
	Aussi, dans mon pays Tanzanie, il y a beaucoup de minéraux et l'essence exploitant.
	Absolument je pense vous aimez mon pays et faire le voyage à mon pays.
	Salut tout le monde en France et bienvenu encore en Tanzanie.
	Ton ami Babindu Buyogwa.

In Extract 23.4, the candidate wrote a good essay but there were few grammatical errors and the date was not correct. The candidate started with the day instead of the town and was supposed to put the definite article *le* before the date i.e *le 22 novembre 2015*.

2.17 Question 24: Essay Writing (Written Expression)

The question required the candidates to say whether he/she agrees with the statement: “The parents are responsible for their children’s bad behaviour.” The candidates were required to give five points. The aim is to test the candidate’s ability to write and to express their ideas/opinions fluently and logically in French Language.

This was the most omitted question in this examination. Only 2.4 percent of the candidates attempted the questions and the performance was poor as 95.6 percent of the candidates scored from 0 to 3 marks out of which, 86.7 percent scored 0 marks, 2.2 percent performed averagely and scored from 5 to 6 marks. Furthermore, 2.2 percent performed well by scoring from 9 to 13 out of the 15 marks allocated to the question. Figure 6 shows the performance of the candidates in this question.

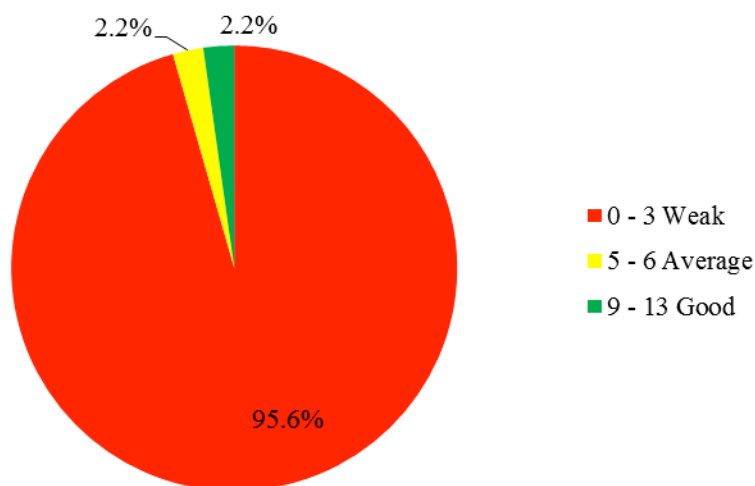


Figure 6: Candidate’s performance in Essay writing and their scores

The candidates who scored low marks failed to answer the question because they did not have a good command of French Language due to a limited number of vocabulary. This problem prevented them from expressing their opinions. Some of them did not observe the principles of essay writing because their essay lacked an introduction, a body and a conclusion. Other candidates wrote essays which were not well organised or copied sentences from

different questions in the examination paper or wrote in point form as seen in Extract 24.1.

Extract 24.1

24	(i) chaque parents sont responsables est
	écoute le leurs enfants, si événement
	problématique
	(ii) chaque parents sont responsables, leurs
	enfants travailler à l'école, chaque jour
	(iii) chaque parents, c'est conveger est dé
	pend les enfants, et ici la problématique
	événement
	(iv) chaque parents sont responsable est écoute
	les chemise qui les enfants
	(v) chaque parents sont responsable est
	écoute les enfants ici la insantoi de la
	enfant change

Extract 24.1 shows a sample of a response from a script of a candidate who presented the essay in point form.

The candidates who scored high marks wrote good essays as they observed the principles of essay writing by putting an introduction, a body and a conclusion. The ideas were logically organised in a good flow. The paragraphs were well arranged with connectors introducing each paragraph. All these enabled the candidates to score high marks. This performance indicates that the candidates

had a good command of French Language and they had sufficient knowledge and skills on essay writing because they were able to express their ideas/opinions logically in French Language. Extract 24.2 shows a sample of a good response.

Extract 24.2

24.	Les parents sont responsables de mauvais comportement de leurs enfants.
	Les parents sont des personnes qui ont des enfants. Ils sont responsable à leur donner tout les nécessaires comme à manger, les habits, l'éducation et le logement. Les parents sont aussi responsable à leur conduite, la bonne conduite ou la mauvaise est dans les mains des parents. Je vais parler comment les parents peuvent être responsable de mauvais comportement de leurs enfants en donnant certains arguments tangibles :-
	Premièrement en donnant leurs enfants les téléphones portables: les téléphones nous aident à la communication mais détruisent beaucoup les enfants, parceque les parents ne peuvent pas limiter leurs enfants à la communication. C'est le début d'entrer dans la sexualité et ceci peut mettre les enfants en danger d'avoir les maladies contagieuses et la grossesse.

Deuxièmement c'est le fait de ne pas limiter les enfants à regarder la télévision. La télévision nous instruit mais elle est à la une de la dégradation de la conduite des enfants. Parce que il ya des émissions qui n'éduquent pas les enfants comme les films d'action, les enfants peuvent savoir à utiliser les armes moyennant ces films d'action et sur tout s'engager dans le banditisme. Il ya aussi les films qui sont à la limite pornographique et qui peuvent être à la base de leurs mauvaises conduites.

Troisièmement n'est pas préférer à enseigner les enfants la parole de Dieu la seule place qui peut aider les enfants à transformer leur comportement c'est la maison ou l'église. Les parents doivent à tout prix enseigner leurs enfants, sinon ils seront enseignés par le monde, c'est le début de la mauvaise conduite.

Quatrièmement c'est le fait de donner les enfants l'argent. Ce n'est pas mal de donner aux enfants de l'argent mais si c'est une grande somme, peut leur détruire. Ils peuvent s'engager aux mauvaises choses.

	<p> Finalement partir avec les enfants places de luxe. Il ya certains parents qui emmènent leurs enfants à la plage, au Bar et aux autres endroits de luxe. Ce ci peut causer la mauvaise conduite aux enfants. </p> <p> Mayement les parents et ces exemples donner si les parents partiquent peuvent être à la base du mauvais comportement de leur enfants. </p>
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Extract 24.2 shows a sample of a response from a script of a candidate who managed to write a good essay by following the principles of essay writing.

3.0 PERFORMANCE OF CANDIDATES IN DIFFERENT TOPICS

The analysis of the candidates' responses in different topics shows that, the candidates performed averagely in the topics of *Comprehension* (41.8%) and *Language Use* (40.1%). The candidates performed poorly in question number 7 on *summary writing* which was from the topic of *comprehension*. The candidates performed averagely in these two topics because they had not fully mastered the principles of transforming some items in the sentences and lacked sufficient knowledge on the comprehension skills. Question 23 and 24 from the topic of *Written Expression/Composition* (7.1%) were poorly done. The candidates encountered difficulties in expressing themselves in correct French Language. This shows that the candidates lacked sufficient vocabulary and failed to follow the principles of essay and letter writing.

However, a comparison was done between 2014 and 2015 examination results and it was found that in *Comprehension*, there is an increase in performance by 15.3 percent compared to the 2014 results. In *Language Use*, there is a decrease in performance by 0.8 percent while in *Written*

Expression/Composition, there is a decrease in performance by 6.8 percent. The ranges of 2014 were 0-29 Weak, 30-49 Average while 50-100 was considered as a Good performance. The performance of candidates is summarised in the attached Appendix from which yellow represents average performance while red represents poor performance.

4.0 CONCLUSION

The overall analysis of the questions showed that the performance of the candidates in French Language examination was average. The candidates who failed to score high marks lacked vocabulary which prevented them from expressing themselves in French Language, failed to apply different principles in transformational questions and failed to understand the requirements of the questions. Therefore, more efforts should be made especially in those topics which were poorly done in order to improve the candidates' performance in future.

4.0 RECOMMENDATIONS

In order to improve the candidates' performance in future:

- 4.1. Candidates should be encouraged to read books or short stories so that they could acquire enough vocabulary that will enable them to express themselves in French language and to write good essays.
- 4.2. Teachers should use teaching methodologies which will involve candidates to participate in different activities like in debating clubs. These activities will motivate students to learn the language.
- 4.3. Teachers should guide students on how to identify tasks in different questions by following the instructions and on how to answer the questions on essay writing by giving them enough exercises.

Appendix

Summary of Analysis of the Performance of Candidates in Each Topic

S/n	Topic	2014			2015		
		Number of Questions	Percentage of Candidates who Scored an Average of 30% or Above	Remarks	Number of Questions	Percentage of Candidates who Scored an Average of 30% or Above	Remarks
1	Comprehension	1, 2, 3, 4, 5, 6, 7, 8 and 10	26.5%	Weak	1, 2, 3, 4, 5, 6, 7, 8 and 19	41.8%	Average
2	Language Use	9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 and 22	40.9%	Average	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21 and 22	40.1%	Average
3	Written Expression/ Composition	23 and 24	13.9%	Weak	23 and 24	7.1%	Weak

