



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



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

**FRENCH LANGUAGE**



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## **FOREWORD**

The Candidates' Item Response Analysis (CIRA) report on the performance in the French Language subject in Certificate of Secondary Education Examination (CSEE) for 2022 has been prepared in order to provide feedback to educational administrators, teachers, parents, students, policy makers, school quality assurers and other educational stakeholders about the candidates' performance in the aforementioned subject.

The analysis provided in this report is intended to contribute towards understanding of the possible reasons behind the candidates' success or failure in the French Language subject. The analysis indicates that, some of the candidates scored high marks because they identified the tasks of the questions, they had adequate knowledge of grammatical rules, enough vocabulary in French Language to use in different situations and they had sufficient skills in various topics which were tested. The report also highlights some of the factors that made some candidates fail to score high marks in the questions. These factors include lack of knowledge of grammatical rules in French Language, the inability to understand the requirements of the questions, insufficient skills in various topics tested and the inability to express themselves using simple French Language.

It is expected that, the feedback provided in this report will enable school managers, teachers, students, educational administrators and other educational stakeholders to identify proper measures to be taken to improve the teaching and learning process in French Language. This will eventually improve the candidates' performance in future examinations administered by the Council.

The Council would like to thank all those who participated in the writing and preparing the analysis of the data used in this report.



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report is an analysis of the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in the French Language subject held in November, 2022. The Examination was set according to the 2010 syllabus and the 2019 examination format. The analysis shows candidates' performance in each question by indicating the candidates' weaknesses and strengths in answering the questions. It highlights the requirements of each question by indicating the expected responses and how candidates responded to the questions. Samples of responses extracted from the candidates' scripts have been provided to illustrate their responses in relation to the requirements of each question.

The French Language paper had three sections, namely; A, B and C with a total of 11 questions. The candidates were required to answer 10 questions with a total of 100 marks. Section A had two questions, one on *Grammar* and the second on *Vocabulary* whereby question 1 carried 10 marks and question 2 carried 5 marks, making a total of 15 marks. Section B had 7 questions set from *Comprehension*, *Language Pattern* and *Language Use* and each question carried 10 marks, making a total of 70 marks. Section C had two questions on *Written Expression* and each question carried 15 marks. Candidates were required to choose one question from this section.

The candidates' performance in each question is categorised into three groups, namely; good, average and weak. The performance ranging from 65 to 100 per cent is considered as *good*, from 30 to 64 per cent as *average* and from 0 to 29 as *weak*. Three basic colours have been used to represent this performance: *green* shows good performance, *yellow* shows average performance and *red* shows weak performance. The candidates' performance in each topic is summarised in the Appendix.

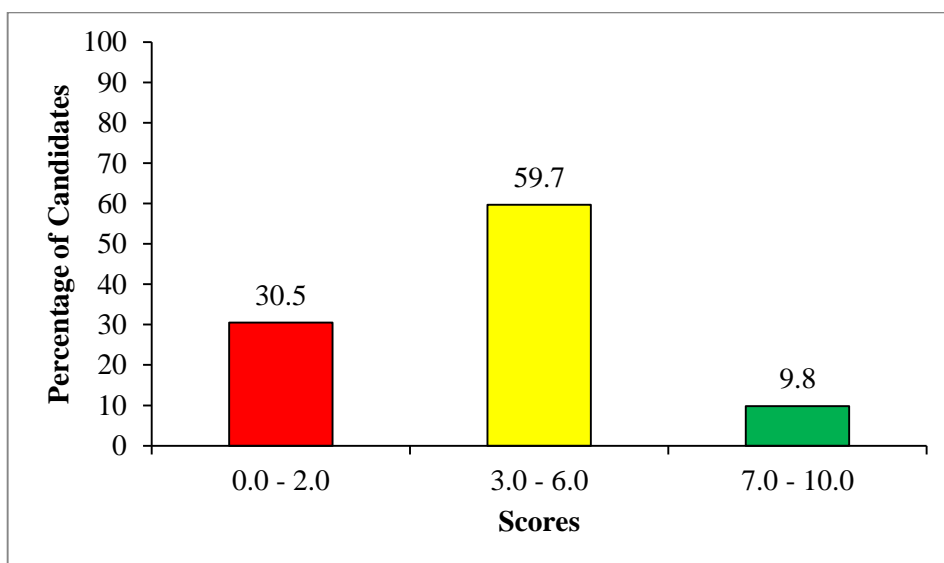
A total of 2566 candidates sat for the Certificate of Secondary Education Examination in November, 2022, out of whom, 1,936 candidates (75.63%) passed while in 2021, 1,781 (73.05%) candidates passed. Therefore, these results show that the 2022 performance has increased by 2.58 per cent compared to the performance for the last year 2021.

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### Question 1: Multiple Choice Items (Grammar)

In this question, the candidates were required to answer ten multiple choice items by selecting the correct answer from the five alternatives given. The items tested the candidates' competences on grammatical rules of using French Language like verbs, adjectives, pronouns, prepositions and vocabulary.

This question was attempted by 2566 (100%) candidates, out of whom 783 (30.5%) candidates scored from 0 to 2.0 marks indicating weak performance; 1531 (59.7%) candidates scored from 3.0 to 6.0 marks indicating average performance and 252 (9.8%) per cent scored from 7.0 to 10.0 marks indicating good performance. The general performance of the candidates in this question was good since 1,783 (69.5%) candidates scored from 3.0 to 10.0 marks. Figure 1 shows candidates' performance in this question.



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

In item (i), candidates were required to choose the correct form of the verb *sortir* (to get out) from the alternative responses given. The question tested the candidates' ability to use the correct form of the verb. The question was set as follows:

- (i) Un jour cet homme a perdu le bâton sans lequel il ne \_\_\_\_\_.  
A est jamais sorti  
B sortait jamais  
C a jamais sorti  
D est jamais sortis  
E a jamais sortie

The correct answer was B *sortait jamais* (has never used to walk out) because the sentence *Un jour cet homme a perdu le bâton* used the verb *perdu* which explained the action which was taking place in the past.

The candidates' responses analysis indicates that 252 (9.8) candidates managed to respond correctly to this item. Those candidates had enough knowledge on the topic of Simple Past Tense (*Passé composé*) and Past Continuous Tense (*Imparfait*) and how they are used at the same time in a sentence. Therefore, these candidates were able to select the correct alternative B as they were aware of the tenses used in the item.

Further candidates item response analysis shows that candidates who chose incorrect response A *est jamais sorti* (has never got out) were not aware that this response was in simple Past tense therefore it could not be correct to use it. Alternative C *a jamais sorti* was incorrect because the auxiliary *avoir* was used instead of the auxiliary verb *être*. Likewise, alternative D *est jamais sortis* (has never got out) was also incorrect because the verb *sortir* was incorrectly put into plural form and E *a jamais sortie* was incorrect because the auxiliary verb *avoir* was incorrectly used in this sentence.

In item (ii), candidates were required to choose the correct relative pronoun. The question intended to test candidates' ability to use relative pronouns in a given sentence. The item was set as follows:

- (ii) Un ordinateur est un outil \_\_\_\_\_ beaucoup de gens ont besoin.  
A où  
B dont  
C qui  
D que  
E quoi



In this item the correct response was B *dont* (of which) because in the item, the verb *avoir besoin* (to have a need) is accompanied by the preposition *de* as in *avoir besoin de* (to have a need of).

The candidates' responses analysis indicates that, there were candidates who failed to choose the correct response. Some candidates chose alternative A *où* which was an incorrect response because relative pronoun *où* (where) is used to indicate a place or time that has been mentioned in a sentence. Therefore, these candidates were just guessing.

Other candidates chose alternative C *qui* (who or whom) and D *que* (what or which) which were all incorrect responses because *qui* indicates a subject in a sentence while *que* indicates the object in a sentence. Candidates who chose alternative D thought that, a relative pronoun *que* is a correct response due to the presence of the object *ordinateur* (computer) as generally, *que* replaces object or something but, they failed to notice that *ont besoin* is normally accompanied by preposition *de* in a sentence.

Candidates who selected alternative E *quoi* (what) were wrong because *quoi* is used in an interrogative sentence contrary to the sentence given. The sentence given was just a declarative sentence and not an interrogative sentence. This suggests that, the candidates had insufficient knowledge on the topic of relative pronouns and poor command of French language.

In item (iii), candidates were required to choose the correct pronoun from the five alternative responses given. The question tested candidates' ability on the uses of pronouns. The item was set as follows:

- (iii)      **Je t'attends, viens chez \_\_\_\_\_ quand tu es prêt.**
- |          |              |
|----------|--------------|
| <b>A</b> | <b>moi</b>   |
| <b>B</b> | <b>lui</b>   |
| <b>C</b> | <b>vous</b>  |
| <b>D</b> | <b>elles</b> |
| <b>E</b> | <b>eux</b>   |

The candidates who had good performance managed to choose the correct response A *moi* (my place) because they had sufficient skills of the pronoun *moi* that it

belonged to the first personal pronoun *je*. They were aware of the agreement between preposition *chez* and pronouns depending on the subject of the verb. For example, *Chez moi* agrees with subject *Je*, *chez lui* agrees with subject *il*, *Chez vous* agree with subject *Vous*, *Chez elles* agree with subject *elles* and *Chez eux* agree with subject *ils*.

The remaining alternative responses were incorrect. For example, alternative B *lui* (his place) was incorrect, the candidates who chose it were confused with pronoun *Je* (I/ I am) as the subject of the verb *attendre*. Unfortunately, the subject pronoun *je* do not agree with the pronoun *lui*. The pronoun *lui* agrees with the subject *il* which was not the subject used in the sentence given.

Some other candidates chose incorrect alternative C *vous* (your place) because they failed to understand that, an imperative form *viens* followed by a preposition *chez* notified someone represented by subject *tu* (you) to go to a place by main subject *je* (I) which is *chez moi* (at my home place). Furthermore, some of the candidates' responses indicate that, some candidates were unable to notice that feminine plural pronoun *elles* (their place) in alternative D and masculine plural pronoun *eux* (their place) in alternative E were all plural personal pronouns opposing to somewhere owned by singular personal pronoun *je* (I) which is *chez moi* (at my home place). This is because they were not related to a place owned by first singular personal pronoun subject *Je* (I) which is *chez moi* (at my home place).

In item (iv), candidates were required to choose the correct adjective that qualifies the noun phrase mentioned in the sentence. The question intended to test candidates' ability to use French Language adjectives. The item was constructed as follows:

- (iv) Cette maison a été construite en 1920. Alors, elle est\_\_\_\_\_.
- A nouvelle
  - B vieille
  - C beau
  - D grand
  - E vieux

The candidates' item responses analysis shows that, there were some candidates who chose the correct alternative B *vieille* (old) because they had enough skills that, the noun phrase *Cette maison* (This house) mentioned in the sentence was a

feminine singular noun. The alternative responses B *vieille* and E *vieux* had the same meaning but they only differ in gender.

On the other hand, the candidates' responses analysis indicates that some of the candidates who chose incorrect alternative responses had to insufficient knowledge of French adjectives. They failed to understand that the noun phrase *Cette maison* (This house) comprised a feminine singular noun that ought to be qualified by a feminine singular adjective. Even though the adjective *nouvelle* is a feminine, it was incorrect because the house constructed in 1920, thus it could not be regarded as new one. Therefore, the choice of alternative A was wrong.

Other candidates opted for alternative responses C *beau*, (nice), D *grand* (big) and E *vieux* (old) all of which were incorrect responses because the adjectives *beau* and *grand* agree with masculine singular nouns and not feminine. The alternative response E *vieux* agrees with masculine singular or plural noun. Therefore, candidates who selected one of the incorrect responses were not aware of the changes in the form of the French adjectives according to the gender and number of the qualified noun.

In item (v), the candidates were required to fill the blank in the sentence given by choosing the most correct preposition indicating the distance between a place mentioned in relation to another. The question intended to test the candidates' ability to apply prepositions in a sentence.

The item was constructed as follows:

- (v) Tu sais que notre école se trouve près\_\_\_\_\_ gare ?
- A du
  - B de l
  - C d'
  - D de la
  - E des

The correct response was D *de la* because the French adverb *près* (near) is usually followed by the preposition *de* (of/from). Also, the feminine noun *gare* is preceded by a feminine definite article *la*. When the preposition *de* is followed by the name of a place accompanied with a feminine definite article *la*, the two form a

combination of a preposition and an article *de la*. The candidates understood that the noun *gare* was feminine indicating a place and that it could match well with the preposition *de* followed by a feminine article *la*. Thus, they eliminated the rest of the alternatives.

However, there were other candidates who failed to choose the correct response. Some of them chose the incorrect response A *du* because they did not understand that the preposition *du* is normally used with masculine name of place. When the main preposition *de* is followed by a name of a place having the masculine gender bearing a definite article *le*, the two form a contracted form *du*. The choice of alternative A was incorrect because the noun *gare* was a feminine.

Other candidates chose alternative B *de l'* which was incorrect. These candidates did not realize that the preposition *de l'* is normally used with either masculine or feminine name of place starting with a vowel or silent consonant *h* as in *l'école* (school), *l'église*, (church) *l'hôtel*, (hotel) etc. Also, some of the candidates chose alternative response C *d'* and E *de* which were all incorrect responses because there were no articles accompanying the preposition *de* which could agree with the feminine singular noun of place *gare* (train station). This shows that the candidates had insufficient knowledge of the topic of preposition and definite articles.

In item (vi), the candidates were required to fill the blanks with the correct preposition of place. The item tested the candidates' ability to use prepositions. The item was set as follows:

- (vi) La semaine dernière nous sommes allés\_\_\_\_\_ cinéma.
- |   |       |
|---|-------|
| A | à     |
| B | avec  |
| C | au    |
| D | à la  |
| E | entre |

The correct response was C *au* (to the), because the verb *aller* (to go) is normally followed by the preposition *à* (at/to), and the masculine singular noun *cinéma* is preceded by the masculine article *le*. When the preposition *à* is followed by the name of a place preceded by a masculine definite article *le*, the two form a contracted form preposition *au*. The candidates who had good mastery of the topic on prepositions understood that the noun *cinéma* was a masculine noun indicating

a place, thus other distractors from alternative responses A, B, D and E were incorrect answers.

Further analysis of the candidates' responses shows that there were some candidates who chose alternative response A *à* which was incorrect because the preposition *à* was not followed by a definite article. These candidates did not understand that the verb such as *aller* require the preposition *à* followed by the definite articles accompanied by a noun to form contracted forms such as *au* for masculine singular noun, *à la* for feminine singular noun, *à l'* for masculine or feminine singular nouns starting with a vowel, and *aux* for both masculine and feminine plural nouns.

Some candidates chose alternative B *avec* (with) which was incorrect. These candidates did not understand that the preposition *avec* does not show direction but rather expresses companionship between two nouns.

Other candidates opted for alternative response D *à la* (to the) which was an incorrect response because the contracted form *à la* is used for feminine nouns as opposed to the word *cinéma* which is a masculine noun. Other candidates chose the incorrect response E *entre* (between) which was a preposition. This was not correct because it expresses the relationship that exists between two things.

Therefore, candidates who selected one of the incorrect responses A, B, D or E were not aware of the uses of prepositions as they chose the answers by guessing.

In item (vii), the candidates were required to choose the appropriate tool which is used for rubbing from the given five alternatives. The item intended to assess the candidates' ability to use the correct vocabulary. The item was set as follows:

- (vii) Un outil qu'on utilise en classe pour effacer au tableau est \_\_\_\_\_.
- A      une craie
  - B      un mouchoir
  - C      une gomme
  - D      un chiffon
  - E      un tableau

The candidates who scored high marks in this question managed to choose the correct response D *un chiffon*. These candidates got this item right because they had sufficient knowledge of the vocabulary as well as good command of the

French Language. Therefore, they selected the correct alternative D *un chiffon*. This was due to the fact that they understood that *un tableau* (chalkboard) is on what one writes with chalk and that *un chiffon* (a duster) can be used to rub what is written on the chalkboard.

On the other hand, the candidates who scored low marks in this question chose incorrect responses. Some of them selected letter A *une craie* (a chalk) which was incorrect. These candidates did not understand the requirement of the item given. They failed to understand the meaning of the verb *effacer* (to rub) which could help them to choose the correct answer. Chalk (*une craie*) is used only to write on the chalkboard (*un tableau*) and not for rubbing.

Other candidates chose alternative B *un mouchoir* (a handkerchief) because they understood the meaning of *un mouchoir* which is sometimes used by candidates to rub the chalkboard at school. *Un mouchoir* (a handkerchief) is made of soft cotton materials used for wiping body especially on the face.

Likewise, other candidates chose alternative C *une gomme* (a rubber) which was also wrong. They did not understand the meaning of the word *tableau* and confused themselves by assuming that rubber (*une gomme*) could also rub the chalkboard (*tableau*) apart from rubbing drawings or words written by a pencil on a sheet of paper.

Lastly, there were some few candidates who chose alternative E *un tableau* (chalkboard) which was an incorrect response. These candidates chose this response because they were confused by the word *tableau* which was found in the question. This alternative was incorrect because *un tableau* (chalkboard) could not be used as an object for rubbing.

In item (viii), the candidates were required to fill in the blank with the correct prepositions of time. The question tested the candidates' ability to use correct prepositions of time. The question was set as follows:

- (viii) La grève continuera \_\_\_\_\_ dimanche prochaine.
- A de peur
  - B à condition
  - C jusqu'à
  - D quoique
  - E de crainte

The correct response was C *jusqu'à* (until) because the item required a preposition of time *jusqu'à* to indicate the time at which the strike would end. The adverb *dimanche prochaine* (next Sunday) indicating time was supposed to be preceded by the preposition of time *jusqu'à*.

The candidates who were knowledgeable about the topic of adverbs understood that the sentence given lacked preposition *jusqu'à* indicating time limit preceded by a verb *continuera* (will continue) and followed by an adverb of time.

On the contrary, there were some of the candidates who chose incorrect responses A *de peur* (fear for), B *à condition* (on condition), and E *de crainte* (for fear). These candidates failed to understand that these responses were incorrect because they were explaining the cause and consequence of a certain situation. Therefore, the candidates were not aware of the grammatical elements such as *Expressions de but* which are used to explain cause and consequence relationship.

The candidates who chose alternative D *quoique* (though) were wrong, because they thought that *quoique* was a preposition. Those candidates did not know that the word *quoique* was a conjunction which is used to join words or sentences expressing contrasting ideas.

In item (ix), the candidates were required to choose the correct relative pronoun. The question intended to assess the candidates' ability to use relative pronouns in a given sentence. The item was set as follows:

- (ix) L'avion est le moyen de transport \_\_\_\_\_ est très rapide et cher.
- A que
  - B quand
  - C qu'
  - D dont
  - E qui

The candidates who performed well in this question managed to opt for the correct response E *qui* (which) because *qui* is used before a verb and it functions as the subject of the sentence.

The candidates' responses analysis indicates that, there were candidates who failed to choose the correct response. Some candidates chose alternative A *que* (that) which was incorrect. These candidates confused between *qui* and *que* given that they did not understand that *que* is used to replace a noun that functions as an object in a sentence. There were also candidates who opted for alternative B *quand* (when) which was incorrect because it is used to indicate time. Other candidates chose alternative C *qu'* (that) which is similar to alternative A *que* but they only differ in form. The vowel *e* is dropped when *que* is followed by a subject pronoun starting with a vowel or a silent *h*. Lastly, other candidates with poor performance chose alternative D *dont* (whose, whom, of which) which was incorrect because it is used for a compliment of a verb followed by a preposition *de* in a sentence. The candidates' selection of incorrect responses is attributable to their poor mastery of the topic pertaining to relative pronouns.

In item (x), the candidates were required to select the correct expression of comparison of quantity. The item intended to assess the candidates' ability to compare things in different situations. The item was set as follows:

- (x) Au village il y a \_\_\_\_\_ gens qu'en ville.
- A moins de
  - B beaucoup du
  - C plus qu'
  - D aussi que
  - E plusieurs



The candidates who scored high marks in this question managed to opt for the correct response A *moins de...* (less). These candidates understood that *moins de...* is used together with a conjunction *que* to indicate the comparison of quantity which express inferiority. This indicates that the candidates had a good command of the French language.

Furthermore, the candidates' responses analysis shows that, there were candidates who provided incorrect response. For example, some of the candidates chose alternative B *beaucoup de...* (a lot of). These candidates did not understand that *beaucoup de...* is used to indicate things in a large quantity but not in comparison. Other candidates chose alternative C *plus...que* which was incorrect because it is used for comparison of superiority (*comparaison de supériorité*). Moreover, alternative D *aussi ...que* (as...as) was also incorrect because it is used for *comparaison d'égalité* (equality) and E *plusieurs* (several) was incorrect because it was an adjective and not a comparison expression. This suggests that the candidates who opted for incorrect responses had poor mastery of the topic of comparison, hence they answered by guessing.

The candidates' selection of incorrect responses is attributable to their inadequate vocabulary skills and poor command of the French language. Some candidates in this category didn't understand the requirement of each item. Consequently, they ended up guessing the answers and scored poorly in this question.

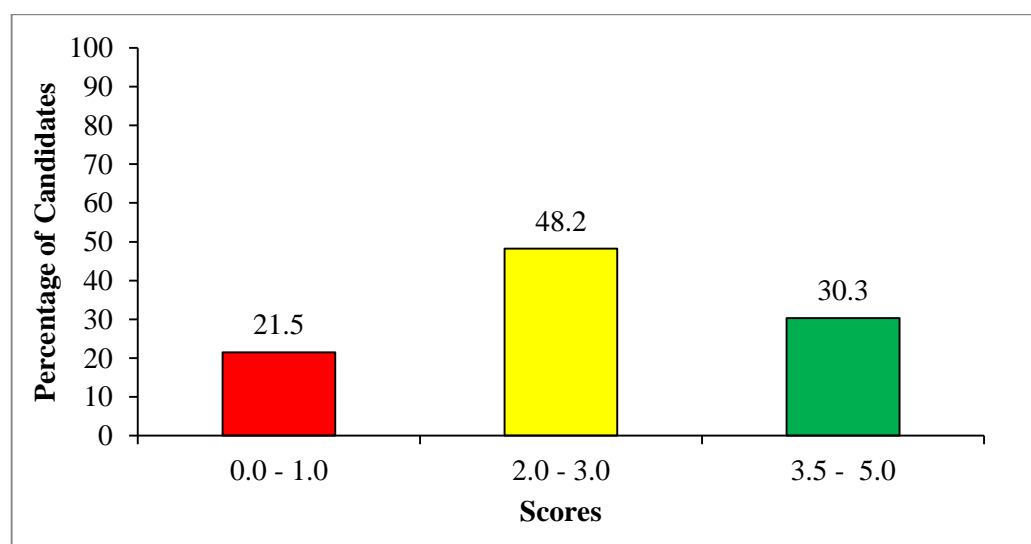
## **Question 2: Matching Items (Grammar)**

The question had two columns with List A and List B. In list A consisted expressions of family relations while List B consisted of names of family relation. The candidates were required to match the descriptions or explanation of family in list A with their corresponding relations in list B. The question intended to test the candidates' knowledge of family relations.

2. Associez les descriptions de membres de la famille de la **liste A** avec leurs noms de la **liste B**. Chaque réponse de la **liste B** doit être utilisée **une fois** seulement. Ecrivez les lettres de vos réponses dans votre livret.

Liste A	Liste B
(i) Femme qui a donné naissance à un ou plusieurs enfants.	A Belle-sœur
(ii) Père de votre père ou de votre mère.	B Frère
(iii) Celui qui est né du même père et de la même mère.	C Grand-père
(iv) Epouse d'un frère ou d'un bon frère.	D Oncle
(v) Le frère de votre père ou de votre mère.	E Mère
	F Sœur
	G Tante

This question was attempted by 2566 (100 %) candidates, out of whom 552 (21.5%) candidates scored from 0 to 1.0 mark indicating weak performance; 1238 (48.2%) candidates scored from 2.0 to 3.0 marks indicating average performance and 776 (30.3%) candidates scored from 4.0 to 5.0 marks indicating good performance. The general performance of the candidates in this question was good, since 2014 (78.5%) candidates scored from 2.0 to 5.0 marks. Figure 2 shows the candidates' performance in this question.



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

The analysis of the candidates' responses indicates that 776 (30.3%) candidates had good performance as they managed to score high marks in this question. These

candidates were able to match correctly 4 to 5 out of 5 items. This indicates that the candidates had sufficient knowledge of the topic tested and had good command of the French Language which enabled them to opt for correct responses.

Further analysis indicates that 552 (21.5%) candidates had weak performance in this question. These candidates scored 0 to 1.0 mark out of 5 marks allocated to this question. The candidates' responses indicate that, the candidates lacked knowledge of the topic and had poor mastery of French Language which hindered them from understanding the given expressions of family relations. As a result, they provided incorrect responses. The following are the samples of the incorrect responses provided by these candidates to the items.

In item (i), the candidates were required to give the name of the woman who has given birth to one or several children *femme qui a donné naissance à un ou plusieurs enfant*. The correct response was E *mère* (mother). Some of the candidates opted for the incorrect responses F *sœur* (sister) and G *tante* (aunt) both of which were wrong answers. These candidates were attracted by the word *femme* (woman) which was referring to female gender. Other candidates chose D *oncle* (uncle) and this shows that they chose these incorrect answers randomly after failing to associate the meaning of the sentence and the word *oncle*.

In item (ii), the candidates were required to give the name of the father of one's father or mother. (*Père de votre père ou de votre mère*). In this item there were few candidates who opted for the correct response C *Grand père*. The presence of the word *père* at the beginning of the sentence attracted the candidates to opt for correct response C *Grand père* (Grand Farther).

In item (iii), the candidates were required to give the name of the male person born to the same father and mother. *Celui qui est né du même père et de la même mère*. In this item, some of the candidates opted for E *mère* (mother), A *belle-sœur* (sister in-law), G *tante* (aunt) instead of B *frère* (brother). These candidates opted for incorrect responses because they didn't understand the expression given indicated the male gender.

In item (iv), the candidates were required to give the name of the brother's or brother-in-law's wife *Epouse d'un frère ou d'un beau-frère*. In this item, some of the candidates opted for B *frère* (brother), E *mère* (mother), D *oncle* (uncle) instead of A *belle-sœur* (sister in-law). The analysis shows that the second candidates didn't

understand the word *Epouse* (wife) in the expression given in the item and led them to choose alternative B *frère* (brother)

In item (v), the candidates were required to give the name of the father's or mother's brother (*Le frère de votre père ou de votre mère*) and the correct response was D *oncle*. In this item, some of the candidates opted for B *frère* (brother), E *mère* (Mother), F *sœur* (Sister), G *tante* (Aunt). Those candidates who opted for B *Frère* (brother) were attracted by the word *frère* which was in the sentence and those who opted for other alternative did not understand the given sentence in the item.

On the other hand, the analysis of the candidates' responses indicates that, 48.2 per cent of the candidates had an average performance as they were able to match correctly some of the items ranging from 2 to 3. The analysis further shows that, most of the candidates with average performance in this question opted for correct responses in items (i), (ii), (iii) and (v) while most of them opted for incorrect responses in items (iii) and (v). The analysis shows that, they failed to identify word *celui* in the item (iii) which indicates male gender.

### **Question 3: Short Answer Questions (Comprehension)**

In this question, the candidates were given a short comprehension text to read and respond to the given questions. The question tested the candidates' ability to comprehend the information from the text. The following was a passage provided for candidates to read and answer the question:

3. Lisez le texte suivant et répondez aux questions.

Le tabac, l'alcool et les drogues sont certainement interdits dans toutes les écoles, et celui qui les utilise perd tout de suite sa place à l'école.

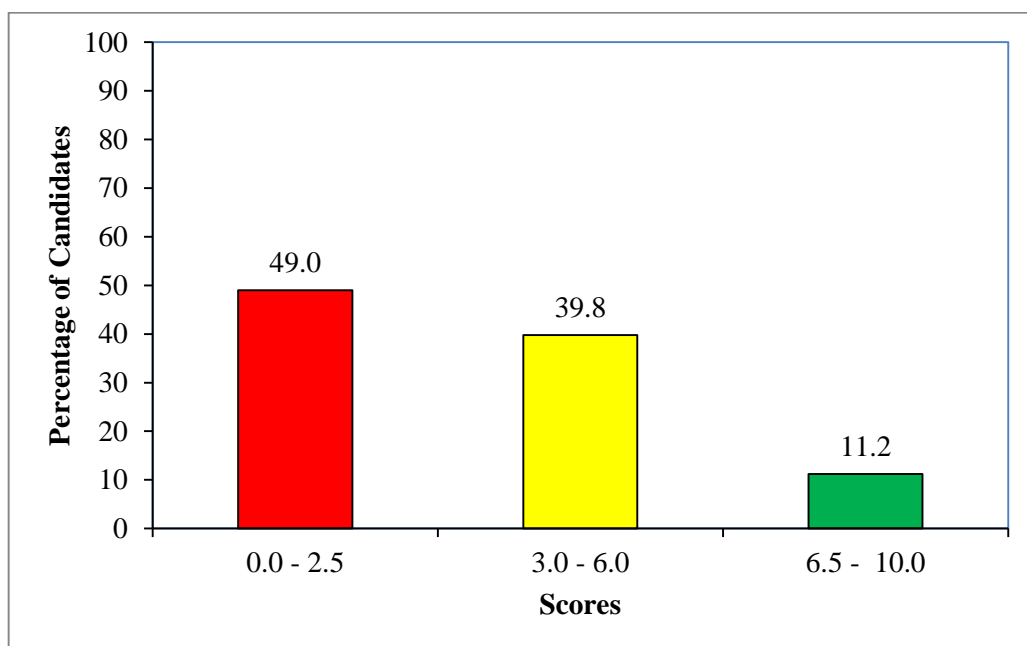
Dans notre société, des personnes qui s'engagent dans cette activité de circuler les drogues travaillent avec les jeunes. Beaucoup de jeunes entre 18 à 25 ans affirment avoir utilisé les drogues ou même fumé le tabac. Il est vrai que l'adolescence est une période où les jeunes aiment découvrir beaucoup de choses. Aussi, ils sont prêts à prendre les risques. A cet âge, il est facile d'être influencé par les autres. Plusieurs tombent dans ce piège parce qu'ils ne savent pas dire non. Ils ont peur de perdre leurs groupes. Malheureusement, ils ne comprennent pas que l'alcoolisme, le tabac et les drogues peuvent complètement ruiner leurs vies. Ils ne savent pas que ce n'est pas facile à arrêter. Aussi, ils ne savent pas que si la consommation devient excessive, ils peuvent mourir. Beaucoup meurent des maladies comme le cancer et d'autres problèmes de santé.

Il y a plusieurs facteurs qui mènent beaucoup de gens dans ce piège. Il y a par exemples, des problèmes dans les familles où les parents ne s'entendent pas. C'est-à-dire, ils ont des conflits entre eux. Il y a aussi la vie difficile et le chômage. Pour résoudre ces problèmes, d'autres jeunes décident de chercher quelque chose pour les calmer. Le rôle des écoles en collaboration avec les parents et le Ministère d'Education est celui de combattre ce problème. Pour résoudre ce problème, les autres écoles ont créé des comités qui organisent des activités diverses où les jeunes se rencontrent pour faire du sport. Pendant ces activités sportives, les professeurs conseillent les jeunes dans le but de lutter contre le tabac, l'alcoolisme et les drogues.

**Questions**

- (a) Pourquoi l'adolescence est une période dangereuse ?
- (b) Expliquez comment l'utilisation des drogues affecte les jeunes.
- (c) Pourquoi les jeunes sont influencés par leurs groupes ?
- (d) Pourquoi les jeunes décident d'utiliser les drogues ?
- (e) Selon vous, comment peut-on conseiller les parents des enfants qui utilisent les drogues ?

This question was attempted by 2566 (100%) candidates, out of whom 1,257 (49.0%) candidates scored from 0 to 2.5 marks indicating weak performance; 1,021 (39.8%) candidates scored from 3.0 to 6.0 marks indicating average performance and 288 (11.2%) candidates scored from 6.5 to 10 marks indicating good performance. The general performance of the candidates in this question was average, since 1309 (51.0%) candidates scored from 3.0 to 10 marks. Figure 3 shows the candidates' performance in this question.



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

The candidates' response analysis shows that 49.0 per cent of the candidates had weak performance since they scored from 0 to 2.5 marks out of 10 marks, and some of them provided incorrect responses to all items. The following are the samples of incorrect responses to this question:

In item (a), the candidates were required to give the reason why adolescence is a dangerous period. One of the candidates wrote *L'adolescence est une période dangereuse parce que les jeunes s'engagent activité circuler le drogues, le tabac, et l'alcoolisme* instead of *L'adolescence est une période dangereuse parce que pendant cette période, les jeunes aiment découvrir beaucoup de choses et ils sont prêts à prendre de risques*.

In item (b), the candidates were required to explain on how the use of drugs affects the youth. One of the candidates wrote *Beaucoup de jeunes entre 18 à 25 ans affirment avoir utilisé les drogues ou meme fumé le tabac* instead of *L'utilisation des drogues affecte les jeunes, car ça cause la mort et les maladies comme le cancer et d'autres problèmes de santé*.

In item (c), the candidates were required to give the reason why youths are influenced by their groups. One of the candidates wrote *Les jeunes sont influence*

*pas leurs groupes malheureusement, ils ne comprennent pas que l'alcoolisme, le tabac et les drogues peuvent complètement ruiner leur vie* instead of *Ils sont influencés pas leurs groupes parce qu'ils ne savent pas dire non et ils ont peur de perdre leurs groupes.*

In item (d), the candidates were required to give the reason why young people decide to use drugs. One of the candidates wrote *Parce que peuvent complètement ruiner leurs vie si ils ne savent pas que ce n'est pas facile à arrêter* instead of *Ils décident d'utiliser les drogues parce qu'ils pensent que ça peut les calme, suite aux problèmes dans leurs familles/sociétés.*

In item (e), the candidates were required to give their views on how we can advise the parents of the children who take or use drugs. One of the candidates wrote: *Le rôle de écoles en collaboration avec les parents et le Ministre d'Education est celui de combattre ce problème* instead of *Pour résoudre ce problème, les parents doivent éviter les conflits entre eux et ils doivent parler à leurs enfants des problèmes qu'ils auront s'ils utilisent les drogues. Ils doivent aussi les aimer.*

These responses show that, the candidates were just copying some of the sentences from the given text. This implies that the candidates had inadequate comprehension skills in reading and poor mastery of the French language. Extract 3.2 is a sample of incorrect responses to question 3.

3	parce que l'adolescence est une période.	
Ⓐ	ils ont peur de perdre leurs groupes	
Ⓑ	l'utilisation des drogues affecte les jeunes. Beaucoup meurent des maladies. Comme le cancer et d'autres problèmes de santé.	
Ⓒ	les jeunes sont influencés par leurs groupes parce qu'ils ne savent pas dire non.	
Ⓓ	decident d'utiliser les drogues parce que. Il ont peur de perdre leurs groupes et mal groupe.	
Ⓔ	les familles ont des conflits entre eux.	

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

Extract 3.2 is the response from one of the candidates who failed to respond correctly to the questions asked from the passage.

The analysis of the candidates' responses indicates that 288 (11.2) candidates had good performance as they managed to score high marks in this question. These candidates understood the requirement of each item. They provided between 4 to 5 correct responses. The performance indicates that, the candidates had sufficient comprehension skills and good mastery of the French Language which enabled them to comprehend the given passage. Extract 3.1 shows a sample of the correct responses to question 3.



3. (a) Parceque, l'adllescence est une période où les jeunes aiment découvrir beaucoup de choses, aussé ils sont prêts à prendre les risques et il est facile d'être influencé par les autres.	
(b) L'utilisation des drogues peuvent complètement ruiner leurs vies, il n'est pas facile à arrêter et finalement ils peuvent mourir.	
(c) Parce qu'ils ne savent pas dire non et ils ont peur de perdre leurs groupes.	
(d) Les jeunes décident d'utiliser les drogues parce des problèmes dans les familles où les parents ne s'entendent pas, La vie difficile et le chômage.	
(e) Je peux conseiller les parents <sup>les</sup> <del>triste</del> traiter bien et continuer conseiller eux <del>utiliser</del> pas encore les drogues.	

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

Extract 3.1 is the response from one of the candidates who responded correctly to the question asked from the passage.

On the other hand, the analysis of the candidates' responses indicates that 1,021 (39.8%) candidates had average performance. These candidates were able to score between 3.0 to 6.0 out of 10 marks. This shows that the candidates were able to provide 3 correct responses. Most of the candidates provided correct responses with some grammatical errors which made them to score averagely.

### Question 4: Short Answers (Usage of Language)

In this question, candidates were required to propose a possible sentence or phrase which could be used according to the context given. They were provided with an example that showed school environment and the possible sentence which is used in the school environment. The question was as follows:

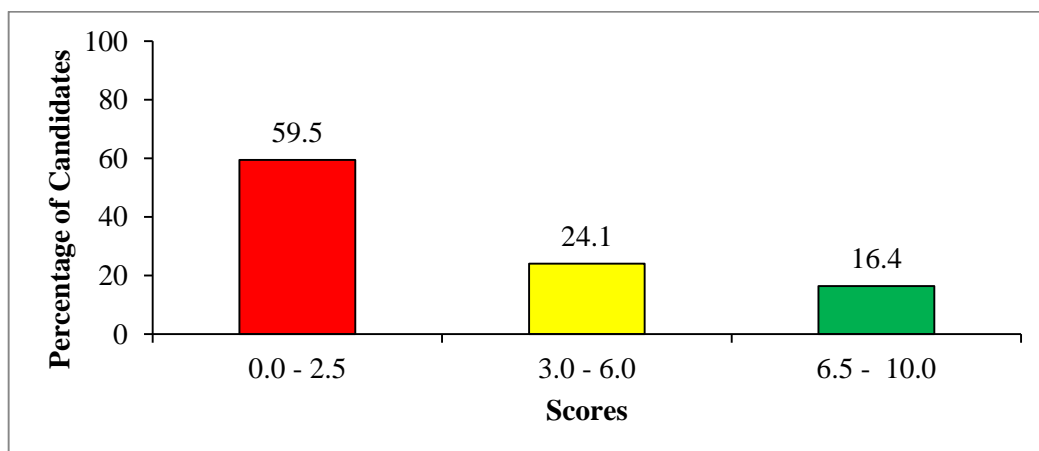
4. Ecrivez une phrase possible que vous pouvez entendre, lire ou utiliser dans chaque lieu ou contexte suivants :

**Exemple:**

Contexte/Lieu	Phrase
A l'école ou en classe	Ouvrez vos livres et lisez page 23.

- (a) Une conversation téléphonique.
- (b) Chez un médecin/ à l'hôpital.
- (c) La salutation.
- (d) Donner une interdiction.
- (e) A la boutique.
- (f) La présentation personnelle.
- (g) Dans une lettre officielle.
- (h) Pour indiquer une direction.
- (i) La permission de faire quelque chose à votre professeur.
- (j) Dans un cours du français.

This question was attempted by 2566 (100%) candidates, out of whom 59.5 per cent scored from 0 to 2.5 marks indicating weak performance; 24.1 per cent scored from 3.0 to 6.0 marks indicating average performance and 16.4 per cent scored from 6.5 to 10 marks indicating good performance. The general performance of the candidates in this question was average, since 40.5 per cent of candidates scored from 3.0 to 10 marks. Figure 4 shows the candidates' performance in this question.



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

The candidates' response analysis shows that 1,577 (59.5%) candidates had weak performance in this question. As they scored the marks from 0 to 3 out of 10 marks. The following are the samples of the incorrect sentences provided by some of the candidates.

In item (a), the candidates were required to construct a sentence on telephone conversation (*Une conversation téléphonique*). In this context, the candidates with weak performance were unable to provide sentences or expressions used in telephone conversations. Some of the candidates provided the following incorrect sentences: *Hello! Aminata, J'utilise telephone communicante avec mon ami, Ouvrez vos livres conseiller les enfants, Ouvrez vos conversation téléphonique* and *Je m'appelle Gerad et moi ?*

The problem with incorrect responses was this item is that some of the candidates wrote the English word (Hello!) instead of *Allô!*. Other candidates copied some phrases from the question paper and wrote them as their answers like *Ouvrez vos conversation telephonique*.

In item (b), the candidates were required to write a sentence which could be used in the context of hospital (*Chez le médecin/ à l'hôpital*). In this context. The candidates with weak performance failed to propose the correct sentence. Most of them wrote different sentences related to the context given as follows: *Monique aller hôpital, Ouvrez vos medecin/à l'hôpital, Je suis SIDA, Ouvrez vos docteurs s'appellent Jeune et Jean* and *A l'hôpital à Butimba, il ne medicin pas maladies*.

In item (c), some candidates failed to get this item right because they were unable to write correct sentences on salutations. Their responses were as follows: *Ouverz vos salutation, Ouvrez vos policié personnelle, Lire on ouvres le salutation* and *Ouvrez vou livres un mosqutor*. All of these sentences are inappropriate in the context given because they were not addressing salutations.

In item (d), the candidates could not write a common sentence indicating order such as *Ne fumez pas de cigarette!* (Don't smoke a cigarette). The candidate failure in this is attributable to their command of the French language. The following were the samples of their incorrect sentences : *Je vous donne cahier, Je avons donne cahier, Bonjour père bonjour mère, Pardon je peux entre, Tu es très folle, Faites –tu aimes?* and *Non, je n'aime pas à tu*.

In item (e), the candidates were unable to provide an example of a sentence which was likely to be heard when people are at the shop. The candidates were not some conversant with expression red in polite language verses such as *voudrais* and the adverb *combien* are used for asking questions about quantity or amount of price of goods. Instead, some of them wrote the following incorrect sentences : *Ouvrez vos à la boutique, Epouse d'un frère ou d'un bon frère je voudrais voir une secrétaire* and *Dans sa boutique*.

In item (f), the candidates could not write sentences which are commonly used when someone introduces himself / herself. Sample of responses from the candidates who failed to write the correct sentences relating to the context were as follows: *Ouvres vos cours de la nationalite, Ouvres vos la presentantion personelle* and *Oures vou livres de person*. Moreover, their sentences were meaningless. as one of the candidate's wrote such an incorrect sentence as *Ouvres vous livres de person*.

In item (g), the candidates failed to write sentences which can be found in official letters. For example, one of the candidates wrote *Ouvrez vos poste officielle, il est à l'honneur de demander l'emploi dans notre college, Je espérer avoir le professeur dans notre école* and *Ouvres dans un lettre officielle*. Also, another candidate wrote incorrect responsessuch as *Ci-joint, Curriculum Vitae, Cordialement* and *Madame*.

In item (h), the candidates were required to provide examples of sentences which are commonly used in the context of indicating direction (*Pour indiquer une direction*). For example, *Allez tout droit!* (Go straight!) et *puis tournez à gauche* (and then turn left). The candidates who scored low marks failed to propose sentences or even verbs in imperative forms which are frequently used in giving a direction. Some of their responses were as follows: *Vos cours direction personelle, Tanzanie est pays cherchait en d'Afrique* and *La pays qui est loin de qui est Afrique*. Some of them wrote with imperative form but didn't indicate the direction. For example, *Ouvres vos cous direction personelle, Tu doit utilise l'avion pour être en France* and *Ouvrez pour indiquer une direction*.

In item (i), the candidates failed to write sentences which are used for asking permission to do something. Some of them wrote such incorrect *Je ecrire un letter de faire un professeur, Oui, chosé à votre professeur, Ouvrez la permission de faire, Ouvrez voz ecole* and *viens dans la classe*. The candidates did not understand

the requirement of the question. As a result, they ended up writing sentences which were unrelated to the context given.

In item (j), the candidates did not manage to provide the examples of sentences which are frequently used during French classes. They were expected to write sentences such as *Ecoutez bien la cassette* (Listen well to the cassette), *Je ne comprends pas* (I don't understand) or *Comment on dit en français?* (How is said in French?). Contrary to what they were asked, the candidates wrote the following sentences : *Zakayo dans un musique un cours*, *Ouvrez vos professeurs de la française langue et de professeur* and *Le sujet de maintenant est sur pronoms*.

Based on the candidates' responses, the analysis shows that the candidates lacked vocabulary and had poor mastery of the French language which hindered them from understanding the given context. Extract 4.2 shows a sample of incorrect responses provided by a candidate in question 4.

4	c) Je prends la salutations dans ma famille	
	d) voudrais faire donner une interdiction.	
	e) Je vais a la boutique aujourd'hui.	
	f) IL y a la présentation personnelle un classe.	
	g) Je ecrire dans une lettre officielle.	
	h) Je vous prepare pour indiquer une direction.	
	i) Je voudrais donner la permission de faire quelque chose à votre professeur ou professeur.	
	j) Je lire dans un cours du français.	

**Extract 4.2:** A Sample of the Incorrect Responses to Question 4

Extract 4.2 is a sample of responses from a candidate who wrote sentences which did not relate to the context given.

Furthermore, the analysis of the candidates' responses indicates that 421 (16.4%) candidates scored high marks due to good command of the French Language which enabled them to provide correct responses.

In item (a), the candidates were required to write sentence which relate to telephone conversation. In this context, the candidates with high scores were able to discover that, when people use their telephones, they will need various expressions and sentences that are commonly used in that context. Hence, they provided correct responses which were as follows: *Vous voulez laisser un message?* (do you want to leave a message?) *Allô! C'est toi, Matumaini?* (Hello, are you Matumaini?) and *Allô! Qui telephone?* (Hello, who is calling?).

In item (b), the candidates were required to write a sentence which could be used in the context of hospital (*Chez le médecin/ à l'hôpital*). In this context, the candidates with high marks managed to propose the correct sentences. Some of them were able to write different sentences related to the context given. For example, one of the candidates wrote *Où avez-vous mal exactement?* (Where exactly do you feel bad?) *Utilisez ce médicament trois fois par jour* (Use this medicine three times a day) and *J'ai mal à la tête* (I have headache).

In item (c), the candidates were required to write sentence which related to *Salutation* (Greeting). Some candidates did well in this item because they were able to write correctly different sentences relating to the given context such as *Bonjour! Comment ça va?* (Good morning, how are you), *Salut! Comment vas-tu?* (Hi! How are you?) and *Oui, je vais bien merci!* (Yes, I am fine thank you!).

In item (d), the candidates were required to write a sentences indicating order. A sentence which prohibits someone from doing something, *Donner une interdiction* (Giving a prohibition). Some candidates provided the correct sentences as follows: *Ne fumez pas de cigarette!* (Don't smoke a cigarette). Other candidates wrote *Ne fermez pas la porte!* (Don't close the door!) and *Il ne faut pas faire du bruit!* (Don't make noise!).

In item (e), the candidates were required to write a sentence which could be used in shops. Also, they were required to provide an example of a sentence which was likely to be heard when people are at the shop. The candidates who scored high marks managed to write the following correct sentences: *Je voudrais ce livre, ça*

*coûte combien?* (I want this book, how much is it?), *Il coûte sept mille shillings* (It costs seven thousand shillings).

In item (f), the candidates were required to write sentences which are commonly used when someone introduces himself / herself. Sample of responses from the candidates were such as: *Bonjour, je m'appelle Sahal. Je suis tanzanien. J'habite à Kisakasaka* (Hello, my name is Sahal. I am Tanzanian. I live at Kisakasaka); *J'habite avec mes parents à Dimani* (I live with my parents at Dimani).

In item (g), the candidates were required to write a sentence which describes words which can be found in an official letter. The candidates who scored high marks managed to write sentences like *Ci-joint, vous trouverez mon Curriculum Vitae* (You will find the attachment of my Curriculum Vitae), *Je voudrais poser ma candidature au poste de...* (I would like to apply for the post of ...).

In item (h), the candidates were required to provide examples of sentences which are commonly used in the context of indicating direction (*Pour indiquer une direction*). The candidates with good performance managed to propose different examples of sentences which are frequently used when giving direction. For example, they provided sentences such as *Allez tout droit!* (Go straight !) et *puis tournez à gauche* (and then turn left), *Prenez la rue de Mtemi Camp et traversez le point !* (Take Mtemi Camp road and cross the bridge).

In item (i), the candidates were required to write a sentence which shows a request for asking the teacher to allow them to do something. Examples of the correct responses provided by some of the candidates were as follows: *Excusez-moi Madame, puis-je sortir?* (Excuse me madam, can I go out?) *Excusez-moi Madame, puis-j 'effacer le tableau?* (Excuse me madam, can I rub the blackboard?). Another correct sentence provided by one of the candidates who had high marks was *Puis-j 'ouvrir mon livre?* (Can I open my book?)

In item (j), the candidates were required to provide the examples of sentences which are frequently used during the French class. Candidates who scored high marks managed to write such correct responses as. *Ecoutez bien la cassette* (Listen the cassette well), *Je ne comprends pas* (I don't understand) and *Comment on dit en français?* (What does it mean in French?). Extract 4.1 shows a sample of the correct responses provided by one of the candidates to question 4.

4.	Contexte lieu	Phrase	
	(a) Une conversation téléphonique	Hello Ali, comment - vas tu ?	
	(b) chez un médecin à l'hôpital	Je malade la tête.	
	(c) La salutation	Bonjour, Fidea.	
	(d) Donner une interdiction	Tout d'abord, je m'appelle Editha.	
	(e) A La boutique	Je voudrais un kilo du sucre et du jus.	
	(f) La présentation personnelle	Je suis Editha, j'ai quatorze ans.	
	(g) Dans une lettre officielle	Veillez référer au titre au-dessus.	
	(h) Pour indiquer une direction	Notre maison a trouvé près de notre école de De paul.	
	(i) La permission de faire quelque chose à votre père	Excusez-moi monsieur peux-je aller à la toilette.	
	(j) Dans un cours du français	Bonjour tout le monde, laissez-vous.	

#### Extract 4.1: A Sample of Correct Response's to Question 4

Extract 4.1 is a sample of the responses from one of the candidates who wrote correct sentences which can be used in the specified environment.

Further analysis indicates that 618 (24.1%) candidates had average performance in this question. These candidates were able to write correctly 3 to 6 items out of 10 with minor grammatical errors. For example, one of the candidates managed to write correctly 6 items out of 10 but failed to write correctly 4 items pertaining to prohibition of someone from doing something, shopping, official letter writing as well as giving direction to person.



### Question 5: Jumbled Sentences.

In this question, the candidates were given words which were illogically arranged. Thus the candidates were required to rearrange them in a logical sequence in order to form meaningful and logical sentences. The question tested the candidates' ability to form sentences in French Language. The following were the jumbled words given to the candidates.

5. Mettez les mots suivants en ordre pour constituer des phrases correctes comme dans l'exemple :

**Exemple :** jours/radio/je/tous/écoute/une/les.  
**Réponse :** J'écoute une radio tous les jours.

(a) de/j'/envie/ai/continuer/très.

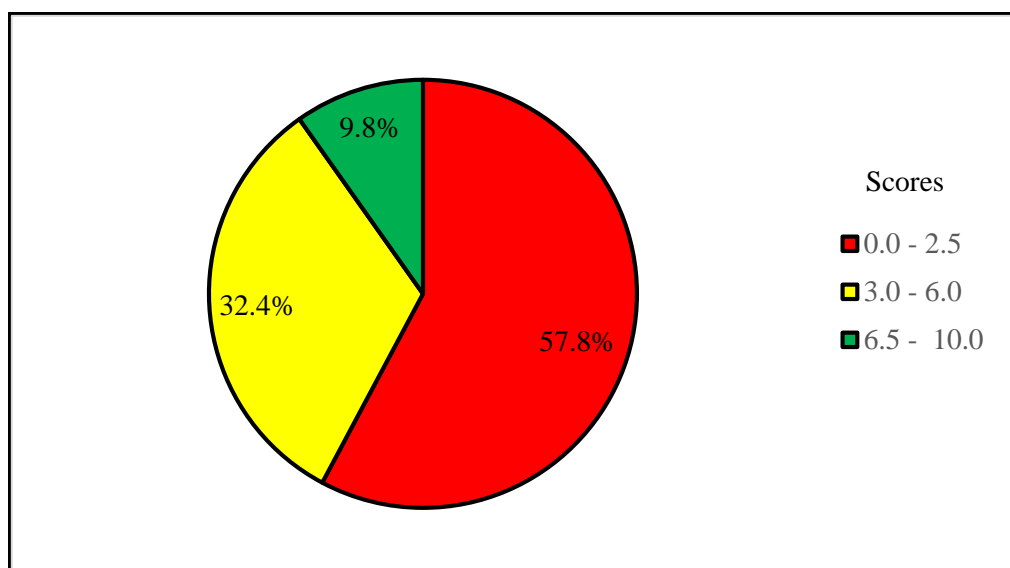
(b) créer/alors/une/voudrais/association/je.

(c) tout/monde/le/demain/doit/venir.

(d) coup/essayons/d'/nous/un/organiser.

(e) ananas/a/ta/des/mère/acheté.

This question was attempted by 2566 (100%) per cent of the candidates, out of whom 57.8 per cent scored from 0 to 2.5 marks; 32.4 per cent scored from 3.0 to 6.0 marks and 9.8 per cent scored from 6.5 to 10.0 marks. The general performance of the candidates in this question was average, since 42.2 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 5 shows the candidates' performance in this question.



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

The analysis of the candidates' responses indicates that, 253 (9.8%) candidates had good performance as they managed to score high marks in this question because they adhered to French Language structure, language use and other grammatical rules.

In item (a), the candidates realized that the subject *Je* (I) had to be placed before the verb (*ai envie de*) followed by an infinitive verb (*continuer*). Thus, the mastery of the French grammatical rules enabled the candidates to construct the correct and meaningful sentences.

In item (b), the candidates wrote the following correct sentence: *Alors, je voudrais créer une association* (I would like to establish an association). In this sentence, the candidates were able to identify the position of the adverb *alors* followed by a comma, and the subject of the sentence. Also, they were able to understand that the helping verb *voudrais* must be followed by the infinitive verb *créer* which in turn was to be followed by an object *une association* in the proper position within the sentence.

In item (c), the candidates with high marks rearranged correctly the jumbled words given as follows: *Tout le monde doit venir demain* (Everybody must come tomorrow) which was the correct sentence. Those candidates identified the appropriate positions of different sentence elements. For example, the subject *tout*

*le monde* and verb *doit* must be bound together followed by the infinitive verb *venir*. Also, they identified the position of the adverb *demain* which can either be placed at the beginning followed by a comma, or at the end of the sentence.

In item (d), the candidates rearranged the jumbled words as follows: *Nous essayons d'organiser un coup* (We are trying to organise a coup) which was the correct sentence. In the sentence provided, the subject *nous* was placed at its proper position. Also, they realised that the preposition *de* must be placed between the verb *essayons* and the infinitive *organiser* followed by the object *un coup*. Lastly, the candidates knew that the indefinite article *un* should be placed before the noun *coup*.

In item(e) the candidates were given the following jumbled words: *ananas/a/ta/des/mère/acheté*. The samples of the candidates' responses show that some them candidates managed to rearrange the jumbled words correct as they wrote *Ta mère a acheté des ananas*, (Your mother has bought some pineapples). Extract 5.1 shows a sample of the correct responses provided by one of the candidates in question 5.

5		
a	J'ai très envie de continuer	
b	Je voudrais alors créer une association	
c	Tout le monde doit venir le demain	
d	Nous essayons d'organiser un coup	
e	ta mère a acheté des ananas	

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

Extract 5.1 is a sample of responses from a candidate who rearranged the given words into logical sentences.

Further analysis indicates that 32.4 per cent of the candidates had average performance in this question. Those candidates were able to rearrange correctly 2 to 3 items out of the 5 items given. For example, one of the candidates in item (d) wrote *Nous essayons un coup d'organiser*. This candidate mixed up the positions

of some elements in the sentences for instance, the preposition *de* and infinitive *organiser* were to be placed before the object *un coup* in the sentence. In item (e), another candidate managed to rearrange correctly almost all words in the sentence; only one word was incorrectly placed. For example; *Mère a acheté ta des ananas* which was incorrect because the possessive adjective *ta* had to be placed before the noun *mère* to form a noun phrase *ta mère*. Extract 5.3 shows the sample of responses from a candidate with an average performance in this question.

### Question 6: Language Use (Vocabulary)

In this question, the candidates were required to fill in the blank spaces in the following dialogue by choosing the correct vocabulary from the box. This question tested the candidates' knowledge of the use of French Language vocabulary.

6. Remplissez correctement les vides avec les mots proposés ci-dessous pour compléter le dialogue en écrivant la réponse dans votre livret.

**en ambulance, rendre, paludisme, mangent, soigner, l'infirmier, hospitaliser, quand, personne, en ce moment, mange, soigne, hospitalisée.**

Michelle : Dis –moi Zuleka, tu as des nouvelles de Liza ?

Zuleka : On vient de l'(i) \_\_\_\_\_.

Michelle : C'est grave ? Qu'est –ce qu'elle a ?

Zuleka : Depuis quelques jours, elle ne dort pas bien, et elle ne (ii) \_\_\_\_\_ rien.

Michelle : C'est certainement le (iii) \_\_\_\_\_.

Zuleka : On lui a donné des comprimés de la Nivaquine mais elle a de la toux aussi.

Michelle : Le dispensaire ne suffit pas pour (iv) \_\_\_\_\_ Liza ?

Zuleka : Non, (v) \_\_\_\_\_ vient de l'envoyer à l'hôpital.

Michelle : Tu sais comment Liza est allée à l'hôpital ?

Zuleka : Elle est allée (vi) \_\_\_\_\_, Michelle.

Michelle : Quelqu'un est allé la voir?

Zuleka : Non, (vii) \_\_\_\_\_.

Michelle : Allons (viii) \_\_\_\_\_ visite à notre pauvre Liza maintenant.

Zuleka : Non, (ix) \_\_\_\_\_ le docteur est en train de visiter les malades.

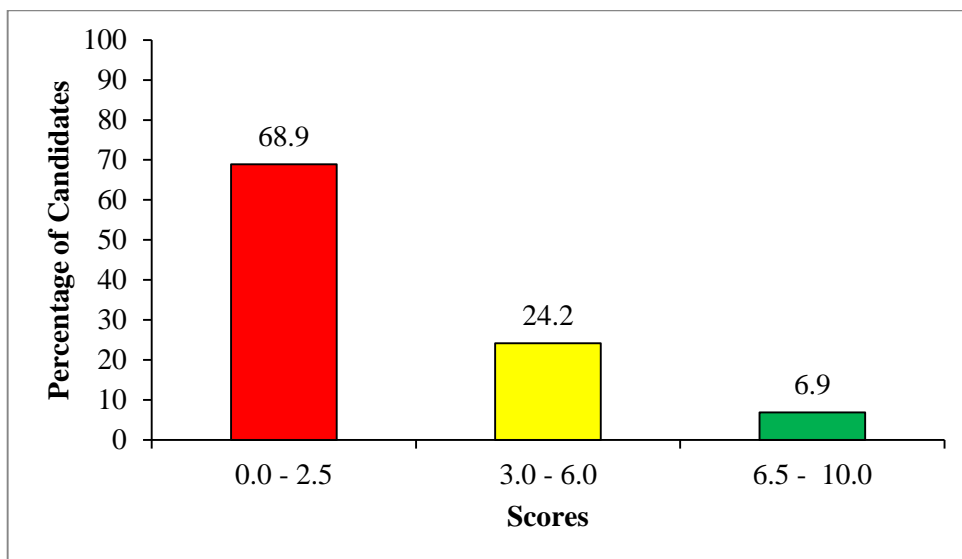
Michelle : Alors, (x) \_\_\_\_\_ peut-on aller la voir ?

Zuleka : De quatre heures à six heures du soir.

This question was attempted by 2566 (100%) candidates, out of whom 68.9 per cent

scored from 0 to 2.5 marks indicating weak performance; 24.2 per cent scored from 3.0 to 6.0 marks indicating average performance and 6.9 per cent scored from

6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was average, since 31.1 per cent of candidates scored from 3.0 to 10.0 marks. Figure 6 shows the candidates' performance in this question.



**Figure 6:** Percentages of the Candidates' Performance to Question 6

The candidates' responses analysis shows that 228 (57.8%) candidates had weak performance because they provided meaningless sentences in almost all items. These candidates failed to rearrange the given jumbled words due to poor mastery of the French language vocabulary and lack of sufficient knowledge of French language grammar.

In item (a), some of the candidates wrote *J'ai continuer très de envie*, *J'ai continuer de envie très*, *J'ai de envie continuer très*, *J'ai de continuer très envie* and *J'ai envie très de continuer*. In the first three sentences, the pronoun *Je* was correctly attached to its verb *ai* to form *J'ai* but the rest of the words were incorrectly rearranged. This indicates that the candidates knew that the subject of the sentence *Je* must be placed before the verb *ai*, but they failed to know how to rearrange other grammatical elements to produce a meaningful sentence. Moreover, in the fourth sentence, the candidate failed to place in the correct position the words *très envie* between *J'ai* and *de continuer*. In the fifth sentence,

the candidate failed only to place the adverb *très* before the word *envie* but the rest of the words were correctly rearranged.

In item (b), the candidates were given the jumbled words: *créer/alors/une/voudrais/association/je* and were required to rearrange them so as to produce a meaningful sentence. Some of the candidates wrote the following incorrect sentences : *Je voudrais alors une créer association*, *Je une voudrais alors association créer*, and *Je voudrais une association alors créer*. In the first sentence, the first three words *Je voudrais alors* were correctly rearranged, but the rest of the words *une créer association* were incorrectly rearranged. These candidates were not aware of the indefinite article *une* which has to be placed before the noun *association*. In the second sentence, there were no correct pairs of words which were correctly rearranged. In the third sentence as well, there was only one pair of words which were correctly rearranged. As a result, they provided meaningless sentences.

Moreover, in the fourth sentence, the two pairs of words which were correctly rearranged were *Je voudrais* and *une association*. This shows that, the candidates had knowledge of arranging the subject *Je* and verb *voudrais* as well the indefinite article *une* and the noun *association*, but they failed to place the adverb *alors* and infinitive *créer* in the correct position.

In item (c), there was a variation among the incorrect responses provided by the candidates with weak performance. Their sentences were as follows: *Le tout venir demain doit monde*, *Le tout venir monde doit demain*, *Monde tout doit venir le demain* and *Tout le monde venir doit demain*. In the first sentence, there was no a single word that was placed in its proper position, but in the second sentence, it was only the adverb *demain* which was placed in its correct position. This is because the candidates were unable to identify the subject *tout le monde* and the verb *doit venir*. Also, in the third sentence, the verb *doit venir* and the adverb *demain* were correctly placed in their positions, but the subject *tout le monde* was incorrectly placed. In the fourth sentence, the candidates managed to rearranged correctly the subject *Tout le monde* and the adverb *demain*, but failed to rearrange the sequence *doit venir*.

In item (d), some of the candidates who had weak performance failed to rearrange the following jumbled words *coup/essayons/d'/nous/un/organiser*. These candidates provided the following meaningless sentences : *Nous coup d'essayons*

*un organiser, Nous un coup d'essayons organiser, Nous coup d'essayons un organiser* and *Nous essayons un coup d'organiser*. In the first two sentences, all of the words found in the sentences provided by the candidates were incorrectly rearranged. The subject *nous* was supposed to be followed by the verb *essyons de*. The verb *essyons de* had to be followed by the infinitive verb *organiser*. Then, the article *un* was supposed to be attached to its noun *coup* to form the phrase *un coup*. But due to incorrect arrangement of the words given, most of the candidates performed poorly in this question.

In the third sentence, some candidates managed to attach the article *un* to the noun *coup* to form *un coup*, but failed to arrange correctly the rest of the words. As a result, they provided the incorrect sentences. In the fourth sentence, the subject *nous* was correctly attached to its verb *essayons*, as well the as article *un* to the noun *coup*, but placed in a wrong position.

In item (e), the candidates were given the following jumbled words: *ananas/a/ta/des/mère/acheté*. The sample of the candidates' responses were as follows: *Des mère t'a ananas acheté, Mère acheté a des ta ananas*, and *Mère acheté a des ta ananas*. In the first sentence, the candidate had poor knowledge of the French noun phrase and the past tense. Nouns are followed by their modified adjectives. For example, the possessive adjective *ta* had to be placed before the noun *mère*. The partitive article *des* had to be placed before the plural noun *ananas*. Also, the candidate didn't place the auxiliary verb *a* before the past participle *acheté*. In the second sentence, the candidate placed together the partitive article *des* and the adjective before the plural noun and wrote *des ta ananas*. Also, the auxiliary verb was placed after the past participle *acheté*. In the third sentence, the candidate wrote different words instead of the words given in the item. For example, the candidate wrote *même* instead of *mère*. Therefore, the candidates' responses analysis indicates that, the candidates had poor command of the French Language and insufficient knowledge of the French Language sentence structure. Extract 5.2 shows a sample of incorrect responses provided by one of the candidates in this question.

5	@ J'ai de continuer très envie .	
	(b) Je voudrais une créer alors association .	
	(c) Demain, tout venir le monde .	
	(d) Nous essayons un coup d'organiser.	
	(e) La mère des achelé a'ananas .	

**Extract 5.2: A Sample of Incorrect Response to Question 5**

Extract 5.2 is a sample of responses from a candidate who rearranged the given words into meaningless sentences.

The candidates' responses analysis for this question indicates that the candidates with good performance scored from 7.5 to 10 marks due to good mastery of the French Language vocabulary. These candidates understood the context of the dialogue given. They were able to fill in the blanks by providing the correct vocabulary from the box given and made the dialogue meaningful.

In item (i), the candidates wrote *hospitaliser* because they understood that, the presence of the preposition *de* required the following verb to be in infinitive form. Therefore, *hospitaliser* was the correct answer. In item (ii), the candidates could opt for other verbs like *rendre* and *soigner* because of the agreement of subject *elle* in the sentence but they opted for *mange* to make the sentence meaningful.

In item (iii), the candidates wrote the correct response *Paludisme* because they were able to identify the preceding article *le* required the following vocabulary item to be a singular masculine noun.

In item (iv), the candidates wrote the correct vocabulary *soigner* instead of other verbs which were in the infinitive form. The presence of the preposition *pour* helped them to identify the correct response. These candidates had good mastery of the French language which enabled them to select the correct word.

In item (v), the candidates understood the preceding sentence which enabled them to predict the answer. They also noticed that after the blank space there was a verb



in the form of third person singular. Therefore, they wrote the correct answer *l'infirmier* which was the only noun that suited the blank space.

In item (vi), the candidates opted for the word *en ambulance* because they understood that the verb *aller* (to go) must be followed by either the adverb of place, preposition or means of transport.

In item (vii), the candidates wrote the correct response *personne* (no one). Those candidates understood that the question asked whether someone went to see the patient. Therefore, they understood that *no one* was the correct response to the question.

In item (viii), the candidates selected the right vocabulary *rendre* because they understood the context of the dialogue given. They also noticed the presence of the word *visite* in the sentence which goes together with the word *rendre* to mean visiting somewhere or someone.

In item (ix), they selected the correct word *en ce moment* because they had good knowledge of the expression indicating time. Those candidates understood well the sentence which was explaining about the visitation of the doctor to the patients and set the time of his arrival.

In item (x), most of the candidates with high marks selected the correct word *quand* because they knew that it is an interrogative word which is used to ask the time. Extract 6.1 shows a sample of the correct responses provided by a candidate to question 6.

06.	Michelle: Dis-moi Zulekha, tu as des nouvelles de Liza?	
	Zulekha: On vient de l' (i) hospitaliser	
	Michelle: C'est grave? Qu'est-ce qu'elle a?	
	Zulekha: Depuis quelques jours, elle ne dort pas bien, et elle ne (ii) mange rien	
	Michelle: C'est certainement le (iii) balourdisme	
	Zulekha: On lui a donné des comprimés de la Nivaquine mais elle a de la toux aussi.	
	Michelle: Le dispensaire ne suffit pas pour (iv) Soigner Liza?	
	Zulekha: Non (v) L'infirmier vient de l'envoyer à l'hôpital	
	Michelle: Tu sais comment Liza est allée à l'hôpital?	
	Zulekha: Elle est allée (vi) en ambulance, Michelle	
	Michelle: Quelqu'un est allé la voir?	
	Zulekha: Non (vii) personne	
	Michelle: Allons (viii) rendre visite à notre pauvre Liza maintenant	
	Zulekha: Non (ix) en ce moment le docteur est en train de visiter les malades	
	Michelle: Alors, (x) quand peut-on aller la voir?	
	Zulekha: De quatre heures à six heures du soir	

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

Extract 6.1 indicates the responses from a candidate who selected the correct vocabulary in order to fill in the blanks in all items.

Further candidates' response analysis shows that 1,761 (68.9%) candidates had weak performance because they selected wrong vocabulary. As a result, their dialogue had no meaning. The following are samples of incorrect responses provided by some of the candidates who had weak performance in this question.

In item (i), some of the candidates wrote *en ce moment*, *mange* and *en ambulance*, instead of *hospitaliser* which was the correct response. These candidates didn't know that after the preposition *de* the following verb must be in infinitive form, to make the sentence meaningful.

In item (ii), some candidates wrote *rendre*, *soigne* and *paludisme* instead of the correct response *mange* which was the correct answer. These candidates had poor mastery of the French language vocabulary and lacked sufficient knowledge of French language grammar and structure. Likewise, in item (iii), some of the candidates wrote *mangent*, *soigner*, *render* instead of *paludisme*. The candidates failed to recognize that the blank space was to be filled by a noun because it was preceded by the definite article *le*.

In item (iv), some of the candidates wrote *en ambulance*, *en ce moment*, *mange* instead of *soigner*. These candidates didn't know that the preceding preposition *pour* was to be followed by a verb in its infinitive form. In item (v), some of the candidates wrote *hospitaliser*, *mangent*, *quand* instead of *l'infirmier*. These candidates failed to identify that the verb *vient* must be preceded by the subject in the third person singular.

In item (vi), some of the candidates wrote *paludisme*, *personne*, *hospitalisée* instead of *en ambulance*. These candidates didn't know that the verb *aller* in the sentence *Elle est allée* was to be followed by either an adverb of place or means of transport.

In item (vii), some of the candidates wrote *quand*, *render*, *mangent* instead of *personne*. These candidates failed to understand that the sentence *Quelqu'un est allé la voir?* (Has anybody gone to see her?) or (Did anyone go to see her?), whose response begins with *Non*, required the negative indefinite pronouns *personne* (nobody/ no one) as an answer.

In item (viii), some of the candidates wrote *hospitaliser*, *l'infirmier*, *en ce moment* instead of *rendre*. These candidates failed to identify that the noun *visite* (visit) is

preceded by the verb *rendre* (to pay) in order to make the meaningful sentence with *rendre visite* (to pay a visit).

In item (ix), some of the candidates wrote *personne, en ambulance, paludism* instead of *en ce moment*. These candidates didn't know that *en ce moment* is an adverb of time used to express action that is in progress. So the following sentence must be in present tense; *En ce moment le docteur est en train de visiter les malades*. (By this time, / At this moment, the doctor is visiting the patients).

In item (x), some candidates wrote *mangent, en ce moment, hospitaliser* instead of *quand* (when). These candidates failed to identify that the next part of sentence was talking about time and that the preceding phrase ought to have the word which indicates time.

Such incorrect responses show that the candidates had insufficient French language vocabulary. Extract 6.2 shows a sample of incorrect responses provided by one of candidates to question 6.

6.	iii) L'hospitaliser
	(iii) mangent
	(iii) soigner
	(iv) en ambulance
	(v) en ce moment
	(vi) pandre
	(vii) personne
	(viii) paludisme
	(ix) quand
	(x) soigne

**Extract 6.2: A Sample of Incorrect Response to Question 6**

Extract 6.1 indicates the responses from a candidate who selected the incorrect vocabulary in order to fill in the blanks given, hence producing meaningless and illogical sentences.

Further analysis of the candidates' responses in this question indicates that 621 (24.2%) candidates had average performance. These candidates were able to fill in

the blanks with correct responses from 5 to 6 items. Most of the candidates wrote correct responses in items (i), (ii), (iv), (vii), (ix) and (x).

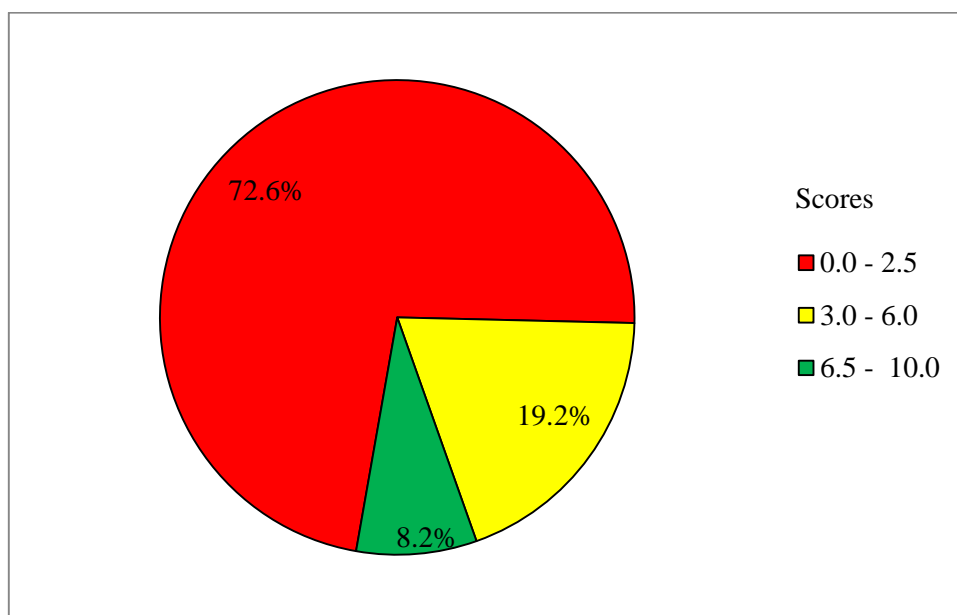
This indicates that the candidates had partial understanding of the French vocabulary which enabled them to provide correct responses to some of the items.

### **Question 7: Short Answers (Simple Present Tenses)**

The question required the candidates to change the verbs in the brackets into correct tenses. The question tested the candidates' ability to use verbs in different tenses and mood. The question was as follows:

7. Mettez les verbes entre parenthèses au temps et au mode convenable.
- (a) Mes élèves (aller) chez eux la semaine prochaine.
  - (b) L'année dernière, les touristes (monter) sur le plus haut sommet d'Afrique.
  - (c) Pour réussir à votre examen final, (faire) beaucoup d'exercices!
  - (d) Toujours nous (commencer) notre travail à 8:00 heures.
  - (e) Hier, il (pleuvoir) toute la journée.
  - (f) Ah, maintenant nous ne (étudier) pas avec Madame Mlangi.
  - (g) La semaine prochaine, elles (aller) au bord de la mer comme nous.
  - (h) Nous voudrions (faire) le tour du monde en bateau.
  - (i) Demain matin, ils (venir) chez nous pour me voir.
  - (j) Beaucoup de touristes (aller) à Ngorongoro en 2017.

This question was attempted by 100 per cent of the candidates, out of whom 72.6 per cent scored from 0 to 2.5 marks indicating weak performance; 19.2 per cent scored from 3.0 to 6.0 marks indicating average performance and 8.2 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was weak, since 27.4 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 7 shows candidates' performance in this question.



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

The analysis of the candidates' responses shows that, 1,863 (72.6%) candidates had weak performance. On the other hand, 862 (33.6%) candidates scored 0 mark. These candidates were unable to change the infinitive verbs given in the brackets into the correct tense. For example, one of the candidates copied the infinitive verbs from the brackets and wrote them as answers without changing them into appropriate tenses. Another candidate gave such incorrect responses as; (a) *aller* instead of *iront* (b) *monter* instead of *sont montés* (c) *faire* instead of *faites* (d) *commencer* instead of *commençons* (e) *pleuvoir* instead of *a plu* (f) *étudier* instead of *étudions* (g) *aller* instead of *irons* (h) *faire* remained unchanged (i) *venir* instead of *viendront* and (j) *aller* instead of *sont allés*.

Additionally, there were 314 (12.2%) candidates who were able to complete correctly 2 items. For example, one of the candidates provided correct responses in items; (a) *iront* and (c) *faites* whereas responses in items; (b) *montes* (iv) *commence* (e) *est plu* (f) *étudiant* (g) *vont* (h) *fait* (i) *vient* (j) *vont* were incorrect. Such responses reveal that, these candidates had insufficient knowledge pertaining to this topic. Extract 7.1 is a sample of incorrect responses to question 7.

7	① Aujourd'hui nous avons <u>commencée</u> notre travail à 800 heures.	
	② Hier, il est <u>pleu</u> toute la journée.	
	③ Ah, maintenant nous ne <u>étudient</u> pas avec Madame Mlongi.	
	④ La semaine prochaine, elles <u>allent</u> au bord de la mer comme nous.	
	⑤ Nous voudrions <u>fait</u> le tour du monde en bateau.	
	⑥ Demain matin, ils ont <u>venu</u> chez nous pour me voir.	
	⑦ Beaucoup de touristes sont <u>allée</u> à Ngorongoro en 2017.	

**Extract 7.1:** A Sample of Incorrect Responses to Question 8

Extract 7.1 is a sample of responses from a candidate who changed the verbs incorrectly due to poor mastery of the French language.

Further analysis shows that 493 (19.2) candidates had average performance as they were able to fill in 3 to 6 items by changing correctly the infinitive verbs into correct tenses. For example, one of the candidates who scored 5 marks had the following correct responses; “(a) *iront* (e) *a plu*, (f) *étudions*, (g) *iront* and (h) *faire*,” but the answers in items; “(b) *montes* (c) *faire*, (d) *commencent* (i) *viennent* and (j) *allons*” were incorrect. These responses indicate that the candidates had partial knowledge of this topic.

On the other hand, 210 (8.2%) candidates had good performance because they managed to change 6 to 10 verbs from infinitive into their correct answers in tenses. For example, one of the candidates managed to provide the correct items “(a) *iront* (b) *sont montés* (c) *faites* (d) *commençons* (e) *a plu* (f) *étudions* (g) *iront* (h) *faire* (i) *viendront* and (j) *sont allés*”.

Such responses from the candidates imply that the candidates had sufficient knowledge of changing infinitive verbs into appropriate tenses. Extract 7.2 is a sample of correct responses to question 7.

7	a) Mes élèves <u>iront</u> chez eux la semaine prochaine.	
	b) L'année dernière, les touristes <u>sont montés</u> sur le plus haut sommet d'Afrique.	
	c) Pour <u>réussir</u> à votre examen final, tu dois faire beaucoup d'exercices.	
	d) Toujours nous <u>commençons</u> notre travail à 8:00 heures.	
	e) Hier, il a <u>plu</u> toute la journée.	
	f) Ah, maintenant nous ne <u>étudions</u> pas avec Madame Mlangi.	
	g) La semaine prochaine, elles <u>iront</u> au bord de la mer comme nous.	
	h) Nous <u>voudrions</u> <del>faire</del> le tour du monde en bateau.	
	i) Demain matin, ils <u>viendront</u> chez nous pour me voir.	
	j) Beaucoup de touristes <del>se</del> <u>sont allés</u> à Ngongoro en 2017.	

**Extract 7.2:** A Sample of Correct Responses to Question 7

Extract 7.2 shows the responses from the candidate who transformed the verbs correctly into correct tenses.



### Question 8: Short Answers (Self Introduction)

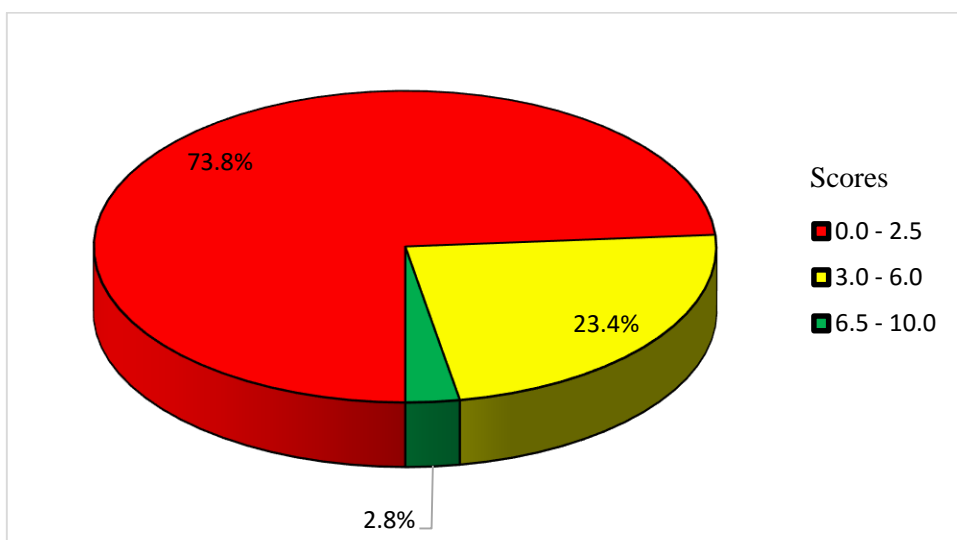
In this question, the candidates were given a short dialogue in which they were required to fill in the blanks with the correct names of professions corresponding to the given expressions in each item. This question tested the candidates' ability to use French language vocabulary to talk about professions. The following were the sentences given to the candidates:

8. Complétez ces phrases en écrivant un nom de la bonne profession dans votre livret.

**Exemple :** Un homme qui conduit une voiture c'est un chauffeur.

- (a) Une dame qui coiffe les femmes c'est \_\_\_\_\_.
- (b) Un homme qui chante c'est \_\_\_\_\_.
- (c) Quelqu'un qui soigne les maladies c'est \_\_\_\_\_.
- (d) Une dame qui décore la salle c'est \_\_\_\_\_.
- (e) Une femme qui fait la cuisine c'est \_\_\_\_\_.
- (f) Une femme qui danse la musique c'est \_\_\_\_\_.
- (g) Un homme qui enseigne les élèves c'est \_\_\_\_\_.
- (h) Une fille qui apprend les cours à l'école primaire c'est \_\_\_\_\_.
- (i) Une dame qui vend des vêtements au marché c'est \_\_\_\_\_.
- (j) Un homme qui répare des vélos c'est \_\_\_\_\_.

This question was attempted by 99.95 per cent out of whom 73.8 per cent scored from 0 to 2.5 marks indicating weak performance; 23.4 per cent scored from 3.0 to 6.0 marks indicating average performance and 2.8 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was weak, since 26.2 per cent of the candidates scored from 3.0 to 10.0 marks. Figure 8 shows the candidates' performance in this question.



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

The candidates' item response analysis in this question indicates that the candidates who performed well were able to fill in the blanks with the correct names of professions. These candidates considered the important things which must be observed when professional names are formed as follows:

In the French language, some names of professions are formed by removing *r* or *re* from the verb ending with *er* or *re*, then adding the suffix *ur* or *eur* to form masculine nouns or suffix *euse* to form feminine nouns. The following table indicates the changing of professional masculine names derived from the main verb into feminine names.

Table1: Changing masculine names into feminine by adding the suffix-*euse*.

Sn	Verb	Masculine Profession	Feminine Profession
1.	Chanter	Chanteur	Chanteuse
2.	Danser	Danseur	Danseuse
3.	Coiffer	Coiffeur	Coiffeuse
4.	Vendre	Vendeur	Vendeuse

Other names of professions are formed by removing *er* from the verbs and adding suffix *ateur* to form masculine nouns or *atrice* to form feminine nouns.

Table 2: Changing masculine names into feminine by adding the suffix-ice

Sn	Verb	Masculine Profession	Feminine Profession
1.	Décorer	Décorateur	Décoratrice
2.	Cultiver	Cultivateur	Cultivatrice
3.	Réparer	Réparateur	Réparatrice

However, there are many names of professions which are not formed from the verbs. In this respect, the candidates were supposed to have sufficient knowledge of vocabulary relating to professions in order to perform well in this question. The candidate performance is an indication that they had sufficient knowledgeable of the names of professions in French language. Extract 8.1 is a sample of the correct responses to question 8.

a.	Une <del>hou</del> dame qui coupe les femmes c'est <u>une coiffeuse.</u>
b.	Un homme qui chante c'est <u>un chanteur.</u>
c.	Quelqu'un qui soigne les maladies c'est <u>un docteur.</u>
d.	Une dame qui décore la salle c'est <u>une décoratrice.</u>
e.	Une femme qui fait la cuisine c'est <sup>une</sup> <del>la</del> <u>chef de cuisine.</u>
f.	Une femme qui danse la musique c'est <u>une danseuse.</u>
g.	Un homme qui enseigne les élèves c'est <u>un professeur.</u>
h.	Une fille qui apprend les cours à l'école primaire c'est <u>une élève.</u>
i.	Une dame qui vend des vêtements au marché c'est <u>une vendeuse.</u>
j.	Un homme qui répare des vélos c'est <u>un mécanicien.</u>

Extract 8.1: A Sample of Correct Responses to Question 8

Extract 8.1 shows a sample of responses from a candidate who filled in the blanks with correct names of professions corresponding to the given expressions in each item.

However, the analysis of the candidates' responses in this question indicates that 1893 (73.8%) candidates had weak performance. They scored 0 to 4 marks out of 10 marks. They failed to provide correct names of the professions in the French Language. Other candidates wrote correct vocabulary but differed from the given expression of the profession. The following are samples of the responses from some of the candidates who scored low marks in this question.

In item (a), some of the candidates wrote *un caffies*, *une coiffeur*, *une coiffeure* instead of *une coiffeuse*. Moreover, in item (b), some of the candidates wrote *un chanter*, *un musique*, *un artiste* instead of *un chanteur*. Furthermore, some of the candidates in item (c) wrote *medicine*, *un l'hôpital*, *infirmier*, instead of *un medecin* or *un docteur*.

In item (d), some of the candidates wrote *décorateur*, *une conduit à tax*, *décorer* instead of *une décoratrice*. In item (e), they wrote *une cuisine*, *cuisineur*, *cuisinier*, instead of *une cuisinière*. In item (f), some of the candidates wrote *une musique*, *une danceur*, *un danser* instead of *une danseuse*.

The further analysis indicates that in item (g), (h), (i) and (j), some candidates incorrectly wrote *profeser*, *une étudier*, *vender* and *repareur* respectively. These candidates failed to write the correct spellings of the names. Similarly, the analysis of the candidates' responses shows that the candidates understood the requirement of the question, but they had insufficient knowledge of the French vocabulary pertaining to professions. Extract 8.2 is a sample of incorrect responses to question 8.

8	a) coiffer ou une coiffer	
	b) Un chanteur	
	c) Un soigner	
	d) Une décrire	
	e) Une bru	
	f) Une musicien	
	g) Un enseigner ou Un professeur	
	h) Une Mademoiselle	
	i) Une vendeur	
	j) Un réparer	

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

Extract 8.2 shows a sample of responses from a candidate who filled in the blanks with incorrect of professional names.

On the other hand, the analysis of the candidates' responses in this question indicates that (23.4 per cent) of the candidates had average performance. These candidates scored 5 to 6 marks out of 10 marks. Most of them wrote the correct responses in items (a) *une coiffeuse*, (b) *un chanteur*, (c) *un medecin* or *un docteur*, (f) *une danseuse*, (g) *un professeur* and (i) *une commerçante* or *vendeuse*. This analysis of the candidates' responses reveals that the candidates had partial knowledge of the topic of profession which enabled them to provide correct names of professions with which they were familiar.

### Question 9: Summary (Comprehension)

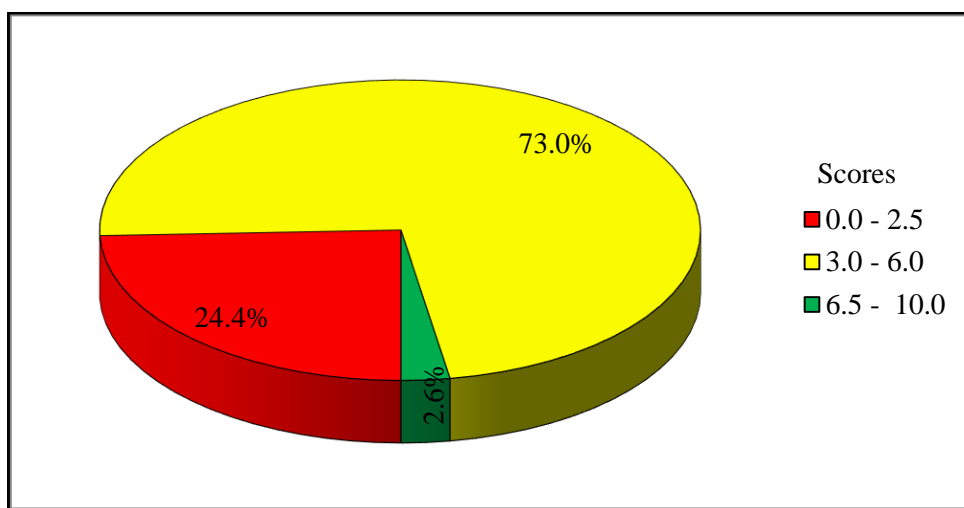
In this question, the candidates were required to summarise a given comprehension text from 70 to 80 words. This question tested the candidates' ability to comprehend the written text.

9. Résumez le texte suivant en 70 - 80 mots.

Hier soir, quand Janette rentrait à la maison, après l'école, vers 5 heures, elle a vu un grave accident. Il avait plu et la route était un peu glissante. La météo avait déjà annoncé pour informer les automobilistes de conduire moins vite et encore plus prudemment que d'habitude.

C'était le soir et tout le monde rentrait à la maison. Il y avait donc beaucoup de voitures sur la route. La plupart des automobilistes habitués à ce scénario étaient très patients. Mais, un jeune homme sur une moto, faisant un bruit énorme, est entré en collision avec une voiture. Le chauffeur a essayé de doubler les voitures en devant de sa voiture. Le chauffeur n'était pas blessé mais le jeune homme a été jeté de sa moto. Il s'est cassé la jambe et il était légèrement blessé à la tête. Comme il ne roulait pas trop vite, les blessures n'étaient pas graves.

This question was attempted by 100 per cent of the candidates, out of whom (24.4 per cent) scored from 0 to 2.5 marks indicating weak performance; (73.0 per cent) scored from 3.0 to 6.0 marks indicating average performance and 2.6 per cent scored from 6.5 to 10.0 marks indicating good performance. The general performance of the candidates in this question was good, since 75.6 per cent of the candidates scored from 3.0 to 9.5 marks. Figure 9 shows the candidates' performance in this question.



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

The analysis of the candidates' responses indicates that 627 (24.4%) candidates had weak performance in this question. Some of the candidates failed to understand the requirement of the question and lacked skills of summarising a text. For example, one of the candidates wrote almost the whole text instead of summarizing it. In addition to that, some of them wrote summaries which were different from the original text. Other candidates copied the text from the question paper. For example, one of the candidates copied such sentences as;

*‘‘Hier Janette rentrait à la maison. C'est le soir. Toute le monde est à la maison. Il y avait donc beaucoup des voitures’’* from the question paper.

These responses indicate that, the candidates lacked skills and the ability to summarise the comprehension text given due to poor mastery of the French Language. Extract 9.1 is a sample of incorrect responses.

9.	Hier soir, quand Janette rentrait à la maison, après l'école, vers 5 heures, elle a vu un grave accident. Il avait plu et la route était un peu glissante. La météo avait déjà annoncé pour informer les automobilistes de conduire moins vite et encore plus prudemment que d'habitude. Mais, un jeune homme sur une moto, faisant un bruit énorme, est entré en collision avec une voiture. Comme il ne roulait pas trop vite, les blessures n'étaient pas graves.
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**Extract 9.1:** A Sample of Incorrect Responses to Question 9

Extract 9.1 is a sample of responses from a candidate who took the words directly from the original text without summarising it.

On the other hand, the candidates' response analysis shows that 1,874 (73.0%) candidates scored averagely in this question. These candidates had partial knowledge of summarising texts. They managed to summarise few key points from the original text. Their sentences had some grammatical errors and their summary were not well organised. This made them to score average marks.

On the contrary, 65 (2.6%) the candidates had good performance as they scored from 6.5 to 8.0 marks. The candidates who scored 8.0 marks wrote a good comprehensive summary which had few grammatical errors They also included all

the key ideas from the original text. For example, one of the candidates wrote the text shown below.

*“Hier soir, quand Janette rentrait à la maison, il y avait un grand accident. Il avait plu et la route était un peu glissante. Il y avait beaucoup de voitures sur la route mais les automobilistes étaient patients. Un jeune homme qui était sur une moto est entré en collision avec une voiture. Le chauffeur a voulu doubler les voitures en devant de sa voiture. Le jeune homme s’est cassé la jambe et il était légèrement blessé à la tête”*

Such good summaries of comprehensions indicate that the candidates had sufficient vocabulary, comprehension skills and knowledge of the French grammatical rules. Extract 9.2 is a sample of correct responses to question 9.

09.	Dans le texte on parle d'un grave accident	
	qui est lieu hier soir quand Janette et tout le	
	monde rentrait à la maison après l'école vers 5 heures.	
	Sur la route, il y avait donc beaucoup de voitures et	
	la météo avait déjà annoncé pour informer les automobilistes	
	de conduire moins vite parce qu'il avait plu et la route était	
	un peu glissante. Mais un homme sur une moto est entré en	
	collision avec une voiture et il a été jeté de sa moto.	
	Il s'est cassé la jambe et il était légèrement blessé à	
	la tête.	

**Extract 9.2:** A Sample of Correct Responses to Question 9

Extract 9.2 illustrates a response from a candidate who wrote a good summary of comprehension text with few grammatical errors and maintained the key points of the original text.

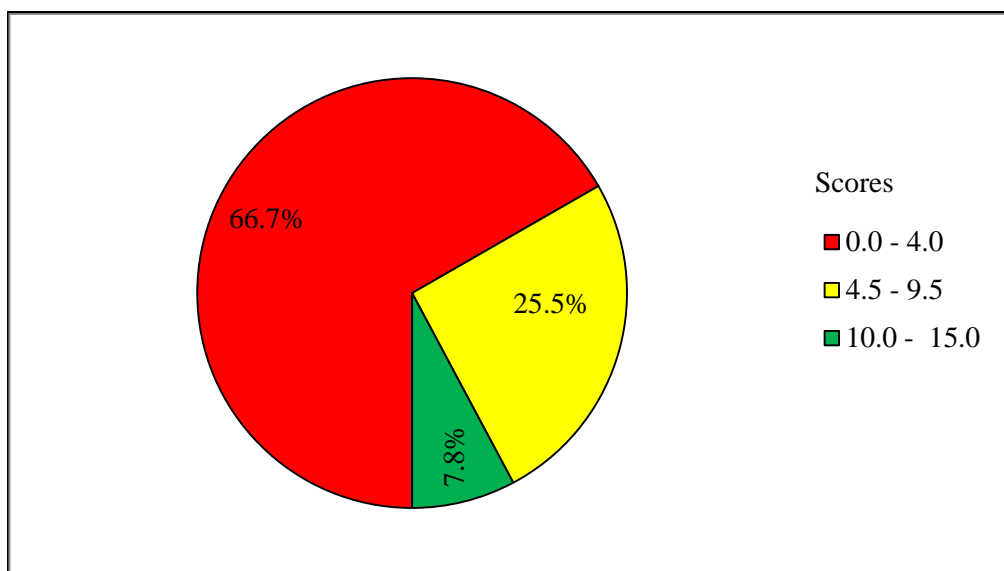
### **Question 10: Written Expression (Composition/Letter Writing)**

The question required the candidates to write a composition explaining the importance of learning the French language. The question tested the candidates' ability to write friendly official letters. The question was as follows:



10. En donnant quatre raisons, rédigez une composition sur l'importance d'apprendre la langue française en Tanzanie. Votre composition doit être entre 150 - 200 mots.

This question was attempted by 1014 (39.5%) candidates, out of whom 676 (66.7%) scored from 0 to 4.0 marks indicating weak performance; 259 (25.5%) candidates scored from 4.5 to 9.0 marks indicating average performance and 79 (7.8%) candidates scored from 10.0 to 15.0 marks indicating good performance. The general performance of the candidates in this question was average, since 338 (33.3%) candidates scored from 4.5 to 14.0 marks. Figure 10 shows the candidates' performance in this question.



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

The candidates' responses analysis indicates that 676 (66.7%) candidates had weak performance. Apart from that, 392 (38.7%) candidates scored 0 mark. These candidates wrote compositions which lacked the introduction, main body and conclusions. Moreover, some of the candidates code-mixed the language for example in some cases they used English words and there were also those who wrote incomprehensible sentences due to inappropriate use of vocabulary and grammatical rules.

In addition to that the candidates who scored from 0.5 to 4.0 marks were able to write correctly the introduction, main body and conclusion although their

compositions lacked cohesion. Extract 10.1 is sample of incorrect responses to question 10.

10	COMPOSITION AVEC L'IMPORTANCE D'APPRENDRE LA LANGUE FRANÇAISE EN TANZANIE.	
	Bon apres midi! Je m'appelle Nuraah Marco. Je habite à Kigida. J'ai dix sept ans. J'aime parle française langue. il y a l'importance d'apprendre la langue Française en Tanzanie. Un français langue il est international langue. Deux il est utilisez enseigner en école avec differente cours. Trois français il est simple langue avec communications. Quatre français langue il est le source de income avec developement en Tanzanien. En France il y a importante personne que <del>par</del> parle bien France et traduire Anglais et Français a source de employment dans le monde exemple Tanzanien. Aussi importante personne exemple docteur que responsible soigner les maladies le nationale exemple comp. Français de bon langue dans la monde. Merci beaucoup! certaine demande Français langue beaucoup. il y a Industrie, est tourisme dans la monde. Merci beaucoup! et parle Français quelque fois	

**Extract 10.1:** A Sample of Incorrect Responses to Question 10

Extract 10.1 indicates a sample of responses from a candidate who wrote a composition by introducing himself/herself but he/she failed to present her has ideas logically and grammatically.

Moreover, 259 (25.5%) candidates had average performance as they wrote letters which contained such element as introduction the date, address of the sender, address of the receiver, salutation, main body, conclusion and signature but however their letters lacked clarity and the contents was not well developed due to inappropriate use of vocabulary and grammatical rules.

In contrast, 79 (7.8%) the candidates had good performance as they wrote compositions contained all the basic parts like the introduction, main body and the conclusion. On top of that, their compositions were clear and adhered to the

procedure they used appropriate vocabulary even though their sentences had few grammatical errors. Extract 10.2 is a sample of correct responses to question 10.

10.	La langue française est une langue internationale et il est parlé par beaucoup de pays différents. et les gens qui parlent la langue française sont les francophones. Apprendre la langue française a l'importance différentes. L'importance de apprendre français sont comme suivant.
	Aide obtenir le emploi, les gens différentes obtiendrai emploi y a des de apprendre la langue de français le travail comme professeurs de français. et joindre a secteurs différents comme secteur de tourisme.
	Alors, la langue française aide en communication, beaucoup de gens mettrai communication avec différents gens de francophones. donc français langue est très importante.
	Ensuite, aide la personne vivre un pays étranger, une personne vivrai un pays étranger comme France en Paris par car les personnes peuvent parler le français.
	La langue française est la source de obtenir la connaissance de différentes choses, quand tu apprendre le français langue tu obtiendrai la connaissance de différentes et beaucoup de choses qui tu ne sais pas en francophones.
	Finalement, apprendre la langue de français est très important à la gens par ce qu'il y a des raisons différentes que sont expliquées ci-dessus.

### Extract 10.2: A Sample of Correct Responses to Question 11

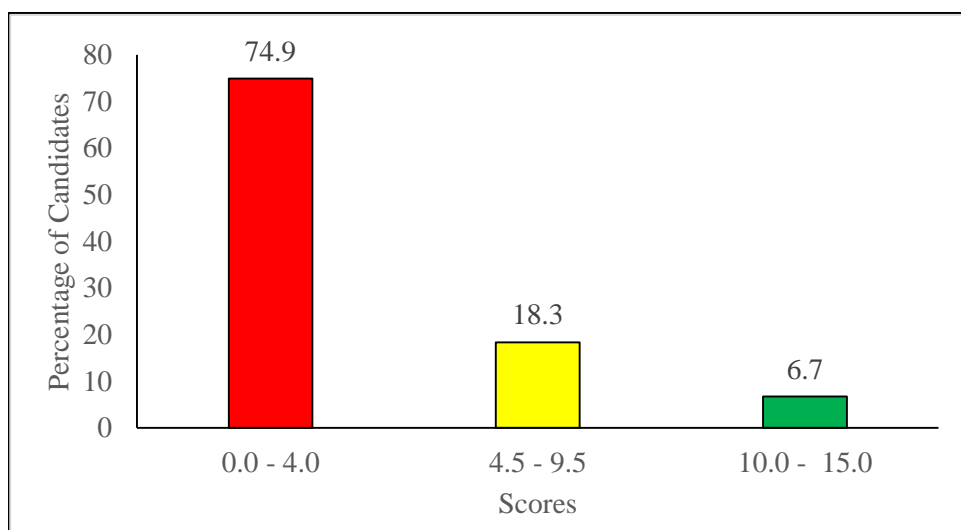
Extract 10.2 indicates a sample of responses from a candidate who wrote a good composition although it contained few grammatical errors.

### Question 11: Written Expression (Composition/Essay Writing)

The question required the candidates to write a letter of not less than 150 words and not more than 200 words to a friend telling him the reasons why they won't pay him a visit. The question tested the candidates' ability to express themselves using simple French Language.

11. Vous êtes Fimbo KAWA de Mtwara et vous voulez voyager la semaine prochaine pour rendre visite à un ami à Mafinga mais votre petit frère est très malade. Rédigez une lettre de 150 - 200 mots à votre ami pour présenter vos excuses en donnant trois raisons.

This question was attempted by 1550 (60.4%) the candidates, out of whom 1161 (74.9%) candidates scored from 0 to 4.0 marks indicating weak performance; 284 (18.3%) candidates scored from 4.5 to 9.0 marks indicating average performance and 105 (6.7%) candidates scored from 10.0 to 14.0 marks indicating good performance. The general performance of the candidates in this question was weak, since 389 (25.0%) candidates scored from 4.5 to 14.5 marks. Figure 11 shows the candidates' performance in this question.



**Figure 11:** Percentages of the Candidates' Performance in Question 11

The candidates' responses analysis indicates that 1161 (74.9%) per cent of the candidates had weak performance as they scored from 0 to 4.0 marks. On top of that, 101 (6.5%) candidates scored 0 mark because they wrote letters which lacked important elements like the date, introduction, main body, conclusion, coherence

of ideas. For example, one of the candidates wrote the following incomprehensible composition which also contained some English Language words.

On the other hand, there were candidates who scored from 0.5 to 4.0 marks because they wrote the introduction and conclusion which lacked clarity. They also provided points which lacked coherence and elaboration indicating that they lacked the writing skills. In addition to that, these candidates had insufficient knowledge of the principles and grammatical rules of French Language. Other candidates did not understand the requirements of the question as they wrote letters to introduce themselves. Extract 11.1 shows an incorrect response.

11.	le 25 mars 2022.	
	Jimbo KAWA de Mtwara.	
	B.P. 23.	
	Mafingo.	
	Cher ami.	
	Salut mon ami. j'espère que ta famille	
	va bien, mon famille avec moi nous sommes	
	bien portants.	
	je excusses en donnant trois raisons,	
	voyager la semaine prochaine pour rendre	
	visite à un ami à mafinga mais votre	
	petit mon père est très malade, vous	
	êtes Jimbo KAWA de Mtwara et vous	
	voulez.	
	l'expression de ma considération distinguée.	
	Bien à toi.	
	Jimbo KAWA.	

**Extract 11.1:** A Sample of Incorrect Response to Question 11

Extract 11.1 shows a sample of a response from a candidate who wrote the letter but did not adhere to principles of letter writing.

Further candidates' response analysis indicates that 284 (18.3%) candidates had average performance as they adhered to the principles of letter writing (e.g writing dates, introduction, main body, cohered paragraphs, conclusion and content) but their points lacked clarity due to inappropriate use of vocabulary and grammar.

On the other hand, 105 (6.7%) candidates had good performance as they wrote letters which had the date, introduction, the main body which had coherence of ideas and the conclusion. However, their compositions were not detailed due to inappropriate use of vocabulary and grammatical errors contained therein Extract 11.2 is a sample of good responses.

11.	Mtwara, 25, novembre 2022.	
	Cher mon ami	
	J'espere que vous allez bien avec ta famille à Mafinga. Moi je vais bien aussi. Je voudrais voyager la semaine prochaine pour te rendre visite à Mafinga mais Je suis desolee' parce que Je ne peux pas venir. Je ne peux pas venir parce que mon petit frere est très malade ainsi j'ai les activites pour faire	
	premièrement, J'ai faire la cuisine pour preparer les noirtures dont mon petit frere peut manger et devenir bien parce que le docteur a dit qu'il doit mange beaucoup de les noirtures et des frites aussi boire beaucoup de l'eau	
	deuxièmement, J'ai faire la sieste et faire la lessire. Parce que mon petit frere est très malade ainsi il ne peut pas faire la sieste et faire la lessire. Alors je dois faire tous les activites	
	troisièmement, J'ai balayer et nettoyer la maison. Nos parents sont alles au travail et mon petit frere est malade alors il n'y a personne pour faire ces activites ainsi Je ne peux pas venir parce que je dois balayer et nettoyer la maison	
	Esperants qui quand mon petit frere va bien, Je vous visiterai a <del>Manya</del> Mafinga et vous serez très heureuse	
	Bien amicalement	
	Fimbo KANA.	

**Extract 11.2:** A Sample of Correct Response to Question 11

Extract 11.1 shows a sample of a response from a candidate who wrote the letter and adhered to the principles of letter writing though it contained some few grammatical errors.

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

The analysis of the candidates' performance indicates that; the candidates were tested in four topics. Those topics were; *Language use, Comprehension, Language Pattern/Structure and Written Expression/Composition*.

The percentages of the candidates' performance in each topic were as follows: *Language use* (77.4%), *Comprehension* (41.1%), *Language Pattern/Structure* (32.7%) and *Written Expression/Composition* (29.2%). The performance in each topic is also indicated in appendix A found on pg.59 of this report.

The performance in the topic of *Comprehension* was 68.3 percent in 2021 whereas in 2022 was 41.1 percent, showing decrease of 27.2 percent. Furthermore, the performance in the topic of *Written Expression* was 43.2 percent in 2021 whereas in 2022 it was 29.2 percent, showing the decrease of 14 percent.

The performance in the topic of *Language use* was 77.7 percent in 2021 while in 2022 it was 74 percent, showing the decrease of 3.7 percent. Further analysis indicates that the performance in the topic of *Language Pattern/Structure* was 40.6 percent in 2021 whereas in 2022 it was 32.7 percent, showing a decrease of 7.9 percent. Generally, this performance shows that there was decrease of performance in all the topics as indicated in appendix B.

### **4.0 CONCLUSION**

Generally, the candidates' performance in this subject was average, since 41.12 of the candidates passed. Further analysis of their responses indicates that, the candidates had average performance due to partial knowledge and skills in reading for comprehension, principles and grammatical rules, particularly in the present continuous tense, jumbled sentences, simple past tense and short answer from comprehension passage. This resulted into the production of responses with some grammatical errors as well as lexical and typographical errors.

The Candidates lacked adequate knowledge of key concepts related to the topics covered in the examination. Some of them had poor command of the French Language which made them to use inappropriate vocabulary and so could not express themselves well in their responses.

## **5.0 RECOMMENDATIONS**

Taking into consideration of the analysis of the candidates' responses and conclusion drawn from the performance in this subject, it is recommended that:

- (a) More time should be devoted by both teachers and students to those topics that appear to be more difficult for the students (e.g. jumbled sentences, present continuous tense and simple past tense). The topics that appear to be more problematic need to be treated differently in terms of the use of teaching and learning methodologies.
- (b) Students should be encouraged to read short story books and other educative French materials so that they can acquire enough vocabulary. This will enable them to express themselves fluently in the French Language, particularly in composition writing and answering comprehension questions.
- (c) French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive methods (communicative methods) which will motivate students to learn the language. For example, teaching of French language can be done through role play, group work, imitation, discussion and tours to different places.
- (d) French Language subject clubs should be encouraged to assist students to practice spoken language.



## Appendix A

### Summary of Candidates' Performance in Each Topic

S/N	Topic	Question number	Percentages of candidates who scored 30% or above	Average performance by Topic (%)	Remarks
1	Language use	1	69.5	74	Good
		2	78.5		
2	Comprehension	3	51	41.1	Average
		6	31.1		
3	Language Patterns/Structure	4	40.5	32.7	Average
		5	42.2		
		7	27.4		
		8	26.2		
		9	27		
4	Written Expression/Composition	10	33.3	29.2	Poor
		11	25		

## Appendix B

Comparison of the Candidates' Performance per Topic between the CSEE 2021 and 2022

