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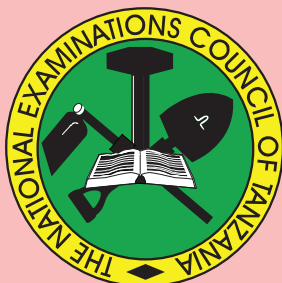

STUDENTS' ITEM RESPONSE ANALYSIS FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

023 FRENCH LANGUAGE

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FOREWORD

The Students' Item Response Analysis (SIRA) report on the performance of students in the Form Two National Assessment (FTNA) for 2019, has been prepared in order to provide feedback to school quality assurers, education administrators, school managers, teachers, students and other education stakeholders about the students' abilities in the French Language subject.

The analysis presented in this report is intended to give an understanding of factors for students' performance in French Language subject. The analysis indicates that some of the students scored high marks because they were able to identify the tasks of the questions, they had adequate knowledge of grammatical rules, and they had enough vocabulary in the French Language to use in different situations and they had sufficient knowledge on various topics. The report also highlights some of the factors that hindered students from scoring high marks in the questions. These factors include among other things lack of knowledge of vocabulary, principles and grammatical rules, the inability to understand the requirements of the questions and the inability to express themselves using simple French Language.

It is hoped that the feedback provided in this report will enable education administrators, school managers, school quality assurers, teachers, students and other stakeholders in education to identify measures to be taken to improve students' performance in future assessments administered by the Council.

Finally, the Council would like to thank all those who participated in the preparation and analysis of the data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of the students who sat for the Form Two National Assessment (FTNA) in French Language subject in November, 2019. The assessment was set according to the 2010 French Language syllabus. This analysis shows the students' performance in each item by indicating the students' weaknesses and strengths in answering the questions asked. It highlights the requirements of each question by indicating the expected responses, how students answered the questions and the analysis of the students' responses. The analysis also shows the extent to which each question was attempted by the students (in percentage). In this report, sample extracts from the scripts of the students' responses have been shown so as to provide a general overview of how the students responded in relation to the tasks in each question.

Students' performance has been categorised into three (3) groups, namely good, average and poor. Performance from 65 to 100 percent is categorised as *good*, from 30 to 64 percent as *average*, and from 0 to 29 percent as *poor*. Two basic colours have been used to represent this performance: *yellow* colour shows average performance and *red* colour shows poor performance. The Students' performance in each topic is summarised in the appendix.

This assessment paper comprised of four sections, namely A, B, C and D with a total of 10 questions. The students were required to attempt all the questions. Section A comprised of 2 questions, where question 1 carried 15 marks and question 2 carried 5 marks, making a total of 20 marks. Section B comprised of 5 questions; questions 3, 4, 5, 6 and 7. Question 4 carried 5 marks; questions 3, 5, 6 and 7 carried 10 marks each making a total of 45 marks. Section C comprised of 2 questions; question 8 carried 5 marks and question 9 carried 10 marks making a total of 15 marks. Section D comprised of only one question which carried 20 marks. The students were tested in four topics; namely, Written Comprehension, Language Patterns/Structure, Language Use (Vocabulary) and Composition/Written Expression.

A total of 11,370 students sat for the Form Two National Assessment in November, 2019, out of these, 5,214 students (45.88%) passed. In 2018, 4,933 (39.48%) students passed. These results show an increase of 6.40 percent in the students' performance.

The National Examinations Council of Tanzania (NECTA) expects that this analysis will enable teachers and other education stakeholders to take appropriate measures to improve the teaching and learning of the French Language. This will eventually lead to improvement of performance in this subject.

2.0   ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1   Question 1: Multiple Choice and Short Answers questions

In this question the students were required to read the dialogue given and answer the questions by using the information from the dialogue. The question had parts (a) and (b). In part (a), the students were required to respond to five multiple choice items; (i) to (v). In part (b), they were required to supply short answers to five items; (i) to (v). The question tested the students' ability to comprehend information from the dialogue.

The question was attempted by 11,361 (98.1 %) students, out of these, 68.9 percent scored from 0 to 4.0 marks, which is poor performance. Additionally, 26.4 percent scored from 4.5 to 9.5 marks, which is average performance. Furthermore, 4.7 percent scored from 10.0 to 15.0 marks, which is good performance. The students' general performance in this question was average, since 31.1 percent scored from 4.5 to 15.0 marks. Figure 1 summarises students' performance in this question.
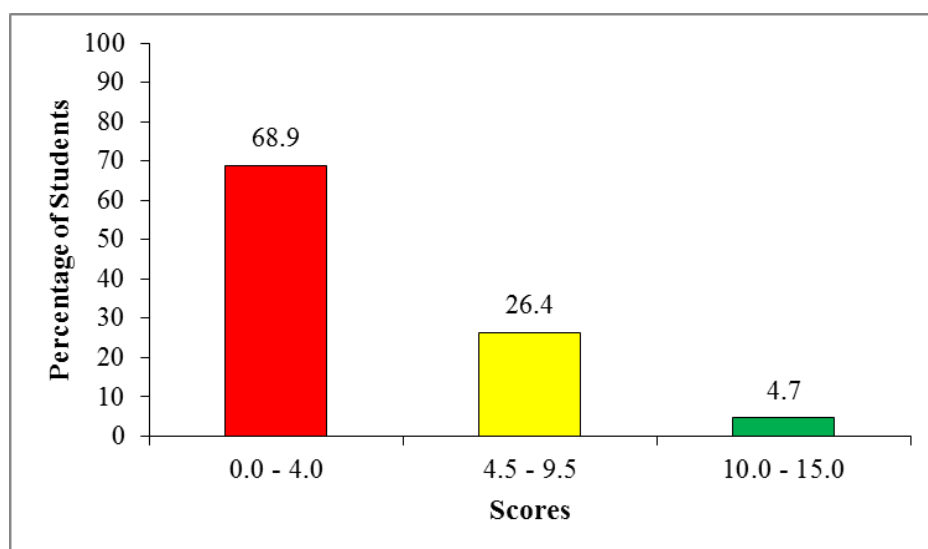
Figure 1: Students' Performance in Question 1.

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The students who performed poorly in part (a) failed to choose the correct answer from the 4 alternatives given in each item. This shows that they lacked comprehension skills on the given dialogue. They also lacked vocabulary and this prevented them from understanding the information contained in the dialogue. For example, in responding to question 1 (a) item (i), some of the students selected option B "*son père a une voiture*" meaning "her father has a car" which was an incorrect response. The presence of words "*J'y vais en voiture de mon père/avec la voiture de ton pere*" attracted these students to choose this distractor. The students' failure in finding the correct reason on why Sikujua doesn't go to school on foot is due to lack of vocabulary. Those who selected "B" did not understand the requirement of the question. The choice of this distractor could be correct if the question was changed to "how does Sikujua go to school?". In item (ii), some of them selected B "*elle est Kenyanne*" meaning "She is a Kenyan woman" which was a wrong answer. The choice of this distractor was due to random selection among the alternatives given. In item (iii), the students selected option D "*60 minutes*" because the word "*une heure*" meaning "one hour" appeared in the text. In item (iv), the students selected C "*parce qu'elle n'aime pas son professeur de français*" meaning "Because she doesn't like her French Language teacher". Students selected this distracter because they had poor command of French Language. In item (v), they chose C "*il est directeur de Makuti*" meaning "He is the headmaster of Makuti secondary school". This distractor attracted students due to the fact that the name of the school appeared in the dialogue as follows: "*mon école s'appelle Makuti……*"

Additionally, the analysis shows that students who scored low marks in part (b) did not understand the information from the dialogue. They lacked comprehension skills and they had insufficient French Language vocabulary. Because of that, some students picked some words from the dialogue randomly. For example, one student copied the following words "*Madame Diof, Madame Mapessa*". In question 1 part (b) item (iv), students were asked to describe the behaviour and physical features of the headmaster of St Joseph Secondary School, "*Comment est le directeur de St Joseph?*" The correct response was, "*Le directeur de St Joseph est strict, grand et muscle*" meaning " the headmaster of St Joseph is strict, tall and muscular*" …………*", but some students simply mentioned his name "Mjimvuni".

Extract 1.1 is a sample of incorrect response in part (a) and part (b).

Questions
(a) Ecrivez la lettre d'une bonne réponse dans la boîte donnée.
   (i) Sikujua ne va pas à l'école à pied parce que
      A son père a une voiture.
      B elle prend l'autobus.
      C elle n'aime pas marche à pied.
      D son école est très loin de chez elle.

      `B`

   (ii) Le professeur de français de Kiondo est de quelle nationalité?
      A Elle est camerounaise.
      B Elle est kenyane.
      C Elle est tanzanienne.
      D Elle est sénégalaise.

      `B`

   (iii) Sikujua prend combien de temps pour arriver à l'école en autobus?
      A 30 minutes.
      B 40 minutes.
      C 90 minutes.
      D 60 minutes.

      `A`

   (iv) Pourquoi Sikujua ne veut pas continuer à étudier dans son école?
      A Parce qu'il n'y a pas assez de professeurs.
      B Parce qu'elle veut être avec son ami Kiondo.
      C Parce qu'elle n'aime pas son professeur de français.
      D Parce qu'elle habite très loin de son école.

      `B`

   (v) Qui est monsieur Mjivuni?
      A Il est strict, grand et musclé.
      B Il est directeur de St. Joseph.
      C Il est directeur de Makuti.
      D Il est le père de Kiondo.

      `A`

(b) Répondez aux questions suivantes d'après le texte donné ci-dessus.
   (i) Combien d'élèves y a-t-il dans l'école de Makuti?
      Il y a............*Tu parc Imaginer*............ élèves dans l'école de Makuti.
   (ii) Quel est la profession du père de Kiondo?
      Le père de Kiondo est.........*Monsieur Mwendo*.........
   (iii) Comment s'appelle le professeur de français de St. Joseph?
      Le professeur de français de St. Joseph ...*Madame Diof*.........
   (iv) Comment est le directeur de St. Joseph?
      Le directeur de St. Joseph est ...*Ce que c'est Lion de ton ecole*
   (v) Pourquoi l'autobus prend long temps pour arriver à l'école?
      L'autobus prend long temps pour arriver à l'école ...*Trente minute too*
      ....

Extract 1.1: A sample of a student's poor responses in question 1.

Extract 1.1 a response from a student who failed to choose the correct answers in part (a) and provided incorrect responses in part (b).

The students with average performance managed to score two to three correct items out of the five items given in part (a). They were also able to provide correct responses from 2 to 3 out of the five items provided in part

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(b). This indicates that the students in this category had partially understood the dialogue given.

There were students who scored all the 15 marks in this question. These students were able to identify the correct response from the 4 alternatives given in each item in part (a). They realised that letter "D" was the correct answer for item (i) because they understood the information from dialogue that helped them to eliminate all incorrect responses. They also managed to identify letter "C" as the correct response for item (ii), because they had enough knowledge on the people's nationalities. Moreover, they chose letter "C" for item (iii) because they had sufficient knowledge on telling time. In addition to that, these students chose letter "A" for item (iv) because they were knowledgeable on the adjectives of quantity such as "assez de professeurs". Lastly, they chose letter "B" as a correct response for item (v) because they had sufficient comprehension skills.

Further analysis of responses shows that, in part (b) students who scored all the marks demonstrated a good masterly of the French Language that enabled them to read and comprehend the dialogue. The knowledge of the French Language enabled them to identify easily the correct responses from the dialogue. Extract 1.2 is a sample of a good response from a student who chose the correct answers in part (a) and provided correct short answers in part (b) that related to the information given in the dialogue.

Questions

(a) Ecrivez la lettre d'une bonne réponse dans la boîte donnée.

    (i) Sikujua ne va pas à l'école à pied parce que
        A son père a une voiture.
        B elle prend l'autobus.
        C elle n'aime pas marche à pied.
        D son école est très loin de chez elle.
                                                        D

    (ii) Le professeur de français de Kiondo est de quelle nationalité?
        A Elle est camerounaise.
        B Elle est kenyane.
        C Elle est tanzanienne.
        D Elle est sénégalaise.
                                                         C

    (iii) Sikujua prend combien de temps pour arriver à l'école en autobus?
        A 30 minutes.
        B 40 minutes.
        C 90 minutes.
        D 60 minutes.
                                                        C

    (iv) Pourquoi Sikujua ne veut pas continuer à étudier dans son école?
        A Parce qu'il n'y a pas assez de professeurs.
        B Parce qu'elle veut être avec son ami Kiondo.
        C Parce qu'elle n'aime pas son professeur de français.
        D Parce qu'elle habite très loin de son école.
                                                        A

    (v) Qui est monsieur Mjivuni?
        A Il est strict, grand et musclé.
        B Il est directeur de St. Joseph.
        C Il est directeur de Makuti.
        D Il est le père de Kiondo.
                                                  B

(b) Répondez aux questions suivantes d'après le texte donné ci-dessus.

    (i) Combien d'élèves y a-t-il dans l'école de Makuti?

        Il y a................*six-cents*.....................… élèves dans l'école de Makuti.

    (ii) Quel est la profession du père de Kiondo?

        Le père de Kiondo est........*banquier*.......................................

    (iii) Comment s'appelle le professeur de français de St. Joseph?

        Le professeur de français de St. Joseph ....*s'appelle Madam Kijoli*

    (iv) Comment est le directeur de St. Joseph?

        Le directeur de St. Joseph est ....*Strict, grand et musclé.*

    (v) Pourquoi l'autobus prend long temps pour arriver à l'école?

        L'autobus prend long temps pour arriver à l'école .....*parce que le bus*
        ....*s'arrête de temps en temps.*...

Extract 1.2: A sample of a student's good responses in question 1.

Extract 1.2 is a sample of a response from a student who was able to choose the correct answers in part (a) and provided correct responses in part (b).

2.2 Question 2: True or False (Comprehension)

In this question students were given a short comprehension text to read and respond to the questions by writing (V) if the statement was "True" and (F) if the statement was "False". The question tested the students' ability to understand the information from the text given.

The question was attempted by 11,275 (97.4 %) students, out of these, 14.4 percent scored from 0 to 1.0 mark, which is poor performance. Moreover, 46 percent scored from 2.0 to 3.0 marks, which is an average performance. Furthermore, 39.6 percent scored from 3.5 to 5.0 marks, which is good performance. The general performance of the students in this question was good, since 85.6 percent scored from 2.0 to 5.0 marks. Figure 2 summarises the students' performance in this question.
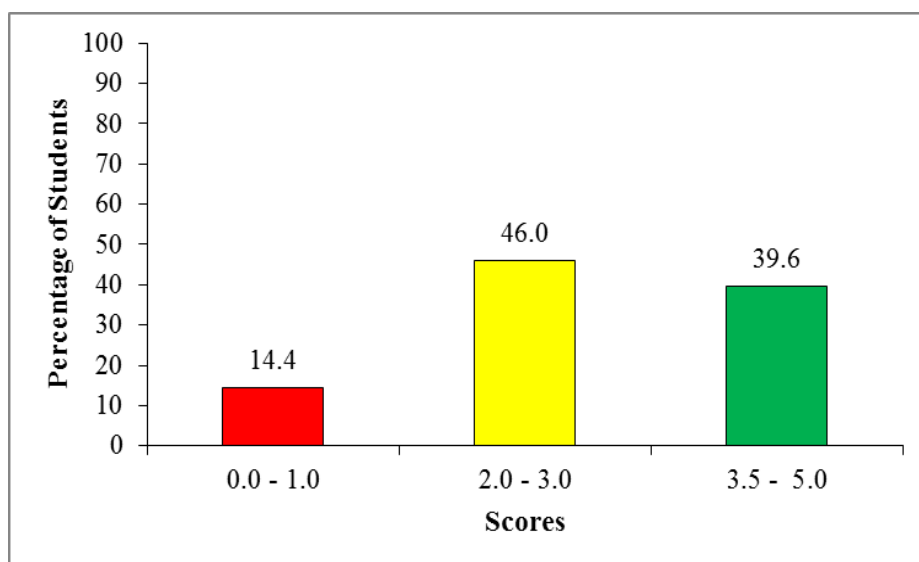
Figure 2: Students' Performance in Question 2.

Students with average performance in this question managed to provide 2 to 3 correct responses out of the 5 required. This indicates that the students had insufficient comprehension skills.

The analysis of the responses in this question indicates that the students with good performance scored from 4 to 5 marks. Those who scored 5 marks read and comprehended the information from the passage. Using the information from the text, these students were able to identify that statements (c) and (f) were True whereas (b), (d) and (e) were False. This shows that they had sufficient reading comprehension skills which enabled

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them to identify statements that were true or false. Extract 2.1 is a sample of a good response.

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2.  Lisez la lettre suivante et après répondez aux questions par Vrai (V) ou Faux (F) comme dans
    l'exemple.

    Monsieur Mabwe, sa femme madame Haika et ses deux enfants Paul et Jacqueline habitent à Dar
    es Salaam. Ils vont tous les ans en vacances à Arusha. Ils partent en fin de novembre en voiture
    privée. C'est monsieur Mabwe qui conduit et ce voyage prend à peu près huit heures en voiture.
    Ils passent deux semaines à Arusha. Ils ont une grande et belle maison là-bas avec un jardin très
    beau. Ses enfants font du vélo presque tous les jours. Monsieur Mabwe aime faire du jogging. Sa
    femme aime faire la cuisine et lire des magazines. Elle reçoit des magazines de beauté. Le soir,
    ils sortent souvent. Quelquefois ils voient des amis avec leurs enfants et ils s'amusent ensemble.
    Ensuite ils vont à Marangu pour une semaine et ils restent dans un hôtel. Là-bas, ils visitent les
    endroits touristiques comme Kinapa, les chutes de Kinukamori etc. Ils admirent beaucoup la
    beauté de ce paysage exceptionnelle. Puis, ils vont à Morogoro pour voir les animaux sauvages
    dans le parc national de Mikumi. Les enfants sont très contents de vacances.
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Questions

Phrases	Vrai-V/Faux-F
(a) Monsieur Mabwe, sa femme et ses enfants habitent à Arusha.	F
(b) Monsieur Mabwe et sa famille vont à Arusha en voiture publique.	F
(c) Monsieur Mabwe et madame Haika ont deux enfants.	V
(d) Monsieur Mabwe et sa famille ont une grande et belle maison à Marangu.	F
(e) Les chutes de Kinukamori se trouvent à Morogoro.	F
(f) Paul et Jacqueline sont très contents de vacances.	V

Extract 2.1: A sample of a student's correct responses in question 2.

Extract 2.1 are responses from a student who provided correct answers.

On the other hand, the students with poor performance scored from 0 to 1.0 mark. Those who scored 0 mark did not understand the information from the text given. Some of them misunderstood the requirement of the question as they wrote letters B, A, D, C, and E instead of writing "V" if the statement was "True" or "F" if the statement was "False" as it was instructed in the question. Another student wrote words such as "*quelquefois*, *contents, animaux, voient*". In addition to that, there were students who understood the task of the question, but used the incorrect

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letter. For example, in answering question 2 (c), the student used letter T (for true) instead of letter V. These responses show that the students had inadequate reading and comprehension skills and had poor vocabulary, as a result, they failed to understand the text and the requirement of the question. Extract 2.2 (a) shows a sample of a response from a student who wrote incorrect responses.

2. Lisez la lettre suivante et après répondez aux questions par Vrai (V) ou Faux (F) comme dans l'exemple.

Monsieur Mabwe, sa femme madame Haika et ses deux enfants Paul et Jacqueline habitent à Dar es Salaam. Ils vont tous les ans en vacances à Arusha. Ils partent en fin de novembre en voiture privée. C'est monsieur Mabwe qui conduit et ce voyage prend à peu près huit heures en voiture. Ils passent deux semaines à Arusha. Ils ont une grande et belle maison là-bas avec un jardin très beau. Ses enfants font du vélo presque tous les jours. Monsieur Mabwe aime faire du jogging. Sa femme aime faire la cuisine et lire des magazines. Elle reçoit des magazines de beauté. Le soir, ils sortent souvent. Quelquefois ils voient des amis avec leurs enfants et ils s'amusent ensemble. Ensuite ils vont à Marangu pour une semaine et ils restent dans un hôtel. Là-bas, ils visitent les endroits touristiques comme Kinapa, les chutes de Kinukamori etc. Ils admirent beaucoup la beauté de ce paysage exceptionnelle. Puis, ils vont à Morogoro pour voir les animaux sauvages dans le parc national de Mikumi. Les enfants sont très contents de vacances.

Questions

Phrases	Vrai-V/Faux-F
(a) Monsieur Mabwe, sa femme et ses enfants habitent à Arusha.	F
(b) Monsieur Mabwe et sa famille vont à Arusha en voiture publique.	V
(c) Monsieur Mabwe et madame Haika ont deux enfants.	Faux F
(d) Monsieur Mabwe et sa famille ont une grande et belle maison à Marangu.	V
(e) Les chutes de Kinukamori se trouvent à Morogoro.	V
(f) Paul et Jacqueline sont très contents de vacances.	F

Extract 2.2 (a): A sample of a student's incorrect responses in question 2.

Extract 2.2 (a) shows a sample of a response from a student who provided incorrect answers.

There were students who wrote letters A, B, C, D and E instead of letters "V" or "F" in this question as shown in extract 2.2 (b).

Questions

Phrases	Vrai-V/Faux-F
(a) Monsieur Mabwe, sa femme et ses enfants habitent à Arusha.	F
(b) Monsieur Mabwe et sa famille vont à Arusha en voiture publique.	B
(c) Monsieur Mabwe et madame Haika ont deux enfants.	A
(d) Monsieur Mabwe et sa famille ont une grande et belle maison à Marangu.	D
(e) Les chutes de Kinukamori se trouvent à Morogoro.	C
(f) Paul et Jacqueline sont très contents de vacances.	E

Extract 2.2 (b): A sample of a student's incorrect responses in question 2.

Extract 2.2 (b) shows a sample of a response from a student who wrote letters A, B, C, D and E instead of letters "V" or "F".

Furthermore, there were students who wrote letter "T" to mean the statement is true instead of letter "V" as shown in extract 2.2 (c).

Questions

Phrases	Vrai-V/Faux-F
(a) Monsieur Mabwe, sa femme et ses enfants habitent à Arusha.	F
(b) Monsieur Mabwe et sa famille vont à Arusha en voiture publique.	F
(c) Monsieur Mabwe et madame Haika ont deux enfants.	ꞁ
(d) Monsieur Mabwe et sa famille ont une grande et belle maison à Marangu.	F
(e) Les chutes de Kinukamori se trouvent à Morogoro.	ꞁ
(f) Paul et Jacqueline sont très contents de vacances.	F

Extract 2.2 (c): A sample of a student's incorrect responses in question 2.

Extract 2.2 (c) shows a sample of a response from a student who wrote letter "T" to mean the statement is true instead of letter "V".

In addition to that, other students wrote words instead of using letters "V" or "F" as shown in extract 2.2 (d).

Questions

Phrases	Vrai-V/Faux-F
(a) Monsieur Mabwe, sa femme et ses enfants habitent à Arusha.	F
(b) Monsieur Mabwe et sa famille vont à Arusha en voiture publique.	Quelquois
(c) Monsieur Mabwe et madame Haika ont deux enfants.	
(d) Monsieur Mabwe et sa famille ont une grande et belle maison à Marangu.	Contents
(e) Les chutes de Kinukamori se trouvent à Morogoro.	animaux
(f) Paul et Jacqueline sont très contents de vacances.	voient

Extract 2.2 (d): A sample of a student's incorrect responses in question 2.

Extract 2.2 (d) is a response from a student who wrote words instead of letter "V" or "F".

2.3 Question 3: Singular and Plural Forms

In this question, the students were required to change the five sentences given from singular to plural form. The question tested students' ability to use the plural forms of sentences.

The question was attempted by 11,029 (95.3 %) students, out of these 80.3 percent scored from 0 to 2.5 marks, which is poor performance. Moreover,

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14.6 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 5.1 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of the students in this question was poor, since 19.7 percent scored from 3.0 to 10.0 marks. Figure 3 summarises the students' performance in this question.
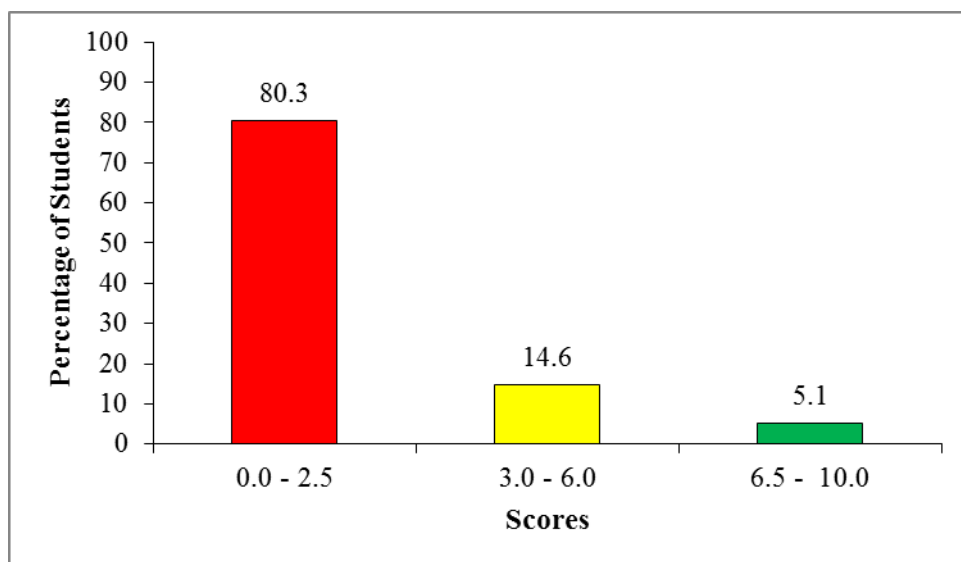
Figure 3: Students' Performance in Question 3.

This analysis indicates that the students who performed poorly in this question had no knowledge on the principles of changing some elements (e.g. Nouns, verbs, adjectives, pronouns, articles) in the sentences from singular to plural forms. This prevented them from changing some parts of speech in order to get the correct pattern of plural forms which could have an agreement with the subject. For example, in answering question 3 (c), one student wrote "*notres professeurs restes au bureau pendant les recreations*" instead of "*Nos professeurs restent au bureau/aux bureau pendant la récréation*" meaning "Our teachers remain in the office/their offices during break time". The mistakes in 3 (c) was that, the student added "s" to the verb instead of "-ent" to get the simple present tense with the third person plural. Normally in the French Language "s" is added to singular regular nouns and adjectives to make them plural as in the following examples; "*Nous allons faire des exercices sportifs cet après-midi/ Est-ce que vous êtes malades aujourd'hui ?* Furthermore, some students wrote sentences which had poor French Language structure, as seen in the following responses; (a) *des ma cherche l'armoire sœur dans cahiers* (b) *Une secondaire de Kiembesamaki mon frère est étudiant dans*

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école (c) *professeur du pendant bureau récréation reste* (d) *Je vais un sportif faire cet après-midi exercice* (f) *malade Est-ce tu que aujourd'hui es hui*. Normally, in the French Language, the principle of changing verbs in simple present tense in the first, second and third person plural is to add "-ons", "-ez" and "-ent" respectively, to the verb stem as shown in the table below.

S/N	Noun/Pronoun	Verb ending
1	1st Person plural	-ons
2	2nd Person plural	-ez
3	3rd Person plural	-ent

The mistakes made by students indicate that these students lacked knowledge on the principles of changing some parts of speech from singular to plural form as shown in extract 3.1 (a).

3.   Faites comme dans l'exemple.
     Exemple: Un élève regarde un dessin intéressant avec des amis.
                 Des élèves regardent des dessins intéressants avec des amis.

(a) Ma sœur cherche des cahiers dans l'armoire.
    Mes Soeurs Cherche des Cahiers dans l'armoire.

(b) Mon frère est étudiant dans une école secondaire de Kiembesamaki.
    Mon Frère
    Des Frère est étudiants dans une école Secondaire de Kiembesam

(c) Notre professeur reste au bureau pendant la récréation.
    Il professeur restes au bureau pendant la récréation

(d) Je vais faire un exercice sportif cet après-midi.
    Vous vais Fairez un exercise spartif cet aprês-midi

(e) Est-ce que tu es malade aujourd'hui?
    Tu es malade aujourd'hui

Extract 3.1 (a): A sample of a student's incorrect responses in question 3.

Extract 3.1 (a) is a sample response from a student who failed to change the sentences into the correct plural form.

Some students added "s" to the verb instead of "-ent" as shown in extract 3.1(b).

(c) Notre professeur reste au bureau pendant la récréation.
Notre professeurs restes au bureau pendants la récréations

(d) Je vais faire un exercice sportif cet après-midi.
Je vous faires un exercices sportif cet après-midi

Extract 3.1 (b): A sample of a student's incorrect responses in question 3.

Extract 3.1 (b) is a response from a student who added the letter "s" to the verbs.

Students with average performance in this question were able to change 2 to 3 sentences from singular to plural form. Some students provided sentences which had grammatical errors. For example, one student wrote the following sentence; "*Ma sœur cherchent des cahiers dans l'armoire*" meaning "*My sister are looking for exercise books in the cupboard*". This indicates that the student had partial knowledge on expressing things in plural forms.

Further analysis of the students' responses in this question shows that the students with good performance scored from 6.5 to 10.0 marks. Those who scored all the (10.0) marks were knowledgeable in the principles of changing the parts of speech (nouns, pronouns, adjectives, verbs, articles) from singular to plural forms . These students also demonstrated a good command of the French Language since they provided sentences which were well structured (S+V+O) as shown in extract 3.2.

Extract 3.2: A sample of a student's correct response in question 3.

Extract 3.2 demonstrates a sample response from a student who was able to write all the sentences in correct plural form.

2.4 Question 4: Near Future

In this question, the students were required to change 5 sentences from simple present tense to near future. The question intended to measure the candidates' ability to express themselves in the near future.

The question was attempted by 11,019 (95.2 %) students, out of these, 75.1 percent scored from 0 to 1.0 mark, which is poor performance. On top of that, 14 percent scored from 1.5 to 3.0 marks, which is an average performance. Furthermore, 10.9 percent scored from 3.5 to 5.0 marks, which is good performance. The general performance of the students in this question was poor, since 24.9 percent scored from 1.5 to 5.0 marks. Figure 4 summarises students' performance in this question.
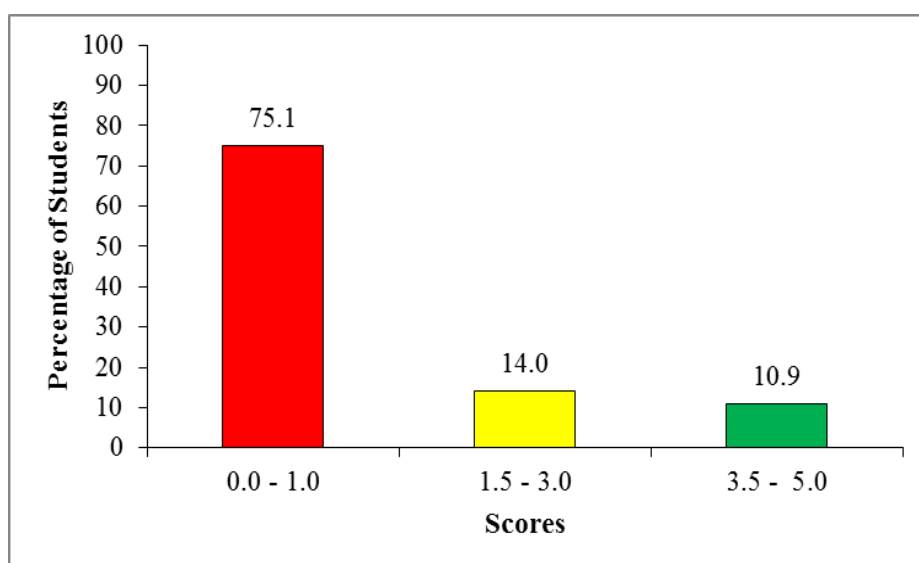
Figure 4: Students' Performance in Question 4.

The analysis shows that there were students who performed poorly in this question. Those who scored a zero mark failed to change the given sentences from the simple present tense to the near future. For example, some students wrote sentences which had no meaning, as seen in the following answers; " (a*) Vous avez enseigner la aux de Mlingotini (b) Utingo tu vais dans quelle classes cette annee (c) Fatou et Clara vont le ménage et la cuisine ce soir (d) Nous vaions finissons nos devoirs tout de suite*". Other students inserted the auxiliary verb " Avoir " instead of the verb " Aller" to form the near future as is shown in the following examples ; " (a) *Vous avez ensignez le francais aux eleves de Mlingotini (b) Le medecin ont recoitent des maladies cet après-mid (c) Nous avons finissons nos devoirs tout de suite* " . Furthermore, there were students who inserted the simple present form of the third person singular of the verb "Aller". For example, one student wrote as follows : *(a) Vous va enseignez le francais aux eleves de Mlingotini (b) Utingo va dans quelle classe cette annee (c) Le va medecin recoit des maladies cet après-midi (d) Fatou va et Clara front le ménage et la cuisine ce soir (e) Nous va finissons nos devoirs tout de suite*. Such responses by the students reveal that they had no knowledge on the principles governing the construction of sentences into the near future. Extract 4.1 is a sample of a response from a student who failed to change the given sentences into the near future.

4. Ecrivez les phrases suivantes comme dans l'exemple.
   Exemple: Mussa écoute la musique congolaise.
   Mussa **va écouter** la musique congolaise.

   (a) Vous enseignez le français aux élèves de Mlingotini?

   ....

   Vous avez enseignez le Francais aux élèver de mlingotini

   (b) Utingo, tu es dans quelle classe cette année?

   ....

   Utingo, Elle es dans quelle classe cette année

   (c) Le médecin reçoit des malades cet après-midi.

   ....

   Le cat medecin resoit des malades cet après-midi

   (d) Fatou et Clara font le ménage et la cuisine ce soir.

   ....

   Fatou et clara fonte le ménage et la cuisine ce soir

   (e) Nous finissons nos devoirs tout de suite.

   ....

   Nous nous finissons devoirs toute de suite

Extract 4.1: A sample of a student's incorrect responses in question 4.

Extract 4.1 is a response from a student who failed to change the given sentences into the near future.

Students with average performance in this question were able to provide 2 to 3 correct sentences out of the 5 required in this question. For example, in answering question 4 (b), some students omitted some elements from the sentences, as one student wrote; "*Utingo tu vas dans quelle classe cette année*" instead of "*Utingo tu vas être dans quelle classe cette année?*" This student omitted the auxiliary verb "être" and the question mark (?). This suggests that the student had some understanding in the area.

Furthermore the analysis of the students' responses reveals that those who scored high marks were able to change the given sentences from simple present tense to the near future. Those who scored all 5 marks managed to insert the simple present of the verb "Aller". Normally, in the French Language, in order to construct the near future, the simple present tense of the

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verb "Aller" is inserted between the noun/pronoun and the infinitive verb as shown in the following examples: (a) *"Vous **allez** enseigner le français aux élèves de Mlingotini"* meaning *"you are going to teach French Language to the pupils of Mlingotini"* (b) *"Utingo, tu **vas** être dans quelle classe cette année?"* Meaning *"Utingo, you are going to be in which class this year?"* (c) *"Nous **allons** finir nos devoirs tout de suite"* meaning *"We are going to finish our homework soon"*. Such responses show that these students had sufficient knowledge on the pattern/syntactic structure of the near future sentences. Extract 4.2 is a response from a student who managed to change the given sentences from the simple present tense into the near future.

```
4.  Ecrivez les phrases suivantes comme dans l'exemple.
    Exemple:  Mussa écoute la musique congolaise.
              Mussa va écouter la musique congolaise.

    (a)  Vous enseignez le français aux élèves de Mlingotini?
         Vous allez enseigner le français aux élèves de Mlingotini?
         ............................................................

    (b)  Utingo, tu es dans quelle classe cette année?
         Utingo, tu vas être dans quelle classe cette année?
         ............................................................

    (c)  Le médecin reçoit des malades cet après-midi.
         Le médecin va recevoir des malades cet après-midi
         ............................................................

    (d)  Fatou et Clara font le ménage et la cuisine ce soir.
         Fatou et Clara vont faire le ménage et la cuisine ce soir
         ............................................................

    (e)  Nous finissons nos devoirs tout de suite.
         Nous allons finir nos devoirs tout de suite
```

Extract 4.2: A sample of a student's correct response in question 4.

Extract 4.2 is a response from a student who changed correctly the sentences from simple present tense into the near future.

2.5   Question 5: Negation

In this question, the students were required to write as in the example by responding negatively to the questions asked. The question tested the students' ability to use negation.

The question was attempted by 10,798 (93.3 %) students, out of these, 76.7 percent scored from 0 to 2.5 marks, which is poor performance. In addition to that, 15.5 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 7.8 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of the

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students in this question was poor, since only 23.3 percent scored from 3.0 to 10.0 marks. Figure 5 summarises students' performance in this question.
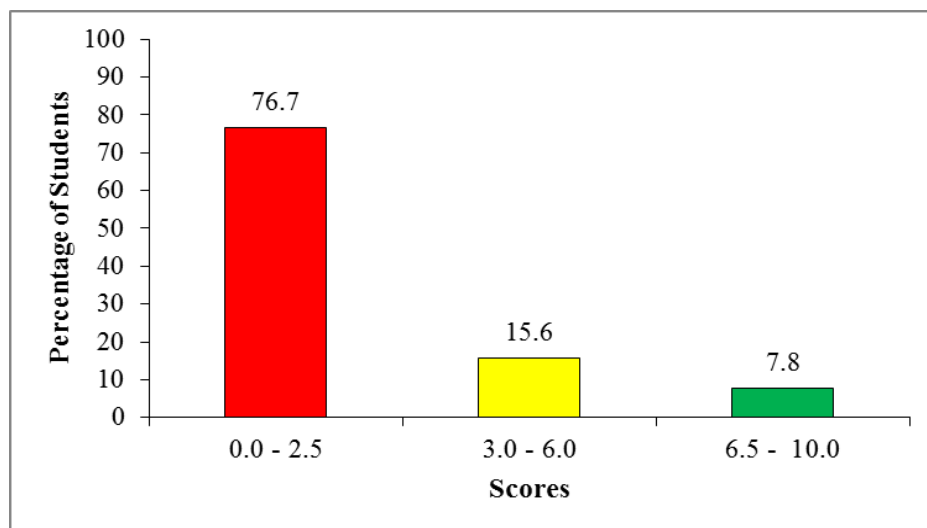
Figure 5: *Students' Performance in Question 5.*

The analysis shows that students with poor performance scored from 0 to 2.5 marks. Those who scored 0 marks failed to respond to the questions by constructing sentences into the correct negative forms. These students failed to put the action verbs into their proper position when expressing negation. In the French Language, when explaining something in negative form, a verb is placed between the two words expressing negation (**ne…….pas**) as shown in the following examples: "*Nous **n**'invitons **pas** nos amis à dîner au restaurant*" meaning "We don't invite our friends for the dinner at the restaurant" or *je **ne** lis **pas** le journal dans daladala, le matin*, meaning "In the morning, I don't read newspapers in the daladala". In answering this question, some students constructed sentences without words indicating the negation. For example, one student provided such responses as; (*a*) *lis des journal dans le daladala le matin (b) les etudiants prennent des notes pendant le cour (c) Vous beaucoupes de frères et sœur (d) Ont invitons nos amis à dîner au restaurant (e) Je va passer le wee-end à la champagne*. Other students constructed the sentences into the near future contrary to the model sentence as seen in the following answers; (*c*) *Tu n' vais pas de beaucoup frère et sœu (d) Je ne vais pas de inviter nos amis au restaurant (e) il n' va pas de passer le week-end la compagne.*

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Additionally, there were students who provided sentences which had poor syntactic structure, as one of them wrote*; (a) a n' lis le journal dans le daladala le matin (b) as n'etudiants prennenos des notes pendant le cours (c) avons beaucoup des frères et soeurs (d) avons invitons nos amis à diner au restaurant (e) ont va passer la week-end à la campagne*. The correct responses in this question were ; (a*) Non, je ne lis pas le journal dans le daladala, le matin (b) Non, les étudiants ne prennent pas de notes pendant le cours (c) Non, nous n'avons pas beaucoup de frères et sœurs (d) Non, nous n'invitons pas nos amis à diner au restaurant (e) Non, on ne va pas passer le week-end à la campgne*. The responses provided by these students suggest that they lacked knowledge of the principles of constructing negative sentences as shown in extract 5.1.

5. Répondez à ces questions comme dans l'exemple.
    Exemple: Vous achetez un livre pour votre frère?
    Non, je n'achète pas de livre pour mon frère.

    (a) Tu lis le journal dans le daladala, le matin?
    Non, je journal dans le daladala à lundi – Vendredi

    (b) Les étudiants prennent des notes pendant le cours?
    Non, je étudiants prennent des notes à la trais heures

    (c) Vous avez beaucoup de frères et sœurs?
    Non, je avez de frères

    (d) Nous invitons nos amis à dîner au restaurant?
    Non, je amis à dîner à la maison

    (e) On va passer le week-end à la campagne?
    Non, je passer le week-end à la tanzaniana

Extract 5.1: A sample of a student's incorrect responses in question 5.

Extract 5.1 shows a response from a student who constructed incorrect negative sentences.

Further analysis shows that, 15.5 percent of the students with average performance (3.0 to 6.0 marks) were able to construct 2 to 3 sentences which had some grammatical errors. For example, one student provided the following answers; (a*) Non, je n'ai pas lis le journal dans le daladala le*

matin (b) Non, les étudiants n'ont pas prennent des notes pendant le cours (d) Non, nous n'avons pas invitons nos amis à dîner au restaurant (e) Non, on n'ont pas va passer le wee-end à la campgne. These sentences consisted the following features; the simple present tense, present perfect tense/simple past tense and the near future. The answers they provided demonstrated their insufficient knowledge on the use of negative sentences.

On the other hand, the analysis of students' responses reveals that the students with good performance scored from 6.5 to 10.0 marks. Those who scored 10.0 marks understood the model sentence that required the students to respond negatively to the questions given. The responses by these students indicate that they had adequate knowledge on the structure of the negative sentences in the French Language as the sample response is shown in extract 5.2

5. Répondez à ces questions comme dans l'exemple.
Exemple: Vous achetez un livre pour votre frère?
Non, je n'achète pas de livre pour mon frère.

(a) Tu lis le journal dans le daladala, le matin?
Non, Je ne lis pas le journal dans le daladala,le matin

(b) Les étudiants prennent des notes pendant le cours?
Non, les ètudiants ne prennent pas des notes pendant le cours

(c) Vous avez beaucoup de frères et sœurs?
Non, je n'ai pas de frères et sœurs

(d) Nous invitons nos amis à dîner au restaurant?
Non, Je n'invite pas mes amis à dîner au restaurant

(e) On va passer le week-end à la campagne?
Non, Nous ne allons pas passer le weekend à la Campagne

Extract 5.2: A sample of a student's correct responses in question 5.

Extract 5.2 is a sample response from a student who provided correct negative sentences.

2.6   Question 6: Numbers

This question consisted of parts (a) and (b). Part (a) had five sentences with numbers written in figures and students were required to write them in words. Part (b) contained five sentences with numbers written in words

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and students were required to re-write them in figures in the blank space provided in each sentence. The question measured the students' ability to write numbers in figures and in words.

The question was attempted by 11,247 (97.2 %) students. Out of these, 37.9 percent scored from 6.5 to 10.0 marks, which is good performance. Additionally, 29.9 percent scored from 3.0 to 6.0 marks, which is an average performance, and 32.2 percent scored from 0 to 2.5 marks, which is poor performance. The students' general performance in this question was good, since 67.8 percent scored from 3.0 to 10.0 marks. Figure 6 summarises students' performance in this question.
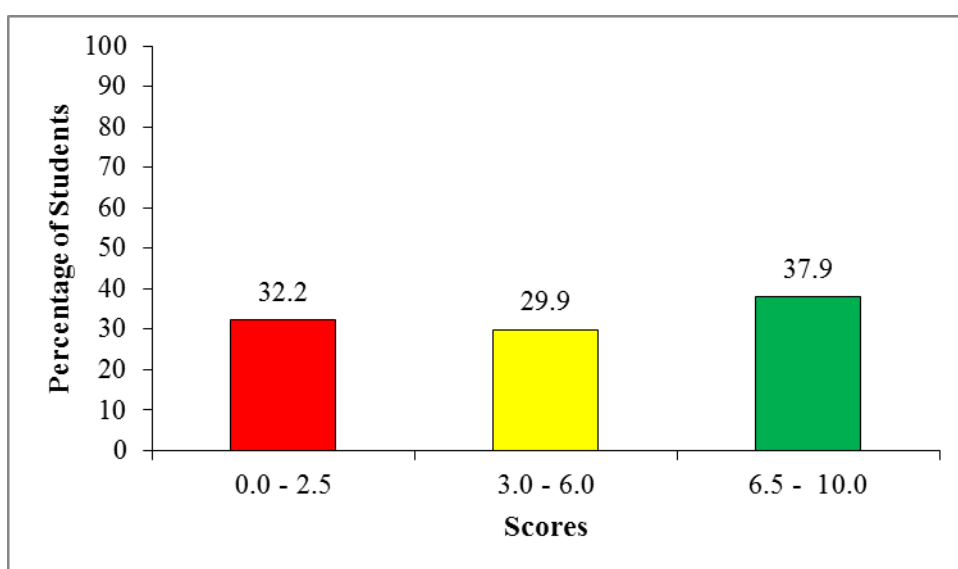
Figure 6: *Students' Performance in Question 6.*

The analysis of the students' responses in part (a) indicates that the students with good performance scored from 4 to 5 marks. Those who scored 5 marks were able to write in words the figures given in the five sentences. These students were conversant with numbers in words and in figures. Extract 6.1 (a) is a sample response from a student who wrote correctly in words the figures of numbers given.

6. (a) Faites comme dans l'exemple.

Exemple: Ma petite sœur se lève à 7 heures du matin.
Ma petite sœur se lève à **sept** heures du matin.

(i) Cet hôtel a 55 chambres.

Cet hôtel a .... Cinquante-cinq .... chambres.

(ii) Leur fille ainée aura 34 ans l'année prochaine.

Leur fille ainée aura .... trente quatre .... ans l'année prochaine.

(iii) Chalinzé est à 115 kilomètres de Dar es salaam

Chalinzé est à .... Cent-quinze .... kilomètres de Dar es salaam.

(iv) Nous achetons 99 tables pour notre restaurant.

Nous achetons .... quatre vingts dix neuf .... tables pour notre restaurant.

(v) Votre école est grande, elle a 1013 élèves.

Votre école est grande, elle a .... mille-treize .... élèves.

Extract 6.1 (a): A sample of a student's correct responses in question 6.

Extract 6.1 (a) is a sample response from a student who wrote correctly the figures of numbers given.

Further analysis shows that those who scored all 5 marks in part (b) managed to write correct figures for the numbers which were written in words as is indicated in extract 6.1 (b).

(b) Ecrivez les mots soulignés dans les phrases en chiffres comme dans l'exemple.

Exemple: On achète dix-huit kilogrammes du sucre.

On achète **18** kilogrammes du sucre.

(i) L'hôpital est à quatre-vingt-quinze kilomètres d'ici.

L'hôpital est à ....95...................................... kilomètres d'ici.

(ii) Je peux compter jusqu' à cinq cents.

Je peux compter jusqu' à ....500...

(iii) Nous sommes soixante-douze en classe.

Nous sommes ....72.............................. en classe.

(iv) Je suis né(e) en deux mille.

Je suis né(e) en ....2000...

(v) Nous avons quatorze vaches à la maison

Nous avons ....14................,.......................... vaches à la maison.

Extract 6.1 (b): A sample of a student's correct responses in question 6.

Extract 6.1 (b) is a sample response from a student who wrote correctly the numbers which were in words.

Students with average performance in this question managed to score 3.0 to 6.0 marks out of the 10.0 marks allocated. The analysis of students' responses shows that most of the students were conversant with writing numbers in figures than in words. For example, one student provided the following answers: *(a) (i) 55= soixante cinq (ii) 34 = trente quatre (iii) 115= cent quinze (iv) 99 =soixante vingt neuf (v) 1013 = mille et trize (b) (i) quatre-vingt-quinze= 4215 (ii) cinq cents = 500 (iii) Soixante-douze = 82 (iv) deux mille = 2000 (v) quatorze = 14.* From this example, the student scored 2.0 marks in part (a) and 3.0 marks in part (b). Others scored 2.0 marks in part (a) and 4.0 marks in part (b), respectively. Such responses indicate that students had partial knowledge on numbers especially writing them in words.

On the other hand, the students' response analysis shows that 32.2 percent of the students scored low marks. Those who scored a zero mark in part (a) were unable to write the correct words for the figures of numbers given. In answering question 6 (a) item (i) to (v), for example, one student copied the

figures of numbers from the question and wrote as follows: (i) 55 (ii) 24 (iii) 115 (iv) 99 (v) 1013. Another example is from a student who used the English Language to respond to question 6 (a) item (i) thereby writing; "*Fifty*".

Furthermore, there were students who failed to write in words the numbers consisting more than one digit. For example, one student provided the following answers: (ii) 34= *trois- quatre* instead of **trente –quatre** (iii) 115= *un-un- cinq* instead of **cent quinze** (v) 1013= *un- zero-un- trois* instead of **mille treize**. Extract 6.2 (a) is a response from a student who provided incorrect answers.

6. (a) Faites comme dans l'exemple.
   Exemple: Ma petite sœur se lève à 7 heures du matin.
   M . . . . **sept** heures du matin.

   (i) Cet hôtel a 55 chambres.
   Cet hôtel a ...... Cinqüm .... chambres.

   (ii) Leur fille ainée aura 34 ans l'année prochaine.
   Leur fille ainée aura ..... trois quatre .... ans l'**année** prochaine.

   (iii) Chalinzé est à 115 kilomètres de Dar es salaam.
   Chalinzé est à ...... Un cent dix Cinq .... kilomètres **de** Dar es salaam.

   (iv) Nous achetons 99 tables pour notre restaurant.
   Nous achetons ...... Neuf neuf .... tables pour **notre** restaurant.

   (v) Votre école est grande, elle a 1013 élèves.
   Votre école est grande, elle a ..... Mille dix trois .... élèves.

Extract 6.2 (a): A sample of a student's incorrect response in question 6.

Extract 6.2 (a) indicates a sample response from a student who wrote incorrect answers.

There were others who wrote incorrect figures for the numbers given in words as shown in extract 6.2 (b).

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(b) Écrivez les mots soulignés dans les phrases en chiffres comme dans l'exemple.
Exemple: On achète dix-huit kilogrammes du sucre.
On achète 18 kilogrammes du sucre.

(i) L'hôpital est à quatre-vingt-quinze kilomètres d'ici.
L'hôpital est à ......4 2 4...... kilomètres d'ici.

(ii) Je peux compter jusqu' à cinq cents.
Je peux compter jusqu' à ......800......

(iii) Nous sommes soixante-douze en classe.
Nous sommes ......600...... en classe.

(iv) Je suis né(e) en deux mille.
Je suis né(e) en ......1801......

(v) Nous avons quatorze vaches à la maison.
Nous avons ......400...... vaches à la maison.

Extract 6.2 (b): A sample of a student's incorrect response in question 6.

Extract 6.2 (b) is a sample response from a student who wrote incorrect figures.

2.7 Question 7: Adjectives

In this question, the students were required to write the correct form of the adjectives which were in brackets. The question aimed at testing the students' ability to use adjectives.

The question was attempted by 11,299 (97.6 %) students, out of these, 67.1 percent scored from 0 to 2.5 marks, which is poor performance. Moreover, 31.4 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 1.5 percent scored from 6.5 to 9.0 marks, which is good performance. The general performance of the students in this question was average, since 32.9 percent scored from 3.0 to 9.0 marks. Figure 7 summarises students' performance in this question.
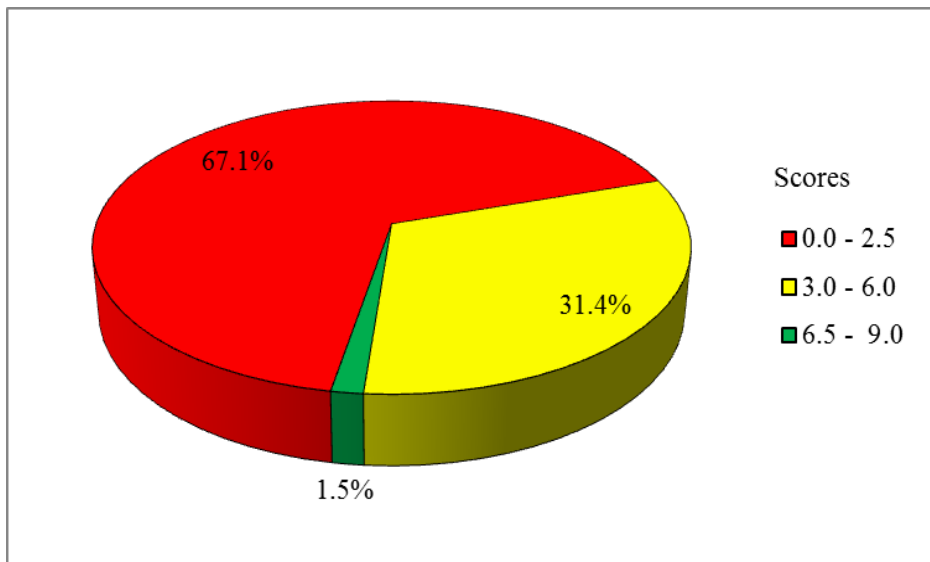
Figure 7*: Students' Performance in Question 7.*

The analysis of the students' responses shows that 67.1 percent of the students who scored low marks including zero, lacked the knowledge of changing the adjectives given into the correct form. For example, some students changed the adjectives into verbs. One student provided the following responses: *(g) fatigueons (h) meilleurent*. Other students wrote English Language words contrary to the requirement of the question. For example, one student wrote as follows: *(c) Tanzania, Kenya (d) parents (f) serious (g) female (h) male*. In addition to that, there were students who wrote the adjectives into the plural form by adding the "s" or "es" as is shown in the following examples: (d) *Parasseuxes (e) difficiles (f) serieuxes (g) fatigues (h) meilleures*. The students' responses reveal that they lacked knowledge on the use of French Language adjectives. Extract 7.1 is a sample of a poor response.

7. Mettez les mots entre parenthèses à la forme correcte.
   Exemple: Ces étudiantes portent des jupes (noir) et des blouses (blanc).
   Ces étudiantes portent des jupes **noires** et des blouses **blanches**.

(a) Les trois garçons devant la classe sont (petit) comme Baraka.
   Les trois garçons devant la classe sont ......Petite....................... comme Baraka.

(b) Nous sommes (content) parce que nous avons de (bon) notes en français.
   Nous sommes ...contente que nous avons de bonne notes en françai
   parce que nous avons de ......bonne....................... notes en français.

(c) Hawa et Jamilla sont (tanzanien) mais leurs amis sont (kenyan).
   Hawa et Jamilla sont ......Tanzanienne............................. mais leurs amis
   sont ......Kenyanne...................

(d) Nous avons un collègue très (paresseux) dans notre classe.
   Nous avons un collègue très ...paresseuxeme.................... dans notre classe.

(e) Ce matin, les élèves ont fait un (difficile) exercice de mathématiques.
   Ce matin, les élèves ont fait un ...difficileme.............. exercice de mathématiques.

(f) Revenons aux choses (sérieux) maintenant.
   Revenons aux choses ......sérieux................................. maintenant.

(g) Ces sportifs ont les muscles (fatigué).
   Ces sportifs ont les muscles ...fatiguaé..................................

(h) Mon oncle est de (meilleur) humeur aujourd'hui qu'hier.
   Mon oncle est de ...meillouree........................ humeur aujourd'hui qu'hier.

Extract 7.1: A sample of a student's incorrect responses in question 7.

Extract 7.1 is a response from a student who provided incorrect answers by changing the adjectives into the feminine singular.

The students who had average performance (3.0 to 6.0 marks) managed to write correctly 3 to 6 adjectives". This suggests that the students had partial knowledge on adjectives.

Further analysis of the responses shows that the students who scored high marks in this question were able to put the adjectives given into the correct forms as shown in extract 7.2. This indicates that the students understood the requirement of the question and had adequate knowledge on the use of adjectives.

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7. Mettez les mots entre parenthèses à la forme correcte.
   Exemple: Ces étudiantes portent des jupes (noir) et des blouses (blanc).
   Ces étudiantes portent des jupes **noires** et des blouses **blanches.**

   (a) Les trois garçons devant la classe sont (petit) comme Baraka.
   Les trois garçons devant la classe sont .... petits .... comme Baraka.

   (b) Nous sommes (content) parce que nous avons de (bon) notes en français.
   Nous sommes ..... contents ....
   parce que nous avons de .... bonnes .... notes en français.

   (c) Hawa et Jamilla sont (tanzanien) mais leurs amis sont (kenyan).
   Hawa et Jamilla sont .... tanzaniennes .... mais leurs amis
   sont .... kenyans ....

   (d) Nous avons un collègue très (paresseux) dans notre classe.
   Nous avons un collègue très .... paresseux .... dans notre classe.

   (e) Ce matin, les élèves ont fait un (difficile) exercice de mathématiques.
   Ce matin, les élèves ont fait un .... difficile .... exercice de mathématiques.

   (f) Revenons aux choses (sérieux) maintenant.
   Revenons aux choses .... sérieuses .... maintenant.

   (g) Ces sportifs ont les muscles (fatigué).
   Ces sportifs ont les muscles .... fatigués ....

Extract 7.2: A sample of a student's correct responses in question 7.

Extract 7.2 is a sample response from a student who wrote the correct forms of the adjectives given in each item in brackets.

2.8 Question 8: Matching Items

The question had two columns containing questions in List A and responses in List B. The students were required to match the questions given in List A with their corresponding responses in List B. The question intended to measure the students' ability to relate the statements with the given questions.

The question was attempted by 11,302 (97.6 %) students, out of which, 34.3 percent scored from 4.0 to 5.0 marks, which is good performance; 51.3 percent scored from 1.5 to 3.0 marks, which is average performance and 14.4 percent scored from 0 to 1.0 mark, which was poor performance. The general performance of the students in this question was good, since 85.6

percent scored from 1.5 to 5.0 marks. Figure 8 summarises students' performance in this question.
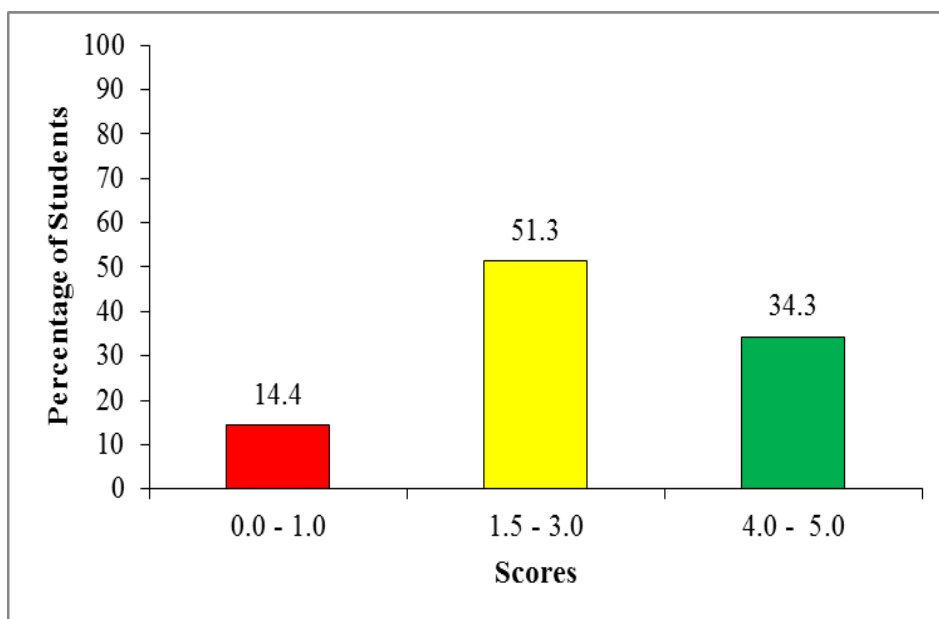
Figure 8: Students' Performance in Question 8.

Students with average performance in this question scored from 1.5 to 3.0 marks out of the 5 marks allocated. These students showed the ability to match 2 to 3 questions with their corresponding responses given in list B. This indicates that these students had partial understanding of French Language vocabulary.

There were students who scored 5.0 marks in this question. These students were able to match correctly the questions given in list A with their corresponding responses given in list B. This indicates that the students had adequate knowledge of French Language vocabulary that enabled them to identify correctly the statements given in list B as shown in extract 8.1.

8. Associez une question de la **Liste A** à une réponse de la **Liste B**. Ecrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A	Liste B
(i) Qui est cet homme?	A Il s'appelle Jiname.
(ii) Comment s'appelle ton petit frère?	B Elle prend un "bajaj".
(iii) Où est-ce que vous habitez?	C Mon frère a sept ans.
(iv) Comment votre sœur va au travail?	D C'est mon oncle Mpingo.
(v) A quelle heure tu te lèves, le dimanche?	E Cet homme est malade.
(vi) Qu'est-ce que tu écris?	F J'écris une lettre à mon père.
	G Il habite à Kijitonyama.
	H A six heures et demie.
	I Ma sœur cherche un travail.
	J J'habite à Kijitonyama.

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Liste B	Exemple: D	A	J	B	H	F

Extract 8.1: A sample of a student's correct responses in question 8.

Extract 8.1 is a sample response from a student who matched correctly the questions with their corresponding statements given in list B.

On the other hand, students with poor performance scored from 0 to 1.5 marks. The students who scored 0 marks failed to match the given questions with their corresponding responses given in list B. Some students matched item (ii) with letter "E" "*Cet homme est malade*" meaning "*this man is sick*". These students opted for this distractor because they had poor masterly of the French Language. Those who selected letter "G" for item (iii) were attracted by the word "habiter" which appeared in the question (Où est-ce que vous habitez?) and in the distractor G (Il habite à Kijitonyama). Moreover, other students selected letter "I" for item (iv) "*Ma sœur cherche un travai*l" meaning "My sister is looking for a job". These students were attracted by the word "*sœur*" that appeared in both the question (Comment votre sœur va au travail) and distractor (Ma sœur cherche un travail). Furthermore, the students who selected letter "B" for item (v) "*Elle prend un "bajaj"*" meaning "*she takes a bajaj*" were attracted

by the pronoun "Elle…" and the WH-question "A quelle" which were feminine words. Finally, there were students who selected letter "C" for item (vi) "Mon frère a sept ans" meaning "My brother is seven years old". These students lacked the knowledge of relating the given question with its correct statement in list B. Such responses indicate that these students had poor command of the French Language. Extract 8.2 is a sample response from a student who matched the questions with incorrect answers.

8. Associez une question de la **Liste A** à une réponse de la **Liste B**. Ecrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A		Liste B	
(i)	Qui est cet homme?	A	Il s'appelle Jiname.
(ii)	Comment s'appelle ton petit frère?	B	Elle prend un "bajaj".
(iii)	Où est-ce que vous habitez?	C	Mon frère a sept ans.
(iv)	Comment votre sœur va au travail?	D	C'est mon oncle Mpingo.
(v)	A quelle heure tu te lèves, le dimanche?	E	Cet homme est malade.
(vi)	Qu'est-ce que tu écris?	F	J'écris une lettre à mon père.
		G	Il habite à Kijitonyama.
		H	A six heures et demie.
		I	Ma sœur cherche un travail.
		J	J'habite à Kijitonyama.

Réponses

Liste A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Liste B	Exemple: D	H	C	A	F	B

Extract 8.2: A sample of a student's incorrect responses in question 8.

Extract 8.2 is a response from a student who matched the questions with incorrect answers.

2.9 Question 9: Jumbled Words

In this question the students were given five sentences with words which were not in their proper order. The students were required to re-arrange them in the correct order to make well-structured and meaningful sentences. The question tested the students' ability to form a sentence in the French Language by following the grammatical rules and principles. A well-structured French sentence should be constructed using the following elements: S+V, S+V+O, S+V+O+A, where a subject can be a noun,

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pronoun or noun phrase + verbs + Object which can be a Direct or Indirect Object.

The question was attempted by 11,020 (95.2 %) students, out of these, 91.5 percent scored from 0 to 2.5 marks, which is poor performance. Additionally, 7.5 percent scored from 3.0 to 6.0 marks, which is an average performance. Furthermore, 1.0 percent scored from 6.5 to 10.0 marks, which is good performance. The general performance of the students in this question was poor, since only 8.5 percent scored from 3.0 to 10.0 marks. Figure 9 summarises students' performance in this question.
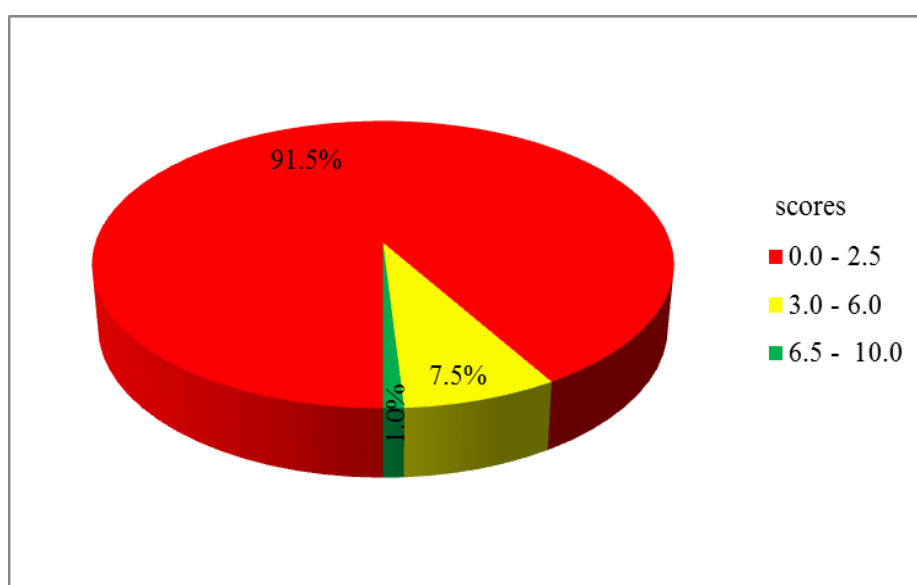
Figure 9: Students' Performance in Question 9.

The analysis of students' responses in this question shows that students who performed poorly in this question could not re-arrange the words in order to get well-structured and meaningful sentences. Most of the students wrote sentences with wrong grammar. For example, one student provided the following answers : (a) *mois grand-mere veux de decembre un je ma chez aller (b) un accident hospital de voiture eu pres a hier (c) vous histoire sur animaux des le livre avez lu (e) nous monsieur Makilagi des bonsbons du chocolat et donne.*   Such responses show that the student had poor masterly of the French Language. In addition to that, some students lacked knowledge of grammatical rules and principles of forming sentences in the French Language. The grammatically correct sentences in this question were : (*a) Je veux aller chez ma grand-mère au mois de décembre (b) Il a*

eu un accident de voiture hier près de l'hôpital (c) Vous avez lu le livre sur l'histoire des animaux (e) Monsieur Makilaga nous a donné du chocolat et des bonbons. Extract 9.1 is a sample response from a student who failed to put words into their proper places in order to form meaningful sentences.

Extract 9.1: A sample of a student's incorrect responses in question 9.

Extract 9.1 is a sample response from a student who failed to put the words into their proper order and so made incorrect sentences.

Further analysis shows that, 7.5 percent of the students with average performance (3.0 to 6.0 marks) were able to re-arrange words in 2 to 3 sentences. This indicates that these students had insufficient knowledge on the principles and grammatical rules of forming well-structured sentences in the French Language.

On the other hand, the analysis of students' responses shows that there were students who scored high marks (6.5 to 10.0) in this question. Those who scored all 10.0 marks wrote correct sentences by re-arranging the jumbled words in a correct chronological order. This indicates that the students had good masterly of the French Language, adequate vocabulary and had good knowledge of syntactic structure and grammatical rules of forming well-structured and meaningful sentences as shown in extract 9.2.

9. Mettez les mots suivants en ordre pour constituer une phrase correcte.
   Exemple: film/ses/intéressant/regarde/avec/Kadodo/un/amies.
   Kadodo regarde un film intéressant avec ses amies.

   (a) veux/ma/aller/au mois/chez/de décembre/grand-mère/je.
   Je veux aller chez ma grand-mère au mois de Décembre.

   (b) près/de voiture/a/de l'hôpital/il/un accident/hier/eu.
   Il a eu un accident de voiture hier près de l'hôpital.

   (c) avez/le livre/sur/des/vous/l'histoire/lu/animaux.
   Vous avez lu le livre sur l'histoire des animaux.

   (d) passer/en décembre/ses/elle/vacances/son/à la campagne/aime.
   Elle aime passer ses vacances en décembre à la campagne.

   (e) des/a/nous/du/et/Monsieur Makilagi/chocolat/bonbons/donné.
   Monsieur Makilagi nous a donné du chocolat et des bonbons.

Extract 9.2: A sample of a student's correct responses in question 9.

Extract 9.2 indicates a response from a student who re-arranged the jumbled words correctly in order to form meaningful sentences.

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## 2.10 Question 10: Written Expression/Composition

In this question, the students were required to write a composition on a favourite political man/woman of their choice. The students were supposed to use the following guiding questions.

-Il/Elle s'appelle comment?
-Quelle est sa nationalité?
-Il/Elle vient de quelle région ?
-Pourquoi vous aimez cette personne ?
-Qu'est-ce qu'il fait ?
-Il/Elle a quel âge ?
-Où est-ce qu'il/Elle habite ?
-Est-ce qu'il/elle connait bien la géographie de son pays ?
-Il est marié/Elle est mariée ?
-Il/Elle a combien d'enfants ?
-Comment s'appellent ses enfants ?
-Les enfants, qu'est-ce qu'ils font ?
-Il/Elle fait du sport ?
- Quel sport pratique-t-il/elle ?
- Comment est-il/elle ?
-Il/Elle va souvent à l'étranger ?
-Il/Elle parle bien des langues ?
-Il/Elle connait bien quelle langue ?
-Où est-ce qu'il/elle a fait ses études ?
-Il/Elle a pris quel matières/cours/sujets/leçons ?
-Et vous, vous voulez être un homme/une femme politique ? Etc

This question intended to measure the students' ability to express themselves in writing.

The question was attempted by 10,437 (90.2 %) students, out of these, 90.2 percent scored from 0 to 5.5 marks, which is poor performance. In addition to that, 8.7 percent scored from 6.0 to 12.5 marks, which is an average performance. Furthermore, 1.1 percent scored from 13.0 to 18.0 marks, which is good performance. The general performance of the students in this question was poor, since only 9.8 percent scored from 6.0 to 18.0 marks. Figure 10 summarises students' performance in this question.
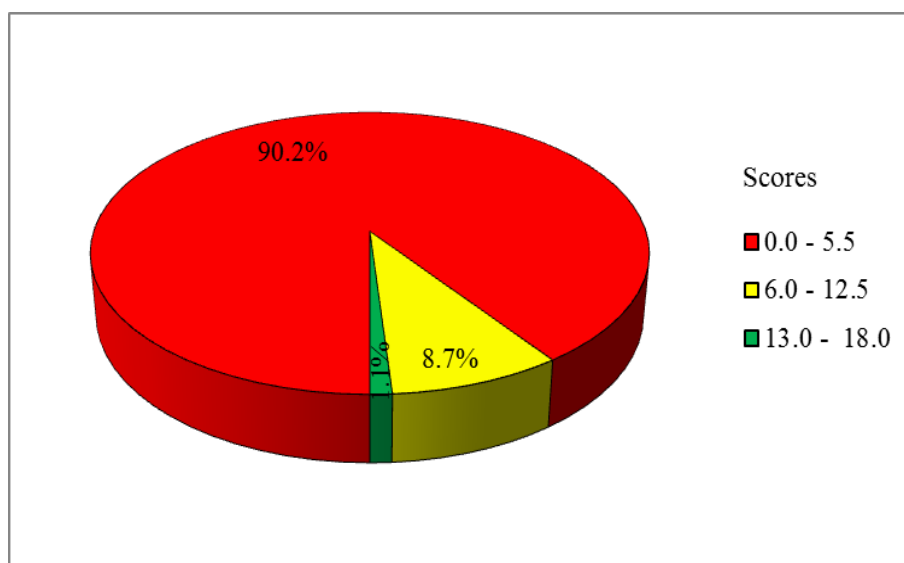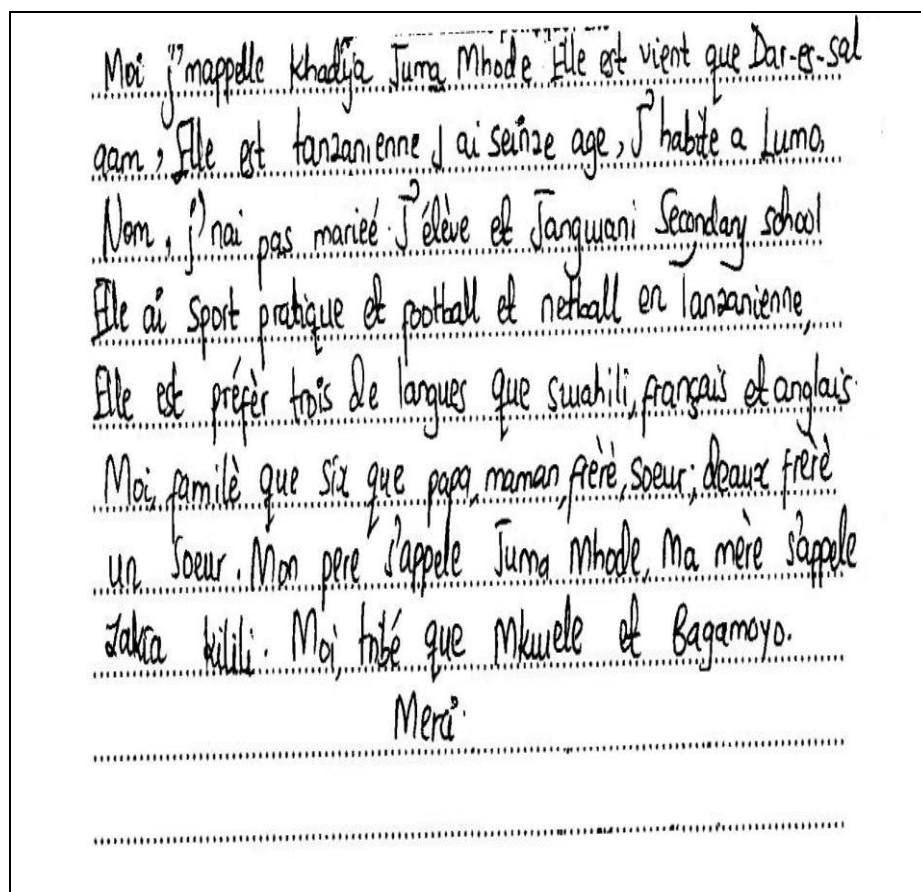
Figure 10: Students' Performance in Question 10.

The analysis of the students' responses shows that 90.2 percent of the students scored low marks. Those who scored zero (61.6 percent) demonstrated inability to write a good composition. These students wrote compositions which lacked an introduction, main body and conclusion. They also wrote compositions which lacked clarity due to poor command of the French Language. Furthermore, there were compositions which were of poor quality due to inappropriate choice of words and poor grammar. For example, when responding to the question, "*Il/Elle s'appelle comment*?" "What is his/her name?" one of the students provided an incorrect response such as: "*J m'appelle Alex Julius*" meaning *"My name is Alex Julius"*. This student wrote an introduction to introduce himself instead of the favourite political man/woman. Other students copied the questions as one of them wrote the following : "*Il/Elle s'appelle comment, Quelle est sa nationalité, Il/Elle vient de quelle région, Pourquoi vous aimez cette personne, Qu'est-ce qu'il fait, Il/Elle a quel âge, Est-ce qu'il connait bien la géographie de son pays, Il est marié/Elle est mariée''*. Furthermore, there were students who code-switched from French Language to English Language. One of the student wrote as follows: "*I am not marriage*" or *"je study a Nyalubogoya Secondaire*" instead of "*J' étudie à l' école secondaire de Nyalubogoya"* meaning *"I am studying at Nyalubogoya secondary*". In addition to that, some students wrote the sentences which had no meaning. For example, one student wrote such sentences as: "*France connate bien quelle langae ouelle are*". Such responses by the students suggest that these students had poor command of

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the French Language and misunderstood the requirement of the question. Extract 10.1 indicates a poor response.
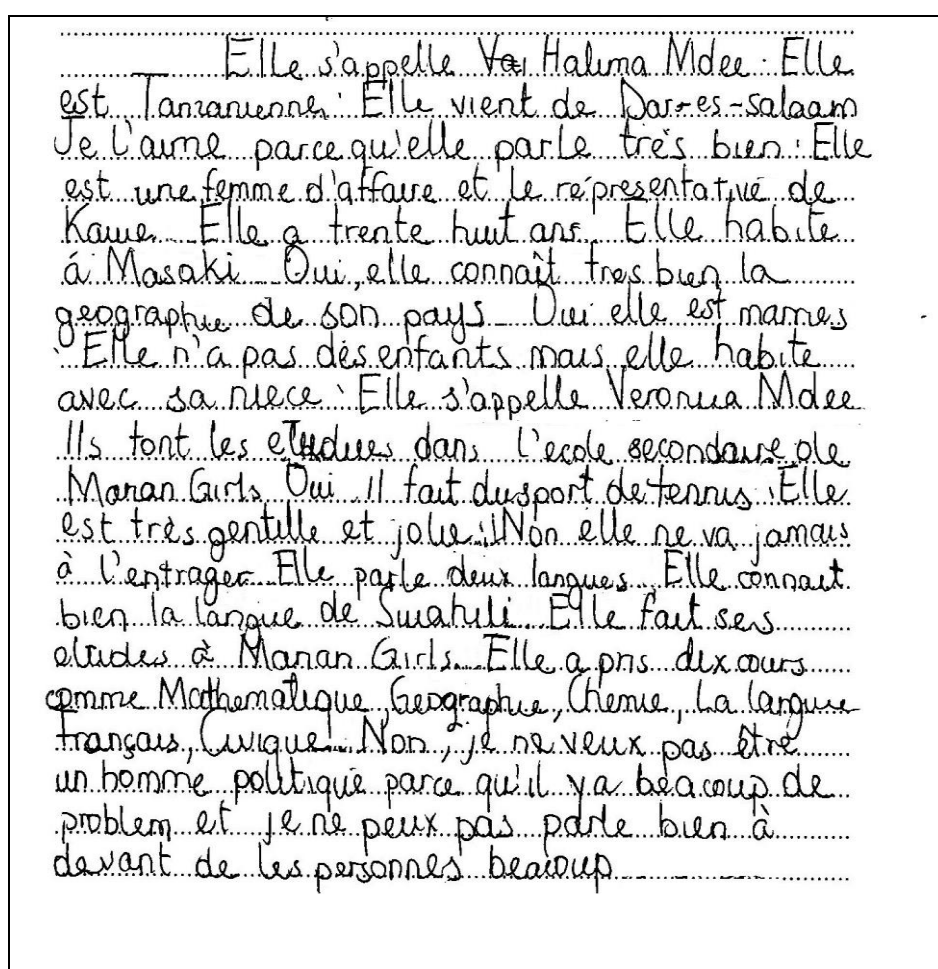

Extract 10.1: A sample of a student's incorrect response in question 10.

Extract 10.1 is a sample of a poor response from a student who wrote a meaningless composition.

The analysis also shows that there were students with average performance in this question. These students scored 6.0 to 12.5 marks out of the 20 marks allocated. These students' compositions lacked clarity due to poor grammar. For example, one student wrote the following composition: "……*Il 27 ans. Il habite a Mkuyuni. Elle marie et ses deux enfants, Jason et Kulwa. Elles footballer du sport. Elles est Kenyane. Elle combine a angalais bien. Ils admirent beacoup la beaute de ce paysage. Elles enfants ses etudes ecole s appele Nyasubi et ells fomes politique*". In addition to that, these students had insufficient vocabulary. For example, in the example above, it can be noted that the student used English Language

words such as: "*combine, footballer*". Such responses reveal that these students had insufficient vocabulary and grammar to enable them to form meaningful and well-structured sentences in the French Language.

Furthermore, there were few students who scored high marks from 13.0 to 18.0 out of the 20.0 marks allocated. These students were able to write good compositions although they contained some slight grammatical errors and improper use of vocabulary. They adhered to the composition writing skills taking into account the use of appropriate grammatical rules such as, use of paragraphs, punctuation marks. Extract 10.2 is a sample of a good composition.

Extract 10.2: A sample of a student's correct response in question 10.

Extract 10.2 shows a good response from a student who wrote a meaningful composition.

3.0   STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The analysis of the students' performance shows that out of the 4 topics that were assessed in French Language, there was an average performance in the topics of *Comprehension* (in questions number 1 and 2), *Language Use* (in questions number 8 and 9) and *Language Pattern/ Structure* (in questions 3, 4, 5, 6 and 7). The students performed averagely in the topic of comprehension (in questions 1 and 2) because they had insufficient knowledge on comprehension skills. However, these students performed poorly in question 2 because they failed to identify the "True" and "False" statements.

The students also had average performance in the topics such as; Language patterns (in question number 3, 4, 5, 6 and 7) and Language Use (in question number 8 and 9). The students had average performance in these topics because they had partial knowledge on the principles of transforming some items in a sentence and the relevant procedures applied in the French Language.

 Some of these students performed poorly in question number 3 which was on transforming the sentences from singular to plural form. Other students performed poorly in question number 4 which was on transforming the sentences from the simple present tense to the near future. Furthermore, there were students who performed poorly in question number 5 which was on responding negatively to the questions given. These students also performed poorly in question number 7 which was on putting the adjectives given in brackets into the correct form. In addition to that, the students performed poorly in question number 9 which was on re-arranging jumbled words in order to form meaningful sentences.

Students performed poorly in the topic of written expression (question number 10). Students' poor performance in this topic was due to inadequate knowledge on the principles of writing a composition. These students were unable to express themselves in writing as they had little knowledge of grammatical rules and lacked the correct vocabulary to be used.

The appendix of students' performance is grouped into two categories: average and poor. The performance ranging from 0 to 29 percent is considered poor and is presented by a red colour and the performance ranging from 30 to 64 percent is considered average and is presented by a yellow

colour. This analysis is based on the average percentage of students who scored 30 percent and above of the marks allocated to each question.

4.0   CONCLUSION

The students' general performance in the Form Two National Assessment in the French Language subject was average, since 37.23 percent of the students passed. This is because most of the students had not mastered well some of the topics taught in forms I and II. The analysis of the items in this report further reveals that students had average performance due to lack of adequate knowledge and skills in reading for comprehension, principles and grammatical rules; particularly in adjectives, responding negatively to questions, transforming sentences from singular to plural forms, transforming sentences from simple present tense to near future and constructing sentences from jumbled words.

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

5.0   RECOMMENDATIONS

The following recommendations are given so as to improve the students' performance in the French Language subject:

5.1 French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive teaching methods (rich environment) which will motivate students to learn the language. Teaching of certain concepts can be done through role plays, group work, imitation and tours to different places.

5.2 Students should be encouraged to read short stories, 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.

5.3 French Language subject clubs should be formed to assist students in practicing the spoken aspect of the language.

Summary of Analysis of Students' Performance in each Topic.

S/N	Topic	Number of Questions	Percentage of Students who Scored an Average of 30% or above	Remarks
1	Comprehension	1 and 2	58.35	Average
2	Language use	8 and 9	47.05	Average
3	Language Patterns/Structure	3,4,5,6,and 7	33.72	Average
4	Written Expression/ Composition	10	9.8	Poor