



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT  
ON THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2021**

**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 2021 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 provided in this report is intended to contribute towards understanding of possible reasons behind students' performance in French Language subject. The analysis indicates that some of the students scored high marks as they were able to identify the tasks of the questions, they had adequate knowledge of grammatical rules, enough vocabulary in the French Language as used in different situations and sufficient knowledge on various topics. However, the report highlights the challenges faced by the students in answering questions correctly. These challenges include lack of knowledge in vocabulary, principles and grammatical rules, the inability to understand the requirements of the questions and insufficient knowledge in various topics.

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

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 is an analysis of the performance of the students, who sat for the Form Two National Assessment (FTNA) in French Language subject in November, 2021. The assessment was set according to the 2010 French Language syllabus.

The assessment paper had 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 had 2 questions with a total of 20 marks, whereas question 1 carried 15 marks and question 2 carried 5 marks. Section B had 5 questions; questions 3, 4, 5, 6 and 7 and each of them carried 5 marks. Question 5 carried 10 marks whereas question 6 carried 20 marks hence making a total of 45 marks in this section. Section C had 2 questions which were question 8 and 9. Question 8 carried 10 marks whereas question 9 carried 5 marks, hence making a total of 15 marks. Section D had only one question which carried 20 marks. The students were tested in four topics, namely; Comprehension, Language Patterns/Structure, Language Use (Vocabulary) and Composition/Written Expression.

A total of 10,229 students sat for Form Two National Assessment in November 2021, out of which, 3,727 (36.47%) students passed, whereas in 2020, 4,571 (42.37%) students passed. These results indicate a decrease of 5.9 percent in the students' performance.

The students' performance is categorised into three (3) groups, namely; good, average and poor. The performance ranging from 65 to 100 percent is considered as *good*, 30 to 64 percent as *average* and 0 to 29 percent as *poor*. Three basic colours have been used to represent this performance: *green* indicates good performance; *yellow* indicates average performance and *red* indicates poor performance. The Students' performance in each topic is summarised in the appendix.

The analysis shows the students' performance in each item by indicating the students' weaknesses and strengths in answering the questions. Also, 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 focus is on the percentages of students with high, average and low marks. Extracts from the scripts of the students' responses



have been shown so as to provide a general overview on how the students responded to the questions in relation to the tasks of each question.

**Table 1: Students' Performance in French Language Subject in the FTNA-2021**

SEX	GRADES					PASSED	
	A	B	C	D	F	Number	Percentage
M	74	127	489	935	2,745	1,625	15.9
F	55	114	649	1,284	3,747	2,102	20.5
Total	129	241	1,138	2,219	6,492	3,727	36.4

## **2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION**

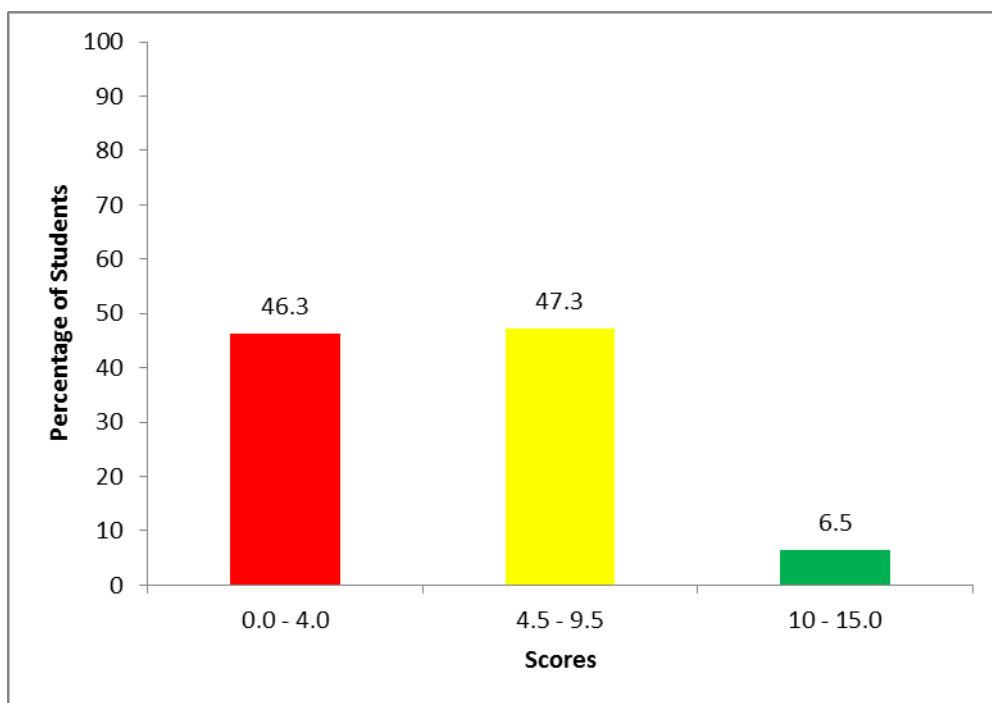
The analysis of the students' performance in each question has been presented in this report. The analysis highlights the requirements of each question as well as the strengths and weaknesses of students' responses. The percentage of scores for each question is presented in graphs and charts. Furthermore, samples of good and poor responses extracted from the students' scripts are presented to illustrate some of the cases.

### **2.1 Question 1: Multiple Choice (Comprehension)**

In this question, students were required to read the passage given and answer the questions by using the information from the passage. Question 1 had two parts namely; part (a) and (b). Part (a) had five items where each item carried 2 marks. Students were required to choose the correct answer from the alternatives given and write its letter while, in part (b), students were required to supply short answers to five items (i)-(v) in the spaces provided. Each item carried 01 mark. The total marks for this question was 15. The question tested the students' ability to understand information from the text.

This question was attempted by 100 percent of the students, out of whom 46.3 per cent scored from 0 to 4.0 marks; 47.3 percent scored from 4.5 to 9.5 marks and 6.5 percent scored from 10 to 15.0 marks. The general performance of the students in this question was average, since 53.7 percent

of the students scored from 4.5 to 15 marks. Figure 1 shows the students' performance in this question



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

The analysis shows that 6.5 percent of the students had high performance in this question. They scored from 4 to 5 correct items in part (a). The responses of students who scored high marks were as follows:

In question 1(a) item (i), students were required to tell the occupation of madam Bwoba. The students who understood well the passage chose an alternative A *elle est commerçante* (She is a businesswoman) which was the correct response because they were able to understand the occupation of Mrs Bwoba as explained in the text due to good mastery of the French language.

In item (ii), the students were asked to give the reason why the neighbours went to Madam Bwobas's house. The students with good performance were also able to choose the correct response which was C *ils ont entendu un grand bruit* (they heard a big noise).

In item (iii), the students were asked to tell the condition in which Madam Bwoba was found. Some students with high scores were able to choose the

correct response which was alternative B *ils ont trouvé Madame Bwoba par terre, sans conscience* (they found madam Bwoba down, unconscious). The students comprehended the passage and they were able to grasp some key points which helped them to find the correct response.

In item (iv), students were required to tell why Madame Bwoba was laying down. The correct response was B *elle est tombée* (she fell down) the students opted for the correct response because they had good comprehension skills.

Likewise, in item (v), the question demanded the students to tell the duration of time taken by the police officers to arrive at the incident. The correct response was D *Dans quinze minutes* (in fifteen minutes). The students opted for the correct response because they understood well the passage.

In Part (b) of question 1, the students were given five items which required them to supply short answers in the space provided. In this question, students' response analysis shows that, there were students with good performance who scored from two to five items. These students who scored high marks managed to supply correct responses because they understood the requirement of each item also they had good command of the French language.

In item (i), the question was *Pourquoi madame Bwoba est tombée?* The item required the students to give the reason why Mrs Bwoba fell down. The students who comprehended the given text were able to supply correct answers by providing the reason that *Madame Bwoba /Elle est tombée parce que le tabouret a glissé* (Mrs Bwoba / She fell down because the stool slipped).

Item (ii) required the students to tell in which part of the body Madame Bwoba was injured *A quelle partie du corps Madame Bwoba s'est elle blessé?* (Mrs Bwoba was injured on the head). Students provided correct responses because they understood the information from the text.

In item (iii), students were required to give a reason on why Madame Bwoba stood on the stool *Pourquoi madame Bwoba a monté sur le tabouret?* The students who had high scores understood the passage and provided the

following response; *Madame Bwoba /Elle s'est montée sur le tabouret parce qu'elle n'est pas assez grande pour prendre le tissu de l'étagère* (Mrs Bwoba stood on the stool because she was not tall enough to reach the shelf).

In item (iv), students were required to tell the time it took Madam Bwoba to become conscious; *Après combien de temps madame Bwoba a repris la conscience?* The students who scored full marks in this item managed to supply correct response because they understood the passage and the requirement of the question. The correct response was *une demi-heure/trente minutes* (half an hour/thirty minutes).

Item (v) required the students to tell the person who sent madame Bwoba to the hospital *Qui a emmené madame Bwoba à l'hôpital?* The students who got correctly this item wrote *les policiers* (police officers) which was the correct response. These responses show that students had adequate knowledge of the French Language which enabled them to identify easily the correct answers from the passage. Extract 1.1 is a sample of a correct response from a script of student.



### Questions

(a) Écrivez une lettre de la réponse correcte dans la case donnée.

(i) Quel est le métier de Madame Bwoba?

- A Elle est commerçante.
- B Elle est policière.
- C Elle est docteur.
- ☒ D Elle est ingénieur.

A

(ii) Les voisins sont allés chez Madame Bwoba parce que.....

- A ils ont voulu acheter des tissus.
- B madame Bwoba les a appelés.
- ☒ C ils ont entendu un grand bruit.
- D ils ont voulu voler des tissus dans la boutique.

C

(iii) Quand les voisins sont entrés dans la boutique.....

- A ils ont parlé à madame Bwoba.
- B ils ont trouvé madame Bwoba par terre, sans conscience.
- C ils ont trouvé le voleur.
- D ils ont fermé la boutique.

B

(iv) Madame Bwoba est couchée sur le sol parce que .....

- A un voleur l'a blessée la tête.
- ☒ B elle est tombée.
- C elle a voulu dormir.
- D elle a eu peur de la police.

B

(v) Dans combien de minutes les policiers sont-ils arrivés?

- A Dans dix minutes.
- B Dans trente minutes.
- C Dans quatorze minutes.
- ☒ D Dans quinze minutes.

D

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

(i) Pourquoi madame Bwoba est tombée?

Madame Bwoba/Elle est tombée parce que le tabouret a glissé  
et elle est tombée.

(ii) A quelle partie du corps madame Bwoba s'est-elle blessée?

Madame Bwoba/Elle s'est blessée à la tête

(iii) Pourquoi madame Bwoba a monté sur le tabouret?

Madame Bwoba/Elle a monté sur le tabouret parce que elle a voulu prendre  
un tissu de l'étagère mais elle n'a pas pu y arriver.

(iv) Après combien de temps madame Bwoba a repris la connaissance?

Madame Bwoba /Elle a repris la connaissance après une demi-heure

(v) Qui a emmené madame Bwoba à l'hôpital?

Ce sont des policiers qui  
l'ont emmené à l'hôpital.

### Extract 1.1: A sample of students' correct responses to question 1

Extract 1.1 is a sample of a response from a student who selected the correct answers in part (a) and provided correct short answers in part (b) because he/she had sufficient comprehension skills.

On the other hand, 47.3 per cent of students had an average performance in this question. These students managed to score 4.5 to 9.5 marks out of five items in 1 part (a) and (b). The students had partial understanding of the question which led them to score averagely in this question. The analysis also

reveals that those who scored average marks were slightly able to read the given text and comprehend it. In addition to that, insufficient knowledge of vocabulary and average command of French language affected their performance. They managed to write two to three correct responses.

However, the analysis of the students' responses shows that 46.3 per cent of students had weak performance in question 1. They failed to comprehend the given text as a result they chose incorrect responses from among the given four (4) alternatives in each item in part (a). Lack of vocabulary and poor comprehension skills were also one of the factors which contributed to the poor performance in this question.

For example, in item (i), the question was *Quel est le métier de Madame Bwoba?* (What is the occupation of Mrs Bwoba?). This question required the students to choose the correct answer from the four given alternatives. However, they opted for the incorrect responses B,C and D instead of the correct response A *elle est commercante* because they were just guessing the answers.

In item (ii), the question was *Les voisins sont allé chez Madame Bwoba parce que...* meaning (The neighbours went to Mrs Bwobas' home because...). Some students chose D *ils ont voulu voler des tissus dans la boutique* (they wanted to buy some fabrics) which was incorrect because the neighbours went there after hearing some noises from her shop, therefore, alternative C *ils ont entendu un grand bruit* was a correct answer. Further analysis shows that students chose alternative B *madame Bwoba les a appelés* (Mrs Bwoba called them) which was incorrect response because Mrs Bwoba didn't call them instead she was the one who got an accident in the shop. These students who scored poorly were lacking knowledge on the uses of past tense in expressing past events.

In item (iii), students were asked *Quand les voisins sont entrés dans la boutique,* (when the neighbours entered in Mrs Bwobas' shop...). Here the students were required to tell what occurred at that particular moment of an incident. The students who had low marks were not able to write the correct response B in this item because they did not understand well the given passage; instead they chose incorrect responses A, C and D.

In item (iv), the question was *Madame Bwoba est couchée sur le sol parce que...* (Mrs Bwoba layed herself down on the ground because...). The students didn't understand the text and the requirement of the question; therefore, they ended up choosing wrong answers A, C, and D instead of the correct response B *elle est tombée* (she fell down).

Item (v) the question was *Dans combien de minutes les policiers sont-ils arrivés ?* (How many minutes did the police officers take to arrive at the area of incident?). Some students opted for alternative B *Dans trente minute* (in thirty minutes) which was incorrect. This shows that they had insufficient vocabulary of telling time and comprehension skills. The correct alternative was D *Dans quinze minutes* (in fifteen minutes).

The analysis also shows that students who scored low marks in part (b) did not understand the information from the text. They lacked comprehension skills and they had insufficient French Language vocabulary. Moreover, these students did not understand the requirements of the question. To exemplify this, one student provided such irrelevant responses in item (i) as *Pourquoi madame Bwoba est tombée?* Some students wrote *je me suis cognée la tête contre le bord de la table* (I hit my head at the corner of the table). In this case the students ended up copying sentences from the passage as responses. The correct response in this question was *Madame Bwoba /Elle est tombée parce que le tabouret a glissé.* (Mrs Bwoba / She fell down because the stool slipped).

In item (ii), students were asked *A quelle partie du corps Madame Bwoba s'est elle blessé?* (Which part of Mrs Bwobas' body got injured?) The students who scored low marks were unable to supply the correct answer in the given space because they failed to understand the requirement of the question and lacked of good command of the French language. For example, they the incorrect sentence *ils ont regardé partout dans la boutique mais il n'ont vu personne* instead of the correct response was *à la tête* (at the head).

In item (iii), the question was *Pourquoi madame Bwoba a monté sur le tabouret?* (Why Mrs Bwoba stood on the stool?). The students wrote the incorrect responses as one of them wrote *Vous vous souvenez de ce qui vous est arrivé hier soir dans votre boutique ?* (Do you remember what happened

to you yesterday evening in your shop?) The student responded to this question by asking a question copied from the text.

In item (iv), the question was; *Après combien de temps madame Bwoba a repris la conscience?* (After how long did Mrs Bwoba became conscious?). Some of the students didn't attempt this question because they were completely unable to understand the given text as well as the requirement of the question and ended up leaving the blank spaces. The correct response was *une demie-heure/trente minutes* (half an hour/thirty minutes).

In item (v), the question was *Qui a emmené madame Bwoba à l'hôpital?* (Who took Mrs Bwoba to the hospital?). Some students failed to write correct answer. For instance, they wrote *elle a repris sa conscience après une demi-heure* (She became conscious after half an hour) which was incorrect instead of *les policiers* (the police officers). In this item, the students failed because they had insufficient vocabulary of professions that hindered them from comprehending the text given.

Also, the student's responses analysis discloses that, the candidates who scored low marks were unable to read the given text and comprehend it. Some students scored only one item while others scored two items and failed to write the correct responses in the other items. In addition to that, inadequate mastery of vocabulary and poor command of the French language affected them. Extract 1.2 shows a sample of a response from a script of a student who performed poorly.



### Questions

(a) Écrivez une lettre de la réponse correcte dans la case donnée.

- (i) Quel est le métier de Madame Bwoba?  
 A Elle est commerçante.  
 B Elle est policière.  
 C Elle est docteur.  
 D Elle est ingénieur. B
- (ii) Les voisins sont allés chez Madame Bwoba parce que.....  
 A ils ont voulu acheter des tissus.  
 B madame Bwoba les a appelés.  
 C ils ont entendu un grand bruit.  
 D ils ont voulu voler des tissus dans la boutique. D
- (iii) Quand les voisins sont entrés dans la boutique.....  
 A ils ont parlé à madame Bwoba.  
 B ils ont trouvé madame Bwoba par terre, sans conscience.  
 C ils ont trouvé le voleur.  
 D ils ont fermé la boutique. B
- (iv) Madame Bwoba est couchée sur le sol parce que .....  
 A un voleur l'a blessée la tête.  
 B elle est tombée.  
 C elle a voulu dormir.  
 D elle a eu peur de la police. A
- (v) Dans combien de minutes les policiers sont-ils arrivés?  
 A Dans dix minutes.  
 B Dans trente minutes.  
 C Dans quatorze minutes.  
 D Dans quinze minutes. D

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

- (i) Pourquoi madame Bwoba est tombée?  
 Madame Bwoba/Elle est tombée parce que ...*Elle est tombée parce*.....  
 ....*que*.....
- (ii) A quelle partie du corps madame Bwoba s'est-elle blessée?  
 Madame Bwoba/Elle s'est blessée ...*Elle s'est blessée*.....  
 .....
- (iii) Pourquoi madame Bwoba a monté sur le tabouret?  
 Madame Bwoba/Elle a monté sur le tabouret parce que .....  
 ....*Madame Bwoba/Elle a monté sur le tabouret parce*.....
- (iv) Après combien de temps madame Bwoba a repris la connaissance?

**Extract 1.1:** A sample of students' incorrect responses to question 1

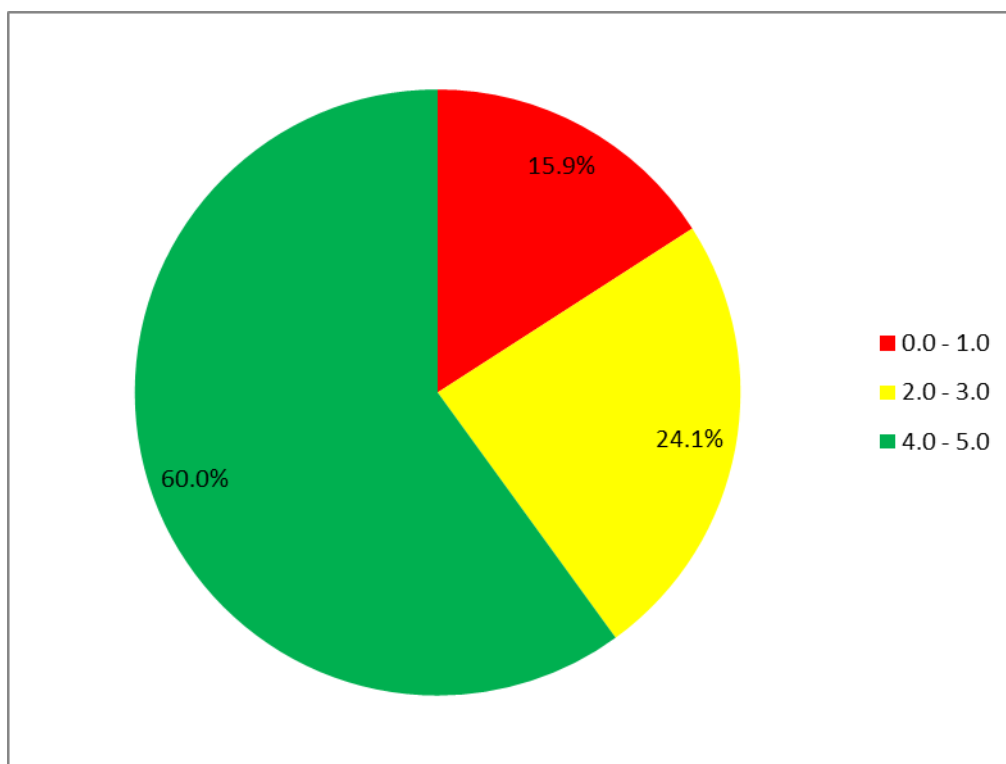
**Extract 1.2** shows a sample of a response from a script of a student who failed to select correct responses in part (a) and wrote incorrect short answers in part (b) due to lack of comprehension skills.

## 2.2 Question 2: True or False (Comprehension)

In this question, students were given a passage and they were required to read it and respond to the questions by writing (V) if the statement was "True" and (F) if the statement was "False" and each item had 1 mark.

This question was attempted by 99.5 percent of the students, out of whom 15.9 percent scored from 0.0 to 1.0 mark; 24.1 percent scored 2.0 to 3.0 marks and 60.0 percent scored from 4.0 to 5.0 marks. The general performance of the students in this question was good, since 84.1 per cent of

the students scored from 2.0 to 5 marks. Figure 2 shows students' performance in this question.



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

The analysis of the students' responses analysis indicates that 60 per cent of the students scored from 2.5 to 5.0 marks. The students who scored high marks in this question were able to read and understand the given statements because most of them had good comprehension skills, good command of French language and sufficient vocabulary. These students knew that statements (c), (d) and (e) were "False" whereas (b) and (f) were "True". This shows that they were knowledgeable about the French Language. Extract 2.1 is a sample of a good response.

Questions	
Phrases	Vrai-V/Faux-F
(a) Chausiku est institutrice.	V
(b) Il y a cinq personnes dans la famille de monsieur Mgongo.	V
(c) Monsieur Mgongo habite à Tandale.	F
(d) Chausiku se lève à 5.45 heures.	F
(e) Les enfants prennent un "bajaj" pour aller à l'école.	F
(f) Monsieur Mgongo rentre à la maison vers 19 heures.	V

**Extract 2.1:** A sample of a student's correct responses to question 2

Extract 2.2 shows a sample of responses from a student who provided correct answers by writing "V" (True) or "F" (False) for the statements given.

Further analysis of the students' responses shows that 15.9 percent performed poorly in this question. The students who scored 0.0-1.0 mark did not comprehend the information from the text due to their insufficient vocabulary and poor understanding of the requirements of the question. For example, in responding to this question, students provided mixed answers as some of them wrote V (True) for a false statement whereas others wrote F (False) for a true statement. Others wrote T instead of V to mean the statement is true contrary to the instructions of the question. Extract 2.2 is a sample of an incorrect response to question 2

Questions	
Phrases	Vrai-V/Faux-F
(a) Chausiku est institutrice.	V
(b) Il y a cinq personnes dans la famille de monsieur Mgongo.	F
(c) Monsieur Mgongo habite à Tandale.	F
(d) Chausiku se lève à 5.45 heures.	V
(e) Les enfants prennent un "bajaj" pour aller à l'école.	F
(f) Monsieur Mgongo rentre à la maison vers 19 heures.	F

**Extract 2.2** A sample of a student's incorrect responses in question 2

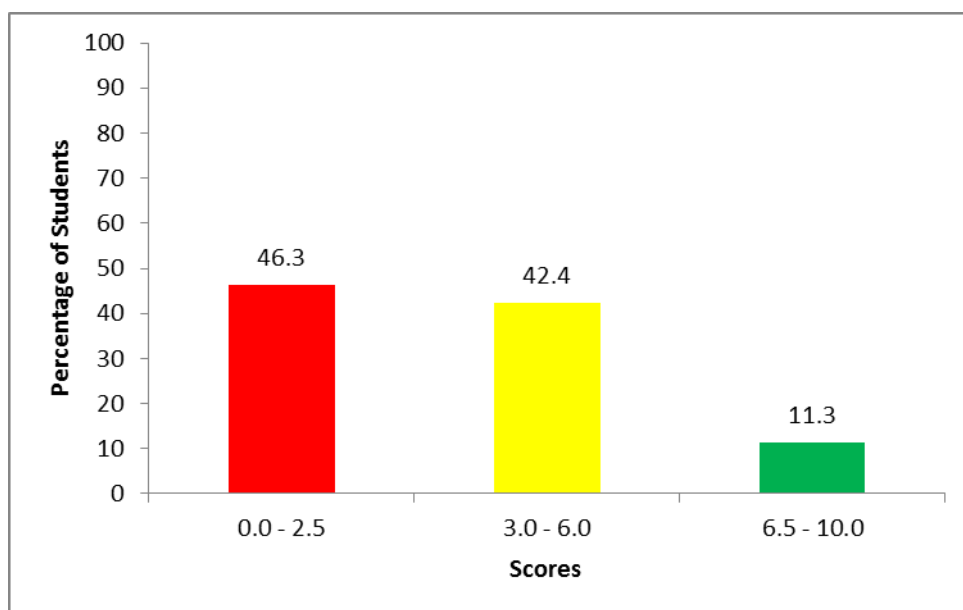
Extract 2.2 shows a sample of a response from a student who provided incorrect answers by writing "V" (True) or "F" (False) for the statements given.

Moreover, the analysis of students' responses shows that there were 24.1 per cent of the students who scored average marks in this question. They managed to score 1 to 2 out of five allotted marks. Some of the candidates wrote the correct responses in (b), (c) while others wrote correct responses in (d) and (f). The students' scores varied in accordance with their understanding of the text.

### 2.3 Question 3: Adjectives (Qualitative Adjectives)

In this question, students were required to put the given qualitative adjectives in the brackets into their correct forms that relate to the gender and number of nouns that they qualify.

This question was attempted by 98.2 per cent of the students, out of whom 46.3 per cent scored from 0.0 to 2.5 marks, 42.4 per cent scored from 3.0 to 6.0 marks and 11.3 per cent scored from 6.5 to 10 marks. The students' general performance in this question was average, since 53.7 per cent of the students scored from 3 to 10 marks. Figure 3 shows the students' performance in this question.



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

The students' response analysis indicates that 11.3 percent of students performed well. The students who scored high marks were able to apply the



grammatical rules of changing adjectives into their correct gender form in relation to the nouns which they qualify.

In item (a), the sentence was *Pour la fête de ce soir, mon frère aîné va porter un pantalon (noir), une chemise (vert) et une cravate (gris)* (For the party of this evening, my elder brother is going to wear a (black) pair of trousers, a (green) shirt and a (grey) tie. The students changed the adjectives *noir* into correct masculine form *noir* because a noun *un pantalon* belongs to masculine gender. Also, the adjective *vert* was changed into its correct feminine forms *verte* and *grise* respectively. This is because the phrases *une chemise* (a shirt) and *une cravate* (necktie) belong to feminine gender form.

In item (b), the sentence was *Samedi dernière, Sophie est allée en ville pour chercher une robe (jaune) et une paire de boucles d'oreilles (brun) pour offrir à son amie* (Last Saturday, Sophie went to town to look for a (yellow) dress and a pair of (brown) ear rings so as to offer to her friend). The students who scored high marks were aware that the adjectives must agree in gender with the noun it co-occurs within the sentence. The adjective *brun* (brown) was changed into *brunes*. This is because the noun phrase *une paire de boucles d'oreilles* (a pair of ear rings) belongs to feminine gender.

In item (c), the students were given the sentence *Ce garçon-là porte toujours une chemise (bleu) foncé et un pantalon (kaki)* (Always, that boy wears a dark (blue) shirt and a (kaki) trouser). The students managed to change the adjective *bleu* into *bleue* because the noun phrase *une chemise* (a shirt) belongs to feminine gender.

In item (d), the sentence was *Son boubou est ornée de broderies (rouge)* (Her dress is decorated with (red) ornaments), the correct response was *Son boubou est ornée de broderies rouges*. The students who got this item right managed to change the adjectives into their correct form. These students knew that the noun *broderies* (ornaments) belongs to plural feminine gender and that it was in plural form, so they added “s” to the adjective.

In item (e), they were given the sentence *Nous allons acheter des chaussures (noir) et des chaussettes (blanc) dans cette boutique* (We are going to buy (black) shoes and (white) socks in this shop). The students who

wrote the correct response in this item knew that *chaussures* and *chaussettes* were plural feminine nouns and that the adjectives noir (black) and blanc (white) accompanying them had to be changed into *noires* and *blanches* respectively. Extract 3.1 is a sample of a correct response to question 3.

3. Mettez des mots entre parenthèses à la forme correcte.  
**Exemple:** Ma jupe est (blanc).  
 Ma jupe est **blanche**.

(a) Pour la fête de ce soir, mon frère aîné va porter un pantalon (noir), une chemise (vert) et une cravate (gris).  
 → Pour la fête de ce soir, mon frère aîné va porter un pantalon noir, une chemise verte et une cravate grise.

(b) Samedi dernière, Sophie est allée en ville pour chercher une robe (jaune) et une paire de boucles d'oreilles (brun) pour offrir à son amie.  
 → Samedi dernière, Sophie est allée en ville pour chercher une robe jaune et une paire de boucles d'oreilles brunes pour offrir à son amie.

(c) Ce garçon-là porte toujours une chemise (bleu) foncé et un pantalon (kaki).  
 → Ce garçon-là porte toujours une chemise bleue foncé et un pantalon kaki.

(d) Son boubou est orné de broderies (rouge).  
 → Son boubou est orné de broderies rouges.

(e) Nous allons acheter des chaussures (noir) et des chaussettes (blancs) dans cette boutique.  
 → Nous allons acheter des chaussures noires et des chaussettes blanches dans cette boutique.

**Extract 3.1:** A Sample of a student's correct response in question 3.

Further students' response analysis shows that there were students who scored average marks in this question. They were able to write correctly some of the adjectives into their correct forms while failing to change other adjectives into their correct forms. Some candidates managed to score correctly one to three items out of five. Their responses were varying; others scored items (i), (iii) and (v) while others scored items (ii) (iii) and (v). This indicates that the students had partial understanding of the topic of adjectives.

However, there were some students who performed poorly in this question. These students had poor mastery in the topic of adjectives. They were not able to change the adjectives into their correct form according to the gender and number. Some of the incorrect responses which were observed were as follows:

In item (a), some students failed to understand the gender of the word ...*un pantonlon* (a pair of trouser) as a result they added an “-e” at the end of the adjective *noire* (black) and then the noun phrase is read as *un pantalon noire* which is wrong because *un pantalon* belongs to masculine gender. In the same item (a), other students wrote such incorrect responses as *une chemise verttre*, *une chemise verter*, and *une chemise vertir*. Furthermore, the adjective *grise* was written as *grisse*, *grises*, *grissé* which were wrong responses because there was no agreement in gender and number.

In item (b) there were two adjectives which were to be changed basing on number and gender agreement. Some students wrote *jaunes*, *jounes*, *jaun*, *joune* instead of *jaune*. Similary, the adjective *brun* (brown), it was changed into *brunch*, *brunches*, *bruche*, *bruns*, *brune*, *bruner* instead of *brunes*.

In item (c), the adjectives *bleu* and *kaki* were required to be transformed. The adjective *bleu* was supposed to be changed to *bleue* in order to agree with the singular feminine noun phrase *une chemise* as in *une chemise bleue* (a blue shirt). However, those students who got it wrong wrote incorrect answers like *bleaux*, *bleurs*, *blue*, *bleus* and *bleurer*. On the other hand, the adjective *kaki* was supposed to agree with its masculine singular noun as in *un pantalon kaki* (a kaki pair of trousers), but there were some students who failed to write it correctly as they provided such incorrect answers as *kake*, *kakie*, *kakis*, *kakies*.

In answering item (d), some students wrote other words rather than *rouges*. This is because they did not know that the word *boucheries* is a feminine plural noun and that it requires an adjective to be in plural form. For example, they wrote it as *roug*, *rougeé*, *rouged*, *rouge*, *rogen*, *rougen* and *rouger* instead of its correct form *rouges*.

In item (e), there were two adjectives *noir* (black) and *blancs* (white). They were supposed to be changed to *noires* and *blanches* but some of the students wrote such incorrect responses as *noirons*, *noirs*, *noire*, *noirner*, *noiront* and *noires* or as *blancs*, *blances*, *blanchs*, *blanche*, *blanes*. Extract 3.2 is a sample of an incorrect response from a script of a student in question 3

3. Mettez des mots entre parenthèses à la forme correcte.

**Exemple:** Ma jupe est (blanc).

Ma jupe est **blanche**.

- (a) Pour la fête de ce soir, mon frère aîné va porter un pantalon (noir), une chemise (vert) et une cravate (gris).

Pour la fête de ce soir, mon Frère aîné va porter un pantalon noirche une chemise vertche et une

- (b) Samedi dernière, Sophie est allée en ville pour cherche une robe (jaune) et une paire de boucles d'oreilles (brun) pour offrir à son amie.

Samedi dernière, Sophie est allée en ville Pour cherche une robe jauneche et une paire de boucles d'oreilles brunche pour offrir à son amie

- (c) Ce garçon-là porte toujours une chemise (bleu) foncé et un pantalon (kaki).

Ce garçon-là porte toujours une chemise bleuche Foncé et un pantalon kakiche

- (d) Son boubou est orné de broderies (rouge).

Son boubou est orné de broderies rougeche

- (e) Nous allons acheter des chaussures (noir) et des chaussettes (blancs) dans cette boutique.

Nous allons acheter des chaussures noirche et des chaussettes blancsche dans cette boutique

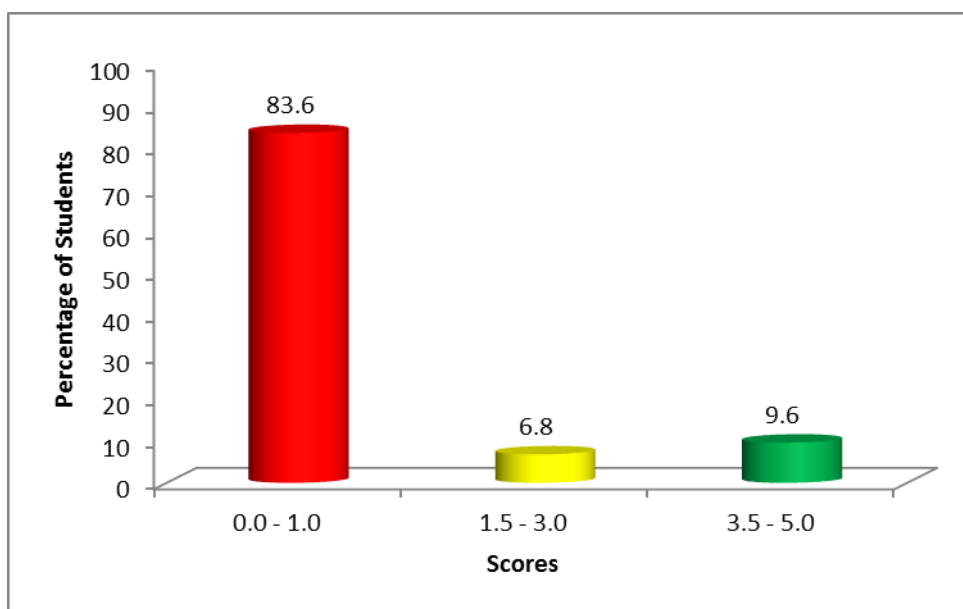
**Extract 3.2:** A sample of a student's correct response to question 3

Extract 3.1 shows a sample of a response from a student who wrote words not related to French Language adjectives.

## 2.4 Question 4: Tenses (Past tense)

In this question, students were given verbs in the blankets and they were required to change them into past tense. The question intended to test students' ability to express themselves using past tense.

This question was attempted by 99.7 percent of the students, out of whom 83 per cent scored from 0.0 to 1.0 mark; 6.8 percent scored from 1.5 to 3.0 marks and 9.6 percent scored from 3.5 to 5 marks. The general performance of the students in this question was weak, since 83.6 percent of the students scored from 0 to 10 marks. Figure 4 shows students' performance in this question.



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

The students who scored high marks managed to find out different indicators of time which helped them to discover the correct tense to be applied to a specific verb. In order to conjugate a verb into past tense, the verb must have two elements which are an auxiliary verb *avoir* or *etre* in present tense and the past participle of the main verb. The auxiliary verb must agree in number with the subject of the sentence.

In item (a), the given sentence was *Hier soir, nous (reviser) nos lecon avant notre examen final* (Yesterday evening, we (to revise) our lesson before our final examination). The presence of the adverb *hier* helped the students to discover that the verb *reviser* has to be changed into simple past tense. Likewise, in answering item (b) which says *Dimanche dernier, mes amis (apprendre) une nouvelle chanson à l'église* (Last Sunday, my friends (to learn) a new song in the church). In this item, the students discovered that the presence of the adverb *Dimanche dernier* (last Sunday) helped students to change the verb from infinitive form to simple past tense.

In item (c), the students were given the sentence *Pendant les vacances dernieres, Neema (aller) a Zanzibar avec ses parents* (During the last holiday, Neema (to go) to Zanzibar with her parents). The indicator *Pendant les vacances dernieres...* (In the last holiday...) helped the students to change the verb into past tense. Furthermore, the presence of female name

“Neema” helped the students to add the suffix “-e” at the end of the past participle of the verb *aller* (to go) which resulted into correct response.

In item (d), the sentence given was *Hier matin, notre professeur (donner) une punition à Aziza et à Sikitu* which denotes that (*Yesterday in the morning, our teacher (to give) a punishment to Aziza and Sikitu*). The use of adverb *hier matin* (yesterday in the morning) was an indicator that helped the students to change the infinitive verb *donner* (to give) to simple past tense *à donné* (gave).

In item (e), the students were given the sentence *tous les élèves de deuxième année de Mirambo (réussir) à leur examen l'année dernière* (Last year, all form two students of Mirambo (to pass) their examinations.). The indicator *L'année dernière* (Last year) helped some of the students to get high marks as it bgave them a clue that the infinitive verb had to be changed into simple past tense. Hence the correct response was *tous les eleves de deuxieme annee de Mirambo (ont reussi) à leur examen l'annee derrière* (Last year, all form two students of Mirambo (passed) their examinations). Extract 4.1 is a sample of a correct response to question 4.

4. Faites comme dans l'exemple.

**Exemple:** Hier, Ashura (danser) jusqu'à minuit.

Hier, Ashura **a dansé** jusqu'à minuit.

(a) Hier soir, nous (réviser) nos leçons avant notre examen final.

Hier soir, nous **avons révisé** nos leçons avant notre examen final.

(b) Dimanche dernier, mes amis (apprendre) une nouvelle chanson à l'église.

Dimanche dernier, mes amis **ont appris** une nouvelle chanson à l'église.

(c) Pendant les vacances dernières, Neema (aller) à Zanzibar avec ses parents.

Pendant les vacances dernières, Neema **est allée** à Zanzibar avec ses parents.

(d) Hier matin, notre professeur (donner) une punition à Aziza et à Sikitu.

Hier matin, notre professeur **a donné** une punition à Aziza et à Sikitu.

(e) Tous les élèves de deuxième année de Mirambo (réussir) à leur examen l'année dernière.

Tous les élèves de deuxième année de Mirambo **ont réussi** à leur examen l'année dernière.

**Extract 4.1:** A sample of a student's correct responses to question 4

Extract 4.1 shows a sample of a response from a student who managed to transform all the verbs into simple past tense.

On the other hand, there were some students who scored low marks in this question. These students lacked the knowledge of the rules of changing the verbs into past tense as a result they ended up writing incorrect responses such as those written by some of the students in (a): *nous revise, nous a revise, nous revise* and *nous revisons*.

In item (b), the verb *apprendre* (to learn) was to be transformed into past tense as *mes amis ont appris* (my friends learnt). The auxiliary verb *avoir* was supposed to be changed to *ont* followed by its appropriate past participle *appris*. On the contrary some students who failed to use correctly the auxiliary verb *avoir* wrote such incorrect responses as: *a, sont, vont* and *allons*. Additionally, some students wrote the main verb in present form as *apprenent*.

In item (c), the verb *aller* (to go) was supposed to be conjugated to its past participle with its appropriate form *allée*. But some of the students wrote the verb into present tense *va*, others wrote *a alle* which were wrong responses. Similarly, in item (d), the infinitive verb *donner* (to give) was supposed to be transformed into past tense as *notre professeur a donné*. However, the students who got it wrong made several mistakes including those which involved the lack of auxiliary verb and the correct use of an auxiliary verb but wrong form of the past participle of the verb.

In answering item (e), students failed to use the correct auxiliary verb in relation to the subject. For example, some candidates wrote *Tous les élèves de deuxième année de Milambo sont reusi* and *Tous les élèves de deuxième année de Milambo réussi* while others wrote the verb in present tense. Additionally, there were students who did not use the auxiliary verb as they just put the verb in the past participle. Extract 4.2 is a sample of such an incorrect response to question 4.

4. Faites comme dans l'exemple.

**Exemple:** Hier, Ashura (danser) jusqu'à minuit.

Hier, Ashura a **dansé** jusqu'à minuit.

(a) Hier soir, nous (réviser) nos leçons avant notre examen final.

Hier soir, nous .....~~révisons~~..... nos leçons avant notre examen final.

(b) Dimanche dernier, mes amis (apprendre) une nouvelle chanson à l'église.

Dimanche dernier, mes amis .....~~apprennent~~..... une nouvelle chanson à l'église.

(c) Pendant les vacances dernières, Neema (aller) à Zanzibar avec ses parents.

Pendant les vacances dernières, Neema .....~~va~~..... à Zanzibar avec ses parents.

(d) Hier matin, notre professeur (donner) une punition à Aziza et à Sikitu.

Hier matin, notre professeur .....~~donne~~..... une punition à Aziza et à Sikitu.

(e) Tous les élèves de deuxième année de Mirambo (réussir) à leur examen l'année dernière.

Tous les élèves de deuxième année de Mirambo .....~~réussissent~~..... à leur examen

**Extract 4.2:** A sample of a student's incorrect responses to question 4

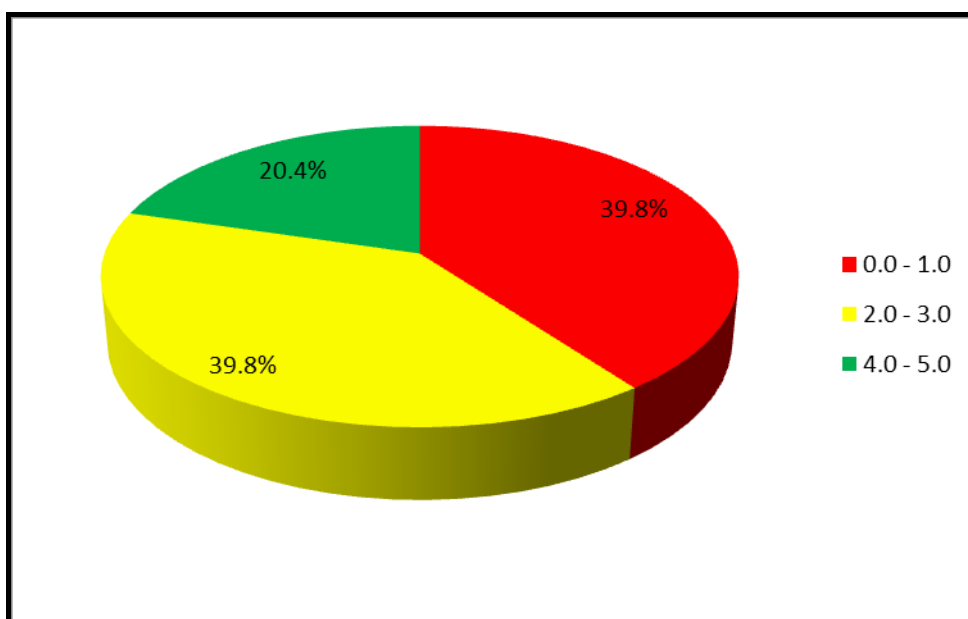
Extract 4.2 shows a sample of a response from a student who transformed the verbs into simple present tense instead of simple past tense.

## 2.5 Question 5: Relative Pronouns

In this question, the students were given five sentences and they were required to complete them by filling the blank spaces with the relative pronouns given. The question tested the students' ability to use relative pronouns in different context.

The question was attempted by 99.7 percent of the students, out of whom 39.8 percent scored from 0.0 to 1.0 mark; 39.8 percent scored from 2.0 to 3.0 marks and 20.4 percent scored from 4.0 to 5.0 marks. The general performance of the students in this question was average, since 60.2 percent of the students scored from 2.0 to 5 marks. Figure 5 shows the students' performance in this question.





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

The students' responses analysis reveals that there were students who performed well in this question because they managed to answer 4 to 5 items correctly. The students' responses analysis indicates that these students had sufficient knowledge of French language grammatical rules on how relative pronouns are used in the French Language.

In item (a), the correct answer was *les tomates que vous allez acheter à Kariakoo cet après-midi sont très chères* (Tomatoes which you are going to buy at Kariakoo this afternoon are very expensive). The students who got this item right understood that *que* (which) refers to the object and it is followed by a noun or a personal pronoun.

In item (b), the correct response was *Les femmes qui vendent ces tissus dans cette boutique habitent près de chez nous* (the women who sell /are selling fabrics in this shop stay /are staying near our home). The students responded correctly to this item because they knew that the relative pronoun *qui* (who) functions as the subject of a subordinate clause and that it is followed by a verb which enabled them to provide the correct response. In item (c), the correct response was *qui* similar to the one in item (b) *Les hommes qui sont dans les champs sont des voleurs, ils ont volé plusieurs tableaux dans le*

*musée national* (The men who are in the farms are thieves, they have stolen several drawings in the national museums)

In item (d), the correct response was *Son frère travaille à Arusha où il a un magasin d'alimentation près de chez moi* (His brother is working in Arusha where he owns a food shop near my place). The students who got it right understood the use of relative pronoun *où* (where) which refers to a place or time and it is followed by a noun or personal pronoun.

In item (e), the correct response was *Voilà le livre que vous voulez utiliser pour écrire votre résumé* (here is the book which you want to use for writing your summary). This was the same as the one in item (a) where the relative pronoun *que* (which) was used. The students who got this item right used similar techniques as those used in item 5 (a) above. Extract 5.1 is a sample of a correct response to question 5.

5. Complétez les vides par: <b>qui, que, où.</b>
(a) Les tomates ..... vous allez acheter à Kariakoo cet après-midi sont très chères.
(b) Les femmes ..... vendent ces tissus dans cette boutique habitent près de chez nous.
(c) Les hommes ..... sont dans les champs sont des voleurs, ils ont volé plusieurs tableaux dans le musée national.
(d) Son frère travaille à Arusha ..... il a un magasin d'alimentation près de chez moi.
(e) Voilà le livre ..... vous voulez utiliser pour écrire votre résumé.

### **Extract 5.1:** A Sample of a Students' Correct Responses to Question 5

Extract 5.1 shows a sample of a response from a student who filled the blank spaces with the correct pronouns.

In addition, the students who performed averagely in this question were able to respond correctly from 2 to 3 items out of 5 items. The analysis indicates that the students who responded correctly to some items had partial knowledge on the topic of relative pronoun. They had a good command of the French language which enabled them to identify the correct relative pronouns to use in order to make meaningful sentences. Most of the students managed to respond correctly to items (b), (c), and (d) but failed to respond correctly to items (a) and (e).

In items (b) and (c) some of the students had the knowledge that relative pronoun *qui* (who) refers to the subject and it is followed by a verb therefore they managed to respond correctly.

In item (d) the correct response was *Son frère travaille à Arusha où il a un magasin d'alimentation près de chez moi* (His brother is working in Arusha where he owns a food shop near my place), some of the students responded correctly because they were knowledgeable that relative pronoun *où* (where) refers to a place or time and it is followed by a noun or personal pronoun.

Moreover, the students' response analysis shows that, the students who scored low marks in this question had poor mastery of the topic of relative pronouns. They failed to fill in the blanks spaces with the correct relative pronouns. This shows that they had inadequate knowledge on the use of relative pronouns as evidenced by some students' incorrect responses to item (a): *les tomates où vous allez acheter cet après-midi à Kariakoo sont très chères*. Other students used the incorrect pronouns *qui*.

In item (b), the correct response was *Les femmes qui vendent ces tissus dans cette boutique habitent près de chez nous* (the women are selling fabrics in this shop are staying near our home), but some of these students wrote *Les femmes que vendent ces tissus dans cette boutique habitent près de chez nous* which was an incorrect response. The students' failure is attributable to their inability to differentiate the pronoun *qui* and *que*.

In item (c), the correct answer was *Les hommes qui sont dans les champs sont des voleurs, ils ont volé plusieurs tableaux dans le musée national* (The men who are in farms are thieves, they have stolen several drawings in the national museums) but some of the students wrote *Les hommes que sont dans les champs sont voleurs, ils ont volé plusieurs tableaux dans le musée national* which was an incorrect response.

In item (d), the correct answer was *Son frère travaille à Arusha où il a un magasin d'alimentation près de chez moi* (His brother is working in Arusha where he owns a food shop near my place). Some of the students wrote *Son frère travaille à Arusha qui il a un magasin d'alimentation près de chez moi*.

In the item (e) the correct answer was *Voilà le livre que vous voulez utiliser pour écrire votre resume* (here is the book which you want to use for writing your summary) but some of the students wrote, *voilà le livre où vous voulez utiliser pour écrire votre résumé* (here is the book who you want to use for writing your summary). This analysis of the students' responses shows that, they had insufficient grammatical rules on how to use relative pronouns correctly in sentences. Extract 5.2 is a sample of poor response in question 5.

<p>5. Complétez les vides par: <b>qui, que, où.</b></p> <p>(a) Les tomates ..... <i>où</i> ..... vous allez acheter à Kariakoo cet après-midi sont très chères.</p> <p>(b) Les femmes ..... <i>que</i> ..... vendent ces tissus dans cette boutique habitent près de chez nous.</p> <p>(c) Les hommes ..... <i>où</i> ..... sont dans les champs sont des voleurs, ils ont volé plusieurs tableaux dans le musée national.</p> <p>(d) Son frère travaille à Arusha ..... <i>que</i> ..... il a un magasin d'alimentation près de chez moi.</p> <p>(e) Voilà le livre ..... <i>qui</i> ..... vous voulez utiliser pour écrire votre résumé.</p>
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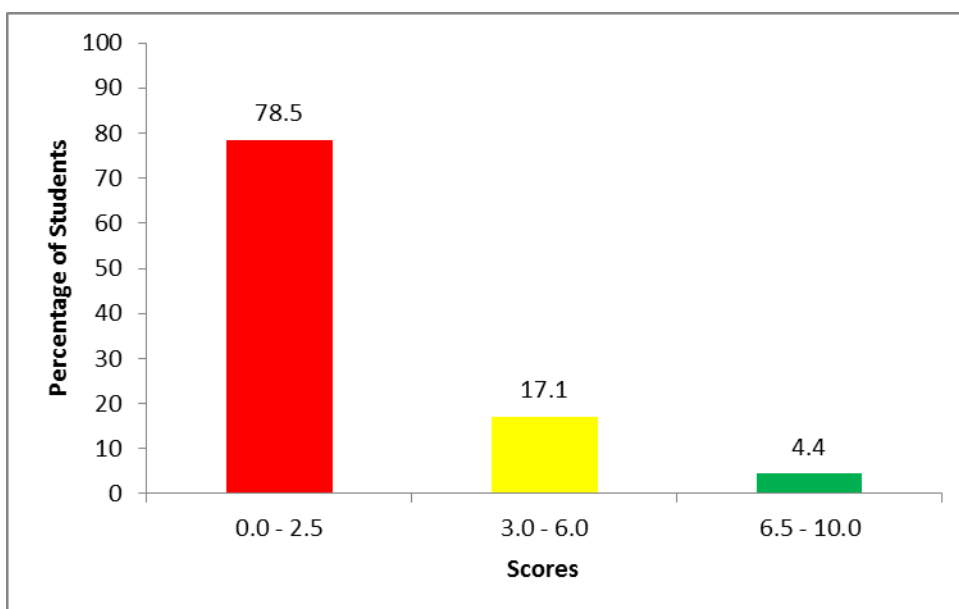
Extract 5.2: A sample of students' incorrect responses in question 5

Extract 5.2 shows a sample of a response from a student who failed to fill the blank spaces with the correct pronouns.

## 2.6 Question 6: Singular and Plural Forms

In this question, the students were given five sentences in which some words were in singular form and they were instructed to transform them into plural form. This question tested the students' ability to use plural form of common things surrounding them.

The question was attempted by 97 percent of the students, out of whom 78.5 percent scored from 0.0 to 2.5 marks; 17.1 percent scored from 3.0 to 6.0 marks and 4.4 percent scored from 6.5 to 10 marks. The general performance of the students in this question was poor, since 78.5 percent of the students scored from 0 to 2.5 marks. Figure 6 shows students' performance in this question.



**Figure 6:** Percentages of the Students' Performance in Question 6

The student's items responses analysis shows that, the students who scored high marks were able to apply the rules of changing words and sentence structures from singular to plural form.

In item (a), the students were able to change the singular pronoun *je* into plural pronoun *nous*. Additionally, they changed the auxiliary verb *ai* which was used with the singular pronoun *je* into *avons* which was used with the plural noun *nous*.

In item (b), the students were able to change the singular adjective and noun *mon oncle* into *mes oncles* also the singular article and noun *un cadeau* into *des cadeaux* while the singular adjective and noun *notre anniversaire* were changed into *nos anniversaires*.

In item (c), there were different grammatical elements which were required to be changed from singular into plural form. For example, the students changed singular adjective and noun *cette jeune fille* into *ces jeunes filles*, the verb *a* into *ont* and singular adjective and noun *ce pantalon* into *ces pantalons*.

In the item (d), the students changed the singular possessive adjective from, *ton cousin* into *tes cousins* and also the verb *veut* into *veulent*, the article and noun *la maison* into *les maisons*.

In item (e), the students changed the singular pronoun *tu* into *vous*, the verb *es* into *êtes*, the singular noun *journaliste* into *journalistes*, the article and noun *un journal* into *des journaux*. Extract 6.1 is a sample of a correct response in question 6

6. Écrivez comme dans l'exemple.

**Exemple:** Il regarde au tableau.  
Ils regardent au tableau.

(a) Aujourd'hui, j'ai deux heures de cours particuliers de piano.  
Aujourd'hui, nous avons deux heures de cours particuliers de piano.

(b) Mon oncle m'a donné un cadeau pour mon anniversaire.  
- Mes oncles se sont donné un cadeau pour notre anniversaire.

(c) Cette jeune fille a acheté ce pantalon au marché.  
- Ces jeunes filles ont acheté ces pantalons au marché.

(d) Ton cousin veut quitter la maison de bonne heure.  
- Tes cousins veulent quitter la maison de bonne heure.

(e) Tu es journaliste dans un journal pour des enfants.  
- Vous êtes journalistes dans des journaux pour des enfants.

**Extract 6.1:** A sample of students' correct responses in question 6

Extract 6.1 shows a sample of a response from a student who changed correctly the sentences from singular forms into plural forms.

In addition to that, there were students who performed averagely in this question. They were able to respond correctly from 2 to 3 out of 5 items. Students had average understanding on the topic of singular and plural forms. They had average command of French language which enabled them

to identify some grammatical changes from singular to plural without losing meaning of sentences. Most of the students managed to respond correctly in item (a), (c), and (d). However, the students' scores varied depending on which sentence seemed easier to them.

The analysis shows that, students with poor performance scored from 0 to 2.5 marks. These students failed to transform some of the elements in the sentences (e.g. nouns, pronouns, articles, adjectives, verbs) from singular to plural form. To exemplify this, one student gave the following incorrect responses: In item (a), there were three items which were required to be changed in the plural form example ...*j'ai*... meaning ...*I have*... was to be changed correctly into ...*nous avons*... meaning ...*we have*.... However, most of the students wrote *Aujourd'hui, j'ai* ... instead of writing *Aujourd'hui, nous avons*. On the other hand, there were other students who changed the 1<sup>st</sup> singular personal pronoun to 2<sup>nd</sup> singular personal pronoun. For example, they wrote *Aujourd'hui, tu as*..., *Aujourd'hui, tu ai*... while others wrote 2<sup>nd</sup> plural personal pronoun *Aujourd'hui, vous avez*.

In item (b), there were about five words which were to be changed into the plural form. For example, the sentence *mon oncle m'a donné un cadeau pour mon anniversaire* (my uncle gave me a gift my birthday). This sentence was to be changed as *mes oncles nous ont donné des cadeaux pour nos anniversaires*. Some students wrote as follows ; *mes oncles nous ont donné un cadeau pour mon anniversaire*. In this sentence the some words were correctly changed into the correct plural forms while others were not correctly changed.

In item (c), the given sentence was *cette jeune fille a acheté ce pantalon au marché* (the young girl bought the pair of trousers at the market). Some of the incorrect responses were as follows; some students changed the noun phrase *cette jeune fille* (this) young girl) into personal pronoun *elle* (she) and failed to change the verb *avoir* (to have) into plural form *ont*, instead they wrote *a*.

In item (d), the sentence given was *Ton cousin veut quitter la maison de bonne heure* (your cousin wants to leave from home early). Some students changed the possessive adjectives *ton* into reflective pronoun *toi* instead of

writing into plural form as *tes*. Also, some students added letter *-e* to the word *cousin*, hence they wrote incorrectly as *toi cousine veut quitter*.

In the item (e), the sentence which was given was; *Tu es journaliste dans le journal pour enfants* (You are a journalist in the children's newspaper). Some students transformed some words and left the remained unchanged. Some students wrote *Nous ons journalists*..... Other students copied the same sentence without changing anything. Some of the students decided to add new words which were not part of the given sentence, they wrote *tu es (nous) journaliste...* where the word in the bracket did not exist in the question. Extract 6.2 is a sample of an incorrect response in question 6

6. Écrivez comme dans l'exemple.

**Exemple:** Il regarde au tableau.  
Ils regardent au tableau.

(a) Aujourd'hui, j'ai deux heures de cours particuliers de piano.  
Aujourd'hui, vous deux heures de cours  
particuliers de piano.

(b) Mon oncle m'a donné un cadeau pour mon anniversaire.  
Ils oncle m'a donnent un cadeau pour mon  
anniversaire.

(c) Cette jeune fille a acheté ce pantalon au marché.  
vous cette jeune fille a achetons ce panta  
lon au marché.

(d) Ton cousin veut quitter la maison de bonne heure.  
Il ton cousin veut quitte la maison de bonn  
e heure.

(e) Tu es journaliste dans un journal pour des enfants.  
Tu es journalistes dans un journal pour des enfa  
nts.

**Extract 6.2:** A Sample of a Student's Incorrect Response in Question

Extract 6.2 shows a sample of a response from a student who failed to change the sentences from singular to plural forms.

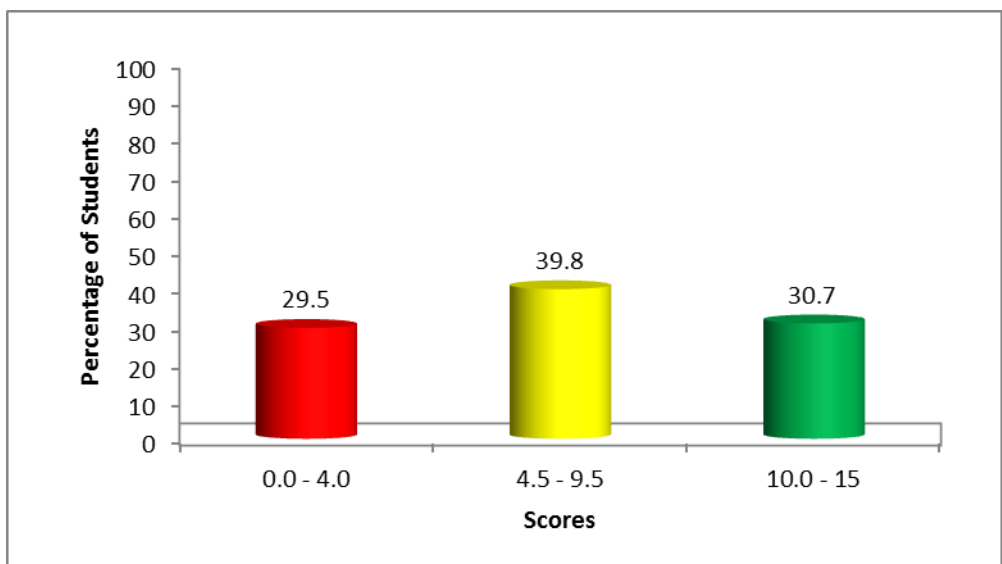
## 2.7 Question 7: Numbers and Telling Time

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



figures in the blank space provided in each sentence. Part (b) had five sentences with hours written in figures and students were required to write them in words. The question tested the students' ability to give information using numbers in figures and in words

The question was attempted by 99.6 percent of the students, out of whom 29.5 percent scored from 0.0 to 4.0 marks; 39.8 percent scored from 4.5 to 9.5 marks and 30.7 percent scored from 10.0 to 15 marks. The general performance of the students in this question was good, since 70.5 percent of the students scored from 04 to 15 marks. Figure 7 shows students' performance in this question.



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

In part (a), the students' responses analysis indicates that, there were some students who performed well in this question. They managed to score from 4 to 5 items because they had enough knowledge of the topic of number and good command of French language which enabled them to rewrite numbers from words into correct figures.

In item (i), the students were given the words *quatre-vingt-dix-sept* (ninety-seven). The students with good understanding of the topic of number were able to respond correctly and wrote "97" which was the correct response. In item (ii), they were given the words *quatre-vingt-huit* (eighty-eight) which the candidates managed to write "88" which the correct response.

In item (iii), the students were given the words *mille neuf cent soixante-dix-neuf* (nineteen seventy-nine). The students who scored this item wrote the correct response “1979”. In item (iv) they wrote “12” which was the correct response as they were given *douze* (twelve).

In item (v), the students were given *cent quarante-cinq* (one hundred and forty-five) and they managed to write “145” which was the correct response. The students were able to respond correctly because they had good command of French language and sufficient knowledge of the topic of number. Extract 7.1 is a sample of a correct response in question 7 from a script of a student.

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

**Exemple:** Il y a (onze) livres de français sur la table

(i) Ouvrez votre livre de français à la page (quatre-vingt-dix-sept).  
Ouvrez votre livre de français à la page 97

(ii) Ma petite sœur a eu (quatre-vingt-huit) points en mathématiques.  
Ma petite sœur a eu 88 points en mathématiques.

(iii) La dernière fille de ma tante est née en (mille neuf cent soixante-dix-neuf).  
La dernière fille de ma tante est née en 1979

(iv) Les travailleurs de cet hôtel travaillent (douze) heures par jour.  
Les travailleurs de cet hôtel travaillent 12 heures par jour.

(v) La voiture de mon ami a roulé (cent quarante-cinq) kilomètres à l'heure, hier soir.  
La voiture de mon ami a roulé 145 kilomètres à l'heure, hier soir.

(b) Répondez aux questions suivantes comme dans l'exemple.

**Exemple:** Juma, tu dors à quelle heure? (6:30 heures)  
Je dors à six heures et demie.

(i) Les élèves de Kigamboni sortent de l'école à quelle heure? (3:00 heures)  
Les élèves de Kigamboni sortent de l'école à trois heures juste.

(ii) Demain matin, vous allez partir à quelle heure? (5:45 heures)  
- Demain matin nous allons partir à cinq heures quarante-cinq minutes.

(iii) Votre père rentre à la maison à quelle heure? (2:00 heures)  
- Notre père rentre à la maison à deux heures.

(iv) Le matin, tu prends le petit déjeuner à quelle? (7:30 heures)  
- Le matin je prends le petit déjeuner à sept heures et demie.

(v) Vous allez regarder le match de football à la télévision à quelle heure? (11:00 heures)  
- Nous allons regarder le match de football à la télévision à onze heures.

**Extract 7.1** is a Sample of a Students' Correct Responses in Question 7

Extract 7.1 shows a sample of a response from a student who was able to write correctly the given numbers from words into figures.

Further students' responses analysis indicates that, there were some students who scored average marks. The students were able to write 2-3 correct responses in (a) out of the five given items and 2-3 correct responses in (b) out of five given items. Some students were able to write the correct numbers in figures and time because they understood the requirement of the question. Also, they had average mastery of the topic of numbers and telling time.

Further students items response analysis shows that, there were some of the students who scored low marks in this question. This is because they had insufficient mastery of the topic of number and telling time.

The analysis of students' responses indicates that, these students were able to score 0 to 4 items. They were unable to write the correct numbers in figures due to poor understand of the topic of numbers because telling time goes together with numbers. Some of the candidates wrote the following incorrect responses:

In item (i), *Ouvrez votre livre de français à la page quatre-vingt-dix-sept*, the correct response was "97" but some students wrote "99" because they failed to distinguish between *quatre-vingt-dix-neuf* (ninety-nine) and *quatre-vingt-dix-sept* (ninety-seven).

In item (ii), there were some students who responded this question incorrectly because they had difficulties in organizing numbers from 50 to 100 as they were given *Ma petite sœur a quatre-vingt-huit points en Mathématiques* (My young sister has eighty-eight marks in Mathematics). Some of the students wrote "48" which was the incorrect response because they failed distinguish between *quatre* "four" and *quatre vingt* (eighty-eight).

In item (iii) students were given *La dernière fille de ma tante est née en mille neuf cent soixante dix neuf* (The last daughter of my aunt was born in nineteen seventy-nine). Some students were unable to write the correct response because they confused the two first words *Mille neuf...* (Nine thousand) and wrote "9709".

In item (iv), the students were given the sentence *Les travailleurs de cet hotel travaillent douze heures par jour* (The workers of this hotel works twelve hours per day) in which the correct response was "12". Most of the students managed to write the correct response in this item because it was a simple number which is used daily in classes.

In item (v), the sentence was *La voiture de mon ami a roulé cent quarante cinq kilometre à l'heure hier soir* (My friend's car has gone one hundred and forty-five kilometres per hour), the correct response was "145". In this item, some students incorrectly wrote 114 while others wrote 115. Student's responses indicate that they had difficulties in counting numbers which exceeded one hundred.

In general, the students' response analysis indicates that, item (iv) was the most easier number for them to score marks compared to other items though other students failed. Extract 6.2 is a sample of an incorrect response in question 7 from a script of a student.

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

**Exemple:** Il y a (onze) livres de français sur la table.  
Il y a **11** livres de français sur la table.

(i) Ouvrez votre livre de français à la page (quatre-vingt-dix-sept).  
Ouvrez votre livre de français à la page 42

(ii) Ma petite sœur a eu (quatre-vingt-huit) points en mathématiques.  
Ma petite sœur a eu 329 points en mathématiques.

(iii) La dernière fille de ma tante est née en (mille neuf cent soixante-dix-neuf).  
La dernière fille de ma tante est née en 93789

(iv) Les travailleurs de cet hôtel travaillent (douze) heures par jour.  
Les travailleurs de cet hôtel travaillent 10 10 heures par jour.

(v) La voiture de mon ami a roulé (cent quarante-cinq) kilomètres à l'heure, hier soir.  
La voiture de mon ami a roulé 337 kilomètres à l'heure, hier soir.

(b) Répondez aux questions suivantes comme dans l'exemple.

**Exemple:** Juma, tu dors à quelle heure? (6:30 heures)  
Je dors à six heures et demie.

(i) Les élèves de Kigamboni sortent de l'école à quelle heure? (3:00 heures)  
Je dors à 10 heures

(ii) Demain matin, vous allez partir à quelle heure? (5:45 heures)  
Je dors à 5 heures

(iii) Votre père rentre à la maison à quelle heure? (2:00 heures)  
Je dors à 2 heures

(iv) Le matin, tu prends le petit déjeuner à quelle? (7:30 heures)  
Je dors à 7 heures et demie

(v) Vous allez regarder le match de football à la télévision à quelle heure?  
(11:00 heures)  
Je dors à 11 heures

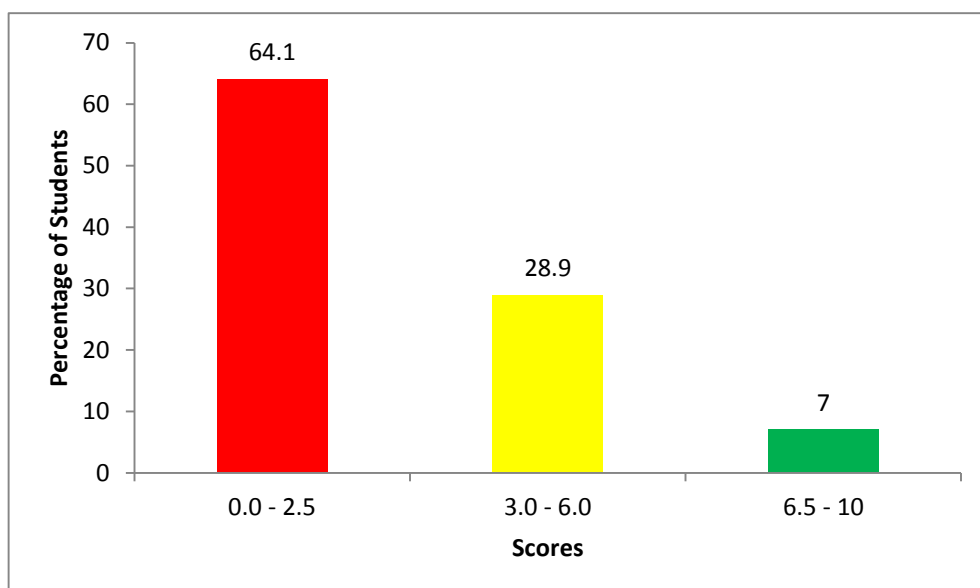
**Extract 7.2:** A sample of students' incorrect responses in question 7

Extract 7.2 shows a sample of a response from a student who was able to write correctly the given numbers from words into figures.

## 2.8 Question 8: Jumbled Words

Students were given five sentences having mixed words in the form of sentence and they were required to rearrange them in a logical order so as to have a meaningful sentence. The question had five items from (a)-(e). A well-structured French Language sentence should have the following syntactical structure S+V, S+V+O, S+V+O+A, where a subject (S) can be a noun, pronoun or noun phrase + verb (V) + Object (O) which can be a Direct or Indirect Object.

The question was attempted by 98.9% of the students, out of whom 64.1% scored from 0.0 to 2.5 marks; 28.9% scored from 3 to 6.0 marks and 7.0% scored from 6.5 to 10 marks. The general performance of the students in this question was average, since 33.9% of the students scored from 3 to 10 marks. Figure 8 shows students' performance in this question.



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

The analysis of the students' performance indicates that, there were students who had good performance in this who scored 4-5 items out of 5 items

because they understood the requirement of the question and they had good command of French language structure and mastery of French language grammatical patterns.

Therefore, most of the students wrote the correct and meaningful sentences. To exemplify this, the following were the sample of responses provided by the students; for example in item (a) most of the students were able to rearrange the given words into the correct manner, they wrote *cette fille est gentile* (That girl is kind). They were aware of the correct pattern of a sentence structure. In item (b), some of the students understood the meaning of the given words and wrote *Nous sommes arrivés à l'école en retard* (We arrived at school late).

Also, in item (c) there were a little bit much words which needed students to think more and apply who had a good command of French language, however, students were able to rearrange correctly and wrote *Elle porte jupe noire pour sortir le soir / Pour sortir le soir, elle porte une jupe noire* (She wears a black skirt for an evening outing)/ (For an evening outing, she wears a black skirt) which was the correct response.

In item (d) students rearranged correctly the words *Vous allez habiter à Arusha avec qui?* (With whom are you going to leave in Arusha?). Students were able to rearrange because they were familiar with the context of the sentence.

Item (e) was the last one in which most of the students wrote *Mes amis parlent français dans la classe* which was the correct response meaning (My friends speak French language in the class). Here most of the student managed to rearrange correctly because of good command of French language structure and mastery of topic. Extract 8.1 is a sample of a good response from a script of a student in question 8.

8. Mettez les mots suivants en ordre pour constituer une phrase correcte.

**Exemple:** exercices, français, ges, ce, de, fait, garçon.

Ce garçon fait ses exercices de français.

(a) gentille, fille, cette, est.

- Cette fille est gentille.

(b) à l', nous, retard, école, sommes, arrivés.

- nous sommes arrivés à l'école en retard

(c) pour, une, soir, porte, sortir, noire, le, elle, jupe.

- Elle porte une jupe noire pour sortir le soir.

(d) Arusha, allez, à, qui, habiter, avec, vous?

- Vous allez habiter à Arusha avec qui?

(e) français, amis, classe, parlent, dans, mes, la.

- Mes amis parlent français dans la classe.

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

Extract 8.1 shows a sample of a response from a student who was able to rearrange correctly the given words into correct sentences.

On the basis of the students' responses analysis, it was discovered that, students who scored 2-3 items were regarded as average. The students with average scores managed to score correctly different items and not the same items to all. Some of them were able to rearrange words in item (a), (c) and (d) while others got the item (b) and (e). The students were able to rearrange correctly some of the words because they had partial knowledge of vocabulary and French sentence structure.

Other students were slightly able to rearrange the given mixed words with minor faults.

Furthermore, the students' responses analysis shows that, there were also students who had poor performance in this question. The students who scored low marks failed to give the correct arrangement of the given sentences. Therefore, students with poor performance scored 0 to 2 marks. The poor performance in this question was generally triggered by student's inability to understand the requirement of the question given. In addition to that, they had insufficient understanding of the French language structure, poor command of French language and low level of vocabulary.

Most of the students were unable to rearrange words given in the sentences. For example in item (a) the words given were *gentile* (kind), *fille* (girl), *cette* (that) and *est* (is) some of the students failed to rearrange all words to provide a correct and meaningful sentence which was *cette fille est gentile* (That girl is kind). The students had insufficient knowledge of vocabulary and French sentence structure in this item. Some of the students wrote *cette est gentille fille* which was incorrect because the French structure does not agree that *cette* (that) to be followed by a verb. In this case *cette* was supposed to be followed by noun *fille* not a verb *est* (is).

In item (b), some of the students rearranged as follows *Nous sommes arrivés à l'école retard* and forgot *en*. The students failed to understand the right structure of the given words; it is incorrect to write *retard* without *en*. The students failed because they lack sufficient knowledge of French language structure. Therefore, it was supposed to be written as *Nous sommes arrivés à l'école en retard* (We arrived at school late).

In item (c), some students incorrectly wrote *elle jupe une porte le noir pour soir sortir*. The students failed to arrange the words according to sentence structure. The personal pronoun *Elle* (She) was supposed to be followed by a verb *porte* (wear), adjective *noir* (black) was supposed to be preceded by a noun *jupe* (skirt) to form the correct sentence *Elle porte une jupe noire pour sortir le soir* (She wears a black skirt for an evening outing).

In item (d), there were words such as *allez* (going), *à* (at), *qui* (who), *habiter* (to live), *avec* (with) *vous* (you). In this item, some students incorrectly wrote *Vous habiter à Arusha qui allez avec?* This was due to poor understanding of the near future tense (future proche); verb *allez* was supposed to be used as an auxiliary verb and *habiter* as the main verb.

In item (e), students provided different words arrangement which were incorrect. Some of students wrote incorrectly *Dans mes amis parlent français la classe*. The verb *parlent* was common because it is among the verbs that a student should have already known and how it is conjugated in third personal pronoun which was *mes amis* representing the subject *ils/ells*. Extract 8.2 is a sample of poor responses from a student in question 8.



8. Mettez les mots suivants en ordre pour constituer une phrase correcte.

**Exemple:** exercices, français, ses, ce, de, fait, garçon.

Ce garçon fait ses exercices de français.

(a) gentille, fille, cette, est.

cette fille est gentille

(b) à l', nous, retard, école, sommes, en, arrivés.

nous sommes à l'école en arrivés

(c) pour, une, soir, porte, sortir, noire, le, elle, jupe.

elle porte une jupe noire le soir sortir.

(d) Arusha, allez, à, qui, habiter, avec, vous?

vous allez Arusha à qui habiter

(e) français, amis, classe, parlent, dans, mes, la.

dans la classe mes amis parlent français

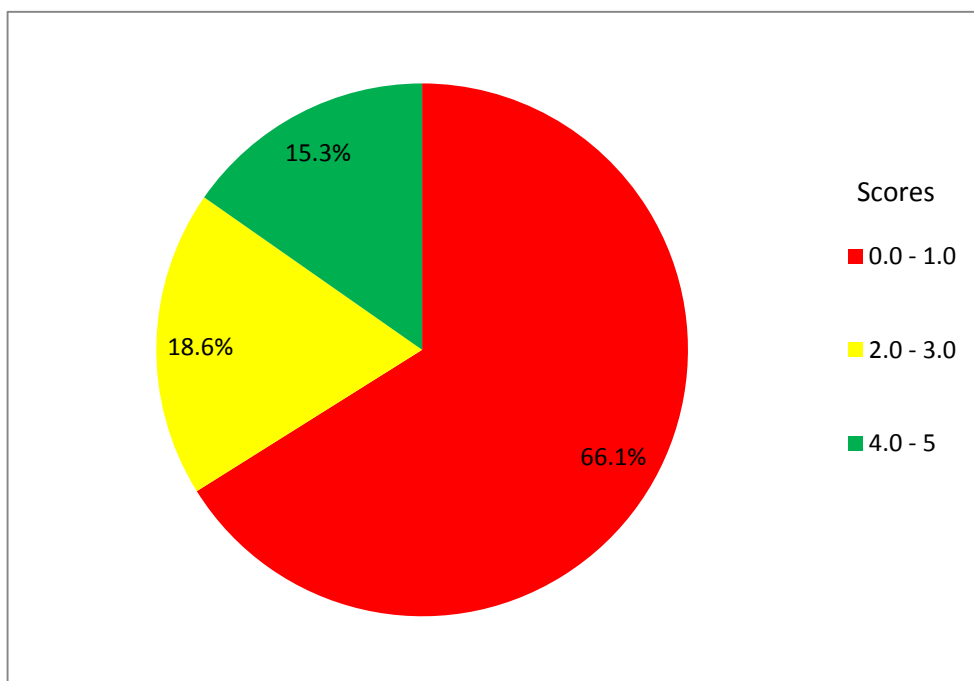
**Extract 8.2:** A sample of a student's incorrect responses in question 8

Extract 8.2 shows a sample of a response from a student who arranged the given words into incorrect sentences.

## 2.9 Question 9: Matching Items

The question had two columns indicating List A and List B. In list A, there were descriptions of the professions while in List B there were names corresponding to the description given in list A. The students were required to match the description in list A with the corresponding professions in list B. The question intended to test the students' knowledge on profession.

The question was attempted by 99.9 percent of the students, out of whom 66.1 percent scored from 0.0 to 1.0 mark; 18.6 percent scored from 2.0 to 3.0 marks and 15.3 percent scored from 4.0 to 5.0 marks. The general performance of the students in this question was average, since 33.9 percent of the students scored from 2.0 to 5 marks. Figure 9 shows students' performance in this question.



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

The students' responses analysis indicates that, the students who scored high marks had sufficient knowledge on the topic of professions and they had sufficient French language vocabulary which enabled them to understand the description of professions given in list A with the correct profession in list B. These students responded correctly 4 to 5 items out of 5. Extract 9.1 shows a sample of a student who wrote the correct response in question.

9. Associez un élément de la **Liste A** à celui de la **Liste B**. Écrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A	Liste B
(i) Une personne qui vend dans un magasin est une	A chasser.
(ii) Une personne qui soigne des animaux est un	B tailleur.
(iii) Une personne qui fait des vêtements sur mesure pour hommes est un	C chauffeur.
(iv) Une personne dont le métier est de jouer dans une pièce de théâtre est une	D vétéran.
(v) Une personne qui conduit un véhicule est un	E comédienne.
(vi) Une personne qui pratique la chasse est un	F chasseur.
	G vendeuse.
	H vétérinaire.
	I chauffer.
	J tailler.

**Réponses**

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

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

Extract 9.1 is a response from a student who matched correctly the descriptions of names in List A with their professional names given.

Also, the students' response analysis indicates that, there were some students who scored average marks in this question. Moreover, students with average performance in this question scored from 1.5 to 3.0 marks out of the 5 marks allocated. These students were able to match 2 to 3 descriptions of professions from list A with their corresponding professions in list B. This indicates that students had partial vocabulary in French Language.

Furthermore, the analysis of the students' response indicates that, the students who scored low marks failed to match correctly the given descriptions of the professions with their corresponding names. This shows that the students had inadequate knowledge of the vocabulary concerning professions as the results they picked randomly the names of professions leading to scoring low marks. Extract 9.2 shows a sample of a student who provided incorrect responses.

9. Associez un élément de la **Liste A** à celui de la **Liste B**. Écrivez la lettre de votre réponse dans la grille au-dessous. La première est faite comme un exemple.

Liste A	Liste B
(i) Une personne qui vend dans un magasin est une	A chasser.
(ii) Une personne qui soigne des animaux est un	B tailleur.
(iii) Une personne qui fait des vêtements sur mesure pour hommes est un	C chauffeur.
(iv) Une personne dont le métier est de jouer dans une pièce de théâtre est une	D vétéran.
(v) Une personne qui conduit un véhicule est un	E comédienne.
(vi) Une personne qui pratique la chasse est un	F chasseur.
	G vendeuse.
	H vétérinaire.
	I chauffeur.
	J tailler.

#### Réponses

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

**Extract 9.2:** A sample of a student's incorrect response in question 9.

Extract 9.2 is a sample of a response from a student who did not match correctly the descriptions of names in List A with their professional names given.

## 2.10 Question 10: Written Expression/Composition

The question intended to test the students' ability to express themselves in written form. A student was required to rewrite a composition about what he/she is going to do during his/her holiday of December. Students were required to write a composition by responding to the given guiding questions. These guiding questions were as follows;

*Comment vous appelez-vous?* (What is your name?)

*Vous avez quel âge?* (How old are you?)

*Où habitez-vous meaning* (Where are you staying?)

*Vous aimez les vacances ? Pourquoi ?* (Do you like holidays?)

*Quand allez-vous commencer les vacances de décembre ?* (When are you going to start December holiday?)

*Quand allez-vous terminer les vacances* (When are you going to finish the holiday?)

*Vous allez rester à la maison ou vous allez voyager pendant les vacances ?* (Are you going to stay at home or to travel during the holiday?)

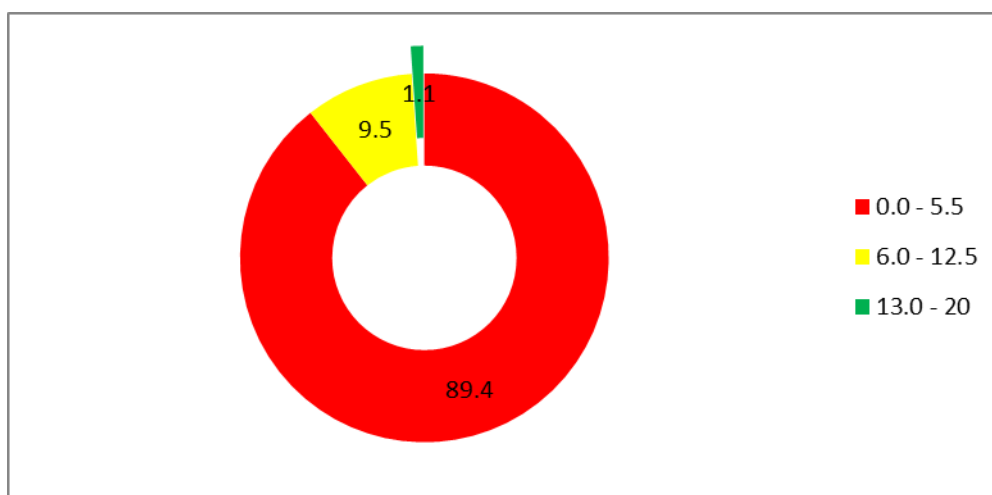
*Où voulez-vous passer vos vacances pourquoi ? (Where are you going to spend your holiday? why?)*

*Quand allez-vous partir en vacances (When are you going to departure for holiday?)*

*Comment vous allez voyager pourquoi ? (How are you going to travel and why?)*

*Qu'est-ce que vous allez faire pendant les vacances, pourquoi ? (What are you going to do during the holiday?)*

The question was attempted by 90.3 percent of the students, out of whom 89.4% scored from 0.0 to 5.5 marks; 9.5 percent scored from 6 to 12.5 marks and 1.1 percent scored from 13 to 20 marks. The general performance of the students in this question was poor, since 89.4 percent of the students scored from 0.0 to 5.5 marks. Figure 10 shows students' performance in this question.



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

The analysis of the students' responses shows that there were few students who performed well in this question; these students had sufficient knowledge on composition writing skills, good command of French language in terms of vocabulary and grammar. The students were aware of all principles required for writing composition. The good written composition should include the introduction, main body and the conclusion. A comprehensive composition should have a good organization of ideas and logical flowing of ideas.

The students who scored high marks in this question were aware of the rules of writing a good composition. They managed to write a composition having some paragraphs, good use of conjunctions and logical flow of ideas from one idea to another. In addition to that, these students had good mastery of grammar and appropriate use of vocabulary regarding the context. However, their essays had some few errors including improper use of punctuation marks, conjugation of verbs and grammar. The extract 10.1 shows a sample of students who provided correct responses by adhering to the composition writing rules but with some few errors.

10. Répondez aux questions suivantes pour écrire une composition sur ce que vous allez faire pendant les vacances en décembre:

- Comment vous appelez-vous?
- Vous avez quel âge?
- Où habitez-vous?
- Vous aimez les vacances? Pourquoi?
- Quand allez-vous commencer les vacances de décembre?
- Quand allez-vous terminer les vacances?
- Vous allez rester à la maison ou vous allez voyager pendant les vacances?
- Où voulez-vous passer vos vacances? Pourquoi?
- Quand allez-vous partir en vacances?
- Comment vous allez voyager? Pourquoi?
- Qu'est-ce que vous allez faire pendant les vacances? Pourquoi? Etc.

### MES VACANCES EN DECEMBRE

Je m'appelle Akga Yakobo. J'ai quinze ans. Je habite à Tegeta. J'aime les vacances parce que je ne vais pas à l'école, je reste à la maison avec mon amie Daniel. Nous allons commencer les vacances de décembre à 2<sup>ème</sup> décembre 2021 après finir notre examens. Nous allons terminer les vacances à 17<sup>ème</sup> janvier 2022.

Pendant les vacances je vais voyager à Mikumi national parc avec ma famille. Nous allons voir beaucoup d'animal sauvage exemple gillape. Je vais partir à 4<sup>ème</sup> avec ma famille. Nous allons voyager en bus parce que nous allons voir animaux pendant le voyage et il n'est pas très cher.

Pendant les vacances je vais faire beaucoup de activités. Premiers, je vais aller voir visiter ma tante qui habite à Mbagara pour voir mes cousins.

Deuxieme, Je vais faire les physical exercise pour rester avoir bonne sante et je vais danser music avec mes amis Sandra, Jakob et Daniel à la plage et je regarde la television.

Enfin je vais preparer pour le troisieme annee et je vais acheter cahiers, livres, jupe, stylo et regle pour troisieme annee.

**Extract 10.1:** A sample of a student's correct response in question 10

Extract 10.1 is a sample of response from a student who wrote a good essay on what he/she would do during the December holiday.

Extract 10.1 shows a good response from a student who wrote a comprehensive composition by adhering to the composition writing rules with some few errors.

Further analysis indicates that, students with average performance had partial skills of writing compositions. For example, one of them wrote a composition in the form of answering short answer questions instead of using them as a guide to write a composition. Other candidates responded to few guiding question, they left other questions unanswered. This led them to score average marks. Likewise, some candidates wrote full essays but with some grammatical errors. This led them to be penalised hence they scored averagely.

Also, there were candidates who scored low marks in this question. They wrote compositions which were of poor quality due to inappropriate use of vocabulary and grammatical errors. Some of them copied the first paragraph of the passage in question 1 while others were just listing their answers. This shows that they were incompetent in expressing themselves in writing. One of the students wrote the following response shown in extract 10.2

-	Comment vous allez voyager? Pourquoi?
-	Qu'est-ce que vous allez faire pendant les vacances? Pourquoi? Etc.
	<i>Je m'ap</i>
-	<i>Je m'appelle Noela</i>
-	<i>15 age</i>
-	<i>Je habite Mathenge</i>
-	<i>Je amiz paulina</i>
-	<i>Je mange</i>
-	<i>sport</i>
-	<i>la television</i>
-	<i>passer vos vacances</i>
-	<i>partir en vacances</i>
-	<i>la television</i>
-	<i>paulina et television</i>

**Extract 10.2:** A sample of a student's incorrect response in question 10

Extract 10.2 is a sample of a poor response from a student who listed the responses with inappropriate vocabulary and poor grammar.



### 3.0 STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the students' performance indicates that out of the 4 topics that were assessed in French Language, there was a good performance in the topic of *Comprehension* (in questions number 1 and 2). Students performed well in the topic of *Comprehension* when we compare with other topics, this shows that the students had sufficient vocabulary and comprehension skills. The performance has decreased by 5.3 percent when compared to that of 2020. In 2021 the performance was 68.9 percent whereas in 2020 was 74.15 percent as indicated in appendix B.

Further analysis shows that, there was an average performance in the topics of *Language Pattern/ Structure* (in questions 3, 4, 5, 6 and 7) and *Language Use* (in questions number 8 and 9). The performance in these two topics shows that, there was decrease of performance in the topic of *Language Pattern/ Structure*. The performance decreased by 8.5 percent whereas in 2021 the performance was 44.5 while in 2020 the performance was 52.96.

Also, there was a decrease of performance in the topic of Language Use. In 2021 the performance was 33.9 percent whereas in 2020 it was 38.75 percent, showing decrease of 4.9 percent. The students had average performance in these topics because they had partial knowledge on grammar and on the principles of transforming some elements in a sentence to plural forms and the relevant procedures applied in the French Language.

In contrast, 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 inadequate knowledge of grammatical rules and insufficient vocabulary to use in different contexts.

Appendix A indicates the students' performance which is grouped into three categories; good, average and poor. 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 36.4 percent of the students passed. This is because most of the students lacked competences and knowledge in 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 constructing sentences from jumbled words, transforming sentences from singular to plural forms and changing words from infinitive to past tense.

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. Also, there were students who code-switched from French Language to English Language.

#### **5.0 RECOMMENDATIONS**

Taking into account of the analysis of students' responses, the following recommendations are given so as to improve the students' performance in the French Language subject:

- (a) 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.
- (b) 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 writing composition.
- (c) French Language subject clubs should be formed to assist students in practicing the spoken aspect of the language.
- (d) Students should be encouraged to study hard and make all the necessary revision so as to master various topics, particularly those that

appear to be demanding, for example, jumbled words, transforming sentences from singular to plural and use of tenses.

***Appendix A: Summary of Students' Performance in Each Topic in 2021***

<b>S/N</b>	<b>Topic</b>	<b>Question number</b>	<b>Percentages of students who scored 30% or</b>	<b>Average performance by topic (%)</b>	<b>Remarks</b>
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			above		
1	Comprehension	2	84.1	68.9	Good
		1	53.7		
2	Language Patterns/Structure	7	70.5	44.5	Average
		6	21.5		
		4	16.4		
		3	53.7		
		5	60.2		
3	Language use	9	33.9	33.9	Average
		8	33.9		
4	Written Expression/ Composition	10	10.6	10.6	Poor

**Appendix B: Comparison of the students' Performance per Topic Between the FTNA 2020 and 2021**

