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) 2023

CHINESE LANGUAGE

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FOREWORD

The Students' Item Response Analysis Report for the Form Two Chinese Language National Assessment conducted in November, 2023, intends to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Chinese Language.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning and provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning processes. The report highlights the factors that made the students to score either low or high marks while attempting the questions. The factors for scoring high marks include the ability of the candidates to identify and adhere to the need of the questions and to express themselves in Chinese Language. The factors for scoring low marks include having insufficient knowledge of vocabularies, principles and grammatical rules.

The National Examinations Council of Tanzania (NECTA) believes that the feedback provided in this report will show the challenges for which education stakeholders should take proper measures to improve the teaching and learning Chinese Language subject. Therefore, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in future assessments and examinations.

Finally, the National Examinations Council of Tanzania would like to thank all who participated in the preparation of this report.

Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report presents the analysis of the students' performance of the Form Two National Assessment (FTNA) in Chinese Language subject for students who sat in 2023. The assessment was set according to the Chinese Language syllabus of 2015.

The assessment paper had three sections; section A, Multiple choices and matching items. Section B Language use and section C writing composition. Section A had fifteen (15) marks, section B had seventy (70) marks and section C had fifteen (15) marks, thus making a total of 100 marks.

The students' performance analysis reveals how the students responded to questions, highlighting their weaknesses and strengths while answering the questions. It also explains the requirements of each question by indicating the expected responses and how the students answered the questions. It comprises of sample extracts from the scripts of the students' responses in order to deliver a general overview of how the students responded in relation to the needs of each question. Besides, the report indicates the analysis of the students' performance per topic, conclusion and recommendations. A summary of performance of the students per topic has been shown in Appendix.

Further data analysis reveals that, the performance of students was generally good because 1,921 students sat for the Form Two National Assessment in November, 2023, among them 1,794 (93.39%) students passed the assessment while 127 (6.61%) students failed. The performance of students in each grade is shown in Table 1.

The performance of the students in each grade for 2022 and 2023 is shown in Table 1.

Table 1: Performance of Students in each Grade

Year	Sat	Pass	Grades				
			A	B	C	D	F
2022	1,561	1,402	128	128	518	628	159
2023	1,921	1,794	352	307	638	497	127

The performance of the students was classified into three (3) categories: good, average and weak. The performance was considered as weak if the score ranged from 0 to 29 marks and it has been represented by red color, as average if it ranged from 30 to 64 and it has been represented by yellow color, and as good if it ranged from 65 to 100 marks and has been represented by green color. This classification helps to provide a clear understanding of students' achievements based on their scores.

It is expected that this analysis will help Chinese teachers, students and all educational stakeholders in enhancing their teaching and learning strategies for the Chinese Language in order to improve the overall performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Vocabulary Use

This section included two questions, namely; question 1 and question 2. The students were required to answer all the questions. Question 1 had 10 marks and question 2 carried 5 marks, therefore making a total of 15 marks.

2.1.1 Question 1: Multiple Choice Items

The students were given ten multiple choice items. These items were divided into 2 parts, part I and part II. In Part I, the students were required to read a passage then answer the questions by selecting a correct answer. In part II, the students were given 5 multiple choice questions set from the topic of *Family introduction* and other different topics, it tested student's ability to introduce family members to others as well as the ability to express themselves in the Chinese language. The passage in Part I was as follows:

一. 阅读短文。回答下列问题，选择正确答案。请把答案写在指定的地方。

第（一）部分

Wǒ xìng Mǎ, wǒ jiào Mǎ lì. Wǒ shì Yīng guó rén, wǒ jiā yǒu sì
我 姓 马，我 叫 马 丽。我 是 英 国 人，我 家 有 四
kǒu rén, yǒu bà ba, mā ma, jiě jie hé wǒ. Wǒ hé jiě jie měi tiān
口 人，有 爸 爸，妈 妈，姐 姐 和 我。我 和 姐 姐 每 天
zǎo shàng wǔ diǎn bàn qǐ chuáng, mā ma liù diǎn zuò fàn, wǒ men liù diǎn
早 上 五 点 半 起 床，妈 妈 六 点 做 饭，我 们 六 点
bàn chī zǎofàn, wǒ xǐ huan chī miànbāo, jiě jie bù xǐ huan miànbāo, tā
半 吃 早 饭，我 喜 欢 吃 面 包，姐 姐 不 喜 欢 面 包，她
xǐ huan chī jī dàn.
喜 欢 吃 鸡 蛋。

Bà ba yǒu qì chē yě yǒu huǒchē. Wǒ men de xuéxiào bù yuǎn, wǒ
爸 爸 有 汽 车，也 有 火 车。我 们 的 学 校 不 远，我
men měi tiān zǎoshang qī diǎn qí zì xíngchē qù xuéxiào. Wǒ men bān bā diǎn kāi
们 每 天 早 上 七 点 骑 自 行 车 去 学 校。我 们 班 八 点 开
shǐ shàng Hàn yǔ kè, jiě jie shàng Fǎ yǔ kè. Wǒ men bān chú le xué xí
始 上 汉 语 课，姐 姐 上 法 语 课。我 们 班 除 了 学 习
Hàn yǔ hé Fǎ yǔ, hái xué xí tǐ yù kè.
汉 语 和 法 语，还 学 习 体 育 课。

Wǒ men shí èr diǎn bàn xiū xi, chī wǔfàn, wǔdiǎn qù yùndòng
我 们 十 二 点 半 休 息，吃 午 饭，五 点 去 运 动
chǎng dǎ lán qiú, dǎ pīngpāngqiú hé tī zú qiú. Liù diǎn bàn wǒ hé jiě jie
场 打 篮 球，打 乒 乓 球 和 踢 足 球。六 点 半 我 和 姐 姐
huí jiā zuò zuò yè. Zhè shì wǒ de shí jiān biǎo.
回 家 做 作 业。这 是 我 的 时 间 表。

The data indicates that 1,921 (100%) students attempted the question. Out of them, 1,076 (56.01%) students scored from 7 to 10 marks showing good performance, 787 (40.97%) students scored from 3 to 6 marks which is an average performance and 58 (3.02%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since, 1,863 (96.98 %) students scored 30% or above. Figure 1 summarizes the students' performance in question 1.
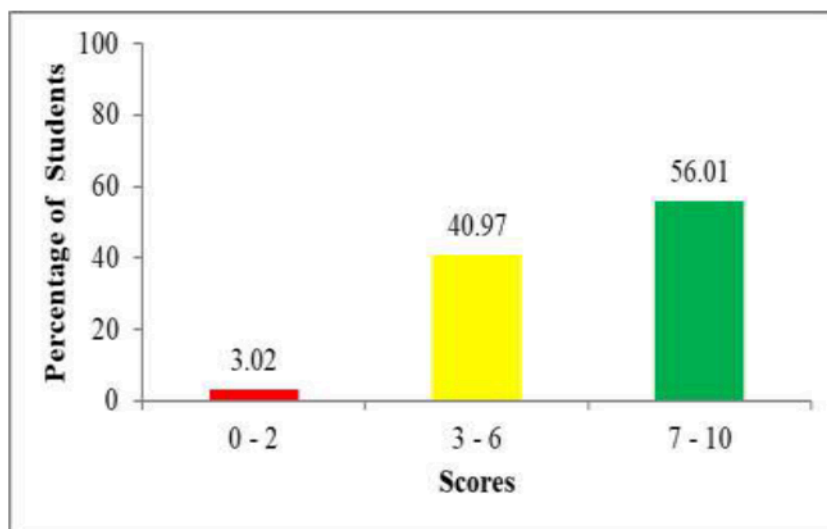
Figure 1: *The Percentages of the Students' Performance in Question 1*

The analysis of data shows that, 1,076 (56.01%) students performance is well, their scores ranged from 7 to 10 marks. These students had a good command of Chinese language. They understood needs of the question because they had sufficient knowledge of vocabularies, sentence structures and their semantic. For example, in part I, item 1, the question asked 玛丽什么时候起床？ (What time does Mary wake up?). The correct answer was C 五点半 (at half past five in the morning). They wrote the correct answer because they managed to identify the correct time shown in the passage which Mary wakes up. They noted that alternative A 五点（5:00）was not the correct answer because it was a time Mary was playing basketball. They also noted that alternative B 六点半 (6:30) was not the correct answer because it was the time where Mary's family was taking

breakfast, while alternative D 六点 (6:00) was not the correct answer because it was the time where Mary's mother was cooking food.

Item 2, required the students to name who cooks breakfast, the question was 他们家谁做早饭？ (Who cooks breakfast at their home?). The correct answer was B 妈妈（Mother) because in the passage every one mentioned in the passage had his or her activity. They identified that it was the mother who cooked breakfast. These candidates noted that alternative A 爸爸 (father) was not the correct answer because the father owns a car and C 姐姐 (sister) had another time table, which was to wake up and not preparing food. This showed that, students had sufficient knowledge about the time table discussed in the passage and vocabularies. They were able to differentiate between 做饭 (prepare food） and 做作业 (doing homework).

In item 3, the students were asked to mention the means of transport used by Mary and her sister to go to school. In the passage it stated that Mary and her sister ride 自行车 (a bicycle) to go to school. Other means of transport mentioned in the passage like A 汽车 (bus), B 火车 (train) were owned by Mary's father and not the means that was used by Mary to go to school. In alternative D 出租车 (taxi) was a means of transport but not mentioned in the passage. Thus, those who opted for the correct alternative had sufficient knowledge of the meaning of that vocabulary.

In item 4, the question required the students to show what kind of activities were done at 6:30 pm. In the passage it stated that at 6:30 pm Mary and her sister did A 作业 (a homework) which was the correct answer. Other alternatives were not correct answers because they were sports activities done by Mary and her sister at 5:00 like B 网球(tennis) C 运动 (sports/athletics) D 踢足球 (play football). This shows that students had sufficient knowledge of Chinese language to comprehend the passage.

In item 5, the students were asked to identify 谁不喜欢吃面包？ (Who does not like to eat bread). The passage showed that Mary's sister does not like to eat bread. Whereby, the correct answer was C 姐姐 (sister). Other alternatives were not the correct answers because, A 玛丽 (Mary) likes to eat bread, B 妈妈 (Mother) and D 爸爸 (father) were not mention if they like eating bread or not. The students who were able to recognize the answer indicated that, they had enough knowledge of Chinese language vocabulary.

In Part II, item 1, the students who got this item right, had sufficient knowledge of Chinese language vocabulary. They were able to identify the correct answer. They chose the correct answer C 点 (o'clock/time) because they knew that this word is used before a number that indicates time. They also knew that word A 天 (day), B 晚 (night) and D 半 (half) were not correct answers because they do not collocate with the word 八 (eight) and the context of the question.

In item 2, the students who scored full marks in this item had sufficient knowledge of Chinese language in using the word 谁 (who). For example, the question stated that 我想去图书馆看书（ ）也想去？ (I want to go to library to study, （ ） also likes to go?). The correct answer was A 谁 (who) because they knew the structure and identified its correct position in the sentence. Whereby B 几 cannot be the answer because is applicable when inquiring the about numbers and C 每 (every) if used in this sentence structure is an adverb and cannot precede 也, while D 什么 (what) is used when asking a question.

Item 3, required students to recognize uses of the sentence structure (N/Pronoun+的+N). For example, 我的朋友 是中国人 (My friend is a Chinese person) the correct response was B 的 because it is used between nouns, (N/Pronoun+的+N) and A 呢 used at the end of the sentence, for example 你呢. C 得, is used with noun and verb (N/Pronoun+V+得) example, 你说得很好 (You speak very well) in this sentence structure 得 cannot be the answer because there are two nouns between the blanks,

whereby in item D 了, is used to indicate the completion of an action.

In item 4, the students mastered well the comparative sentence structure (A+B+Adjective), in this structure, the students realized that the word 比 (comparison) was the correct answer. Thus, they wrote the correct answer 哥哥比姐姐大两岁 (Brother is two years older than sister), where other distracters like B 不 (not) and 没 (not) both used for negation where the structure 不+Adj/V and 跟 （with) structure of A (noun)+ 跟 +B (noun) +V.

In item 5, the students who wrote correct answer were familiar with the measure word 个 which can be used for people, things and days. For example, 他每个星期六去公园散步 (Every Saturday he goes to walk at the park) where other measure words like A 只 used for small animals like dog and cat, C 条 is measure word for long and narrow objects like trousers, and D 家 was the measure word for companies, restaurant and hotels. This shows that the students who got this item right, had sufficient knowledge of using different measure words used in Chinese language. Extract 1.1 is a sample of the student's correct responses to question 1.

Mǎ lì shénme shíhòu qǐ chuáng?
1. 马丽什么时候起床 ? (C)

	wǔ diǎn		liù diǎn bàn		wǔ diǎn bàn		liù diǎn
A	五点	B	六点半	C	五点半	D	六点

Tā men jiā shuí zuò zǎofàn?
2. 他们家谁做早饭? (B)

	bà bà		mā mā		jiě jiě		Mǎ lì
A	爸爸	B	妈妈	C	姐姐	D	马丽

Mǎ lì hé jiě jie zěnme qù xuéxiào?
3. 马丽和姐姐怎么去学校? (C)

	zuò qì chē		zuò huǒchē		qí zì xíngchē		zuòchū zū chē
A	坐汽车	B	坐火车	C	骑自行车	D	做出租车

Tā men liù diǎn bàn yào zuò shénme ?
4. 他们六点半要做什么 (A) ?

	zuò yè		wǎngqiú		yùndòng		tī zú qiú
A	作业	B	网球	C	运动	D	踢足球

Shuí bù xǐ huān chī miànbāo?
5. 谁不喜欢吃面包? (C).

	Mǎ lì		māma		jiě jie		bà ba
A	马丽	B	妈妈	C	姐姐	D	爸爸

Wǒ měitiān wǎnshang bā chī wǎnfàn·
1. 我每天晚上八 (C) 吃晚饭。

	tiān		wǎn		diǎn		bàn
A	天	B	晚	C	点	D	半

Wǒ xiǎng qù tú shūguǎn kàn shū yě xiǎng qù?
2. 我想去图书馆看书, (A) 也想去?

	shuí		jǐ		měi		shénme
A	谁	B	几	C	每	D	什么

Wǒ péngyou shì Zhōngguó rén·
3. 我 (B) 朋友是中国人。

	ne		de		de		le
A	呢	B	的	C	得	D	了

Gē ge jiě jiě dà liǎng suì·
4. 哥哥 (D) 姐姐大两岁。

	bù		méi		gēn		bǐ
A	不	B	没	C	跟	D	比

Tā měi xīng qī liù qù gōngyuán sànbù·
5. 他每 (B) 星期六去公园散步。

	zhī		ge		tiáo		jiā
A	只	B	个	C	条	D	家

Extract 1.1: A Sample of the Student's Correct Responses to Question 1.

In Extract 1.1, the student chose the correct answers in all items.

The data analysis shows that, 787 (40.97%) students had an average performance as they scored from 2 to 3 marks. These students demonstrated partial knowledge of reading for comprehension. They also had partial knowledge of the uses of some vocabulary and expressions. They chose the correct answers in some items but failed in others, which resulted to the writing incorrect response.

Further data analysis reveals that, 58 (3.02%) students performed weakly, as they score from 0 to 2 marks. In part I, these students failed because they did not understand the passage and the need of the questions hence ended up randomly selecting alternatives leading to incorrect responses. For example, in item 1, the students failed to identify the time which Mary wakes up because they had inadequate knowledge of telling time in Chinese language. In this question, C 五点半 (half past five in the morning) was the correct answer because in the passage stated that, 玛丽早上五点半起床 (at half past five Mary wake up). Therefore, students who selected alternative A 五点 (5:00) selected an incorrect answer, because at that time Mary had another activity which was playing basketball. Few of them chose alternative B 六点半 (6:30) and D 六点 (6:00) without knowing that these time frames had other activities as well.

In item 2, the students who scored 0 did not comprehend the passage. They failed to identify the correct answer 姐姐 (sister). They did not notice that, 姐姐 (sister) had another time table, which was to wake up and not prepare some food. They also failed to differentiate between 做饭 (prepare food) and做作业 (doing homework).

In item 3, the students who scored 0 failed to identify the correct answer. Some students chose A 坐汽车 or B 坐火车 without knowing that there were means of transport owned by Mary's father and not used by Mary and her sister. Few students opted

for D 坐出租车 although it was not mentioned in the passage. This shows that these students had insufficient knowledge of the meaning of some vocabularies.

In item 4, the students who scored 0 did not understand the question 他们六点半要做什么? (at 6:30pm what do they have to do). The correct answer was A 作业 (homework). Some students opted B 网球 (tennis) and others D 踢足球 (football) and few of them C 运动 (doing exercise), these incorrect responses were contributed by insufficient knowledge of telling time. They failed to identify the time and the activity done at that time.

In item 5, the students who got this item wrong failed to identify who did not like to eat bread. The correct answer was C 姐姐 (sister). Those who opted for A 玛丽 (Mary), B 妈妈 (mother) and D 爸爸 (father) were just picking randomly resulting to the selection of incorrect responses.

In part II, the students who had weak performance failed to fill the blanks with appropriate vocabulary and expressions. This was due to the fact that, they had insufficient knowledge of Chinese vocabulary. For example, in item 1, the students who got this item wrong, had insufficient knowledge of Chinese language grammar and vocabulary. They failed to choose the correct answer C 点 (o'clock) instead chose A 天 (day), B 晚 (night) and D 半 (half) which did not go together with the word 八 (eight) with regards to the context.

In item 2, the students who scored 0 failed to identify the suitable interrogative word A 谁 (who). They chose them by guessing which led to incorrect answers. This shows that, those who chose B 几 did not know that it is used in inquiring about numbers. Those who chose C 每 (every) did not know that this was an adverb which cannot precede 也. While D 什么 (what) is an interrogative used when asking questions about things.

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Item 3, the question required the students to recognize the uses of sentence structure (N/Pronoun+的+N). For example, 我的朋友是中国人 (My friend is a Chinese person). The correct answer was B 的 because it is used after nouns showing belongingness, on the contrary a particle A 呢 used at the end of the sentence as an interrogative mark, for example 你呢? and C 得, a particle used in the structure (N/Pronoun+V+得) example, 你说得很好 (You speak very well). Furthermore, D 了 is an interrogative particle used to indicate the completion of an action.

In item 4, the students did not master the comparison sentence structure A+比+ B +Adjective. They failed to choose the correct answer D 比 which compared brother and her sister. Whereby other distracters like A 不 (not) and B 没(not) both used for negation.

In item 5, the students who wrote incorrect answer were not familiar with the measure word 个 which can be used for people, things and days. For example, 他 每 个 星期 六 去 公园 散步 (Every Saturday he goes to walk at the park). They did not know that the measure word A 只 used for small animals like dog and cat, C 条 a measure word used for long and narrow objects like trousers and D 家 a measure word for companies, restaurant and hotels. This shows that the students had insufficient knowledge of measure words. Extract 1.2 is a sample of the students' incorrect responses to question 1.

Mǎ lì shénme shíhòu qǐ chuáng?
1. 马丽 什么 时候 起 床 ？　　（ B ）

	wǔ diǎn		liù diǎn bàn		wǔ diǎn bàn		liù diǎn
A	五点	B	六点半	C	五点半	D	六点

Tā men jiā shuí zuò zǎofàn?
2. 他们 家 谁 做 早饭 ？　（ C ）

	bà ba		mā mā		jiě jie		Mǎ lì
A	爸爸	B	妈妈	C	姐姐	D	马丽

Mǎ lì hé jiě jie zěnme qù xuéxiào?
3. 马丽 和 姐姐 怎么 去 学 校 ？　（ B ）

	zuò qì chē		zuò huǒchē		qí zì xíngchē		zuòchū zū chē
A	坐汽车	B	坐火车	C	骑自行车	D	做出租车

Tā men liù diǎn bàn yào zuò shénme?
4. 他们 六 点 半 要 做 什么（ A ）？

	zuò yè		wǎngqiú		yùndòng		tī zú qiú
A	作业	B	网球	C	运动	D	踢足球

Shuí bù xǐ huān chī miànbāo?
5. 谁 不 喜欢 吃 面 包 ？　（ B ）。

	Mǎ lì		mā mā		jiě jie		bà ba
A	马丽	B	妈妈	C	姐姐	D	爸爸

Wǒ měitiān wǎnshang bā chī wǎnfàn.
1. 我 每天 晚上 八（ B ）吃 晚饭。

	tiān		wǎn		diǎn		bàn
A	天	B	晚	C	点	D	半

Wǒ xiǎng qù tú shūguǎn kàn shū yě xiǎng qù?
2. 我 想 去 图书馆 看 书，（ B ）也 想 去？

	shuí		jǐ		měi		shénme
A	谁	B	几	C	每	D	什么

Wǒ péngyou shì Zhōngguó rén.
3. 我（ A ）朋友 是 中国 人。

	ne		de		de		le
A	呢	B	的	C	得	D	了

Gē ge jiě jiě dà liǎng suì.
4. 哥哥（ B ）姐姐 大 两 岁。

	bù		méi		gēn		bǐ
A	不	B	没	C	跟	D	比

Tā měi xīng qí liù qù gōngyuán sànbù.
5. 他 每（ D ）星期六 去 公园 散步。

	zhī		ge		tiáo		jiā
A	只	B	个	C	条	D	家

Extract 1.2: A sample of the Student's Incorrect Responses to Question 1.

In Extract 1.2, the student chose incorrect answers in all items.

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2.1.2 Question 2: Matching Items

The question comprised of columns A and B. Column A had six items, whereby item 1 was given as an example. The students were asked to match the statement in column A with the correct response from column B. The question was set from the topic of *Jobs*. This question aimed at testing the students' ability to recognize and use different vocabulary related to jobs and occupations. The question was as follows:

二． 匹配题 A 栏 和 B 栏. 请把答案写在指定的地方.

A 烂	B 烂
Huì kāichē de rén 1. 会 开 车 的 人	lǎoshī A 老师。
Zài gōngchǎng gōngzuò 2. 在 工厂 工作	huàjiā B 画家。
Zuò mǎimài de rén 3. 做 买 卖 的 人	shāngrén C 商 人。
Zài yī yuàn gōngzuò 4. 在 医 院 工作	hù shì D 护士。
Tā zài xuéxiào gōngzuò 5. 她 在 学 校 工作	gōngrén E 工 人。
Huà huà er de rén 6. 画 画 儿 的 人	sī jī F 司机。
	lù shī G 律 师。
	gōngchéngshī H 工 程 师。

答案:

A 栏	1	2	3	4	
B 栏	F				

A total of 1,921 (100%) students attempted this question, out of whom 771 (30.73%) scored 4 to 5 marks which is a good performance, 717 (55.93%) students scored from 2 to 3 marks which indicates average performance, however 433 (13.34%) students scored from 0 to 1 mark which shows a weak performance. Generally, the students' performance in this question was good, since 1488 (77.46%) students scored 30% or above. Figure 2 summarises the students' performance in question 2.
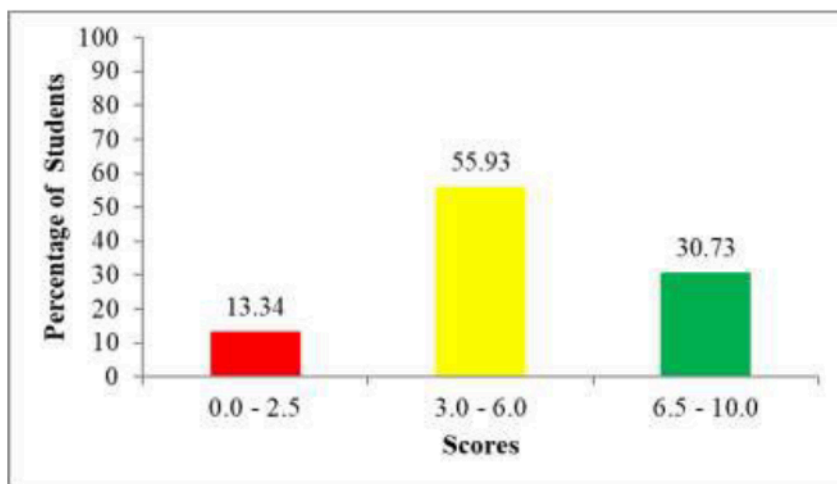

Figure 2: *The Percentages of the Students' Performance in Question 2*

The analysis of data shows that 771 (30.73%) students had a good performance, as they scored from 4 to 5 marks. These students demonstrated a good performance because they understood the needs of the question. They also had sufficient knowledge of the Chinese characters and vocabulary related to occupations and work places. For instance, in item 2, the statement was 在工厂工作 (works in the factory). The students were expected to match the word related to the word factory （工厂which was H 工程师 (factory worker).

In item 3, the statement was 做买卖的人 (A person who buys and sales products). The students were tasked to match it with the word C 商人 (businessman). The students who wrote the correct answer had sufficient knowledge of vocabulary related

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to occupations and working places. They noted that the word 买卖 (buy/sale) relate with the word 商 (trade/business). Thus, they wrote the correct answer.

In item 4, the question stated that 在医院工作 (works in the hospital). Students were required to match with the word 护士 (nurse). The student who scored full mark managed to identify the correct answer D 护士(nurse) because they recognized that a word 护士 (nurse) is a person who works in the 医院 (hospital).

In item 5, the statement was 她在学校工作 (She works at school). Those who got this item right had sufficient knowledge of Chinese language terminologies which enabled them to identify the correct answer A 老师 (teacher).

In item 6, the statement stated that 画画儿的人 (A person who paints). Students were expected to choose item B 画家(Painter). Students who scored full mark identified the correct answer B 画家 because they noted the inclusion of a word 画 in the characters. Therefore, they identified the correct answer. Extract 2.1 is a sample of the students' good responses to question 2.

答案:						
A栏	1	2	3	4	5	6
B栏	F	H	C	D	A	B

Extract 2.1: A Sample of the Student's Correct Responses to Question 2.

In Extract 2.1, the student matched correctly all the items.

Further data analysis reveals that 717 (55.93%) students had an average performance, they scored from 2 to 3 marks. This performance was attributed to partial knowledge of the terminologies pertaining to occupations and work places. They managed to match some items correctly while failing in others. Extract 2.2 is a sample of the student's average responses to question 2.

答案:						
A栏	1	2	3	4	5	6
B栏	F	E	C	G	A	B.

Extract 2.2: A Sample of Responses from a Student with an Average Performance in Question 2.

Extract 2.2 the student matched correctly items 3, 5 and 6 but failed items 2 and 4.

Furthermore, the students' response analysis shows that, 433 (13.34%) students had weak performance by scoring from 0 to 1 mark. These students performed weakly because they did not master the topic. Not knowing the meaning of vocabulary used, hindered them from matching correctly the given statements about professions or working places. They matched them incorrectly by picking randomly the responses. For instance, in item 2, the students failed to understand the needs of the question. Instead of matching with H 工程师 (factory worker) some matched with C 商人 (businessman) which is not related to the given question.

In item 3, the students who scored 0 did not understand the meaning of the statement and the given alternatives. Thus, they ended up selecting an incorrect answer. One of them wrote 工人 (worker) instead of 商人 (businessman). This proves that the students failed to distinguish the two words.

In item 4, the students who got wrong this item, failed to match correctly because they failed to distinguish between the word 工人 (worker) from the word 工作 (work) which led to the matching of an incorrect answer.

In item 5, the students who scored 0 failed to differentiate the professions words, A 老师 (teacher) which was the correct answer and 画家 (painter). This shows that they matched them by guessing.

In item 6, the question stated that, 画画儿的人 (A person who paints). The students were expected to choose item B 画家 (painter). The students scored 0 because they did not understand the statement, hence leading to incorrect responses. Extract 2.3 is a sample of the student's incorrect responses to question 2.

答案:						
A栏	1	2	3	4	5	6
B栏	F	E	D	A	B	C

Extract 2.3: A Sample of the Student's Incorrect Responses to Question 2.

In Extract 2.3, the student failed to match correctly in all items.

2.2 SECTION B: Language Use

This section comprised of 7 questions, namely question 3, 4, 5, 6, 7, 8 and 9. The students were required to answer all the questions. Each question carried 10 marks making a total of 70 marks.

2.2.1 Question 3: True and False Items

The students were given a passage to read and answer the questions that followed by judging if the statement is true or false by putting tick (√) or a cross (x) respectively. The question was set from the topic of *Environment and Health*. The question tested the students' ability to comprehend the passage. The passage was as follows;

三、阅读短文。回答下列问题，正确划"√"错误的划"×"。答案写在指定的地方。

Bàba jiā de hòubian yǒu yí gè gōngyuán· Nà gè gōngyuán zhēn dà·
爸爸家的后边有一个公园，那个公园真大，

gōngyuánliyǒu hěn piàoliang de huā hé shù· Měi tiān yǒu hěn duō rén lái gōngyuánli
公园里有很漂亮的花和树。每天有很多人来公园里

wán er· yǒu rén lái sànbù· Bàba yě xǐhuan zài gōngyuánli sàn bù· nǎi nai měi tiān
玩儿有人来散步，爸爸也喜欢在公园里散步，奶奶每天

xiàwǔ zài gōngyuánli dǎ tàijíchuǎn· Niánqīngrén xǐhuan zài gōngyuánli xiū xi xiū xi·
下午在公园里打太极拳。年轻人喜欢在公园里休息休息，

dǎ yóu xì hé liáotiān·
打游戏和聊天。

The analysis data shows that, 1,921 (100%) students attempted the question, out of whom 1,555 (80.95%) scored from 8 to 10 marks, reflects a good performance, 309 (16.09%) students scored from 4 to 6 marks, regarded as an average performance, however, 57 (2.96%) students scored from 0 to 2 marks which is considered as weak performance. The students' general performance in this question was good, since 1,864 (97.03%) students scored 30% or above. Figure 3 summarizes the students' performance in question 3.
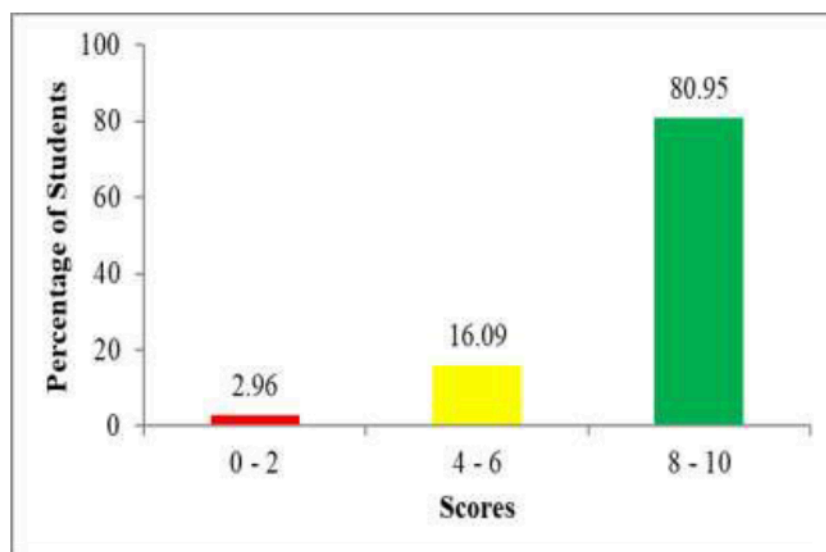

Figure 3: *The Percentages of the Students' Performance to question 3*

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The data analysis indicates that, 1,555 (80.95%) students performed well, they scored from 8 to 10 marks. These students understood the question and responded correctly. They managed to identify the important information which helped them to answer the question. For example, in item 1, the question statement was 公园在爸爸家的后边 (There is a public park behind father's house). This statement was true according to the passage. The students who wrote the correct answer had sufficient knowledge of prepositions of places, as they were able to recognize the word 后边 (behind) which was used in the statement and the passage.

In item 2, the statement stated that 公园的花和树很漂亮 (The flowers and trees in the public park are very beautiful). The statement was correct according to the passage. The students who got this item right understood the passage and identified the correct answer.

In item 3, the statement stated 爸爸也喜欢在公园里打太极拳 (Father also likes to play *taiji* in the public park). According to the passage this statement was wrong, since the passage stated that 爸爸也喜欢在公园里散步 (Father also likes to walk in the public park). The one who was playing *taiji* was 奶奶 (grandmother) while 爸爸 (father) likes to walk in the public park. Hence, the students who got it right managed to differentiate activities done in the passage.

In item 4, the question was, 年轻人去公园里步 (Young people go for a walk in the public park). According to the passage the statement was incorrect since the passage states that, 年轻人喜欢在公园里休息休息 (Young people like to rest in the public park). The students who scored full marks differentiated the term 散步 (walk) as used in the statement and the word 休息休息 (rest) from the passage.

In item 5, the question had the statement 公园里每天有很多人 (Everyday, there are many people in the public park). The question was true according to the passage. Extract 3.1 is a sample of the student's good response to question 3.

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例如: Lìrú Zhè ge gōngyuán fēicháng dà.
这 个 公 园 非 常 大。 （ √ ）

1. gōngyuán zài bàba jiā de hòubian
   公 园 在 爸爸 家 的 后 边。 （ ✓ ）

2. Gōngyuánli de huā hé shù hěn piàoliang.
   公 园 里 的 花 和 树 很 漂 亮。 （ ✓ ）

3. Bàba yě xǐhuān zài gōngyuánli dǎ tàijíquán.
   爸爸 也 喜欢 在 公 园 里 打 太 极 拳。 （ ✗ ）

4. Niánqīngrén qù gōngyuánli sànbù.
   年 轻 人 去 公 园 里 散步。 （ ✗ ）

5. Gōngyuánli měitiān yǒu hěn duōrén.
   公 园 里 每 天 有 很 多 人。 （ ✓ ）

Extract 3.1: A Sample of the Student's Correct Responses to Question 3.

In Extract 3.1 the student responded well in all items.

Further data analysis reveals that, 309 (16.09%) students had an average performance as they scored from 4 to 6 marks. They performed averagely because they partially comprehended the passage. They scored full marks in some items but failed in others. For example, the students who failed this question did not master the prepositions of places, as they were unable to recognize the preposition 后边 (behind) as used in the statement.

In item 3, the students who had partial knowledge of Chinese language semantics failed to identify the answer in this question, because the one who was playing *taiji* was 奶奶 (grandmother) while 爸爸 (father) likes to walk in the public park. Extract 3.2 illustrates the responses of the student who had average performance in question 3.

Lìrú, Zhè gè gōngyuán fēicháng dà·		
例如: 这 个 公 园 非 常 大。		(√)
gōngyuán zài bà ba jiā de hòubian		
1. 公 园 在 爸爸 家 的 后 边。		(✓)
Gōngyuánli de huā hé shù hěn piàoliang·		
2. 公 园 里 的 花 和 树 很 漂 亮。		(✓)
Bàba yě xǐhuān zài gōngyuánli dǎ tàijíquán·		
3. 爸爸 也 喜欢 在 公 园 里 打 太 极 拳。		(✗)
Niánqīngrén qù gōngyuánli sànbù·		
4. 年 轻 人 去 公 园 里 散 步。		(✓)
Gōngyuánli měitiān yǒu hěn duōrén·		
5. 公 园 里 每 天 有 很 多 人。		(✗)

Extract 3.2: A Sample of Responses from a Student with an Average Performance in Question 3.

In Extract 3.2, the student wrote correct answer in item 1, 2 and 4 but failed in items 3 and 5.

Moreover, the data analysis indicates that 57 (2.96%) students had weak performance as they scored from 0 to 2 marks. These students did not comprehend the meaning of the passage, due to insufficient knowledge of Chinese language vocabulary. Therefore, they failed to judge the statements whether it was true or false. For example, in item 1, the statement was 公园 在 爸爸家的后边. (There is a public park behind the father's house), which was true according to the passage. The students who scored 0 in this question indicated that they had inadequate knowledge of some prepositions of places. Thus, they ended up selecting an incorrect response.

In item 2, the statement stated 公园的花和树很漂亮 (In the public park, the flowers and trees are very beautiful). The statement was correct according to the passage. The students who scored 0 in this statement showed that they had insufficient knowledge of vocabularies which hindered them to comprehend the passage.

In item 4, the question was, 年轻 人 去 公园 里 散步 (young people go to the public park for walking). According to the

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passage the statement was incorrect since the passage stated 年轻人喜欢在公园里休息休息 (Young people like to rest in the park). The students who scored 0 failed to differentiate the meaning of the word 散步 (walk) as used in the statement and the word 休息休息 (rest) from the passage, which led to the incorrect statement.

In item 5, the question had the statement 公园里每天有很多人 (Every day, there are many people in the public park). The question was true according to the passage. The students who got this item wrong had sufficient knowledge of Chinese vocabulary. Extract 3.3 is a sample of the student's incorrect responses to question 3.

Extract 3.3: A Sample of the Student's Incorrect Responses to Question 3.

In Extract 3.3, the student wrote incorrect answers in all items.

2.2.2 Question 4: Re-arranging the Jumbled Words into Sentences

In this question, there were 5 items which had jumbled words and the students were required to re-arrange them into meaningful sentences. The question was set from the topic *School/Time*. The topic examined the students' ability to grammatically express themselves.

The data analysis shows that 1,921 (100%) students attempted the question, out of whom 284 (14.78%) scored from 8 to 10 marks which reflects a good performance, 600 (31.24%) students scored from 4 to 6 marks which reflects an average performance, and 1,037 (53.98%) students scored from 0 to 2 marks which is a weak performance. The students' general performance in this question was average, since 884 (46.02%), students scored 30% or above. Figure 4 summarizes the students' performance in question 4.
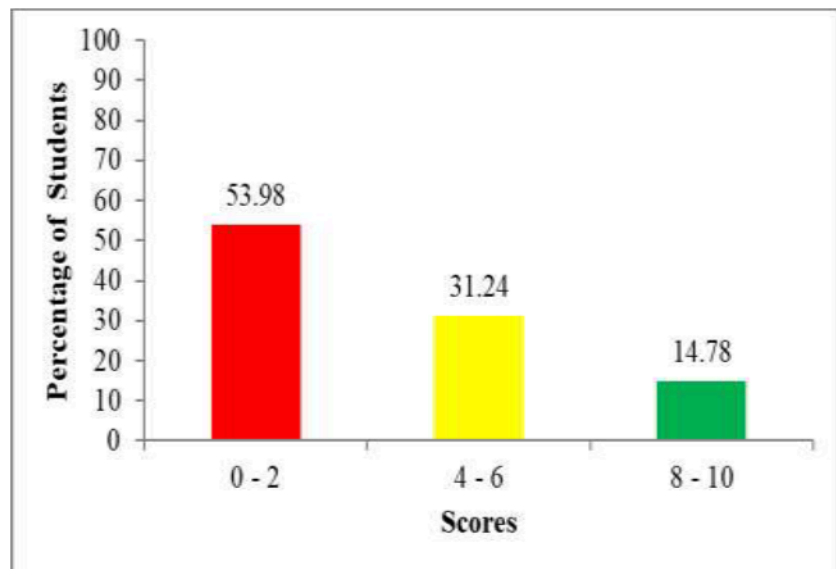

Figure 4: *The Percentages of the Students' Performance in Question 4*

The data analysis shows that, 1,037 (53.98%) students performed averagely as they scored from 4 to 6 marks. These students had partial knowledge of the Chinese sentence structure. They wrote correct answers in some items but failed in others. Most of them re-arranged correctly in items 2 and 3 but wrote

incorrect answers in items 1, 4 and 5. For example, in item 1, the students who scored 0 did not know the uses of the structure "subject +越来越 (more and more) +V+N". This led to the writing of incorrect responses as one of them wrote ④③②① 我喜欢北京越来越 (I like Beijing more and more). Other student wrote ④③②①我喜欢越来越北京 (I like more and more Beijing) which was incorrect arrangement. These students failed to position 越来越 in the right position. They did not know that in this sentence it had to be placed after a subject and before a verb. The correct sentence was ④②③① 我 越来越 喜欢 北京 (I like more and more Beijing) as a correct answer.

In item 3, the students who scored 0 were not familiar with the sentence structure (Location + 有 (have) +O) in which the main verb is 有 (have) indicating something exists or is present at a certain place. They re-arranged the words randomly which resulted to incorrect answers. For example, one of them wrote ④⑤③②① 花园有很多里花 (garden there are many inside flowers) instead of the correct answer ④②⑤③① 花园里有很多花 (There are many flowers in the garden).

In item 5, the question required the students to apply the structure 快要+V+了 (about to happen). Those who scored 0 did not know the usage of this structure and its position in the sentence. They re-arranged the words randomly making incorrect sentences. For instance, one of them wrote ①④③② 快要开始音乐会了 (Earlier started music concert).

This student did not know that, 音乐会 was a subject which had to be positioned at the beginning of the sentence. Thus, leading to an average performance. Extract 4.1 is a sample from a student with an average performance in question 4.

四． 连词成句。

Lì rú
例如： ① 在 （zài）　② 医院 （yī yuàn）　③ 妈妈 （māma）　④ 不在 （bú zài）

答案： ③ ① ④ ②

1. ① 北京 （Běijīng）　② 越来越 （yuè lái yuè）　③ 喜欢 （xǐ huan）　④ 我 （wǒ）

　　④　③　②　①　。

2. ① 汉语 （Hàn yǔ）　② 我们 （wǒmen）　③ 课 （kè）　④ 今天 （jīn tiān）　⑤ 有 （yǒu）

　　②　④　⑤　①　③

3. ① 花 （huā）　② 里 （li）　③ 很多 （hěnduō）　④ 花园 （huāyuán）　⑤ 有 （yǒu）

　　④　②　⑤　①　③　。

4. ① 他 （tā）　② 汉语 （Hàn yǔ）　③ 和 （hé）　④ 喜欢 （xǐ huan）　⑤ 我 （wǒ）

　　⑤　③　①　④　②

5. ① 快要 （kuàiyào）　② 了 （le）　③ 音乐会 （yīnyuèhuì）　④ 开始 （kāishǐ）

　　③　①　④　②　。

Extract 4.1: A Sample of Responses from a Student with an Average Performance in Question 4.

In Extract 4.1, the student wrote correct answer in item 2, 4 and 5 but incorrect answer in item 1, and 3.

Further data analysis shows that, 600 (31.24%) students had weak performance, they scored from 0 to 2 marks. This performance was attributed to the students' insufficient knowledge of Chinese syntax, meaning of the jumbled given words and their position in the sentence. For instance, in item 2, the students did not know that the word 我们 had to be placed at the beginning of the sentence as a subject, where by an adverb 今天 (today) had either to be placed before or after a subject.

Some students placed it at the end of the sentence as one of them wrote ②⑤①③④ 我们 有 汉语 课 今天 (We have Chinese lesson today).

In item 4, the question required the students to apply (S (Pronoun+和 (and) +Pronoun) +V+O). The students who scored 0 failed to re-arrange it because of insufficient knowledge of conjunction 和 (and) that used to connect the two nouns. This led to wrong responses. For example, one candidate wrote ⑤④ ②③① 我喜欢汉语和他 (I like Chinese and him).

In item 5, the question required students to apply the structure 快要+V+了 (about to happen). In this structure the verb had to be inserted between 快要 and 了 to show that the action will take place soon but, the students failed to recognize this kind of structure, thus failed to re-arrange the jumbled words correctly. For example, some students wrote ①④③② 快要音乐会开始 了 (earlier music concert to start). Extract 4.2 is a sample of the student's incorrect responses to question 4.

四． 连词成句。

例如： Lǐ rú ① zài 在 ② yī yuàn 医院 ③ māma 妈妈 ④ bú zài 不在

答案： ③ ① ④ ②

1. ① Běijīng 北京 ② yuè lái yuè 越来越 ③ xǐ huan 喜欢 ④ wǒ 我

④ ③ ① ②

2. ① Hàn yǔ 汉语 ② wǒmen 我们 ③ kè 课 ④ jīn tiān 今天 ⑤ yǒu 有

② ① ⑤ ④ ③

3. ① huā 花 ② lǐ 里 ③ hěn duō 很多 ④ huāyuán 花园 ⑤ yǒu 有

⑤ ④ ② ③ ①

4. ① tā 他 ② Hàn yǔ 汉语 ③ hé 和 ④ xǐ huan 喜欢 ⑤ wǒ 我

⑤ ④ ② ① ③

5. ① kuàiyào 快要 ② le 了 ③ yīnyuèhuì 音乐会 ④ kāishǐ 开始

③ ① ② ④

Extract 4.2: A sample of the student's incorrect responses to question 4.

In Extract 4.2, a sample of responses from the student who re-arranged all sentence incorrectly.

Furthermore, the data analysis indicates that, 284 (14.78%) students performed well on the question, they scored from 8 to 10 marks. These students understood the given jumbled words. They also knew their position in the sentence. Additionally, they mastered the structure of the sentences which helped them to re-arrange the jumbled words correctly.

For example, in item 1, the students mastered well the structure (S+越来越 (more and more) +V+ N), that means the degree something changes along over time. Thus, they wrote the correct answer ④②③① 我 越来越 喜欢 北京 (I more and more like Beijing).

In item 2, the students were required to use the structure (S+Adv.+V+O or Adv.+ S+ V+O). The students who scored full marks had this knowledge. They noted that, the verb was 有 (have), the subject was 我们 (we) and the object was 汉语课 (Chinese lesson). They also noted the presence of an adverb 今天 (today). This helped them to re-arrange words correctly, thus, they wrote the correct answer ④②⑤①③/②④⑤①③ 今天 我们有汉语课/我们今天有汉语课 (Today we have a Chinese lesson).

In item 3, the students who re-arranged correctly the words knew that they had to apply the structure (S+ V+O). They knew that the verb was 有 (have/are). They identified the noun 花园 (garden) which had to be followed by the word 里 (inside) to form 花园里 (in the garden). In addition, they knew that the object of the sentence was 花, (flowers) and the word 很多 (a lot of) is an adverb of degree . This resulted to the writing of the correct answer ④②⑤③① 花园里有 很多 花 (There are many flowers in the garden).

In item 4, the question required the students to re-arrange the jumbled words among them using the conjunction 和 (and). The students who scored full marks knew that a conjunction used to join the two pronouns 我 (I) and 他 (he). After joining them formed a subject of the sentence 我和他 (I and him) or 他和我 (Him and I). They also knew that word 喜欢 (like) was a verb which had to be placed after the subject. Lastly, they noted that the noun 汉语 (Chinese) had to be placed after verb. This helped students to write the correct answer ⑤③①④②/ ①③⑤④② 我

和他喜欢汉语/他和我喜欢汉语 (I and him like Chinese/ He and I like Chinese.

In item 5, the question required students to apply the structure 快要+V+N). The students were familiar that in this structure the verb had to be inserted between 快要 and 了 to show the action will take place soon. They identified the verb 开始, and the subject which was the noun 音乐会 (Music concert). Thus, they wrote the correct answer ③①④② 音乐会快要 开始了 (Music concert going to start soon). Extract 4.3 is a sample of the student's good responses to question 4.

四. 连词成句。

例如: Lì rú ① 在 zài ② 医院 yī yuàn ③ 妈妈 māma ④ 不在 bú zài

答案: ③ ① ④ ②

1. ① 北京 Běijīng ② 越来越 yuè lái yuè ③ 喜欢 xǐ huan ④ 我 wǒ
④③③① ⑤ _____。

2. ① 汉语 Hàn yǔ ② 我们 wǒmen ③ 课 kè ④ 今天 jīn tiān ⑤ 有 yǒu
④②⑤①③ _____。

3. ① 花 huā ② 里 lǐ ③ 很多 hěnduō ④ 花园 huāyuán ⑤ 有 yǒu
④ ②⑤③① _____。

4. ① 他 tā ② 汉语 Hàn yǔ ③ 和 hé ④ 喜欢 xǐ huan ⑤ 我 wǒ
⑤③①④② _____。

5. ① 快要 kuàiyào ② 了 le ③ 音乐会 yīnyuèhuì ④ 开始 kāi shǐ
③①④② _____。

Extract 4.3: A Sample of the Student's Correct Responses to Question 4.

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In Extract 4.3, the student re-arranged all the jumbled words into correct sentences.

2.2.3 Question 5: Completing the Sentences by Using the Words Given in the List

The question consisted of 5 items in which the students were required to choose the correct answer to fill in the blanks and write a letter of a given word. The question was set from the topic of *Housing*. The question tested the students' ability to describe a size of room and give or ask direction.

The data analysis indicates that, a total of 1,921 (100%) students attempted the question, out of whom 1,063 (55.33%) students scored from 8 to 10 marks, that indicates good performance, 714 (37.17%) students scored from 4 to 6 marks which is an average performance, and 144 (7.50%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,777 (92.50%) students scored 30% or above. Figure 5 summarizes the students' performance in question 5.
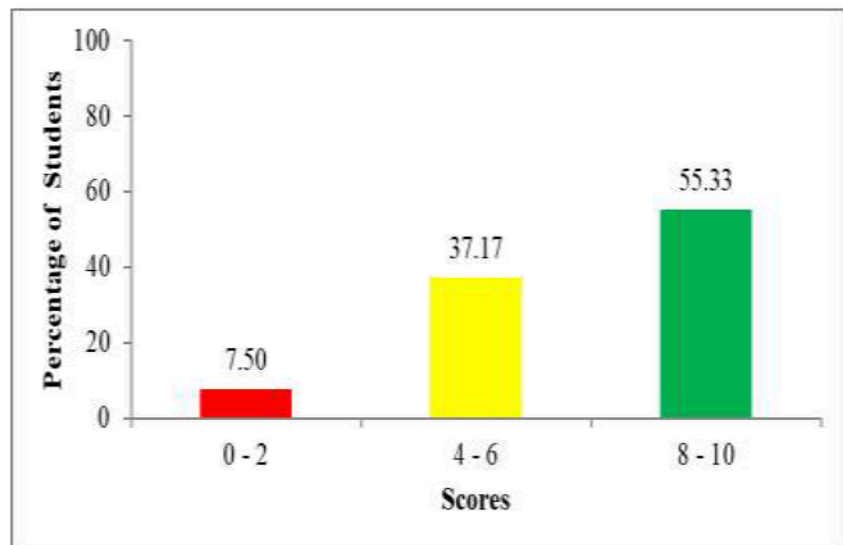

Figure 5: *The Percentages of the Students' Performance in Question 5*

The data shows that, 1,063 (55.34%) students had good performance as they scored from 8 to 10 marks. This

performance was attributed by students' sufficient knowledge of using Chinese words and sentence structure. For example, in item 2, the students were required to choose the word 哪 (which) to fill in the blank. The students who scored full marks knew the sentence structure 某人 + 是 + 哪国人 (somebody + is + person from which country) which helped them to write the correct answer.

In item 3, the students were required to choose the correct answer B 只 (measure word for small animals). These students knew that, there was a noun 小猫 (little cat) which needed a measure word. Thus, with this knowledge they chose the correct answer.

In item 4, the question required the students to apply the structure N + 在 + 哪儿 (Noun + (to be on, at, in) to + where) to answer the question. The students were familiar with this structure as they noted that, the noun had to be placed before the preposition 在 (to be on, at, in) to form the possessive subject 你家 (your home). Thus, they managed to write the correct answer.

In item 5, the question required the students to use a measure word. The students who scored full marks knew that, the word 汉语 (Chinese) can go together with the noun 书 (book) to form a noun 汉语书 (Chinese book) and noun 书 (book) goes with the measure word 本. Therefore, they chose the correct answer 本 (measure word for book).

In item 6, the question aimed to examine the uses of an adjectival predicate. The students who scored full marks knew that 我的厨房 (my kitchen) is a subject and 小 (small) is an adjective. They were also familiar that, the word 不 can be placed before an adjective. Therefore, these students wrote the correct answer. Extract 5.1 is a sample of the student's correct responses to question 5.

五. 选词填空。选合适的词写在指定的地方。第一题已给出.

	jiā	zhǐ	bù	běn	nǎ	jiào
	A 家	B 只	C 不	D 本	E 哪	F 叫

Nǐ　　　shénme míngzì?
1. 你（F）什么名字？

Nǐ shì　　　guórén?
2. 你是（E）国人？

Wǒ jiā yǒu yī　　xiǎomāo.
3. 我家有一（B）小猫。

Nǐ　　zài nǎ er?
4. 你（A）在哪儿？

Zhè shì hànyǔ　　shū.
5. 这是汉语（D）书。

Wǒ de chúfáng　　xiǎo.
6. 我的厨房（C）小。

Extract 5.1: A Sample of the Student's Correct Responses to Question 5.

In Extract 5.1, the student wrote correct answers in all items.

Furthermore, the data analysis indicates that, 714 (37.17%) students had average performance as they scored from 6 to 8 marks. This performance was attributed to their partial knowledge of the Chinese vocabulary and usage of the measure words. For example, in item 3 and 5, some students exchanged the two measure words with one another. This shows that, the students recognized the two measure words but failed to know their uses. In item 3, the correct answer was 只 (measure word for small animals) and in item 5 the correct answer was 本 (measure word for books) but students intermingled them. Extract 5.2 is a sample of responses from a student who performed averagely in this question.

五. 选词填空。选合适的词写在指定的地方。第一题已给出.

jiā	zhī	bù	běn	nǎ	jiào
A 家	B 只	C 不	D 本	E 哪	F 叫

    Nǐ   shénme míngzi?
1. 你（F）什么名字？

    Nǐ shì   guórén?
2. 你是（E）国人？

    Wǒ jiā yǒu yī   xiǎomāo.
3. 我家有一（D）小 猫 。

    Nǐ   zài nǎ er?
4. 你（F）在哪儿？

    Zhè shì hànyǔ   shū.
5. 这是汉语（B）书。

    Wǒ de chúfáng   xiǎo.
6. 我的厨房（C）小 。

Extract 5.2: A Sample of Responses from a Student with an Average Performance in Question 5.

In Extract 5.2, the student wrote correct answers in items 2 and 6 but incorrect answers in items 3, 4 and 5.

Further, data analysis reveals that, 144 (7.50%) students performed weakly in this question. They scored from 0 to 2 marks. These students did not understand the words given to the sentences. Thus, they chose the words by guessing which resulted to incorrect responses. For example, in item 2, the students were supposed to choose E 哪 (which) as the correct answer, because the question required them to identify citizenship of someone. For example, one student chose C 不 (not) which was wrong. This proves that, he/she did not understand the meaning of the sentence.

In item 3, the students were required to fill the blank by using a measure word for animals (只). The students who scored 0 failed to identify the correct measure word. For example, one of the

students chose A 家 (home) and the others chose 叫 (to call). This proves that the students had insufficient knowledge of the uses of measure words.

In item 4, the students were supposed to choose A 家 (home) as the correct answer, because the question aimed at examining students' ability to apply the structure N + 在 + 哪儿 (Noun + 在 + where). The students who scored 0 in this item had insufficient knowledge of this structure which led to incorrect answers. For example, one of the students chose D 本 (measure word for books) and the other chose B 只 (measure word for small animals) as the correct answer. This shows that the students were not familiar with the structure, thus they failed to understand the meaning of these words thus led to the selection of an incorrect answer.

In item 6, the question aimed at examining the usage of the sentence with an adjectival predicate. Some students who got this item wrong did not know that 我的厨房 (my kitchen) was a subject of the sentence and 小 (small) was an adjective of the sentence. They also failed to notice that the word 不 can be placed before an adjective. Therefore, all these caused students to write incorrect answer. For example, some students chose A 家 (home) as the correct answer because they understood the meaning of the phrase 我的厨房 (my kitchen), thought that the word relate to the word 家 (home), but students were unfamiliar that the noun phrase 我的厨房 (my kitchen) cannot be placed together with another noun. Other students chose E 哪 (which), this shows that, the students did not understand the question because there is no correlation between the answer and the question. Extract 5.3 is a sample of the student's incorrect responses to question 5.

五.　选词填空。选合适的词写在指定的地方。第一题已给出.

	jiā		zhī		bù		běn		nǎ		jiào
A家		B只		C不		D本		E哪		F叫

　　　Nǐ　　　　shénme míngzì？
1. 你（ F ）什么名字？

　　　Nǐ shì　　　guórén？
2. 你是（E）国人？

　　　Wǒ jiā yǒu yī　　　xiǎomāo.
3. 我家有一（D）小 猫 。

　　　Nǐ　　　zài nǎ er？
4. 你（A）在哪儿？

　　　Zhè shì hàn yǔ　　　shū.
5. 这是汉语（C）书。

　　　Wǒ de chúfáng　　　xiǎo.
6. 我的厨房（B） 小 。

Extract 5.3: A Sample of the Student's Incorrect Responses to Question 5.

In Extract 5.3, the student wrote incorrect answers.

2.2.4 Question 6: Completing the Sentence by Using the Words Given in the List

The question comprised 5 items in which the students were required to choose the correct words from the given alternatives. The question was set from the topic of *Jobs*. The question aimed at examining the students' ability to talk about work place.

六. 选词填空。选合适的词写在指定的地方。第一题已给出。

kù zi	bú shì	Rì běn	Hàn yǔ	nǐ de	Gōngyuánli
A 裤子	B 不是	C 日本	D 汉语	E 你的	F 公园里

yǒu huā hé shù
1. （ F ）有 花 和 树。

Wǒ shì   xuéshēng.
2. 我 是 （ ） 学 生。

Nà shì   gē ge ma?
3. 那 是 （ ） 哥哥 吗 ？

Nǐ bà ba shì   yī shēng?
4. 你 爸爸 是 （ ） 医 生 ？

Lǐ xiǎolóng shì   rén.
5. 李 小 龙 是 （ ） 人。

Xiǎohóng yǒu sān tiáo
6. 小 红 有 三 条 （ ）。

The analysis shows that, 1,921 (100%) students attempted the question, out of whom 474 (24.67 %) scored from 8 to 10 marks indicating a good performance, 777 (40.45 %) students scored from 4 to 6 marks indicating an average performance and 670 (34.88 %) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,251 (65.12 %) students scored 30% or above. Figure 6 summarizes the students' performance in question 6.
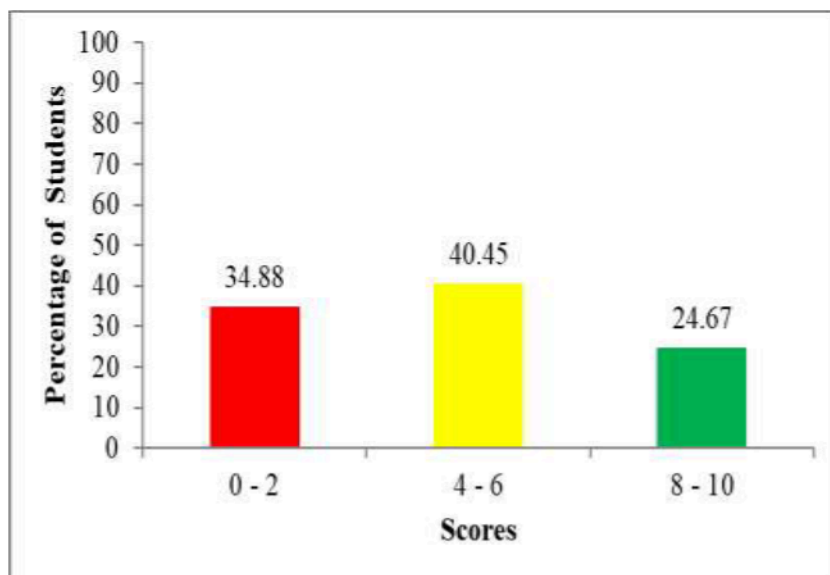
Figure 6: *The Percentages of the Students' Performance in Question 6*

The analysis of data indicates that, 474 (24.67 %) students performed well by scoring from 8 to 10 marks. These students mastered well the Chinese vocabulary. They managed to read the sentence and understood them and identified the proper word from the given alternatives. For instance, in item 2, the students who scored full marks chose the correct answer D 汉语 (Chinese language). These students knew that, the structure of the sentence was (somebody + 是 (is) + noun) which used to introduce somebody's occupation or status. They also knew that an occupation or status is a noun that can be placed together with another noun to clarify more about somebody's occupation or status. Thus, they chose the noun 汉语 (Chinese language) to form the word 汉语学生 (Chinese language student).

The students who scored full marks in item 3, managed to choose the correct answer because they knew that, the structure of the sentence needed a possessive pronoun to fill in the blanks. Thus, the selection of E 你的 (yours) was the correct answer. The other words were not possessive pronoun.

In item 4, the students who managed to choose the correct answer knew that, an item used the structure V +不 (not)+ V. Thus, they noted that, the correct answer was 不是 to form the word 是不是 (…).

In item 5, the students were required to choose the name of the country which was 日本 (Japan) to fill in the blank. The students who scored full marks knew that, the sentence structure was 某人 + 是 + 国家 + 人 (somebody + 是+ country + person). In the sentence the name of the country was needed to form the word (Japanese person) 日本人. These students identified the correct answer because they knew that, the other given alternatives were not names of the country.

In item 6, the students were required to choose a noun which uses the measure word 条 (measure words used for trouser, road and long objects). The students who scored full marks in this item knew the uses of the measure word 条. Thus, the students chose A 裤子 (trouser) as the correct answer. Extract 6.1 is a sample of a candidate's correct responses to question 6.

六. 选词填空。选合适的词写在指定的地方。第一题已给出.

kù zi	bú shì	Rì běn	Hàn yǔ	nǐ de	Gōngyuánli
A 裤子	B 不是	C 日本	D 汉语	E 你的	F 公园里

yǒu huā hé shù·
1. （F）有 花 和 树。

Wǒ shì　　 xuéshēng .
2. 我 是（D）学生。

Nà shì　　 gē ge ma ?
3. 那 是（E）哥哥 吗 ？

Nǐ bà ba shì　　 yī shēng ?
4. 你 爸爸 是（B）医 生 ？

Lǐ xiǎolóng shì　　 rén·
5. 李 小 龙 是（C）人。

Xiǎohóng yǒu sān tiáo　　·
6. 小 红 有 三 条（A）。

Extract 6.1: A Sample of the Student's Correct Responses to Question 6.

In Extract 6.1, the student wrote correct answers in all items.

Furthermore, the data analysis indicates that, 777 (40.45%) students performed averagely as they scored from 4 to 6 marks. These students chose correct answers in some items and failed in others. They grasped the meaning of little vocabulary and how to use them. Their partial knowledge of the words given led them to scoring an average performance. Extract 6.2 is a sample of responses from a student with an average performance.

六. 选词填空。选合适的词写在指定的地方。第一题已给出。

kù zi   bú shì   Rì běn   Hàn yǔ   nǐ de   Gōngyuánli

A 裤子   B 不是   C 日本   D 汉语   E 你的   F 公园里

           yǒu huā hé shù·

1. (F) 有 花 和 树。

   Wǒ shì   xuéshēng·

2. 我是 (B) 学生。

   Nà shì   gē ge ma?

3. 那是 (E) 哥哥 吗?

   Nǐ bà ba shì (A) yī shēng?

4. 你爸爸是   医 生 ?

   Lǐ xiǎolóng shì   rén·

5. 李 小 龙 是 (C) 人。

   Xiǎohóng yǒu sān tiáo (D)。

6. 小 红 有 三 条

Extract 6.2: A Sample of Responses from a Student with an Average Performance in Question 6.

In Extract 6.2, the student wrote correct answers in item 3 and 5 but incorrect answers in items 2, 4 and 6.

Further data analysis shows that, 670 (34.88 %) students had weak performance because they scored from 0 to 2 marks. These students had insufficient knowledge of the given vocabulary and their uses. For instance, in item 2, the students did not know the structure of the sentence (somebody + 是 (is) + noun) which is used to introduce somebody's occupation or status. Thus, they ended up writing incorrect answer. They failed to choose the correct answer as one of them chose A 裤子 (trouser). This shows that he/she made a guess work.

In item 3, the question required the students to use possessive pronoun. The students who scored 0 did not know that this sentence needed a possessive pronoun. Thus, they filled it by choosing randomly the alternatives, which led to incorrect answer. For example, some students chose B 不是 (not), they

thought that the sentence had V +不+ V structure because at the end of the sentence there was a question mark, but this was wrong because the sentence already had an interrogatives 吗.

In item 4, the students were required to use V +不+ V structure. The students who scored 0 had insufficient knowledge about the structure thus ended up selecting an incorrect answer. For example, some students chose A 裤子 (trouser) which was wrong because the answer was a noun and the question needed the verb.

In item 5, the students were required to use the sentence structure 某人 + 是 + 国家 + 人 (somebody + 是+ country + person) of which the name of the country was missing. The students who scored 0 marks had insufficient knowledge to understand about the structure. For example, one student chose D 汉语 (Chinese language) which was wrong.

In item 6, the students were required to choose a noun which uses the measure word 条 (measure words used for trouser, fish and road). The students did not master well the uses of the measure word 条. Thus, they chose incorrect answer. For example, some students chose C 日本 (Japan) and the other students chose E 你的 (yours). These responses prove that the students did not master the vocabulary given. Extract 6.3 is a sample of incorrect responses to question 6 from a student with weak performance.

六．选词填空。选合适的词写在指定的地方。第一题已给出.

     kù zi   bú shì   Rì běn   Hàn yǔ   nǐ de   Gōngyuánli
  A 裤子   B 不是   C 日本   D 汉语   E 你的   F 公园里

          yǒu huā hé shù
1. (F) 有 花 和 树。

    Wǒ shì   xuéshēng .
2. 我 是（E）学 生。

    Nà shì   gē ge ma?
3. 那 是（B）哥哥 吗 ？

    Nǐ bà ba shì   yī shēng?
4. 你 爸爸 是（C）医 生 ？

    Lǐ xiǎolóng shì   rén
5. 李 小 龙 是（D）人。

    Xiǎohóng yǒu sān tiáo
6. 小 红 有 三 条（A）。

Extract 6.3: A Sample of the Student's Incorrect Responses to Question 6.

In Extract 6.3, the student wrote incorrect answer in all items.

2.2.5 Question 7: Writing Chinese Characters of the Given Pinyin

In this question, the students were given five (5) items each with a word in brackets written in pinyin and they were supposed to write its character. The question was set from the topic of *Hobby/Shopping*. This question aimed at testing students' ability to use different expressions when shopping and talking about hobbies. The question was as follows:

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七. 根据拼音写汉字。

Wǒ shì Zhōngguó rén·
1. 我 是 （　　　） 人 。

Wǒ yào mǎi hěn duō dōngxi·
2. 我 要 买 很 多 （　　　） 。

Tā jīntiān chī le liǎng jīdàn·
3. 他 今天 吃 了 两 （　　　） 。

Wǒmen bān yǒu shí gè xuéshēng·
4. 我们 班 有 十 个 （　　　） 。

shāngdiàn lǐ yǒu hěn duō niúnǎi·
5. 商 店 里 有 很 多 （　　　） 。

Nǐ hái yào shénme·
6. 你 还 要 （　　　） 。

The analysis of data shows that, 1,921 (100%) students attempted the question, out of whom 892 (46.43%) scored from 7 to 10 marks indicating good performance, 1,000 (52.06%) students scored from 3 to 6 marks which reflects an average performance and 29 (1.51%) students scored from 0 to 2 marks which is a weak performance. The overall performance in this question was good, since 1,892 (98.49%) students scored 30% or above. Figure 7 summarizes the students' performance in question 7.
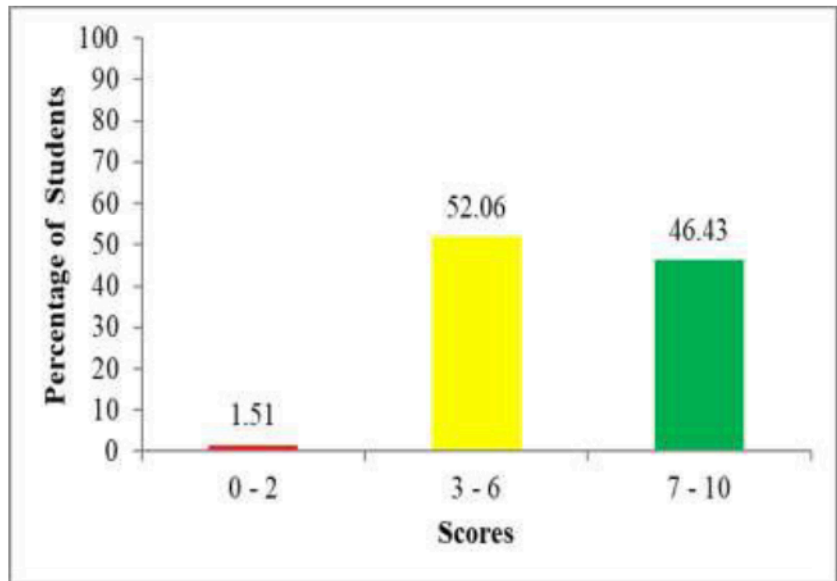
Figure 7: *The Percentages of the Students' Performance in Question 7*

The data analysis indicates that 892 (46.43%) students had good performance, they scored from 7 to 10 marks. These students demonstrated sufficient knowledge of Chinese strokes orders which are crucial for accurate character formation. They recognized the given words in pinyin and memorized their characters and wrote them correctly. One of them wrote *dōngxi* 东西 (things), *jīdàn* 鸡蛋 (egg), *xuéshēng* 学生 (student), *niúnǎi* 牛奶 (milk) and *shénme* 什么 (what). Extract 7.1 is a sample of the student's correct responses to question 7.

Extract 7.1: A Sample of the Student's Correct Responses to Question 7.

In Extract 7.1, the student wrote correct characters in all items.

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Moreover, 1,000 (52.06%) students performed averagely as they scored from 3 to 6 marks. These students demonstrated partial knowledge in writing characters. They did not master well the strokes which resulted into incorrect characters writing. Most of students failed in item 2 and 5. For instance, in item 2, a word *dōngxi* 东西 (things) some students wrote 动西 where by the character 动 was wrong, it is used in a word like 运动 (sports), some used 冬 as in a word 冬天 (winter) they wrote 冬西, 冬习 and 冬喜, others wrote 东息 with character 息 which is used in a word *xiūxi* (to have a rest) which was wrong. Other students wrote *dōngxi* with the character 喜 which used in a word 喜欢 (to like), thus they wrote the word 东喜 and some wrote 东习 (study) while character 习 used in a word 学习 though it sounds the same as the given *xi* in the word *dōngxi* but has a different character. The analysis shows that these students recognized the pinyin but failed to write a precise character as they were confused by some words with same pronunciation but differ in character writing (homophones).

Those who scored 0 in item 5, failed to distinguish certain characters that appeared similar but had some slight differences. The students were required to write the character 牛奶 (milk) but some of them wrote *nián* 年 (year), others *wǔ* 午 (noon), *gàn* 干 (to do). This proves that candidates had partial knowledge of the characters which resemble each other but are distinct. This led them to perform averagely. Extract 7.2 is a sample of responses to question 7 from a student with an average performance.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	dōng	xi	jī	dàn	xué	shēng	niú	nǎi	shén	me
中	国	动	息	鸡	蛋	学	生	年	女	什	么

Extract 7.2: A Sample of Responses from a Student with an Average Performance in Question 9.

In Extract 7.2, the student wrote correct character in items 3 and item 5 but failed in items 1, 2 and 4.

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However, the data also reveals that 29, (1.51%) students had a weak performance because they scored from 0 to 2 marks. These students had insufficient knowledge of character writing. They failed to observe the rules of writing Chinese characters. Some students wrote incorrect characters due to mistakes in radical formation and strokes order. Few students copied characters from other questions resulting to wrong answers. For instance, in item 1, the students who scored 0 were required to write characters 东西 (things). Most of the students failed to recognize this word, they ended up writing incorrect characters, one of them wrote 公, while the other wrote 工 while others wrote 功 instead of 东. They also wrote 十，戏 and 习 instead of character 西.

In item 2, the students were asked to write the word 鸡蛋 (egg). Most of them who scored 0 wrote incorrect characters which were missing some strokes. For instance, one of them wrote 机 instead of 鸡. This student was confused by the same pronunciation of the two characters but failed to differentiate the characters (homophones).

In item 3, the students were asked to write the word 学生 (student). Students who did not respond correctly to this item, did not understand the meaning of the words. Some students copied words from the question paper, as one of them wrote 起床 (to wake up). Other students wrote characters which have the same pinyin with 生, as one of them wrote 圣 and the other wrote 声.

In item 4, the students were asked to write the word 牛奶 (milk). The students who scored 0 failed to write the characters as some of them, the character 牛 missed one stroke. They also wrote incorrect character 乃 instead of 奶. This character was incorrect because it missed the radical.

Lastly, in item 5, the students who scored 0 failed to write the word 什么 (what). These students had insufficient knowledge of the given words. They wrote incorrect characters by guessing. Some of them exchanged the characters as one of them wrote 么 什 instead of 什么 . This proves that, these students had insufficient knowledge of recognising characters and did not master how to write them. Extract 7.3 is a sample of the student's incorrect responses to question 7.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	dōng	xi	jǐ	dàn	xué	shēng	niú	nǎi	shén	me
中	国	多	文	机	上	字	程	悟	又	十	厶

Extract 7.3: A Sample of the Student's Incorrect Responses to Question 7.

In Extract 7.3, the student wrote incorrect character in all items.

2.2.6 Question 8: Writing the Pinyin for the Given Chinese Characters

In this question, the students were given five (5) items written in Chinese characters and they were asked to write their respective pinyin (initials, finals and proper tone marking). The question was set from the topic of *Food/Nature*. This question aimed at testing the students' ability to write the pinyin correctly in terms of initials, finals and marking respective tone(s).

The data analysis indicates that, 1,921 (100%) students attempted the question, out of whom 1,051 (54.71%) scored from 7 to 10 marks indicating a good performance, 705 (36.70%) students scored from 3 to 6 marks which indicates an average performance, however, 165 (8.59%) students scored from 0 to 2 marks which signifies a weak performance. The general performance in this question was good, since 1,756 (91.41 %) students scored 30% or above. Figure 8 summarizes the students' performance in question 8.
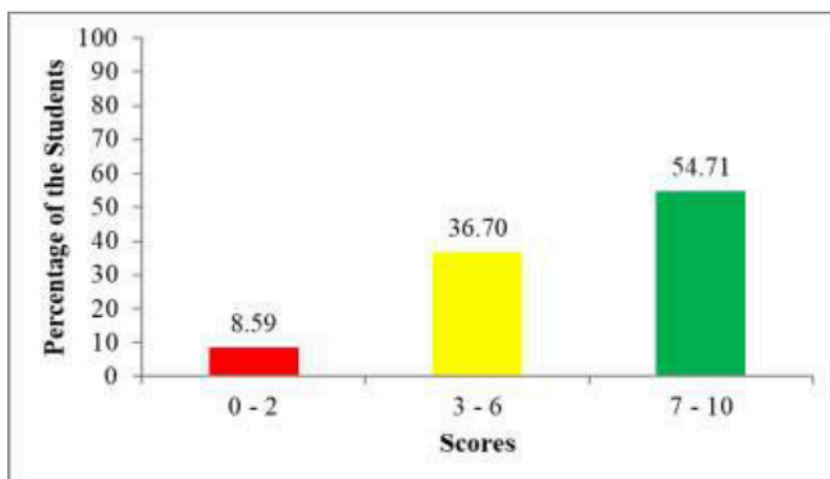
Figure 8: *The Percentages of the Students' Performance in Question 8*

The data analysis indicates that, 1,051 (54.71%) students had good performance, they scored from 7 to 10 marks. These students recognized the characters with their meaning(s) hence they wrote the pinyin (initials and finals) correctly with their respective tones. They also marked the tones appropriately. This shows that, the students who managed to score good marks understood the question and had sufficient knowledge of Chinese pinyin (initials, finals and tone marking). The question items were; 1. 房子 *fángzi* (house), 2. 小猫 *xiǎomāo* (cat)，3. 花园 *huāyuán* (garden), 4. 草地 *cǎodì* (grassland), 5. 漂亮 *piàoliang* (beautiful). This indicates that, they had sufficient knowledge of Chinese hanzi/characters and has mastered well the rules of writing pinyin. Extract 8.1 is sample of the student's correct responses to question 8.

八．给汉字标注拼音。

例如：你好 *Lìrú* Nǐ hǎo

1. 房子 *fángzi* ....。

2. 小猫 *xiǎomāo* ....。

3. 花园 *huāyuán* ....。

4. 草地 *cǎodì* ....。

5. 漂亮 *Piàoliang* ....。

Extract 8.1: A Sample of the Student's Correct Responses to Question 8.

In Extract 8.1, the student wrote correct pinyin in all items.

The analysis of data shows that, 705 (36.70%) students performed averagely as they scored from 3 to 6 marks. These students wrote correct pinyin of characters in some items but failed to, in others. Some of them wrote correct initials and finals but marked incorrect tones. Most of students scored half marks instead of full marks because they were able to write only a part of a word especially for the characters with few strokes. For example, some of them wrote correctly characters 子 in a word 房子 *fángzi*, 小 in a word 小猫 *xiǎomāo* and left the other part of the character which had many strokes. Some students were confused by a part of a character 子 in a word 房子 with a part of a character in a word 好 (good), thus, they wrote fánghǎo instead of *fángzi*. Other students got confused in item 4 草地 (grassland) where others failed to distinguish between the character 草 *cǎo* and 早 *zǎo*, 地 *dì* and 他 *tā*, 她 *tā* and 也 *yě* which have some resemblances thus they wrote 早地，早他，早也，早她, some wrote words randomly in order to fill in the blanks. Extract 8.2 is a sample of responses to question 8 from a student with an average performance.

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八．　给 汉字 标注 拼音。

　　　　Lìrú
　　例如：你好　Nǐ hǎo

　1.　房子 Fang ....。

　2.　小猫 Xiǎo māo ....。

　3.　花园 huāyuán ....。

　4.　草地 Zaota ....。

　5.　漂亮 Piàoliang ....。

Extract 8.2: A Sample of Responses from a Student with an Average Performance in Question 8.

In Extract 8.2, the student wrote correct characters such in items 2, 3 and 5 but failed in items 1 and 4.

Additionally, 165 (8.59%) students had a weak performance, they scored from 3 to 6 marks. This performance was attributed to inadequate familiarity of Chinese language vocabulary. They encountered challenges in memorizing the pinyin of the given characters. Others failed to mark tones appropriately but initials and finals written correctly. Some of them did not recognize where exactly the tones were supposed to be marked with regards to the tone marking rules. Few of them copied pinyin from the question paper which were pronounced the same as the given words. While others on the other hand, did not even understand the demand of the question, thus decided to leave it unanswered. There were also students composed sentences from the given words and the rest made a guess work by writing pinyin which are unrelated to the words given. Extract 8.3 is a sample of the student's incorrect responses to question 8.

八. 给汉字标注拼音。

Lìrú
例如：你好 Nǐ hǎo

1. 房子 你家有三的房子 。
2. 小猫 能家有四只小猫 。
3. 花园 花园有很多的花。 。
4. 草地 我在草地 。
5. 漂亮 的我的花园很漂亮 。

Extract 8.3: A Sample of the Student's Incorrect Responses to 8.

In Extract 8.3, the student created sentences using the words given instead of writing pinyin in all items.

2.2.7 Question 9: Jumbled Sentences

This question required the students to re-arrange the given jumbled sentences into a meaningful paragraph. They had to write the letters of the correct answers in the spaces provided. Item C was given as an example. This question was set from the topic of *friends*. This question aimed at testing students' ability to analyze things logically. The question was as follows:

九. 为下面句子重新排序，组成短文，其中一句已经给出。

Gōngyuánli yǒu hěn duō rén zài sànbù·
A 公园里 有 很 多 人 在 散步。

Jiǔ diǎn wǒ zuòchē qù gōngyuán·
B 九 点 我 坐 车 去 公 园 。

Wǒ zǎoshang qī diàn qǐchuáng·
C 我 早 上 七 点 起床 。

Bā diǎn chīfàn·
D 八 点 吃饭。

Yǒu de rén zài xué dǎ tàijíquán·
E 有 的 人 在 学 打 太 极 拳。

Wǒ yě xiǎng xué tàijíquán·
F 我 也 想 学 太极拳。

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The data analysis indicates that 1,921 (100%) students attempted the question, out of whom 748 (38.94%) students scored from 8 to 10 marks indicating a good performance, 434 (22.59%) students scored from 4 to 6 marks reflecting an average performance, and 739 (38.47%) students scored from 0 to 2 marks reflecting a weak performance. The general performance in this question was good, since 1,182 (61.53 %) students scored 30% or above. Figure 9 summarizes the students' performance in question 9.
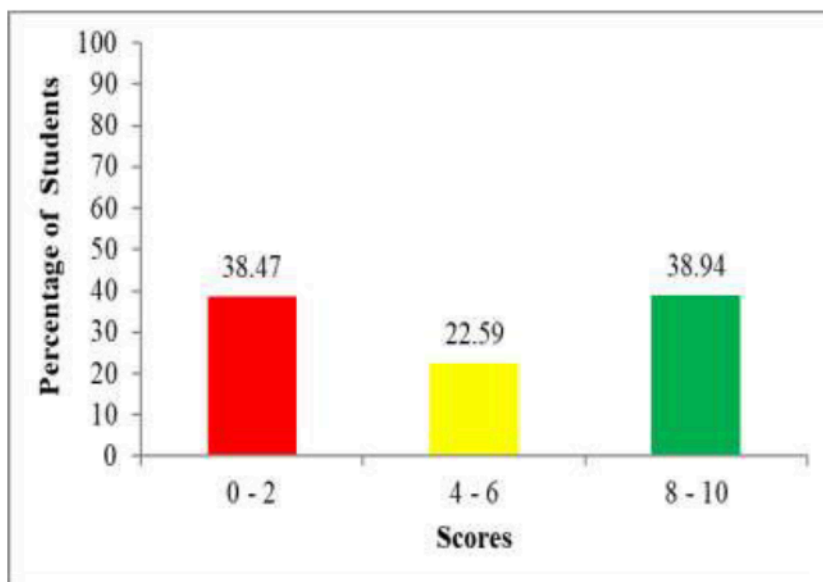

Figure 9: *The Percentages of the Students' Performance in Question 9*

The data analysis shows that, 748 (38.94%) students had good performance as they scored from 8 to 10 marks. These students had a good command of Chinese language. They had sufficient knowledge of arrangement of events according to the time. For instance, in item 2, they chose D 八点吃饭 (I eat food at 8:00 in the morning) followed by item 3 B 九点我坐车去公园 (I go to the park at 9:00 in the morning) as the occasions occurred consecutively adhering to time sequences.

In item 4, the students chose A 公园里有很多人在散步 (There are many people walking around in the park) as they knew that the place 公园 (park) had been already mentioned in

sentence 1 and 3, thus, this sentence adds more information about what is happening in the 公园 (park). The added information helped students to choose E in item 5 有的人在学打太极拳 (some people are at the park learning to play *taichi*). Lastly, the students choose F in item 6 我也想学太极拳 (I also want to learn *taichi*), because they noted that the sentence complements some extra information to sentence 5. This proves that the students mastered well the topic. Extract 9.1 is a sample of the student's correct response to question 9.

1	2	3	4	5	6
C	D	B	A	E	F

Extract 9.1: A Sample of the Student's Correct Responses to Question 9.

In Extract 9.1 the student re-arranged correctly all the items.

Further analysis shows that 434 (22.59%) students performed averagely scored from 4 to 6 marks. These students had a partial knowledge of the given jumbled words. Mostly re-arranged correctly in items 2 and 3 but failed in items 4, 5 and 6. For instance, one of them choose F 我也想学太极拳 (I also want to learn *taichi*) and E 有的人在学打太极拳 (some people are at the park learning *taichi*) which was wrong, instead of E for item 5 and F for item 6. This implies that some of them failed to understand the sentences but had some ideas that in sentences E and F one of them must precede the other because of the word 太极拳 (*taichi*) in both sentences. They failed to realize which one had to start first and which one had to come next. Other students did not know the meaning of some sentences given thus, selected answers randomly in order to fill in the gaps. Extract 9.2 is a sample of responses to question 9 from a student who performed averagely.

1	2	3	4	5	6
C	D	B	E	F	A

Extract 9.2: A Sample of Responses from a Student with an Average Performance in Question 9.

In Extract 9.2, the student re-arranged correctly items 2 and 3 but failed in items 4, 5 and 6.

Furthermore, the data analysis shows that, 739 (38.47%) students performed weakly as they scored from 0 to 2 marks. Their failure was attributed by insufficient knowledge of Chinese language terminologies related to time and events with their relationships to chronological order thus ended up randomly choosing and re-arranging unrelated sentences. Some students failed to understand the concept of time as used in sentence B and D whereby they were supposed to choose D for item 2 and B for item 3. These sentences logically start with 八点 (8:00 am) then 九点 (9:00 am) and not vice versa. This reveals that, the students had insufficient knowledge of organizing ideas. Extract 9.3 is a sample of the student's incorrect responses to question 9.

答案					
1	2	3	4	5	6
C	f	A	E	B	D

Extract 9.3: A Sample of the Student's Incorrect Responses to Question 9.

In Extract 9.3, the student re-arranged incorrectly all the items.

2.3 SECTION C: Writing a Composition

In this section, there was one (1) question about creative writing. The students were given the guiding words of which they were required to use them to make sentences. This section has a total of 15 marks.

2.3.1   Question 10: Writing a Composition

In this question, the students were given 5 guiding words set from the topic of *Colour and size/Fashion and entertainment*. The students were required to use them to compose five sentences. The question aimed at testing students' ability to compose and express ideas in Chinese language by using characters. The question was as follows:

十.   根据所给提标用**汉字**写 5 句话。

<table>
<tr><td>liú xíng</td><td>hǎo kàn</td><td>xīn</td><td>huā</td><td>yī fu</td><td>chuān</td></tr>
<tr><td>流 行，</td><td>好 看，</td><td>新，</td><td>花，</td><td>衣 服，</td><td>穿</td></tr>
</table>

Lirú
例如: 今年 **流行** 的 颜色 是 蓝色。

1. ....

2. ....

3. ....

4. ....

5. ....

A total of 1,921 (100%) students attempted the question, out of whom 201 (10.46%) students scored from 10 to 15 marks which indicates a good performance, 590 (30.71%) students scored from 5 to 9 marks which signifies an average performance, and 1,130 (58.83 %) students scored from 0 to 4 marks which reflects a weak performance. The general performance in this question was average, since 791 (41.17%) students scored 30% or above. Figure 10 summarizes the students' performance in question 10.
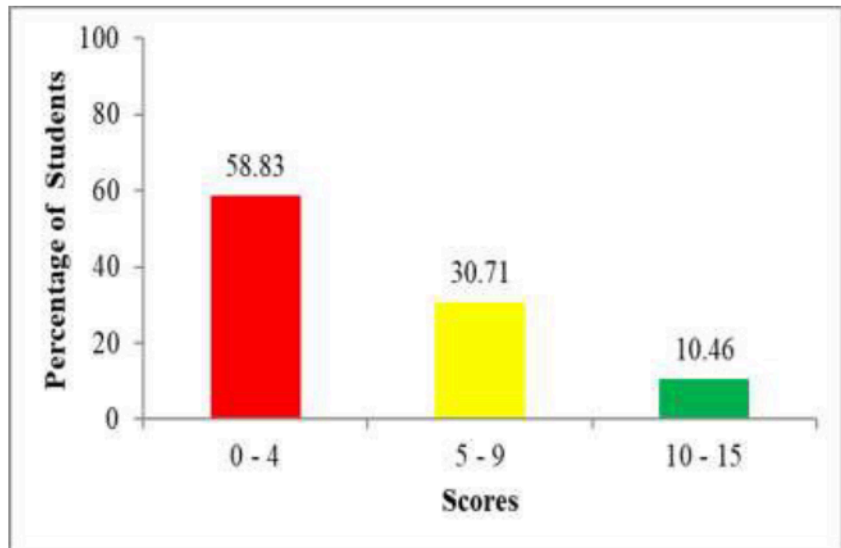
Figure 10: *The Percentages of the Students' Performance in Question 10*

The analysis reveals that, 590 (30.71%) students scored from 5 to 9 marks, which is an average performance. These students had a partial knowledge of the topic given especially the vocabulary. They did not understand the meaning of some guiding words which affected them in composing sentences as some of them composed ungrammatical sentences or meaningless sentences. While some of them composed sentences that are grammatically correct but semantically incorrect. For example, one student wrote 我的妈妈 喜欢 吃衣服 (My mother likes eating clothes), the sentence structure is correct but semantically wrong, the clothes cannot be eaten. This shows that, the student did not know meaning of the word 衣服 (clothes). Few of them wrote phrases and words instead of a complete sentence, for example, one student wrote the word 花 (flower), the other wrote 花园 (garden) which is not a sentence.

Further analysis shows that, there were students who wrote correct sentences by using the word 好看 (looks good) and 穿 (wear). For instance, one of them wrote 这个杯子很好看 (This cup looks good) and 她 穿 漂亮的 衣服 (she wears a beautiful dress). This proves that they mastered well these vocabularies.

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Extract 10.1 is a sample of a student's response performed averagely.

Extract 10.1 A Sample of the Student's Average Performance to Question 10.

In Extract 10.1, the student wrote correct answers in items 3 and 4 while failing in item 1, 2 and 5.

Further data analysis indicates that, 1,130 (58.83%) students had a weak performance as they scored from 0 to 4 marks. This performance was affected by their insufficient knowledge of Chinese language guiding words given and their meaning. For instance, few students copied words (pinyin or characters) from the question paper. Others wrote ungrammatical and meaningless sentences while others among them left the question unanswered. This implies that, the students did not comprehend the guiding vocabulary given. Extract 10.2 is a sample of the student's incorrect responses to question 10.

Liru

例如：今年 流行 的 颜色 是 蓝色。

1. 今年好看的颜色是蓝色。

2. 今年新的颜色是蓝色。

3. 今年花的颜色是蓝色。

4. 今年衣服的颜色是蓝色。

5. 今年穿的颜色是蓝色。

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

In Extract 10.2, the student misinterpreted the question he/she repeated an example sentence by replacing the main verb with the guiding words given instead of creating sentences.

The data indicates that, 201 (10.46%) students had good performance as they scored from 7 to 10 marks. These students had a good command of Chinese language vocabulary, sentence structure and meaning of the given guiding words which resulted into grammatical and meaningful sentences. Further analysis shows that, due to their sufficient knowledge of Chinese language, they knew the words' meaning 好看 (good looking) V, 新 (new) Adj, 花 (flower) N, 衣服 (clothes) N and 穿 (wear) V. They also knew how to use them in the sentence. Therefore, they wrote the correct sentences. Extract 10.3 is illustrative.

1. 公园 很 好看。
2. 爸爸 买 新 自行车。
3. 我 喜欢 花。
4. 你 看 我 的 衣服 吗？
5. 你 要 穿 什么？
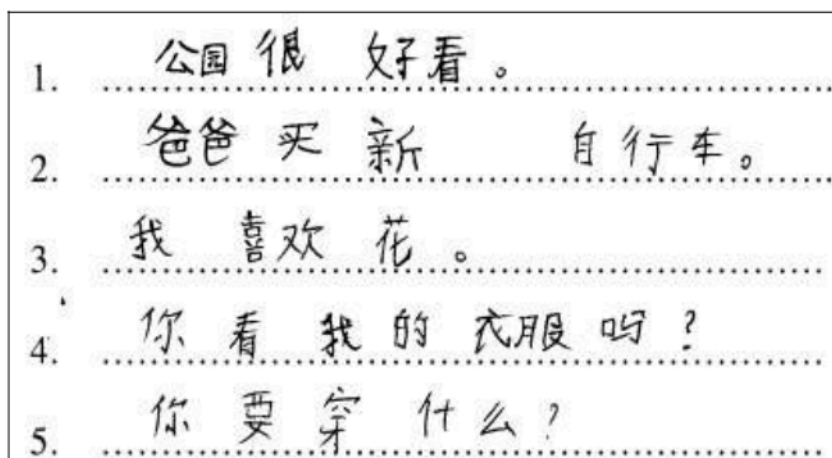
Extract 10.3: A Sample of the Student's Correct Responses to Question 10

In Extract 10.3, the student wrote correct sentences in all the items.

3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The students' performance analysis of the topics assessed in Chinese Language subject for the year 2023 shows that, the general performance was good in topics of *Personal information/Family Introduction, School/Time Transportation/Travel and custom, Hobby/Shopping, Environment and health, Housing, Food/Nature, Jobs and Personal information/* as well as *Family Introduction*. Topics of *Friends* and *Color and size/Fashion and entertainment* had an average performance and *weak performance* in the topic of *School/Time.* The summary is shown in the Appendix.

The topic performed well were *Personal information/Family Introduction, School/Time Transportation/Travel and custom (96.98), Hobby/Shopping (98.49), Environment and health (97.03), Housing (92.05), Food/Nature (91.41), Jobs (77.46)* and *Personal information/Family Introduction (65.12).* The good performances in these topics were attributed by their sufficient knowledge, skills, and competence in Chinese Language grammar and ability to answer the questions according to the need of the questions.

The topics performed averagely were *Friends (61.5) and Color and size/Fashion and entertainment (41.8)* this performance was affected by the students' partial knowledge of the topics given. This led them to answer correctly some items but failed in others.

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The students performed weakly in the topic of *School/Time (14.78)*. The weak performance was attributed to students' insufficient knowledge of vocabularies, sentence structure and writing characters. The analysis of the students' responses indicates that, they failed to express themselves in Chinese Language.

4.0   CONCLUSION

The performance of the students in the Form Two National Assessment in Chinese Language for the year 2023 was good as 93.39% of the students passed. Data analysis reveals that, 98.49% of students performed well in question 2. Further data analysis reveals that, there were questions performed averagely. Furthermore, in question 4 the students performed weakly. These students had insufficient knowledge of vocabularies which disabled them from expressing themselves precisely in the Chinese Language. They also had insufficient knowledge and skills pertaining to the topics tested. Moreover, they failed to apply the Chinese grammatical rules and principles.

5.0   RECOMMENDATIONS

For better improvements of the students' performance in the Chinese Language subject, it is recommended that:

5.1   Teachers should guide students in reading passages to improve their vocabularies and grammar. This can be achieved through giving them simple texts.

5.2   Teachers should guide students on how to read and write *pinyin* especially the tone marking rules, initials, finals and syllables. This can be achieved through giving students more reading and writing exercises.

5.3   Teachers should guide students on how to write Chinese characters while emphasizing on the basic strokes and radicals. This can be achieved through giving students more writing exercises.

APPENDIX: Summary of the Students' Performance per Topic in Chinese Language Assessment - FTNA 2023

S/N	Topic	Question Number	Percentage of Students who Passed in Each Topic	Remarks
1.	Hobby/Shopping	7	98.49	Good
2.	Environment and health	3	97.03	Good
3.	Personal information/Family Introduction, School/Time Transportation/Travel and custom	1	96.98	Good
4.	Housing	5	92.05	Good
5.	Food/Nature	8	91.41	Good
6.	Jobs	2	77.46	Good
7.	Personal information/Family Introduction	6	65.12	Good
8.	Friends	9	61.53	Average
9.	Color and size/Fashion and entertainment	10	41.17	Average
10.	School/Time	4	14.78	Weak