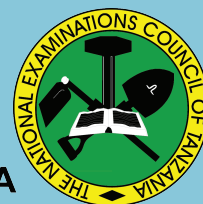




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2024**

CHINESE LANGUAGE



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REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2024

026 CHINESE LANGUAGE

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FOREWORD

This report presents Students' Item Response Analysis on the Form Two Chinese Language National Assessment (FTNA) conducted in November 2024. The report gives 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 progress and provide feedback to the teachers, students and other educational stakeholders in order to improve the teaching and learning process. The report highlights the factors that contributed to the students to score either low or high marks when responding to the questions. The factors for high performance included students' ability to identify the requirements of the questions, sufficient vocabulary, adequate knowledge of grammatical rules and their uses in the Chinese language. On the contrary, the average performance was affected by the students' partial knowledge of Chinese vocabulary, principles and grammatical rules.

This report will help education stakeholders to identify strengths and weaknesses and take proper measures to improve the teaching and learning process of the Chinese Language subject. As a result, students will acquire knowledge, skills and competences indicated in the syllabus for better performance in the future assessments and examinations.

The National Examinations Council of Tanzania will highly appreciate receiving comments and suggestions from teachers, students and the public in general. Such comments and suggestions will be used for improving the future reports.

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 for the Form Two National Assessment (FTNA) who sat in 2024 in Chinese Language subject. The assessment was set according to the Chinese Language assessment format which is based on the syllabus of 2015.

The assessment paper comprised three sections namely; Section A, on Multiple choice and matching items; Section B on Language use and Section C on Written expression. Section A had fifteen (15) marks, section B had seventy (70) marks and section C had fifteen (15) marks, therefore making a total of 100 marks.

The analysis of the students' performance demonstrates how the students answered the questions. Besides, it illustrates the students' weaknesses and strengths while answering the questions. It also clarifies the requirements of each question by indicating the expected responses and how the students answered the questions. Moreover, the report includes sample extracts of the students' responses from their scripts for the reason of delivering a general overview of how the students responded in relation to the demand of each question. Furthermore, the report shows the analysis of the students' performance per topic, conclusion and recommendations.

Generally, the data analysis indicates that a total of 1,841 (100%) students sat for the Chinese Language Form Two National Assessment in November, 2024, among them 1,672 (90.82 %) students passed the assessment and 169 (9.18%) students failed. However, the performance has dropped by 2.57% when compared to the 2023 where 1,794 (93.39%) of the students passed. The general performance of the students generally was good. Table 1 compares the performance of students in each grade for 2023 and 2024:

Table 1: Performance of Students in each Grade for 2023 and 2024

Year	Sat	Grades				
		A	B	C	D	F
2023	1,921	352	307	638	497	127
2024	1,841	152	165	797	558	169

It is hoped that this analysis will help all educational stakeholders in improving teaching and learning strategies for the Chinese Language subject for better performance in future.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

This section illustrates the analysis of the students' performance in each question, classified into three (3) categories: good, average and weak. Where by the performance is regarded as weak if the scores range from 0 to 29 percent and is represented by red colour, as average if it ranges from 30 to 64 percent represented by yellow colour and as good if it ranges from 65 to 100 percent represented by green colour.

2.1 SECTION A: Multiple Choices and Matching Items

This section comprised of 2 questions which were question 1 and question 2. The students were demanded to answer all the questions. Question 1 carried 10 marks while question 2 carried 5 marks, thus making a total of 15 marks.

2.1.1 Question 1: Multiple Choice Items

This question was divided into part I and part II. Part I required the students to read a passage and answer five questions that followed by choosing the correct answer. In part II, the students were given 5 multiple choice questions of which they had to fill in the blanks by choosing the correct word. The questions were set from different topics and tested the students' ability to express themselves in Chinese language. In Part I of the question, the passage read 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 jiào wáng lín wǒ shì tǎn sāng ní yà rén , wǒ jiā zài dá lèi sī sà lǎ mǔ . Wǒ men
我叫王林,我是坦桑尼亚人,我家在达累斯萨拉姆。我们
jiā yǒu bà ba , mā ma , jiě jie , dì dì , gē ge hé wǒ . Wǒ bà ba jiào wáng
家有爸爸,妈妈,姐姐,弟弟,哥哥和我。我爸爸叫王
lǐ , tā shì yī shēng , zài yī yuàn gōng zuò , wǒ mā ma jiào lín dá , tā shì lǎo
丽,他是医生,在医院工作,我妈妈叫琳达,她是老
shī , zài xué xiào gōng zuò . Jiě jie hé gē ge zài Duō duō mā dà xué xué xí , tā men xiǎng
师,在学校工作。姐姐和哥哥在多多妈大学学习,他们想
zuò huà jiā . Wǒ hé dì dì zài zhōng shān zhōng xué xué xí .
做画家。我和弟弟在中山中学学习。

Wǒ men jiā hěn dà , wài miàn yǒu huā yuán , huā yuán lǐ yǒu piào liang de
我们家很大,外面有花园,花园里有漂亮的
huā . Wǒ men jiā yǒu sì gè fáng jiān , wò shì , kè tīng hé piào liang de chú fáng .
花。我们家有四个房间,卧室,客厅和漂亮的厨房。
Wǒ men jiā yǒu yì zhī xiǎo gǒu hé yì zhī māo . Wǒ men jiā rén dōu hěn xǐ huan māo hé
我们家有一只小狗和一只猫。我们家人都很喜欢猫和
gǒu .
狗。

A total of 1,841 (100%) students responded to the question, out of whom 1,007 (54.70%) students scored from 7 to 10 marks showing a good performance, 776 (42.15%) students scored from 3 to 6 marks which is an average performance and 58 (3.15%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since, 1,783 (96.85%) students scored 30 per cent or above. Figure 1 summarizes the students' performance in question 1.

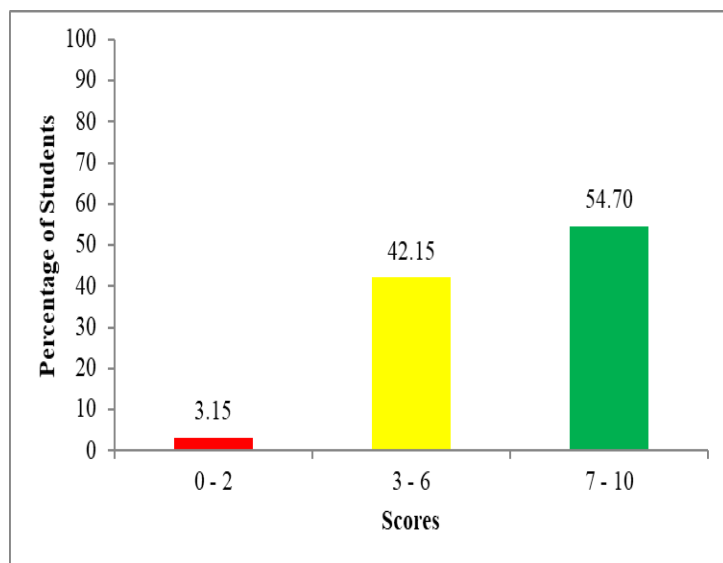


Figure 1: *The Percentages of the Students' Performance in Question 1*

The data analysis indicates that 1,007 (54.70%) students had a good performance, they scored from 7 to 10 marks. These students revealed their good command of Chinese language. They read the passage, comprehended well and responded correctly to the questions. For example, in Part I, item 1, the students were asked 他们家有几个人? (How many people are there in their family?). This question required students to mention the number of people in the speaker's family. The correct answer was B, 六个人 (six people). The students who scored a full mark identified all the family members as mentioned in the passage which were ...有爸爸, 妈妈, 姐姐, 弟弟, 哥哥和我 (... father, mother, elder sister, young brother, elder brother and me) which altogether makes a total of six people, because of their good understanding they were able to know that A 三个人 (three people), C 五个人 (five people) and D 七个人 (7 people) were not correct answers as

they did not match with the number of people as mentioned in the passage.

In item 2, the students were asked 妈妈做什么工作? (What work does mother do?). This question required the student to mention the work/profession of the speaker's mother. The students who got this item right were knowledgeable on different professions, this knowledge enabled them to identify the correct answer which was A, 老师 (a teacher) as it appeared in the passage 我妈妈叫林大, 他是老师 (My mother is called Linda, she is a teacher). They also knew that the distractor B 学生 (students) were the narrators' sister and brother, C 医生 (doctor) was his fathers' profession and D 画家 was the profession which his brother and sister wanted to become.

In item 3, the question required the student to mention the name of the school where the speaker and his young brother study. The correct answer was C, 中山中学 (*Zhongshan* secondary school). The students who identified the correct answer were familiar with the relative pronoun 哪儿 (where) which is used to ask for location. However, the presence of the word 学习 (study) in this item aided them to identify the correct answer from the passage 我和弟弟在中山中学学习 (my young and I brother study at *Zhongshan* secondary school). The students in this category understood that alternative A 达累斯萨拉姆 (Dar es salaam) is the place where the narrator and his family live. B 大学 (University) where the narrator's brother and sister

study. D 多多马 (Dodoma) is a place where the narrator's brother and sister University is located. Therefore, could not be the correct answers.

In item 4, the students were required to mention what is found outside the speaker's house. The correct answer was B, 花园 (flower garden). The students who scored a full mark identified the correct answer from the passage which stated 我们家很大, 外面有花园 (Our house is very big, it has a flower garden on the outside). Their good comprehension on the Chinese language also enabled them to differentiate between the correct answer and distractors. They knew that option A 卧室 (bed room) , C 厨房 (kitchen) and D 客厅 (living room) are usually not located outside the house but rather inside the house.

In item 5, the students were asked to mention the surname of the narrator's father. The correct answer was D 王. The students who got this item right understood the statement 我爸爸叫王丽 My father is called *Wangli* (as it appears in the passage). Due to the naming conventions in the Chinese language the first name has to be a surname (王) while the second name is supposed to be the given name. Thus, they managed to recognize 王 (*Wang*) as a surname. However, an option A 林 *Lín* (narrator's name), 丽 *Li* (father's given name) and 琳 *Lín* (mother's surname) were all not surnames correct answers because they did not provide the required information.

In addition, in part II, the students who had good performance had a mastery of vocabulary use, measure words, sentence structure as well as grammar that simplified their selection of the correct answer. For example, in item 1, the question was 我还要三瓶 () (I still want three bottles of ()). The correct answer for this question was C, 水 (water). The students who scored a full mark knew the use of measure word 瓶 (bottle of). This measure word is used to describe /refer to different drinks that can be packed in a bottle. Therefore, other options like A 牛肉 (meat), B 苹果 (apple) and D 鸡蛋 (egg) are not liquids and therefore could not be correct answer.

In item 2, the question was 我不喜欢喝 () (I don't like to drink ()). The correct answer for this question was A. 牛奶 (milk). The students who identified the correct answer knew that the word 喝 (drink) is a verb that collocates with the liquid nouns, hence selected A. Since all other options were not liquid nouns, they could not be correct answers.

In item 3, the students who got this item right selected B, 米饭 (cooked rice). These students were aware that the verb 吃 (eat) collocates with foods and not drinks hence selected B seeing that all other options were drinks and not foods, thus they disqualified as correct answers.

In item 4, the students who scored a full mark were aware with the use of the measure word 杯 (a cup of) which is used to refer to drinks like coffee, tea and milk,

that can be served in a cup. Contrastively, other options were incorrect because they were all food not drinks and could not be served in a cup.

In item 5, the correct answer for this item was D 海鲜 (sea food). The students who got this item right knew that the conjunction 也 (Also) describes that the information given is the same as the prior information. Since the first sentence shows that the first subject does not like sea food, 妹妹不喜欢海鲜 (Elder sister does not like sea food) the second subject is more likely to not like sea food too 奶奶也不喜欢海鲜 (Grandmother also does not like sea food). The remaining options were considered rather incorrect because they were all irrelevant. Extract 1.1 is a sample of the student's correct responses to question 1.

Tāmen jiā yǒu jǐ gè rén?

1. 他们家有几个人? (B)

- A sān gè rén B liù gè rén C wǔ gè rén D qī gè rén
A 三个人 B 六个人 C 五个人 D 七个人

Māma zuò shénme gōngzuò?

2. 妈妈做什么工作? (A)

- A lǎoshī B xuéshēng C yī shēng D huàjiā
A 老师 B 学生 C 医生 D 画家

Tā hé tā dì di zài nǎr xuéxí?

3. 他和他弟弟在哪儿学习? (C)

- A Dá lèi sī sà lǎ mǔ B dà xué
A 达累斯萨拉姆 B 大学
C zhōngshān zhōng xué D Duōduōmā
C 中山中学 D 多多妈

Tāmen jiā wài miàn yǒu shénme?

4. 他们家外面有什么? (B)

- A wòshì B huāyuán C chúfáng D kètīng
A 卧室 B 花园 C 厨房 D 客厅

Tā bà ba xìng shénme?

5. 他爸爸姓什么? (D)

- A lín B lì C lín D wáng
A 林 B 丽 C 琳 D 王

第二部分

选择题。选合适的词写在指定的地方。

Lì rú Tā shì guó rén?
例如: 她是 (A) 国人?

- A nǎ B nǎ er C nà D nà er
A 哪 B 哪儿 C 那 D 那儿

Wǒ hái yào sān píng

1. 我还要三瓶 (C)。

- A niúròu B píngguó C shuǐ D jīdàn
A 牛肉 B 苹果 C 水 D 鸡蛋

Wǒ bù xǐhuan hē

2. 我不喜欢喝 (A)。

- A niú nǎi B shuǐguǒ C píngguó D hǎixiān
A 牛奶 B 水果 C 苹果 D 海鲜

Wǒmen wǎnshàng chī

3. 我们晚上吃 (B)。

- A niú nǎi B mǐ fàn C kāfēi D qìshuǐ
A 牛奶 B 米饭 C 咖啡 D 汽水

Wǒ yào yì bēi

4. 我要一杯 (C)。

- A cài B jīdàn C kāfēi D miànbāo
A 菜 B 鸡蛋 C 咖啡 D 面包

Měimèi bù xǐhuan hǎixiān, nǎinai yě bù xǐhuan

5. 妹妹不喜欢海鲜, 奶奶也不喜欢 (D)。

- A mǐ fàn B pīnguò C miàntiáo D hǎixiān
A 米饭 B 拼过 C 面条 D 海鲜

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 indicates that, 776 (42.15%) students had an average performance as they scored from 3 to 6 marks. These students had partial knowledge of reading for comprehension. As well as uses of some vocabulary and expressions. They managed to choose the correct answers in some items while failing in others. In part I, most of the students scored a full mark in items 1, 3 and 4 but failed in item 2 and 5. On the other hand, in part II most of the students scored a full mark in items 1, 2 and 3 but failed in items 4 and 5. This performance was attributed to a partial knowledge of vocabulary, meaning and use.

Furthermore, the data analysis indicates that, 58 (3.15%) students had weak performance, their scores ranged from 0 to 2 marks. In part I, the students who failed had insufficient knowledge of reading for comprehension. They did not understand the passage and the demand of the given questions. Therefore, chose incorrect answers. For instance, in part 1, item 1, the question was 他们家有几个人? (How many people are there in their family?). The students who got this item wrong did not know that the right number of people in that family could be obtained by counting the family members as mentioned in the passage, hence ended up guessing and writing incorrect answers.

In item 2, the question was 妈妈做什么工作? (What work does mother do?). The students who got this item wrong did not master the topic of occupation. The question required the students to mention the work that mother does with regards to the passage. The correct answer was A 老师 (A teacher). Those who selected

other options like B 学生 (A student) and C 医生 (A doctor) did not understand the passage, as they failed to notice that each one in the passage had his/her own profession.

In item 3, the question was 他和他弟弟在哪儿学习? (Where is he and his young brother study?). The question required the students to mention the name of the school where the speaker and his young brother study. The students who got this item wrong did not understand the passage, and the question itself, as one selected D 多多吗 (Dodoma) instead of C 中山中学 (*Zhongshan* secondary school).

In item 4, the students were asked to mention what is outside the speaker's house. Those who got this item wrong did not understand the passage and the question asked, they were also shallow in logical thinking as they were unable to logically differentiate between the things that are found inside and outside a house. Hence, ended up guessing the answer. For example, one of them wrote D 客厅 (Living room) instead of 花园 (flower garden) as written in the passage 我们家很大, 外面有花园 (Our house is big, there is a flower garden outside of it).

In item 5, the question was 他爸爸姓什么? (What is the surname of his father?). The students who got this item wrong did not know the Chinese naming conventions, hence ended up picking the wrong options. The correct answer was D 王 (Wang) because it was written in the passage 我叫王林, 我是坦桑尼亚人 (My name is Wang Lin, I am a Tanzanian). In the

Chinese naming conventions surname should come first followed by the given name so, the option A, B and C were all incorrect responses because they are given names and not the father's surnames.

On the other hand, in part II item 1, students who failed were unfamiliar with the measure word 瓶. This measure word is used for liquids which have been packed in bottles, so the correct answer was C 水 (Water).

In item 2, the students who failed in this item did not know that the verb 喝 (drink) collocates with drink nouns. Therefore, option A 牛奶 (milk) was the only response while other options could not be. Since they were foods and obviously cannot be drunk but rather eaten.

In item 3, the students who failed this item were not aware that the verb 吃 (eat) goes together with food nouns. In this item, B 米饭 (cooked rice) was the only food while all other options were drinks and could not be eaten.

In item 4, the students who failed in this item were not familiar with the measure word 杯 (a cup of). This measure word is used for the drinks that are served in cups. In the given alternatives only the word 咖啡 (coffee) was a drink that could be served in a cup. Other options were not drinks and could not be served in a cup. Therefore, they could not be correct answers.

In item 5, the students who failed in this item were not knowledgeable with the conjunction 也 (also). The conjunction 也 is a linking/conjunction word that is used to add a positive agreeing thought. Therefore, ended up picking wrong answers like C 面条 (noodles). Extract 1.2 is a sample of the students' incorrect responses to question 1.

Tāmen jiā yǒu jǐ gè rén?

1. 他们家有多少人? (D)

- sān gè rén liù gè rén wǔ gè rén qī gè rén
A 三个人 B 六个人 C 五个人 D 七个人

Māma zuò shénme gōngzuò?

2. 妈妈做什么工作? (B)

- lǎoshī xuéshēng yī shēng huàjiā
A 老师 B 学生 C 医生 D 画家

Tā hé tā dì dì zài nǎr xuéxí?

3. 他和他弟弟在哪儿学习? (A)

- Dá lèi sī sà lā mǔ dà xué
A 达累斯萨拉姆 B 大学

- zhōngshān zhōngxué Duōduōmā
C 中山中学 D 多多妈

Tāmen jiā wài miàn yǒu shénme?

4. 他们家外面有什么? (C)

- wòshì huāyuán chúfáng kètīng
A 卧室 B 花园 C 厨房 D 客厅

Tā bà ba xìng shénme?

5. 他爸爸姓什么? (B)

- lín lì lín wáng
A 林 B 丽 C 琳 D 王

第二部分

选择题。选合适的词写在指定的地方。

Lì rú Tā shì guó rén ?

例如：她是 (A) 国人？

nǎ nǎ er nà nà er
A 哪 B 哪儿 C 那 D 那儿

Wǒ hái yào sān píng (B)。
1. 我还要三瓶。

niú ròu píng guǒ shuǐ jī dàn
A 牛肉 B 苹果 C 水 D 鸡蛋

Wǒ bù xǐ huan hē (B)。
2. 我不喜欢喝。

niú nǎi shuǐ guǒ píng guǒ hǎi xiān
A 牛奶 B 水果 C 苹果 D 海鲜

Wǒ men wǎn shàng chī (A)。
3. 我们晚上吃。

niú nǎi mǐ fàn kā fēi qì shuǐ
A 牛奶 B 米饭 C 咖啡 D 汽水

Wǒ yào yì bēi (B)。
4. 我要一杯。

cài jī dàn kā fēi miàn bāo
A 菜 B 鸡蛋 C 咖啡 D 面包

Mèi mèi bù xǐ huan hǎi xiān nǎi nai yě bù xǐ huan (B)。
5. 妹妹不喜欢海鲜，奶奶也不喜欢。

mǐ fàn pīng guò miàn tiáo hǎi xiān
A 米饭 B 拼过 C 面条 D 海鲜

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.

2.1.2 Question 2: Matching Items

In this question, the students were given column A and B in which they were asked to match the given Chinese characters from column A with their respective pinyin from column B. This question was set from the topic of *Colour and Size* and aimed at testing students' ability to recognise Chinese characters representing colour as well as their respective pinyin. 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 栏	B 栏
1. 绿色	A Hóngsè
2. 颜色	B Lánsè
3. 红色	C Yánsè
4. 白色	D Báisè
5. 蓝色	E Lǚsè
6. 黑色	F Huángsè
	G Hēisè
	H Hóng

答案

A 栏	1	2	3	4	5	6
B 栏	E					

The data analysis shows that 1,841 (100%) students responded to this question, out of whom 969 (52.63%) scored from 4 to 5 marks which is a good performance, 731 (39.71%) students scored from 2 to 3 marks which indicates average performance, however 141 (7.66%) students scored from 0 to 1 mark which shows a weak performance. Generally, the students' performance in this question was good, since 1,700 (92.34%) students scored 30 per cent or above. Figure 2 summaries the students' performance in question 2.

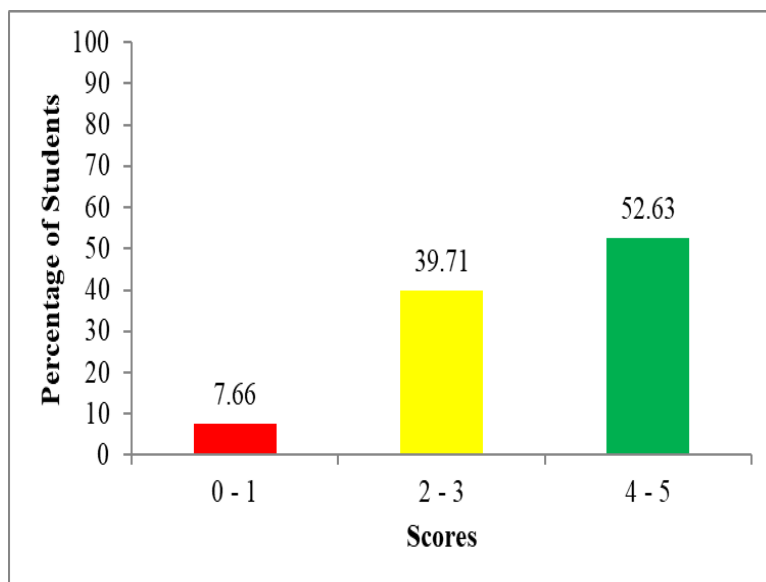


Figure 2: *The Percentages of the Students' Performance in Question 2*

The data analysis reveals that 969 (52.63%) students performed well. Their scores ranged from 4 to 5 marks. They had sufficient knowledge of the given Chinese characters representing colours as well as their respective pinyin. These students mastered the topic of *Colour and Size* hence they were able to write correct answers. For example; in item 1, the characters 绿色 (green colour), corresponded with E (lǜsè), while in item 2 颜色 (colour) the correct answer was C (yánsè).

In item 3, 红色 (red colour), the students who identified the correct answer picked option A (hóngsè). In item 4, 白色 (white colour), the students who identified the correct answer opted for option D (báisè). In item 5, 蓝色 (blue colour) the correct answer was B (lánsè) and in item 6 黑色 (black colour) the correct answer was G

(hēisè). 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	E	C	A	D	B	G

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.

Moreover, the data analysis indicates that 731 (39.71%) students performed averagely as they scored from 2 to 3 marks. This performance was attributed to the students' partial knowledge of the topic of colour and size. They identified some of the colours correctly and attained full marks but failed in others, resulting into average performance. 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	E	C.	A.	D.	F.	B.

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

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

Furthermore, the analysis of data shows that 141 (7.66%) students performed weakly by scoring from 0 to 1 mark. Their weak performance was due the fact that they had insufficient knowledge of the topic of colour. They could not recognize the given Chinese characters with their

respective pinyin. They matched by guessing which resulted to incorrect answers. For instance; in item 2, some students wrote G instead of C, in item 3 some students wrote D instead of A, in item 4 some students wrote B instead of D, in item 5 some students wrote A instead of B and in item 6, some students wrote C instead of G, hence scored 0 mark. 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	E	A	D	G	F	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

In this section, the students were given 7 questions, namely question 3, 4, 5, 6, 7, 8 and 9. They were required to answer all the questions. Each question had 10 marks making a total of 70 marks.

2.2.1 Question 3: True and False Items

This question comprised of a passage of which the students were required to read and answer the questions that followed. They had to judge whether the statement is true or false by putting a tick (√) or a cross (x) respectively. The question was set from the topic of *Transportation/ Travel and customs*. It tested the students' ability to read for comprehension and reasoning written information. The passage was as follows;

第二部分
语言应用 (70分)

三. 阅读短文。回答下列问题,正确划“√”错误的划“x”。答案写在指定的地方。

Wǒ de míng zì jiào Xiǎolóng, wǒ shì Míngmíng hé Lìlì de bàba. Qù nián wǒmen
我的名字叫小龙,我是明明和丽丽的爸爸。去年我们
zuò fēi jī qù le Běijīng, Míngmíng bù xiǎng zuò fēi jī qù, tā xiǎng zuò huǒ chē
坐飞机去了北京,明明不想坐飞机去,他想坐火车
qù, Lìlì yě xiǎng zuò huǒchē. Zài Běijīng de shíhòu wǒmen zuò qì chē qù Cháng
去,丽丽也想坐火车。在北京的时候我们坐汽车去长
chéng, yě qù le Guǎngzhōu mǎi dōngxi, Wǒmen méi qù Gùgōng. Wǒmen qù le Dé
城,也去了广州买东西,我们没去故宫。我们去了德
guó, hái qù le Lúndūn kàn Lìlì de péngyou jiào Xiǎohǎi.
国,还去了伦敦看丽丽的朋友叫小海。

Lì rú Wǒ jiào Xiǎolóng.
例如:我叫小龙。 (√)

Míngmíng xǐ huan zuò fēi jī.
1. 明明喜欢坐飞机。 ()

Lìlì hé Míngmíng de bàba jiào xiǎohǎi.
2. 丽丽和明明的爸爸叫小海。 ()

Tāmen zuò fēi jī qù Běijīng.
3. 他们坐飞机去北京。 ()

Xiǎolóng shì Lìlì de péngyou.
4. 小龙是丽丽的朋友。 ()

Míngmíng hé Lìlì qù guò Déguó hé Lúndūn.
5. 明明和丽丽去过德国和伦敦。 ()

The data analysis reveals that 1,841 (100%) students responded to the question, out of whom 1,207 (65.56%) scored from 8 to 10 marks, reflecting a good performance, 583 (31.67%) students scored from 4 to 6 marks, regarded as an average performance. However, 51 (2.77%) students scored from 0 to 2 marks which is considered as weak performance. The students' general performance in this question was good, since 1,790 (97.23%) students scored 30 per cent or above. Figure 3 summarizes the students' performance in question 3.

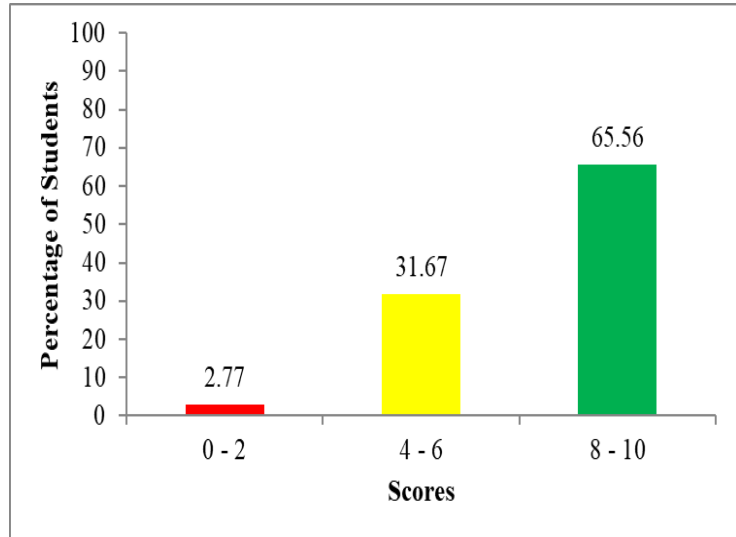


Figure 3: *The Percentages of the Students' Performance to question 3*

The analysis of data shows that 1,207 (65.56%) students had good performance, they scored from 8 to 10 marks. They attained high scores because they comprehended the passage well. This was because they owned a good understanding of grammatical patterns as contextually used in the passage. For instance; in item 1, the statement was 明明喜欢做飞机 (Mingming likes travelling by plane). The correct answer was (×). The students who got this item right, knew that the word 喜欢 (like) can be used interchangeably with the word 想 (want). So, the statement was not true since, in the passage it is has been written 明明不想坐飞机去 (Mingming does not want to travel by plane).

In item 2, the statement was 丽丽和明明的爸爸叫小海 (Lily and Mingming's father is called Xiaohai). The correct answer was (×) since it was stated in the passage

我的名字叫小龙, 我是明明和丽丽的爸爸 (My name is *Xiaolong*, I am the father of Mingming and Lily). The students identified the correct answer knowing that 小海 (*Xiaohai*) was mentioned as Lily's friend.

In item 3, the statement was 他们坐飞机去北京 (They flew to Beijing by plane). The correct answer for this item was (√). The students who got this item right noted the correct answer because they observed a statement in the passage, which was written 去年我们做飞机去了北京 (Last year we went to Beijing by plane). Thus, wrote the correct answer.

In item 4, the students were given a statement 小龙是丽丽的朋友 (*Xiolong* is *Lily's* friend). The students who scored a full mark wrote (×). These students identified the correct information and gave the correct answer. They noted that in the passage there was a statement ...丽丽的朋友叫小海 (...*Lily's* friend is called *Xiaohai*). Their good understanding of Chinese characters enabled them to notice the difference between 小龙 and 小海.

In item 5, the statement was 明明和丽丽去过德国和伦敦 (Mingming and Lily went to Germany and London). The students who got this item right wrote (√) as they noticed it written from the passage 我们去了德国, 还去了伦敦看丽丽的朋友... (We went to Germany, also went to London to see *Lily's* friend ...). This proves that these students comprehended the passage but also had sufficient knowledge of Chinese vocabulary that

enabled them to give correct answers. Extract 3.1 is a sample of the student's good response to question 3.

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。

Wǒ de míng zì jiào Xiǎolóng, wǒ shì Míngmíng hé Lìlì de bàba. Qù nián wǒmen
 我的名字叫小龙,我是明明和丽丽的爸爸。去年我们
 zuò fēi jī qù le Běijīng, Míngmíng bù xiǎng zuò fēi jī qù, tā xiǎng zuò huǒ chē
 坐飞机去了北京,明明不想坐飞机去,他想坐火车
 qù, Lìlì yě xiǎng zuò huǒ chē. Zài Běijīng de shíhòu wǒmen zuò qì chē qù Cháng
 去,丽丽也想坐火车。在北京的时候我们坐汽车去长
 chéng, yě qù le Guǎngzhōu mǎi dōngxi, Wǒmen méi qù Gùgōng. Wǒmen qù le Dé
 城,也去了广州买东西,我们没去故宫。我们去了德
 guó, hái qù le Lúndūn kàn Lìlì de péngyou jiào Xiǎohǎi.
 国,还去了伦敦看丽丽的朋友叫小海。

Lì rú Wǒ jiào Xiǎolóng.
 例如:我叫小龙。 (√)

Míngmíng xǐ huan zuò fēi jī.
 1. 明明喜欢坐飞机。 (×)

Lìlì hé Míngmíng de bàba jiào Xiǎohǎi.
 2. 丽丽和明明的爸爸叫小海。 (×)

Tāmen zuò fēi jī qù Běijīng.
 3. 他们坐飞机去北京。 (√)

Xiǎolóng shì Lìlì de péngyou.
 4. 小龙是丽丽的朋友。 (×)

Míngmíng hé Lìlì qù guò Déguó hé Lúndūn.
 5. 明明和丽丽去过德国和伦敦。 (√)

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

In Extract 3.1 the student responded correctly in all items.

Further data analysis indicates that 583 (31.67%) students performed averagely as they scored from 4 to 6 marks. This performance was attributed to their partial knowledge of the Chinese vocabulary and characters. Thus, they understood some parts of the passage and questions while failing in others. Most of the students in this category got right in items 3 and 4 but failed in items 1, 2 and 5. Extract 3.2 illustrates the responses of the student who had an average performance in question 3.

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。

Wǒ de míng zì jiào Xiǎolóng, wǒ shì Míngmíng hé Lìlì de bàba. Qù nián wǒmen
 我的名字叫小龙,我是明明和丽丽的爸爸。去年我们
 zuò fēi jī qù le Běijīng, Míngmíng bù xiǎng zuò fēi jī qù, tā xiǎng zuò huǒ chē
 坐飞机去了北京,明明不想坐飞机去,他想坐火车
 qù, Lìlì yě xiǎng zuò huǒ chē. Zài Běijīng de shíhòu wǒmen zuò qì chē qù Cháng
 去,丽丽也想坐火车。在北京的时候我们坐汽车去长
 chéng, yě qù le Guǎngzhōu mǎi dōngxi. Wǒmen méi qù Gùgōng. Wǒmen qù le Dé
 城,也去了广州买东西,我们没去故宫。我们去了德
 guó, hái qù le Lúndūn kàn Lìlì de péngyou jiào Xiǎohǎi.
 国,还去了伦敦看丽丽的朋友叫小海。

Lì rú Wǒ jiào Xiǎolóng.
 例如:我叫小龙。 (√)

Míngmíng xǐ huan zuò fēi jī.
 1. 明明喜欢坐飞机。 (×)

Lìlì hé Míngmíng de bàba jiào xiǎohǎi.
 2. 丽丽和明明的爸爸叫小海。 (×)

Tāmen zuò fēi jī qù Běijīng.
 3. 他们坐飞机去北京。 (√)

Xiǎolóng shì Lìlì de péngyou.
 4. 小龙是丽丽的朋友。 (√)

Míngmíng hé Lìlì qù guò Déguó hé Lúndūn.
 5. 明明和丽丽去过德国和伦敦。 (×)

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 answers in item 1, 2 and 3 but failed in items 5 and 6.

Furthermore, the analysis of data shows that 51 (2.77%) students performed weakly by scoring from 0 to 2 marks. This performance was due to the students' insufficient knowledge of vocabulary, meaning of words and sentence structure leading to a misunderstanding of the question's demands and guessing the answers. Extract 3.3 is a sample of the student's incorrect responses to question 3.

Lì rú Wǒ jiào Xiǎolóng 例如：我叫小龙。	(√)	
Míngmíng xǐ huan zuò fēi jī 1. 明明喜欢坐飞机。	(√)	✓
Lì lì hé Míngmíng de bà ba jiào xiǎohǎi 2. 丽丽和明明的爸爸叫小海。	(√)	✓
Tāmen zuò fēi jī qù Běijīng 3. 他们坐飞机去北京。	(×)	✗
Xiǎolóng shì Lì lì de péngyou 4. 小龙是丽丽的朋友。	(×)	✗
Míngmíng hé Lì lì qù guò Déguó hé Lúndūn 5. 明明和丽丽去过德国和伦敦。	(×)	✗

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 except in item 5.

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

This question had 5 items, the students were required to re-arrange the jumbled words and form meaningful sentences. The question was set from the topic of *Environment and Health*. It examined students' ability

to use Chinese words to create logical, grammatical and meaningful sentences.

四. 连词成句。

Lì rú xiǎo tā gǒu xǐ huan
 例如: ① 小 ② 他 ③ 狗 ④ 喜欢

答案: ② ④ ① ③

1. mǎi le māo wǒ liǎng zhī
 ① 买了 ② 猫 ③ 我 ④ 两只

2. xǐ huan Tāmen chī jīròu dōu
 ① 喜欢 ② 他们 ③ 吃 鸡肉 ④ 都

3. Wǒmen gōngyuán yì qǐ qù
 ① 我们 ② 公园 ③ 一起 ④ 去

4. piàoliang huāyuán zhè ge hěn
 ① 漂亮 ② 花园 ③ 这个 ④ 很

5. nàr nǐmen zài jiā
 ① 那儿 ② 你们 ③ 在 ④ 家

The data analysis reveals that a total of 1,841 (100%) students responded to the question, out of whom 483 (26.24%) scored from 8 to 10 marks which is a good performance, 907 (49.26%) students scored from 4 to 6 marks which is an average performance, and 451 (24.50%) students scored from 0 to 2 marks which is a weak performance. The students' general performance in this question was good, since 1,390 (75.50%), students scored 30 per cent or above. Figure 4 summarizes the students' performance in question 4.

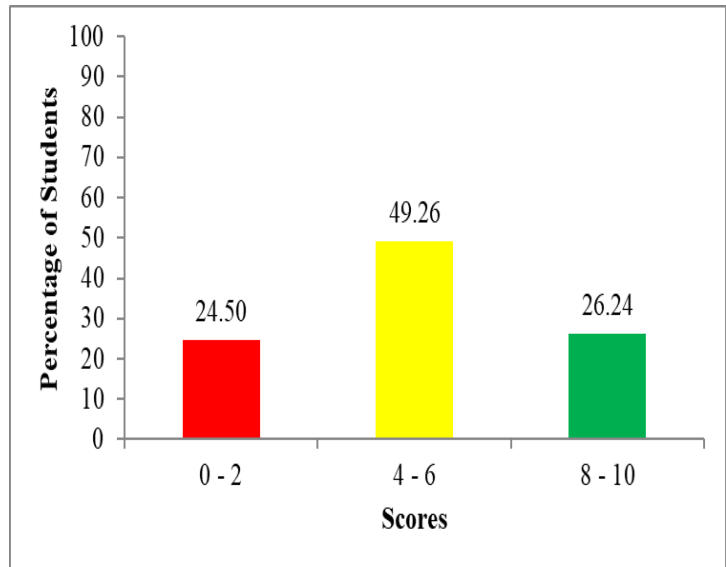


Figure 4: *The Percentages of the Students' Performance in Question 4*

The data analysis indicates that 483 (26.24%) students had a good performance as their scores ranged from 8 to 10 marks. Their good performance was contributed by their sufficient knowledge of the Chinese vocabulary grammar rules and structures. They understood the given jumbled words, the structure of the sentences and the correct placement of each word in the sentence. For example; in item 1, the students were given the words ① 买了(bought), ② 猫 (cat), ③ 我 (I) and ④ 两只 (two). The students who answered correctly, had sufficient knowledge of Chinese sentence structure 主语+谓语+宾语 (subject + Predicate + object) as well as the use Chinese measure word structure 数量+量词+名词 (number + measure word + noun) to convey the intended message. Therefore, they wrote 我买了两只猫 ③①④② (I bought two cats) as a correct answer.

In item 2, the students who answered this item correctly were knowledgeable on the use of a word 都 (both) in a sentence structure 主语+都+助动词+动词短语 (subject + both + auxiliary verb + main verb + noun). The existence of auxiliary verb + main verb demanded the addition of adjective to emphasize the subject's relationship 他们 with the auxiliary verb 喜欢 (like) and the 动词短语 (verb phrase) 吃饭 (eat food). Therefore, the correct sentence had to be in the structure 主语+强调副词+助动词+动词短语 (S+Adj+Aux.V+VP) to form the correct sentence ②④ ①③ 他们都喜欢吃鸡肉 (They both like to eat chicken meat).

In item 3, the students who scored a full mark in this item had sufficient knowledge of a sentence structure 主语+副词+动词+地点 (subject + 一起+verb + place) whereby, ① 我们 (we), ② 公园 (public garden/park), ③ 一起 (together), ④ 去 (go). Therefore, the correct sentence was ①③④② 我们一起去公园 (Let's go together to the public garden).

In item 4, the students who got this item right knew how to use the demonstrative pronoun 这个 (this), noun 花园 (flower garden) and the word 很 (very) as an adverb which emphasizes the adjective 漂亮 (beautiful). Thus they wrote the correct answer 这个花园很漂亮 (this garden is very beautiful) ③②④①.

Item 5, the students who scored a full mark were familiar with the sentence structure 主语+在+地点 (Subject + 在 + Place). They also knew that the word 家 (home) was a part of a subject which goes with the pronoun 你们 (you) to form a subject 你们家 (your home/your house) while the word 那儿 (there) was a pronoun which is placed at the end of the sentence to refer to a location. Thus, wrote the correct answer 你们家在那儿 (Your home is over there). Extract 4.1 is a sample of the student's good responses to question 4.

四. 连词成句。

Lì rú 例如: ① xiǎo 小 ② tā 他 ③ gǒu 狗 ④ xǐ huān 喜欢

答案: ② ④ ① ③

1. ① mǎi le 买了 ② māo 猫 ③ wǒ 我 ④ liǎng zhī 两只

 ③ ① ④ ②

2. ① xǐ huān 喜欢 ② Tāmen 他们 ③ chī jī ròu 吃鸡肉 ④ dōu 都

 ② ④ ① ③

3. ① Wǒmen 我们 ② gōngyuán 公园 ③ yì qǐ 一起 ④ qù 去

 ① ③ ④ ②

4. ① piàoliang 漂亮 ② huāyuán 花园 ③ zhè ge 这个 ④ hěn 很

 ③ ② ④ ①

5. ① nàr 那儿 ② nǐmen 你们 ③ zài 在 ④ jiā 家

 ② ④ ③ ①

Extract 4.1: A Sample of the Student's Correct Responses to Question 4.

In Extract 4.1, the student re-arranged all the jumbled words correctly.

Further analysis shows that a total of 907 (49.26%) students performed averagely as they scored from 4 to 6 marks. These students had partial knowledge of some of word classes like verbs, nouns, adverbs, prepositions, adjectives among others, they also demonstrated a partial understanding of grammar patterns as well as structures with regards to the Chinese language. Most of them re-arranged correctly items 1, 4 and 5 however failed in items 2 and 3. For example, in item 2, the students who scored 0 most of them did not know the position of the particle 都 (both) which had to be placed after the subject 他们 (they), as one of the students wrote ②①④③ 他们喜欢都吃鸡肉 (They like both eat chicken meat) which was incorrect.

In item 4, the students who scored 0 failed to pin point the correct position of an adverb 很 (very), instead of writing it before an adverb, they wrote it before the noun. Thus, many students in this category wrote ③④②① 这个很花园漂亮 (This very garden flower is beautiful), whereby the correct sentence was supposed to be ③②④① 这个花园很漂亮 (This flower garden is very beautiful). Extract 4.2 is a sample from a student with an average performance in question 4.

四. 连词成句。

Lì rú xiǎo tā gǒu xǐ huan
 例如: ① 小 ② 他 ③ 狗 ④ 喜欢

答案: ② ④ ① ③

1. mǎi le māo wǒ liǎng zhī
 ① 买了 ② 猫 ③ 我 ④ 两只
 ③ ① ④ ②

2. xǐ huan Tāmen chī jīròu dōu
 ① 喜欢 ② 他们 ③ 吃鸡肉 ④ 都
 ② ① ④ ③

3. Wǒmen gōngyuán yì qǐ qù
 ① 我们 ② 公园 ③ 一起 ④ 去
 ① ④ ② ③

4. piàoliang huāyuán zhè ge hěn
 ① 漂亮 ② 花园 ③ 这个 ④ 很
 ③ ② ④ ①

5. nàr nǐmen zài jiā
 ① 那儿 ② 你们 ③ 在 ④ 家
 ② ④ ③ ①

Extract 4.2: A Sample of Responses from a Student with an Average Performance in Question 4.

In Extract 4.2, the student wrote correct answers in item 1, 4 and 5 but incorrect answers in item 2 and 3.

Further analysis shows that, there were 451 (24.50%) students who attained a weak performance, they scored from 0 to 2 marks. This performance was due to the students' insufficient knowledge of 量词 (measure words), 介词 (Prepositions) and 副词 (adverbs) and grammatical structures in constructing meaningful sentences. For instance; in item 1, the students had insufficient knowledge of the use of the Chinese measure word 只 (quantifier for pet animals like cat and

dogs) where it was termed as (宾语) an object of the sentence, therefore they wrote (S + V + O) 我猫买了两只 (My cat bought two) which was wrong. The correct answer was ③①④② 我买了两只猫 (I bought two cats).

In item 2, the students who scored 0, most of them did not know the position of (助动词) an auxiliary verb 喜欢 (like) and 动词短语 (verb phrase) 吃鸡肉 (eat chicken) hence, one of them wrote 他们都吃鸡肉喜欢 which was wrong. Additionally, other students were not aware of the usage of the determiner 都 (both) in Chinese affirmative sentences. Whereby 都 can only be placed after the subject of the sentences followed by an auxiliary verb and ends with a verb phrase.

In item 3, the students who got this item wrong did not know the position of the (副词) adverb 一起 (together) in a sentence where 主语+副词+谓语+宾语 i.e. ① 我们 (we), ② 公园 (public garden), ③ 一起 (together), ④ 去 (go). Hence, one student wrote ①④③② 我们去一起公园 (We go together to the public garden). This shows that the student used an English sentence structure of which an adverb is placed after a verb. This was wrong in Chinese language context because in this sentence an adverb is supposed to be placed before the verb.

In item 4, the students who scored 0 were not familiar with the use of 指示词 (demonstrative pronoun) 这个

(this) and (名词) noun 花园 (flower garden). Some students used interchangeably used the noun 花园 (flower garden) with the adjectives 漂亮 (beautiful) hence wrote 这个漂亮很花园 (This beautiful very flower garden) which was wrong. Furthermore, the students did not understand the placement of an adverb 很 (very) as a result they gave responses like 这个花园漂亮很 and ③④①② 这个很漂亮花园 (This is very beautiful flower garden), which were all incorrect. The students directly used the knowledge of English or Swahili language grammar instead of 这个花园很漂亮 (This flower garden is very beautiful).

Item 5, the students who scored 0 were unfamiliar with the structure 主语+在+地点 (subject + 在 + place). They did not understand that the word 家 (home) was a part of the subject. Thus, incorrectly re-arranged the words, some students wrote ④③①② 家在那儿你们 (Home is there your) and ②③④① 你们在家那儿 (You is home there) which were wrong. Extract 4.3 is a sample of the student's incorrect responses to question 4.

四. 连词成句。

Lì rú: ① xiǎo ② tā ③ gǒu ④ xǐ huan
 例如: ① 小 ② 他 ③ 狗 ④ 喜欢

答案: ② ④ ① ③

1. ① mǎi le ② māo ③ wǒ ④ liǎng zhī
 ③ ④ ① ②

2. ① xǐ huan ② Tāmen ③ chī jī ròu ④ dōu
 ③ ① ② ④

3. ① Wǒmen ② gōngyuán ③ yì qǐ ④ qù
 ① ② ④ ③

4. ① piàoliang ② huāyuán ③ zhè ge ④ hěn
 ④ ① ② ③

5. ① nàr ② nǐmen ③ zài ④ jiā
 ② ③ ④ ①

Extract 4.3: A sample of the student's incorrect responses to question 4.

In Extract 4.3, a sample of responses from the student who re-arranged all sentence incorrectly.

2.2.3 Question 5: Completing the Sentence by Using the Given Words

The question comprised of 5 items in which the students were required to choose an appropriate word from the given alternatives and write them in the blank space provided. The question was set from the topic of *Hobby/Shopping*. It aimed at examining the students' ability to use Chinese language in making purchases.

五. 选词填空。选合适的词写在指定的地方。第一题已给出。

shénme yìjīn bǐ diǎnxīn yí gòng hěn
A 什么 B 一斤 C 比 D 点心 E 一共 F 很

Wǒ xiǎng mǎi duō dōngxī .
1. 我想买 (F) 多东西。

Tā yào mǎi yì píng niú nǎi hé () .
2. 他要买一瓶牛奶和 () 。

Wǒ yào mǎi jī dàn jī ròu hé qīngcài duōshǎo qián ?
3. 我要买鸡蛋, 鸡肉和青菜, () 多少钱?

Qǐngwèn nà gè hóng sè de píngguǒ duōshǎo qián () ?
4. 请问, 那个红色的苹果多少钱 () ?

Zhè jiàn yīfu nà jiàn yīfu guì yì diǎner .
5. 这件衣服 () 那件衣服贵一点儿。

Nǐ yào mǎi () ?
6. 你要买 () ?

The analysis of data shows that 1,841 (100%) students responded to this question, out of whom 365 (19.83%) students scored from 8 to 10 marks, this indicates a good performance, 1,007 (54.70%) students scored from 4 to 6 marks which is an average performance, and 469 (25.47%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,372 (74.53%) students scored 30 per cent or above. Figure 5 summarizes the students' performance in question 5.

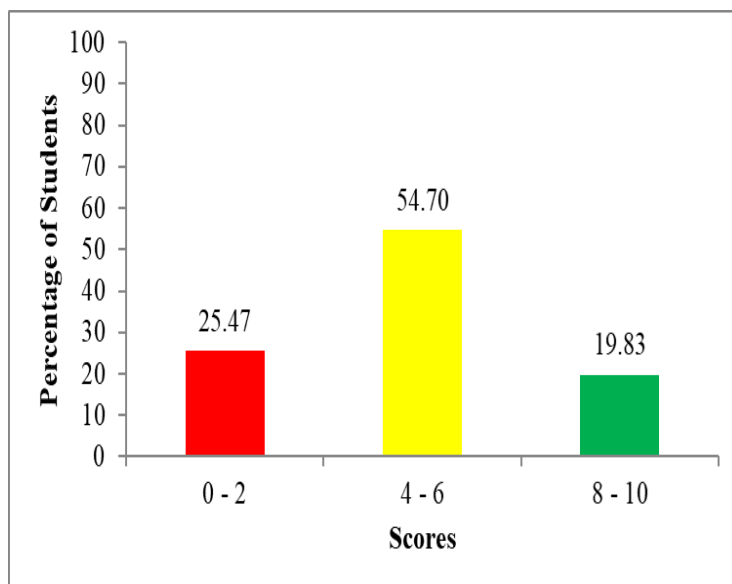


Figure 5: *The Percentages of the Students' Performance in Question 5*

The analysis of data reveals that 365 (19.83%) students attained high scores from 8 to 10 marks. This performance was attributed to sufficient knowledge of 疑问代词 (relative pronouns), 数词 (quantifiers) 连词 (conjunctions) 代词 (pronouns), 名词 (nouns), 形容词 (adjectives) and 副词 (adverb) as used in the Chinese Language.

The students were given the following words; A 什么 what an interrogative pronoun that is used to ask questions/ 疑问词), B 一斤 (half kilogram or 500 grams) , C 比 a particle used in making comparison between two things or people in the aspects of height, weight, price etc. D 点心 snacks (名词/noun) , E 一共 altogether (副词/adverb), and F 很 (very) (副词/adverb). Students who got this item right used the words correctly

in the sentences. For example; in item 2, the students were required to choose a word that could go together with 牛奶 (milk) which is a drink. The correct answer was D 点心 (snacks) because it logically collocates with the word milk and it fits well in the sentence and its context.

In item 3, the students who scored a full mark picked option E 一共 (all together in total), which is used to express a total amount or sum of something. It can be used in variety of contexts such as talking about total costs, time or quantity. In this contexts, it intended to talk about/ask about the total costs of the things/stuffs as mentioned in the sentence. This was due to the presence of the word 多小钱 (how much). With the aid of this knowledge the students chose the correct answer.

In item 4, the students who got this item right were knowledgeable that in Chinese business culture the traditional unit of weight used in buying and selling of fruits is 一斤 (half kilogram (500 grams or ½ kilogram)). Therefore, the correct answer was B 一斤 (half kilogram) (请问, 那个红色的苹果多少钱 一斤? (Excuse me, how much money that red apple per half kilogram?).

In item 5, the students who scored full marks were familiar with the comparison pattern A比B (“A is more than B”/ “A compared to B”). 比 is used as a preposition for making comparison between two things or people in terms of attributes such as size, speed and ability. In this aspect the students were ought to compare costs between things which were 衣服 (clothes) and this was denoted by the word 贵(expensive). Thus, they wrote the correct

sentence 这件衣服比那件衣服贵一点儿 (This cloth is somehow expensive than that cloth).

In item 6, the question required the students to use an interrogative pronoun 什么 (what). The students who had good performance had a good understanding of the word 什么 and the sentence structure (subject + verb + 什么) to ask a question. Thus, the students correctly chose A 什么 to complete the question 你要买什么? (What do you want to buy?). 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。

shénme yìjīn bǐ diǎnxīn yí gòng hěn
A 什么 B 一斤 C 比 D 点心 E 一共 F 很

Wǒ xiǎng mǎi duō dōngxī .
1. 我想买 (F) 多东西。

Tā yào mǎi yì píng niú nǎi hé (D) .
2. 他要买一瓶牛奶和 (D) 。

Wǒ yào mǎi jī dàn jī ròu hé qīngcài duōshǎo qián ?
3. 我要买鸡蛋, 鸡肉和青菜, (E) 多少钱?

Qǐngwèn nà gè hóng sè de píngguǒ duōshǎo qián ?
4. 请问, 那个红色的苹果多少钱 (B) ?

Zhè jiàn yīfu nà jiàn yīfu guì yì diǎner .
5. 这件衣服 (C) 那件衣服贵一点儿。

Nǐ yào mǎi ?
6. 你要买 (A) ?

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.

Further data analysis shows that 1,007 (54.70%) students performed averagely as they scored from 6 to 8 marks. These students had partial knowledge of some of Chinese vocabulary and their usage as a result they chose correct responses in some items but failed in others. Most of

them scored full marks in items 3, 5 and 6 but failed in item 2 and 4. For example, in item 3 and 4 most of students chose B 一斤 (half a kilogram or 500 grams) and E 一共 (altogether or sum) interchangeably. 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。

shénme yìjīn bǐ diānxīn yí gòng hěn
 A 什么 B 一斤 C 比 D 点心 E 一共 F 很

Wǒ xiǎng mǎi duō dōngxī .
 1. 我想买 (F) 多东西。

Tā yào mǎi yì píng niú nǎi hé (D) .
 2. 他要买一瓶牛奶和 (D) 。

Wǒ yào mǎi jī dàn jī ròu hé qīngcài duōshǎo qián ?
 3. 我要买鸡蛋, 鸡肉和青菜, (E) 多少钱?

Qǐngwèn nà gè hóng sè de píngguǒ duōshǎo qián ?
 4. 请问, 那个红色的苹果多少钱 (A) ?

Zhè jiàn yīfu nà jiàn yīfu guì yì diǎnr .
 5. 这件衣服 (C) 那件衣服贵一点儿。

Nǐ yào mǎi ?
 6. 你要买 (B) ?

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, 3 and 5 but incorrect answers in items 4 and 6.

Furthermore, the data analysis indicates that 469 (25.47%) students performed weakly as they scored from 0 to 2 marks. These students did not understand the meaning of the sentences and the given words. Thus, chose words randomly by guessing which resulted to incorrect answers. This was attributed to their insufficient knowledge of vocabulary and grammar rules disabling them from identifying the correct answer. For instance, in

item 2, the students were supposed to choose D 点心 (snacks), but some of them chose C 比 (bǐ a comparison particle) which was a wrong answer.

In item 3 and 4, most of the students who scored 0 chose B 一斤 (half kilogram or 500 grams). They failed to differentiate between the words 一斤 (a unit of weight of 500 grams) and 一共 (altogether or sum) is used to summarize the total amount of things, thus they used these words interchangeably.

In item 5, the students were unfamiliar with the word 比 which is used for comparison. Therefore, picked incorrect answers as one of them chose A 什么 (an interrogative pronoun) which was wrong.

In item 6, most of the students chose E 一共 (altogether or total), which is wrong and irrelevant to this question. They did not understand that the question required them to write an interrogative pronoun 什么 (what) since an item was in form of a question. This is because of the presence of a question mark. 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。

shénme yìjīn bǐ diǎnxīn yí gòng hěn
A 什么 B 一斤 C 比 D 点心 E 一共 F 很

Wǒ xiǎng mǎi duō dōngxī .
1. 我想买 (F) 多东西。

Tā yào mǎi yì píng niú nǎi hé
2. 他要买一瓶牛奶和 (A) 。

Wǒ yào mǎi jī dàn jī ròu hé qīngcài duōshǎo qián ?
3. 我要买鸡蛋, 鸡肉和青菜, (B) 多少钱 ?

Qǐngwèn nà gè hóng sè de píngguǒ duōshǎo qián ?
4. 请问, 那个红色的苹果多少钱 (C) ?

Zhè jiàn yīfu nà jiàn yīfu guì yì diǎner .
5. 这件衣服 (D) 那件衣服贵一点儿。

Nǐ yào mǎi ?
6. 你要买 (E) ?

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 Given Words

In this question, the students were given 5 items of which they were required to choose an appropriate word to fill in the blanks. The words were as follows; A 没有 (nothing or not have) , B 毛衣 (sweater) , C 贵 (expensive), D 跟 (with) , E 一样 (similar) , F 故宫 (This is an ancient Imperial Palace located in Beijing, a capital city of China). This question was set from the topic of *Shopping, Friends*. It tested the students' ability to express themselves in Chinese language.

六. 选词填空。选合适的词写在指定的地方。第六题已给出。

méiyǒu máo yī guì gēn yíyàng Gùgōng
A 没有 B 毛衣 C 贵 D 跟 E 一样 F 故宫

Tā de zìxíngchē wǒ de zìxíngchē yíyàng .
1. 他的自行车()我的自行车 一样。

Zhèjiàn de yán sè hěn hǎokàn .
2. 这件 ()的 颜色很好看。

Wǒ gēn māma bù wǒ xǐhuan píngguǒ .
3. 我 跟 妈妈 不 (), 我 喜欢 苹果。

Nà jiàn yīfu bǐ zhè jiàn yīfu yì diǎnr .
4. 那 件 衣服 比 这 件 衣服 () 一点 儿。

Zhè jiàn qúnzi nà jiàn qúnzi piàoliang .
5. 这 件 裙子 () 那 件 裙子 漂 亮。

Wǒmen méi qù
6. 我们 没 去 (F)。

The data analysis indicates that 1,841 (100%) students responded to the question, out of whom 240 (13.04%) scored from 8 to 10 marks showing a good performance, 777 (42.20 %) students scored from 4 to 6 marks which is an average performance and 824 (44.76%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average, since 1,017 (55.24 %) students scored 30 per cent or above. Figure 6 summarizes the students' performance in question 6.

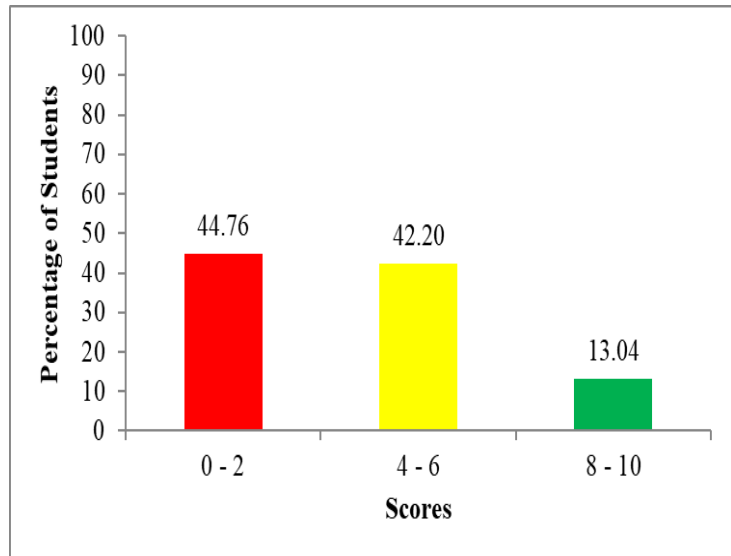


Figure 6: *The Percentages of the Students' Performance in Question 6*

Further analysis reveals that 777 (42.20 %) students had an average performance as they scored from 4 to 6 marks. These students had partial knowledge of the Chinese vocabulary and the usage of some of the word class like 副词 (adjective), 代词 (pronoun) and 形容词 (adverbs). Most of them correctly answered item 2, 4 and 5 and failed in item 1 and 3. Extract 6.1 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。第六题已给出。

méiyǒu máo yī guì gēn yíyàng Gùgōng
A 没有 B 毛衣 C 贵 D 跟 E 一样 F 故宫

Tā de zìxíngchē wǒ de zìxíngchē yíyàng .
1. 他的自行车 (A) 我的自行车 一样。

Zhèjiàn de yán sè hěn hǎokàn .
2. 这件 (B) 的颜色很好看。

Wǒ gēn māma bù wǒ xǐhuan píngguǒ .
3. 我跟妈妈不 (E), 我喜欢苹果。

Nà jiàn yīfu bǐ zhè jiàn yīfu yì diǎnr .
4. 那件衣服比这件衣服 (C) 一点儿。

Zhè jiàn qúnzi nà jiàn qúnzi piàoliang .
5. 这件裙子 (D) 那件裙子漂亮。

Wǒmen méi qù
6. 我们 没去 (F)。

Extract 6.1: A Sample of Responses from a Student with an Average Performance in Question 6.

In Extract 6.1, the student wrote correct answers in item 2, 3 and 4 but incorrect answers in items 1 and 5.

Furthermore, the analysis of data indicates that 824 (44.76%) students performed weakly as they scored from 0 to 2 marks. This performance was affected by the students' insufficient knowledge of Chinese grammar and the meaning of the given vocabulary. They failed to understand the meaning of the sentences and the given words thus wrote incorrect answers. Extract 6.2 is illustrative.

六. 选词填空。选合适的词写在指定的地方。第六题已给出。

méiyǒu máo yī guì gēn yíyàng Gùgōng
A 没有 B 毛衣 C 贵 D 跟 E 一样 F 故宫

Tā de zìxíngchē wǒ de zìxíngchē yíyàng .
1. 他的自行车(E) 我的自行车 一样。

Zhèjiàn de yán sè hěn hǎokàn .
2. 这件 (A) 的 颜色很好看。

Wǒ gēn māma bù wǒ xǐhuan píngguǒ .
3. 我 跟 妈妈 不 (B), 我 喜欢 苹果。

Nà jiàn yīfu bǐ zhè jiàn yīfu yì diǎnr .
4. 那 件 衣服 比 这 件 衣服 (D) 一 点 儿。

Zhè jiàn qúnzi nà jiàn qúnzi piàoliang .
5. 这 件 裙子 (C) 那 件 裙子 漂 亮。

Wǒmen méi qù
6. 我们 没 去 (F)。

Extract 6.2: A Sample of the Student's Incorrect Responses to Question 6.

In Extract 6.2, the student wrote incorrect answer in all items.

The analysis of data indicates that 240 (13.04%) students had a good performance as they scored from 8 to 10 marks. These students had sufficient knowledge of vocabulary and grammar, which helped them to understand the sentences and identify the suitable word from the given alternatives. For instance, in item 1, the students knew the grammatical patterns 跟.... (with) and 一样 (.....same as.....) are used to express the ideas of the same as or similar when comparing two things. In this case there was 他的自行车 (His bike) and 我的自行车 (my bike) to be compared, thus wrote the correct answer 他的自行车跟我的自行车一样 (His bike is same as mine).

In item 2, the students who got this item right understood that the word 件 (a measure/classifier of clothes, documents or matters) in the given alternative there was B 毛衣 (sweater) which is a part of clothing. Therefore, the correct answer was B 这件毛衣的颜色好看 (The colour of this sweater is beautiful).

In item 3, the students who scored a full mark knew that the sentence was comparative. They noted that in order to make comparison in the given sentence the structure 跟.... 一样 (.....same as.....) had to be observed. Thus, they chose E 一样 (我跟妈妈不一样, 我喜欢苹果 (I am not the same as my mother/different from my mother, I like apples) which was the correct answer.

In item 4, the students who got this item right were knowledgeable on the usage of a word 比 (than) to compare the things which were 这件衣服 (this cloth) and 那件衣服 (that cloth) based on their prices. The buyer thought that 这件衣服贵一点儿 (This cloth is somehow expensive) compared to 那件衣服 (that cloth). Therefore, they chose C 贵 which means expensive and the correct sentence was 那件衣服比这件衣服贵一点儿 (That cloth is somehow expensive than this cloth).

In item 5, the students who chose the correct answer had sufficient knowledge of Chinese comparative

sentences. They knew how to use the word 比 and 没有 which are used to compare two things. The particle 比 is used in affirmative (肯定句) but 没有 is used in negation (否定). Therefore, the correct alternative was A 没有 (那件裙子没有这件裙子漂亮 (That dress is not as beautiful as this dress)). It disagrees that 那件裙子 (that dress) is not as beautiful 漂亮 as 这件裙子 (this dress). Extract 6.3 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。第六题已给出。

méiyǒu máo yī guì gēn yíyàng Gùgōng
A 没有 B 毛衣 C 贵 D 跟 E 一样 F 故宫

Tā de zìxíngchē wǒ de zìxíngchē yíyàng .
1. 他的自行车(D)我的自行车 一样。

Zhè jiàn de yán sè hěn hǎokàn .
2. 这件 (B) 的 颜色很好看。

Wǒ gēn māma bù wǒ xǐhuan píngguǒ .
3. 我 跟 妈妈 不 (E), 我 喜欢 苹果。

Nà jiàn yīfu bǐ zhè jiàn yīfu yì diǎnr .
4. 那 件 衣服 比 这 件 衣服 (C) 一 点 儿。

Zhè jiàn qúnzi nà jiàn qúnzi piàoliang .
5. 这 件 裙子 (A) 那 件 裙子 漂 亮。

Wǒmen méi qù
6. 我 们 没 去 (F)。

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

In Extract 6.3, the student wrote correct answers in all items.

2.2.5 Question 7: Writing Chinese Characters of the Given Pinyin

The question had 5 items which required the students to write appropriate Chinese characters of the corresponding Pinyin. It was set from the topic of *Personal information/Family introduction*. It examined students' ability to understand, remember and use Chinese characters to create grammatical and meaningful sentences. The question was as follows:

七. 根据拼音写汉字。

Lì rú Wǒ shì yīngguó rén
例如：我是（ ）人。

Wǒmen sì diǎn kāishǐ tī zú qiú
1. 我们四点（ ）踢足球。

Ni de yīfu zhēnpiàoliang
2. 你的（ ）真漂亮。

Jīntiān wǎnshàng tā chuān bái sè de yùndòng xié
3. 今天（ ）他穿白色的运动鞋。

Hànyǔ kè hěn yǒu yìsi
4. 汉语课很有（ ）。

Měitiān wǎnshàng yǒu yí gè zhōngguó yīnyuè huì
5. 每天晚上有一个中国（ ）会。

答案：

Lì rú 例如：	1	2	3	4	5
yīngguó	kāishǐ	yīfu	wǎnshàng	yìsi	yīnyuè
英国					

The data analysis indicates that 1,841 (100%) students responded to the question, out of whom 56 (3.04%) scored from 7 to 10 marks indicating a good performance, 1,529 (83.05%) students scored from 3 to 6 marks reflecting an average performance and 256

(13.91%) students scored from 0 to 2 marks which is a weak performance. The overall performance in this question was good, since 1,585 (86.09%) students scored 30 per cent or above. Figure 7 summarizes the students' performance in question 7.

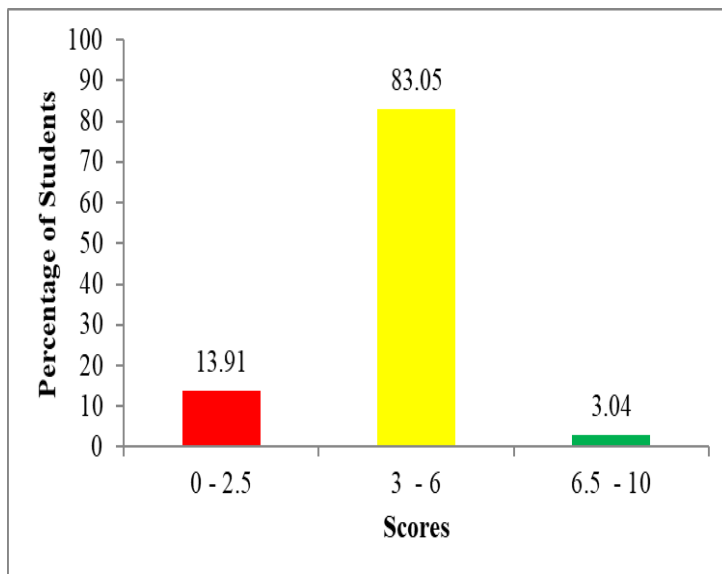


Figure 7: *The Percentages of the Students' Performance in Question 7*

The data analysis indicates that 56 (3.04%) students had good performance, they scored from 6.5 to 10 marks. These students had sufficient knowledge of Chinese stroke orders and (hanzi) pronunciation. They also knew that a word could affect the general contextual meaning as there are words which are pronounced the same but having different characters and meaning. This knowledge aided them in recognising the given pinyin and writing correct answers which were 开始 (start), 衣服 (cloth), 晚上 (evening), 意思 (meaning) and 音乐 (music). Extract 7.1 is a sample of the student's correct responses to question 7.

答案:					
Lì rú 例如:	1	2	3	4	5
yīngguó	kāishǐ	yīfu	wǎnshang	yìsi	yīnyuè
英国	开始	衣服	晚上	意思	音乐

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.

Further analysis shows that 1,529 (83.05%) students had an average performance as they scored from 3 to 6 marks. These students had a partial knowledge of Chinese characters, pronunciation and strokes order writing as well as contextual meaning. They were able to remember a part of character between the two characters or some parts of it (radicals). For example, instead of writing 衣服 some wrote 月 or something completely incomprehensible because of skipping some strokes and radicals.

In item 4, the students who scored 0 could not write the character 意思 (meaning) instead, some of the students wrote 一四 which was wrong. This response indicates that the student knew the pronunciation but failed to write the character. Extract 7.2 is a sample of responses to question 7 from a student with an average performance.

答案:					
Lì rú 例如:	1	2	3	4	5
yīngguó	kāishǐ	yīfu	wǎnshang	yìsi	yīnyuè
英国	根据	衣服	晚上	一其斤	拼音

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 characters in items 2 and item 3 but failed in items 1, 4 and 5.

Conversely, the data indicates that 254 (13.91%) students performed weakly by scoring from 0 to 2.5 marks. This performance was affected by the students' insufficient knowledge of rules of writing Chinese characters. They did not master the strokes and radical order of the given characters. Thus ended up writing incorrect characters. For instance, in item 1, the students were asked to write the word 开始 (start). Those who scored 0 some of them instead of writing 开 wrote 快, while others wrote 是 instead of writing 始 which were completely irrelevant.

In item 2, the students were required to write the word 衣服 (cloth). The students who scored 0 some of them knew the pronunciation but wrote incorrect characters which have the same pronunciation. For instance, instead of writing 衣 they wrote 一, 银, 英 and 影. Others instead of writing 服 they wrote 福, 夫 and 父.

In item 3, the students were supposed to write the word 晚上 (evening). The students who got this item wrong did not understand the sentence. Thus, failed to write the correct characters instead they wrote 晚王, 网, 玩 and 往. They confused character 上, 下 and 正.

In item 4, the students were supposed to write the word 意思 (meaning). The students who got this item wrong confused character 音 with 意, this character misses a

radical 心. On the other hand, some students wrote 司 instead of 思 which was wrong.

Finally, in item 5, the students who scored 0 did not get the contextual meaning of the sentence as most of them wrote 阴月 because the character 月 is pronounced like 乐. Such responses indicate that the students knew the pronunciations but they did not master well the difference between characters which have similar or are slight similar pronunciation. The correct answer was 音乐. Extract 7.3 is a sample of the student's incorrect responses to question 7.

答案:					
Lì rú 例如:	1	2	3	4	5
yīngguó	kāishǐ	yīfu	wǎnshang	yìsi	yīnyuè
英国	客尾	-房	王正	-四	-桂

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

This question had five (5) items written in Chinese characters, the students were required to write their respective pinyin (including initials, finals and proper tone marking). The question was set from the topic of *Environment and Health/Food*. It tested the students' ability to write the pinyin correctly by considering the initials, finals and proper tone mark rules.

The data analysis reveals that 1,841 (100%) students responded to the question, out of whom 52 (2.82%) scored from 7 to 10 marks showing a good performance, 535 (29.06%) students scored from 3 to 6 marks which indicates an average performance, however, 1,254 (68.12%) students scored from 0 to 2 marks which signifies a weak performance. The general performance in this question was average, since 587 (31.88%) students scored 30 per cent or above. Figure 8 summarizes the students' performance in question 8.

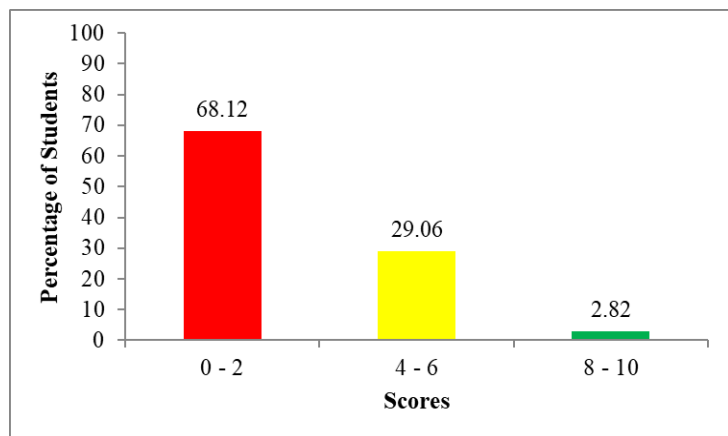


Figure 8: *The Percentages of the Students' Performance in Question 8*

The data analysis shows that, 535 (29.06%) students performed averagely by scoring from 3 to 6 marks. These students had partial knowledge of writing Chinese pinyin which includes initials, finals and correct tone marking, as a result they were able to denote some pinyin correctly and some incorrectly. Most of the students in this category failed in items 3 and 5 they wrote initials and finals correctly but failed in marking tones. For instance, one student wrote *hāizi* instead of 孩子 *háizi* he or she marked the first tone instead of the second tone which was wrong. In item 5, the student failed to mark the tone at a right position of

the final instead of putting the third tone on *ǎ* he/she put the third tone on *i*. Extract 8.1 is a sample of responses to question 8 from a student with an average performance.

八.	给汉字标注拼音。
	Lǐrú
	例如：你好 Nǐ hǎo。
1.	草地 caodì
2.	肚子 dǔzi
3.	孩子 hái zi
4.	秋天 Qiutian
5.	小雨 xiǎo yǔ

Extract 8.1: A Sample of Responses from a Student with an Average Performance in Question 8.

In Extract 8.1, the student wrote correct pinyin in items 2, 3 and 5 but incorrect answers in items 1 and 4.

On the other hand, a total of 1,254 (68.12%) students had a weak performance they scored from 0 to 3 marks. This performance was affected by their insufficient knowledge of Chinese characters and pinyin writing. They did not recognize the given characters, thus failed to write their respective pinyin. Some of them did not know where to mark tones, others did not understand the demand of the question and left the question unanswered while others did a guess work by writing pinyin which are irrelevant to the given characters. For example, in item 1, the students who scored 0 were unfamiliar with the characters. Therefore, they wrote irrelevant pinyin like *méiqù*, *pīngguo* and *yīngwén* instead of 草地 *cǎodì* (grassland).

In item 2 and 3, the students who got these items wrong failed to differentiate between the characters 子 *zǐ* which is mostly used in nouns like 孩子 (child), 肚子 (stomach). And the character 了 which is normally used as particle of past or completion of a sentence. When one stroke is added to 了 it forms character 子 which is pronounced as *zi*. Thus, wrote incorrect answers, for example, one of the students wrote *zùole* (done), instead of *háizi* (child).

In item 4, the students who scored 0, some of them failed to differentiate between characters 大 (*dà*) and 天 (*tiān*). Hence, wrote 大 instead of 天. On the other hand, some students knew the character 天 but could not remember the other character. Some of their incorrect answers were like *jīntian* (today), *měitiān* (every day), *zuǒdà* (meaningless word) instead the correct answer 秋 天 *qiūtiān* (autumn).

In item 5, the students who scored 0 failed to write the correct pinyin because they failed to recognize the characters. Others did not know the correct tone marking rules. Moreover, few of them misplaced the tones while others left the pinyin unmarked for example, one of them wrote *xiao* and others wrote *xiào*, *māo* and *xiao long* which were all incorrect answers. Extract 8.2 is a sample of the student's incorrect responses to question 8.

八. 给汉字标注拼音。
 Lǐrú
 例如：你好 Nǐ hǎo。

1. 草地	.....	zǎo fān	.....
2. 肚子	.....	wǎn shàng	.....
3. 孩子	.....	shàng	.....
4. 秋天	.....	jiā tiān	.....
5. 小雨	.....	xiǎo yǔ	.....

Extract 8.2: A Sample of the Student’s Incorrect Responses to 8.

In Extract 8.2, the student wrote incorrect answers in all items.

The analysis of data shows that 52 (2.82%) students attained a good performance their scores ranged from 7 to 10 marks. This performance was attributed to a sufficient knowledge of characters, pronunciation and their meaning(s). Therefore, they wrote the pinyin (initials, finals with their respective tone) correctly in all items as; in item 1. 草地 *cǎodì* (grassland), item 2. 肚子 *dùzi* (stomach), item 3. 孩子 *háizi* (son), item 4 students wrote 秋天 *qiūtiān* (autumn) and in item 5. 小雨 *xiǎoyǔ* (rain). Extract 8.3 is a sample of the student’s correct responses to question 8.

八. 给汉字标注拼音。
 Lìrú
 例如：你好 Nǐ hǎo。

1. 草地 cǎo dì
2. 肚子 dù zi
3. 孩子 hái zi
4. 秋天 Qiū tiān
5. 小雨 xiǎo yǔ

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

In Extract 8.3, the student wrote correct pinyin in all items.

2.2.7 Question 9: Jumbled Sentences

This question had 6 jumbled sentences, the students were required to re-arrange them to form a short coherent passage by writing the corresponding letters of the sentence in the spaces provided. The question was set from the topic of *School/Time*. It aimed at testing the students' ability to arrange/narrate ideas in a chronological and meaningful passage. 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

Xīngqīsì zǎoshang bādiǎn sìshífēn yǒu tǐyù kè.
A 星期四早上八点四十分有体育课。

Xīngqīyī zǎoshang Lìlì yǒu Zhōngwén kè.
B 星期一早上, 丽丽有中文课。

Tā xīngqīèr xiàwǔ yǒu Yīngwén kè.
C 她星期二下午有英文课。

Lìlì zài Dálèi sī sà lā mǔ zhōngxué xuéxí.
D 丽丽在达累斯萨拉姆中学学习。

Xīngqīwǔ xiàwǔ liǎngdiǎn shàng dìlǐ kè.
E 星期五下午两点上地理课。

Xīngqīsān xiàwǔ sāndiǎn tā yǒu Fǎwén kè.
F 星期三下午三点她有法文课。

1	2	3	4	5	6
D					

A total of 1,841 (100%) students responded to the question, out of whom 1,384 (75.18%) students scored from 8 to 10 marks which was regarded as good performance, 215 (11.67%) students scored from 4 to 6 marks indicating an average performance and 242 (13.15%) students scored from 0 to 2 marks showing a weak performance. The general performance in this question was good, since 1,599 (86.85 %) students scored 30 per cent or above. Figure 9 summarizes the students' performance in question 9.

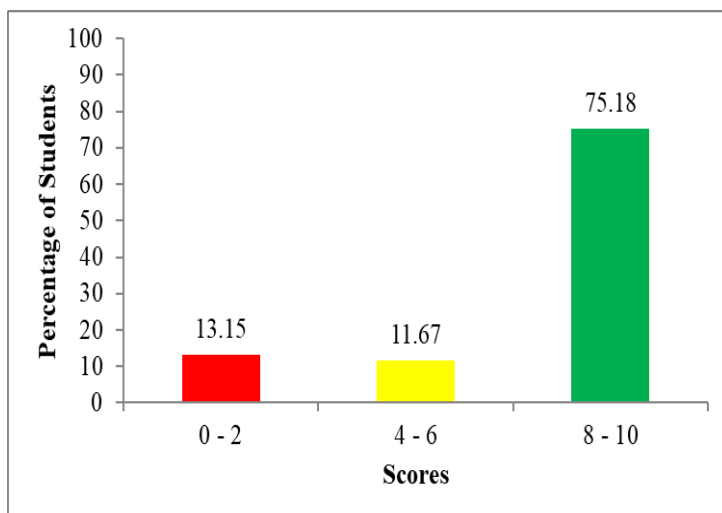


Figure 9: *The Percentages of the Students' Performance in Question 9*

The data analysis indicates that, 1,384 (75.18%) students had a good performance as they scored from 8 to 10 marks. They mastered well the topic of School/Time. They also had sufficient knowledge of telling time and chronological narration of events as they identified the days of the week 星期一、星期二、星期三、星期四 and 星期五 (Monday, Tuesday, Wednesday, Thursday and Friday) and numbers 一、二、三、四 and 五 (one, two, three, four and five). This knowledge helped them to write the correct answers and re-arrange the sentences into a meaningful short passage expressing the weekly routine of 丽丽 (Lily). Extract 9.1 is a sample of the student's correct response to question 9.

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

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

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

Furtherer, analysis of data shows that 215 (11.68%) students performed averagely scoring from 4 to 6 marks. They had a partial knowledge in the topic of School/Time. They also had a partial understanding of the days of the week and a numbers, therefore they wrote correct answers in some items but failed in others. Most of them re-arranged correctly in items 1 and 3 but failed in items 2, 4 and 5. Extract 9.2 is a sample of responses to question 9 from a student who performed averagely.

1	2	3	4	5	6
D	B	C	F	E	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, 3 and 4 but failed in items 5 and 6.

In addition, the analysis of data also indicates that 242 (13.15%) students had weak performance. They scored from 0 to 2 marks. This performance was affected by insufficient competence in expressing themselves on their daily activities and unfamiliarity with vocabulary in the given sentences. They did not master well the days of the week which goes chronologically. They did not know that the word 星期 (week) when added a number to it, (1 to 5) forms days of the week from Monday to Friday. Extract 9.3 is illustrative.

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

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: Written Expression

This section comprised of (1) question of which the students were required to construct sentences by using the given guiding words. This section carried 15 marks.

2.3.1 Question 10: Creating Sentences

The students were given 5 guiding words which were 运动 (sports), 乒乓球 (table tennis), 游泳 (swimming), 上网 (be on internet) and 好看 (good-looking). They were required to use them to construct five meaningful sentences. The question was set from the topic of *Hobby/Shopping*. It tested the students' ability to create and express their ideas in Chinese language by using characters. The question was as follows:

十. 根据所给提示用汉字写5句。

yùndòng pīngpāng qiú yóuyǒng shàngwǎng hǎokàn diànyǐng
运动, 乒乓球, 游泳, 上网, 好看, 电影

Lìrú Jīntiān wǒ kàn le Zhōngguó de diànyǐng.
例如: 今天我看了中国的电影。

1.

2.

3.

4.

5.

A total of 1,841 (100%) students responded to the question, out of whom 192 (10.43%) students scored from 9.5 to 15 marks which indicates a good performance, 523 (28.41%) students scored from 4.5 to 9 marks which signifies average performance, and 1126 (61.16%) students scored from 0 to 4 marks which reflects a weak performance. The general performance in this question was average, since 715 (38.84%) students scored from 30 per cent or above. Figure 10 summarizes the students' performance in question 10.

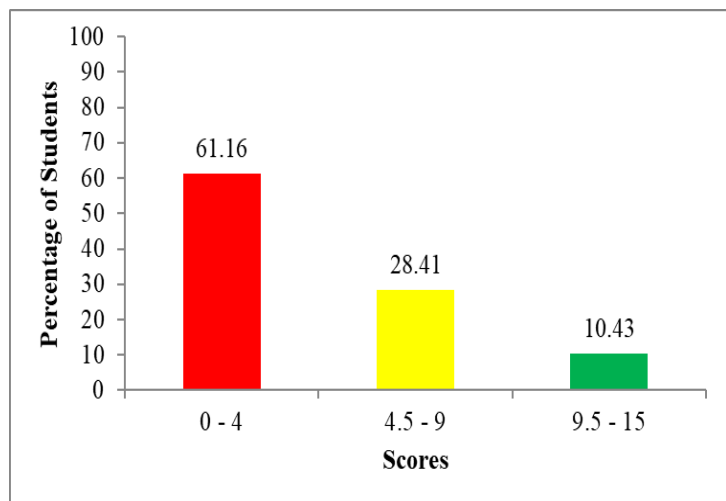


Figure 10: *The Percentages of the Students' Performance in Question 10*

The data analysis indicates that 523 (28.41%) students had an average performance as they scored from 4.5 to 9 marks. This performance is attributed to a partial understanding of some Chinese grammatical structures and rules and unfamiliarity with some of the given words. as a result, the students were able to construct some of the sentences grammatically correct while failing on others. Most of them in this category used correctly the words 运动 (sports), 乒乓球 (table tennis) and 游泳 (swimming). in their responses. Most of their

responses were characterised with some errors in character writing and misuse of punctuation marks.

Furthermore, the analysis also reveals that 1,126 (61.16%) students who had a weak performance scored from 0 to 4 marks. This performance was attributed to unfamiliarity of the given words and insufficient knowledge of grammatical rules and patterns with regards to the Chinese language. which disabled them from constructing logical, meaningful and grammatical sentences. Their responses were characterised by misuse of grammar, punctuation marks, illogical orders as well as meaningless sentences. Extract 10.1 is a sample of the student's incorrect responses to question 10.

十. 根据所给提示用汉字写5句。

yùndòng pīngpāng qiú yóuyǒng shàngwǎng hǎokàn diànyǐng
运动, 乒乓球, 游泳, 上网, 好看, 电影

Lìrú Jīntiān wǒ kàn le Zhōngguó de diànyǐng .
例如: 今天我看了中国的电影。

1. Jīntiān wǎnshàng tā chuān bái sè de yùndòng xié .
2. Wǒ hái yào sǎn pīngpāng qiú .
3. Zhè jiān mǎo yī de yǎn sè hěn hǎokàn .
4. Xīngqī wǔ xià wǔ liǎng diǎn shàng wǎng lì lì kè .
5. Wǎnshàng yóu yǒng .

Extract 10.1: A Sample of the Student's Incorrect Responses to Question 10.

In Extract 10.1, the student who misinterpreted the question and responded by using pinyin instead of characters.

On the other hand, it was noted that 192 (10.43%) students attained a good performance, as they scored from 9.5 to 15 marks. They understood the vocabulary meaning, usage, the word class they belong as well as the right grammatical order they could fit in. Therefore, they wrote the correct sentences. For example, in item 1, the students who wrote correct sentences were familiar with the sentence structure S+V1 +V2+O. For example, one student wrote 我喜欢看运动 (I like watching sports), showing that the given word was a noun and correctly used it as an object.

In item 2, the students who got this item right were aware of the verb 打 (to play) which collocates with the noun 乒乓球 (table tennis) and applied it in the sentence structure (S + Aux.V + V + O). For example, one student wrote 我爸爸会打乒乓球 (My father can play a table tennis), recognised that the word 乒乓球 was a noun and used it correctly.

In item 3, the students who got this item right knew that the word 游泳 (swimming) apart from being a verb it can also be used as a noun, therefore, they applied it in a sentence structure S + V1 + V2 + N. One of the students wrote 我喜欢游泳 (I like swimming).

In item 4, the students who wrote correct sentence knew that the given word was a verb 上网 (go online or be online), one of the students wrote the correct answer 我哥哥喜欢上网 (My brother likes to be on internet). This shows that the students mastered well the vocabulary and used it correctly.

In item 5, the students who wrote the correct sentence knew that the word 好看 is an adjective which describes a certain thing as good looking. Also, the students were aware of the structure S+Adv.+V+Adj.+的+O as one of them wrote 我昨天看了好看的电影 (I watched a good movie yesterday). Extract 10.2 a sample of the student's correct responses to question 10.

十. 根据所给提示用汉字写5句。

yùndòng pīngpāng qiú yóuyǒng shàngwǎng hǎokàn diànyǐng
 运动, 乒乓球, 游泳, 上网, 好看, 电影

Lìrú Jīntiān wǒ kàn le Zhōngguó de diànyǐng.
 例如: 今天我看了中国的电影。

1. 我喜欢游泳和吃苹果。
2. 星期一早上,我们去打乒乓球。
3. 我看了中国的电影,很好看。
4. 姐姐喜欢上网。
5. 我和弟弟喜欢运动。

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

In Extract 10.2, the student wrote correct sentences and used all the guiding words given.

3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The Chinese Language assessment in 2024 consisted of 10 topics. The general performance was good. The topics with good performance were; *Transportation/Travel and custom (97.23%), Personal information/Family Introduction, School/Time, Housing, Jobs (96.85%), Color and size/Fashion and entertainment (92.34%), School /Time (86.85), Personal information/ Family/Introduction (86.09%), Environment and health (75.50%)*. The students' good performance in these topics were contributed by their sufficient knowledge, skills, and competence in Chinese Language grammar and ability to respond to the questions according to the requirements of the questions.

The Topics of *Hobby/Shopping* (56.46%), *Friends* (55.24%) and *Food/Nature* (31.88%) had an average performance. This performance was affected by the students' partial knowledge of the given topics. This resulted to correct and incorrect responses in the given items due to a partial understanding. The summary of performance is shown in the Appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The data analysis shows that the students' performance in the Form Two National Assessment in Chinese Language for the year 2024 was good as (90.82 %) of the students passed. Question 3 was among the best performed question (97.23%). In addition, some questions were performed averagely. There were no questions with weak performance. The students who attained good performance had sufficient vocabulary and grammar knowledge which helped them to answer the questions correctly. Contrary, the students who performed averagely had partial knowledge of the topics tested, which led to average performance.

4.2 Recommendations

In order to improve the students' performance in the Chinese Language subject, it is recommended that:

- 4.2.1 Teachers should guide students on how to write Chinese characters by observing the rules basing on strokes and radicals.
- 4.2.2 Teachers should guide students on how to write *pinyin* by observing the tone marking rules, initials and finals.
- 4.2.3 Teachers should guide students in reading more texts to improve their vocabulary and grammar by giving them simple texts for betterment of self-expression.

APPENDIX**Summary of the Students' Performance per Topic in Chinese Language Assessment - FTNA 2024**

S/N	Topic	Question Number	Percentage of Students who Passed in Each Topic	Remarks
1.	Transportation/Travel and Custom	3	97.23	Good
2.	Personal Information/Family Introduction, School/Time, Housing, Jobs	1	96.85	Good
3.	Colour and Size/Fashion and Entertainment	2	92.34	Good
4.	School/Time	9	86.85	Good
5.	Personal Information/Family Introduction	7	86.09	Good
6.	Environment and Health	4	75.50	Good
7.	Hobby/Shopping	5, 10	56.46	Average
8.	Friends	6	55.54	Average
9.	Food/Nature	8	31.88	Average

