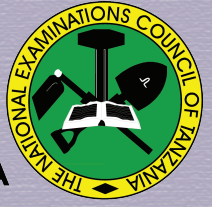




**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2025**

CHINESE LANGUAGE



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(ACSEE) 2025

126 CHINESE LANGUAGE

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FOREWORD

The Candidates' Item Response Analysis (CIRA) report is based on the Advanced Certificate of Secondary Education Examination (ACSEE) for the 126 Chinese Language subject, conducted in May 2025. The National Examinations Council of Tanzania (NECTA) is pleased to present this report to provide valuable feedback to all educational stakeholders regarding candidates' performance.

This report thoroughly analyzes the factors that contributed to candidates scoring either high or low marks in the examination. It highlights both well-performed and weakly -performed topics, along with the specific questions associated with them.

Candidates performed well in topics where they demonstrated strong competence in reading and writing Chinese characters (Hànzi), enabling them to respond effectively to the question requirements. Conversely, weaknesses in character recognition, writing, and understanding of grammar rules were identified as key contributors to weak performance in some areas.

It is anticipated that this analysis will support all educational stakeholders in improving the teaching and learning of Chinese Language, thereby enhancing candidates' performance in future examinations.

NECTA extends its sincere appreciation to the examiners and all individuals who contributed their time and effort to the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 126 Chinese Language examination report is based on the performance of candidates in the Advanced Certificate of Secondary Education Examination (ACSEE) for the 126 Chinese Language subject, conducted in May 2025. The questions were set in accordance with the 2021 syllabus and the 2022 examination format.

The examination comprised two papers, namely 126/1 Chinese Language 1 and 126/2 Chinese Language 2. Each paper was divided into two sections, Section A and Section B. Section A consisted of six short-answer questions, each worth 10 marks, totalling 60 marks. Section B comprised three essay questions, among which candidates were required to answer two. Each essay was worth 20 marks, bringing the total for Section B to 40 marks. The examination was marked out of 100.

Analysis of candidates' responses indicates that overall performance in 2025 was good, with 100% of candidates passing the examination. This maintains the perfect pass rate achieved in 2024, reflecting consistent high performance across both years.

The report provides a detailed analysis of candidates' performance on each question. It outlines the tasks required, overall performance trends, and factors influencing candidate success. Sample responses are included to illustrate how candidates attempted each question based on the given instructions.

Candidate performance is categorised into three levels, namely Good (60–100 marks), Average (35–59 marks), and Weak (0–34 marks). These categories are colour-coded for clarity; green for good, yellow for average, and red for weak. A summary of performance by topic is provided in the Appendix.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH QUESTION FOR 126/1 CHINESE LANGUAGE 1

This section provides an analysis of candidates' performance by outlining the requirements of each question, as well as the number and percentage of candidates who attempted them. It also explains the reasons for good, average, and weak performance on each question, supported by extracts from candidates' responses.

2.1 SECTION A: Short Answer Questions

This section comprised six questions, each carrying 10 marks, making a total of 60 marks. Candidates were required to answer all the questions.

2.1.1 Question 1: Complete the Sentences by Filling in the Blanks with the Appropriate Measure Words

The question consisted of 10 items, each with a blank. Candidates were required to select the appropriate measure word from multiple options and fill it into the corresponding blank. This question covered the topics *Inquiring about Suggestions/ Expressing Results* and *Explaining Past Experiences*. It aimed to assess candidates' ability to use correct measure words in various language contexts. Measure words, link numbers and nouns, and must be selected according to the type of object being referred to. The question was presented as follows:

<p style="text-align: center;">第一部分 (60分) 在这部分所有试题必须回答。</p> <p>一. 选出合适的量词完成句子。</p> <p>量词: 支, 门, 个, 家, 斤, 位, 双, 页, 只, 份, 条, 辆, 字</p> <p>例如: 爷爷给弟弟买了两_____袜子。 答案: 爷爷给弟弟买了两 <u>双</u> 袜子。</p> <ol style="list-style-type: none">爸爸送给我两_____裤子做为结婚的礼物。玛丽的家有七_____熊猫。他对那_____工作很不满意。你是哪儿一_____公司上班?那一_____老人姓名是李红。你能给我一_____红色笔吗?不要买多东西, 只要五_____牛肉。这_____车很旧, 不方便开。今天我们班有两_____课。这本汉字书有三百_____, 我已经读完一百多。

The analysis of candidates' overall performance data on question 1 indicates that all 27 candidates (100%) attempted and passed the question. This demonstrates good overall performance, as all candidates scored between 4 and 10 marks, a range categorised as average to good performance. Figure 1 summarises the performance on question 1.

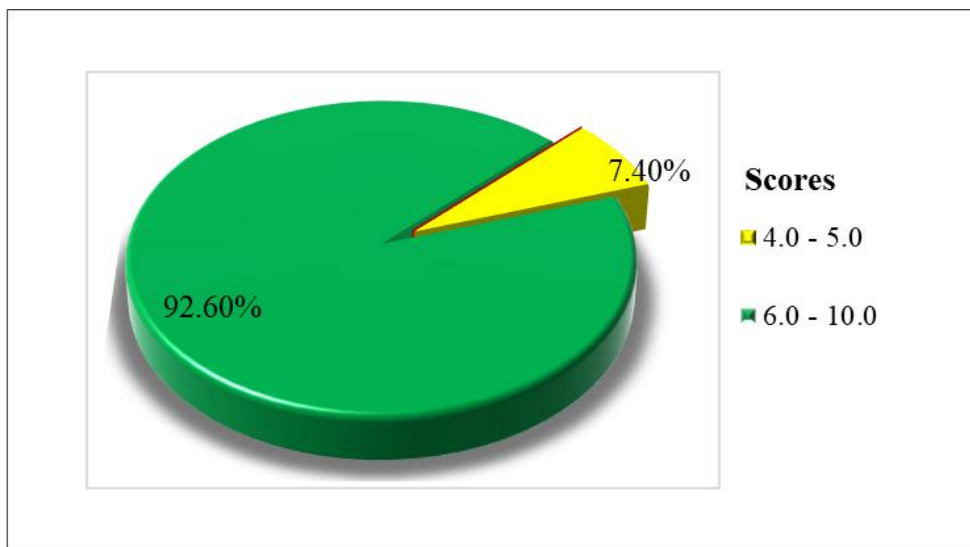


Figure 1: *The Candidates' Performance on Question 1*

The analysis reveals that candidates who selected the correct answers demonstrated a strong grasp of Chinese vocabulary, sentence structure, grammar, and measure words. However, those who answered some items incorrectly lacked sufficient knowledge of the usage of certain measure words and characters. A detailed analysis of candidates' performance on each item is as follows:

Item 1: 爸爸送给我两__裤子做为结婚的礼物 (My dad sent me two ____ of trousers as a marriage gift.) Candidates were required to identify the correct measure word for “裤子” (trousers). The correct answer was 条 (tiáo), used to refer to long, thin, or narrow objects such as trousers, rivers, and roads. Candidates who failed did not know the collocation between 条 and 裤子, opting instead for incorrect measure words such as 个 (gè), 份 (fèn), and 只 (zhī).

Item 2: 玛丽的家有七__熊猫 Candidates were required to choose the suitable measure word for the animal 熊猫 (panda). The correct answer was 只 (zhī), a measure word commonly used for animals, especially pets. Therefore, the correct answer was Mary's home has seven pandas. / There are seven pandas in Mary's home.

Item 3: 他对那__工作很不满意 Candidates were required to provide the suitable measure word for 工作 *work*. The correct answer was 份 *fèn* (He is very dissatisfied with that job.). Those who answered correctly demonstrated understanding of this usage and the collocation between the noun 工作 and the measure word 份, on the other hand, those who lacked such knowledge opted for incorrect options such as 斤 (jīn), 门 (mén), and 页 (yè).

Item 4: 你是哪儿一__公司上班 candidates who got the correct answer picked 家 *jiā* as a correct measure word for the noun 公司 *company* (Which company do you work for?). 家 (*jiā*) is a measure word that is used to refer to families or business establishments.

Item 5: 那一__老人姓名是李红 Candidates were required to provide the suitable measure word for 老人 (old man), The correct answer was 位 *wèi* (That old man's name is Li Hong.). 位 is a courteous measure word that is used to refer to people especially elders or those of higher rankings.

Item 6: 你能给我__红色笔吗? (Can you give me a red pen?) The correct answer was 支 (zhī), a measure word for long, thin, and inflexible objects. Candidates who chose 支 understood its collocation with 笔 (pen). Those who failed mostly chose 只 (zhī), which sounds similar but is incorrect here.

Item 7: 不要买多东西, 只要买五__牛肉 (I don't want to buy many things; I just want to buy five ____ beef.) The correct measure word is 斤 (jīn), a traditional Chinese unit of weight equivalent to 0.5 kilograms or 500 grams. Candidates who answered correctly understood this relationship between the two (牛肉 *niú ròu* and 斤 *jīn*) in this context.

Item 8: 这__车很旧，不方便开。(This ____ car is very old and inconvenient to drive.) Candidates were ought to write the suitable measure word for 车 (car). The correct answer was 辆 (liàng), a classifier for vehicles.

Item 9: 今天我们班有两__课。The correct measure word for 课 (class/lesson/subject) is 门 mén (Our class has two subjects/courses today.). Candidates who answered correctly demonstrated adequate knowledge of measure words and contextual meaning.

Item 10: 这本汉字书有三百__, 我已经读完一百多。The correct answer was 页 yè (This Chinese character book has 300 pages, and I've already read over a hundred.). The measure word 页 (yè) is used to refer to pages or sheets. Candidates who chose this showed understanding of the collocation between 书 (book) and 页 (pages). However, those who failed to comprehend the contextual meaning of this question opted for incorrect answers such as (mén)门, 位 (wèi), and 辆 (liàng).

Overall Findings:

Generally, successful Candidates demonstrated a strong understanding of Chinese measure words (量词), vocabulary, grammar, and collocation patterns.

Unsuccessful Candidates: Showed common misunderstandings about measure word-noun pairings, often confusing semantically similar but functionally incorrect words (e.g., 只 vs 支). The following table provides an item-by-item analysis summary:

Item	Sentence Summary	Target Word	Correct Measure Word	Common Errors	Key Issue
1.	Two __ trousers	裤子	条(tiáo)	个, 份, 只	Misunderstanding of shape-based classifier usage
2.	Seven __ pandas	熊猫	只(zhī)	个, 条	Misuse of general or object classifiers for animals
3.	That __ work	工作	份(fèn)	斤, 门, 页	Lack of awareness of abstract measure word

					for tasks
4.	Which ___ company	公司	家(jiā)	个, 所, 份	Overuse of general measure word 个
5.	That ___ old man	老人	位(wèi)	个, 名, 条	Failure to recognize polite classifier for people
6.	A ___ red pen	笔	支(zhī)	只	Confusion due to phonetic similarity between 支 and 只
7.	Five ___ beef	牛肉	斤(jīn)	块, 条, 份	Lack of familiarity with traditional weight unit
8.	This ___ car	车	辆(liàng)	台, 个, 部	Misunderstanding vehicle classifiers
9.	Two ___ lessons	课	门(mén)	节, 个, 次	Misalignment between lesson type and measure word
10.	300 ___ pages	页	页(yè)	门, 位, 辆	Contextual misunderstanding of written material units

Extract 1.1 shows an example of a candidate's correct response.

1) 条
2) 只
3) 份
4) 家
5) 位
6) 支
7) 斤
8) 辆
9) 门
10) 页

Extract 1.1: A Sample of Correct Candidate's Responses to Question 1

2.1.2 Question 2: Choosing Correct Words to Complete Sentences

In this question, there were ten (10) sentences with blanks, each accompanied by two alternatives in brackets. These alternatives consisted of words that are similar phonetically, either semantically or grammatically. Candidates were required to select the most appropriate word from the given pair to complete correctly each sentence.

The question was based on topics such as *Introducing People/ Explaining New Year's Plans/ Weather and Dressing/ Making a Call/ Looking for Someone/ Looking for Items/ Talking about an Old Friend/ Describing Places/ Appearance and Friendship*. It aimed to test candidates' ability to use and distinguish between various Chinese characters (Hànzi). The question was presented as follows:

选择合适的词完成句子。

例如：我_____得到。（照/找）

答案：找

1. 我的朋友有很多爱好，除了画画儿以外还喜欢_____。（旅客、旅游）
2. 我跟弟弟一样喜欢吃奶奶做的_____饭。（末、米）
3. 今年的生活_____去年的难多了。（比、笔）
4. 昨天晚上他们去看房子，今天怎么_____去了？（再、又）
5. 我们星期二打算_____他一起去爬山。（和、知）
6. 你叫王静过来_____小林过来呢？（或者、还是）
7. _____汉字很难，_____他很喜欢写汉字。（因为...所以、虽然...但是）
8. 这_____的活动非常热闹。（次、词）
9. _____我家到公园走路很近。（从、送）
10. _____他给我打电话了。（刚、刚才）

An analysis of candidates' overall performance data for Question 2 shows that all 27 candidates (100%) attempted the question. Notably, all candidates passed. Scores ranged from 5 to 10, placing them within the average to good performance band. This reflects a generally strong performance on the question. Figure 2 summarizes the performance on question 2.

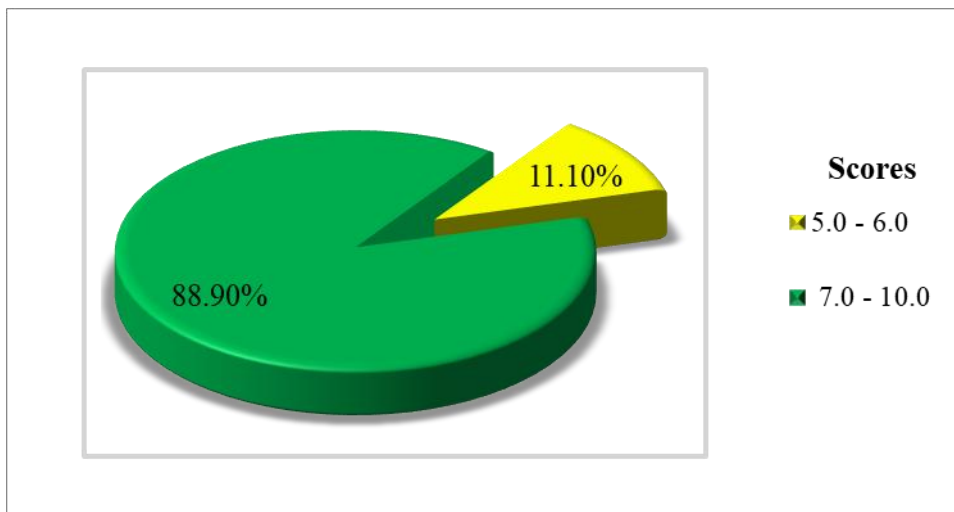


Figure 2: *The Candidates' Performance on Question 2*

The analysis reveals that candidates who chose the correct answers demonstrated an impressive grasp of the Chinese language, particularly in the areas of morphology and phonology. However, those who answered some items incorrectly lacked sufficient knowledge of these aspects of the language. Below is a detailed analysis of each item:

Item 1: Candidates who scored full marks were able to identify the difference between 游客 *yóukè* (visitor) and 旅游 *lǚyóu* (travel), which are morphologically similar. These candidates also understood the contextual meaning of the question statement: 我的朋友有很多爱好，除了画画以外还喜欢____ (My friend has many hobbies; apart from painting, he also likes ____). Hobbies are activities or pastimes done for pleasure or amusement. This provided a clue that 旅游 (travel) was the correct answer, as 游客 (visitor) is neither an activity nor a pastime. Candidates who scored zero failed to distinguish between the two words and did not understand the context of the question.

Item 2: Candidates who answered correctly recognized the difference between 末 *mò* (end) and 米 *mǐ* (rice), which are morphologically similar but differ in meaning. They also understood the context of the statement: 我跟弟弟一样喜欢吃奶奶做的____饭 (My younger brother and I both like to eat ____ cooked by grandmother), and correctly chose 米 (*rice*). Candidates who scored zero did not understand the question and therefore guessed the answer incorrectly.

Item 3: The given words were 比 *bǐ* (than, compared to) and 笔 *bǐ* (pencil). These are homophones with different meanings. Candidates who performed well understood the meanings and correctly chose 比, which suited the sentence context: 今年的生活比去年的难多了 (*Life this year is much harder than last year*). Those who answered incorrectly were not familiar with the meanings of the two words.

Item 4: Candidates who did well understood the difference between 再 *zài* (again) and 又 *yòu* (again). Although both mean “again”, 再 indicates an action that has not yet occurred, while 又 refers to an action that has already happened. This understanding helped them select 又 as the correct answer. Those who failed lacked knowledge of these distinctions.

Item 5: Successful candidates knew the meanings of 和 *hé* (and) and 知 *zhī* (know), showing mastery of character recognition. They also understood that the sentence required a conjunction, thus correctly choosing 和. Those who failed demonstrated insufficient character recognition skills.

Item 6: Candidates who performed well were able to distinguish between the grammatical words 或者 *huòzhě* (or) and 还是 *háishì* (or). Although they are similar in English, they are quite distinct in Chinese in terms of contextual usage: 或者 is used in affirmative statements, while 还是 is used in questions. Those who did not score well had limited knowledge of these grammar points.

Item 7: High-performing candidates understood the grammatical conjunctions 因为...所以 *yīnwéi...suǒyǐ* (because...therefore) and 虽然...

但是 *sūirán...dànshì* (although...but). For example, in the sentence: _____ 汉字很难, _____ 他很喜欢写汉字 (_____ Chinese characters are difficult, _____ he likes writing them), they recognized that the first part expresses negative information and the second part positive information, and thus correctly selected 虽然...但是. Those who answered incorrectly were unfamiliar with the appropriate usage of these conjunctions

Item 8: Candidates who succeeded were able to identify the difference between 次 *cì* (a measure word that can be used to refer to time or occurrences) and 词 *cí* (word). They understood the question and correctly chose 次 *cì*, which suited the context of the sentence: 这次的活动非常热闹 (This activity was very lively). Those who failed did not grasp the meanings and usage of the two words.

Item 9: Successful candidates understood the sentence _____ **我家到公园走路很近** (Walking _____ my home to the park is very close) and recognized the phonological difference between 从 *cóng* (from) and 送 *sòng* (send). Therefore, they correctly chose 从 as the appropriate answer. Those who failed lacked sufficient vocabulary knowledge and mistakenly wrote 送 due to the similar pronunciation.

Item 10: Candidates who performed well recognized that 刚 (*gāng*, “just”) cannot appear before the subject, and thus appropriately chose 刚才 (*gāng cái*, “just now”) in the sentence 他给我打电话了 (He _____ gave me a phone call). Those who failed did not understand the difference between the two words. Extract 2.1 provides a sample of candidate’s correct response to question 2.

二.	1. 旅游
	2. 米
	3. 比
	4. 又
	5. 和
	6. 还是
	7. 虽然 ... 但是
	8. 次
	9. 从
	10. 刚才

Extract 2.1: A Sample of Correct Responses to Question 2

2.1.3 Question 3: Re-arranging Jumbled Words into Correct Sentences

This question consisted of five (5) items containing jumbled words. Candidates were required to rearrange the words to form meaningful sentences. The question was based on the topic *Speaking Chinese/Discussing a Topic/Culture*. It aimed to assess the candidates' ability to express themselves both orally and in writing by constructing logical, meaningful, and grammatically correct sentences. The question was presented as follows:

三. 重新排列词成正确的句子。

例如: ①那个 ②颜色 ③这个 ④好看多了 ⑤跟 ⑥房间的
答案: ③ ⑥ ② ⑤ ① ④

- ①没有 ②的房子 ③你 ④干净 ⑤这么 ⑥我的
- ①玩儿 ②朋友 ③我跟 ④一两个小时 ⑤每个周末 ⑥化
- ①吃米饭 ②中国人 ③用勺子 ④坦桑尼亚人 ⑤用筷子 ⑥但是
- ①人们 ②习惯 ③在北京 ④喝着茶 ⑤表演 ⑥看着京剧
- ①没有 ②可口可乐 ③喝 ④身体好 ⑤那么 ⑥喝水

The analysis of candidates' responses reveals that overall performance on this question was good. A total of 18 candidates (66.70%) of those who attempted it) passed, scoring between 6.0 and 10 marks. This indicates that they understood the requirements of the question and were able to meet its demands. Their success is attributed to adequate knowledge of the Chinese language, which enabled them to correctly rearrange the jumbled words.

However, 9 candidates (33.30%) performed weakly, scoring between 0 and 2 marks. This performance is attributed to insufficient knowledge of Chinese characters, their meanings, and grammar. Figure 3 summarizes the performance on question 3.

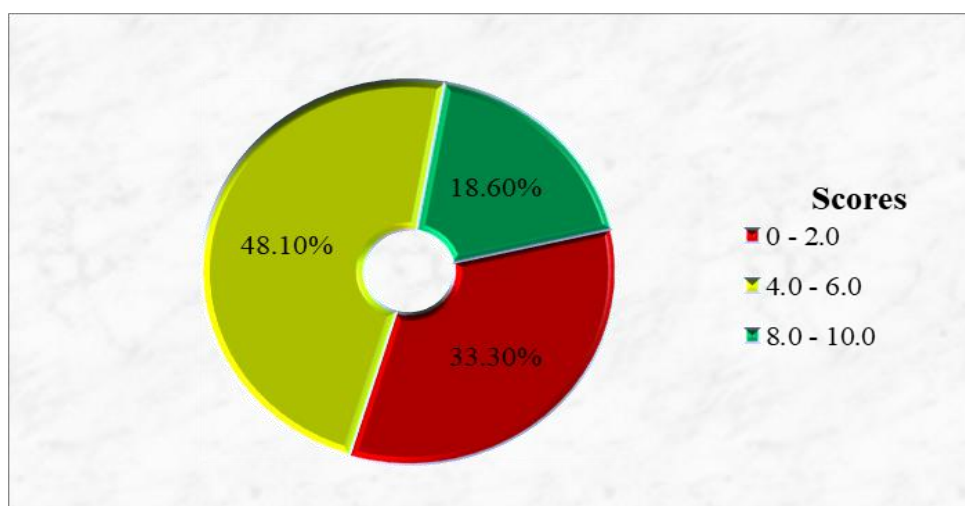


Figure 3: *The Candidates' Performance on Question 3*

The following is a detailed analysis of each item, focusing on the requirements of the question, the correct answers, and examples of incorrect responses provided by candidates.

Item 1, Candidates were required to apply the correct grammatical structure to rearrange the jumbled words into a meaningful sentence. The jumbled words were: ①没有 ②的房子 ③你 ④干净 ⑤这么 ⑥我的. Candidates who answered this item correctly demonstrated sufficient knowledge of the **否定比字句** (negative comparison sentence) structure: **A 没有 B + Adj**. They also understood the meaning of each word and constructed the correct sentence: ③你 ②的房子 ①没有 ⑥我的 ⑤这么 ④干净 (Your house is not as clean as mine.) However, some

candidates who were unfamiliar with this structure produced grammatically incorrect sentences, such as: ③你 ②的房子 ①没有 ⑤这么 ④干净 ⑥我的, among others.

Item 2, The jumbled words were: ①玩儿 ②朋友 ③我 ④一两个小时 ⑤每个周末 ⑥花. Candidates who answered this item correctly demonstrated a good understanding of the **A 跟 B** sentence structure. Correct answers included: ⑤每个周末 ③我跟 ②朋友 ⑥花 ④一两个小时 ①玩儿 (Every weekend, my friend and I spend one to two hours playing.) or ③我跟 ②朋友 ⑤每个周末 ⑥花一两个小时 ①玩儿. Candidates who lacked this understanding wrote incorrect sentences such as: ⑤每个周末 ③我跟 ⑥花 ②朋友 ④一两个小时 ①玩儿 (Every weekend, I with spend friend one to two hours play).

Item 3, The jumbled words were: ①吃米饭 ②中国人 ③用勺子 ④坦桑尼亚 ⑤用筷子 ⑥但是. Candidates who performed well demonstrated a solid understanding of the conjunction “但是” (*but*). Correct answers included: ②中国人 ⑤用筷子 ①吃米饭 ⑥但是 ④坦桑尼亚 ③用勺子 (Chinese people use chopsticks to eat rice, but Tanzanians use spoons.) or ④坦桑尼亚 ③用勺子 ①吃米饭 ⑥但是 ②中国人 ⑤用筷子. Candidates who failed this item were unfamiliar with the function and placement of “但是” in Chinese sentence structure.

Item 4, The jumbled words were: ①人们 ②习惯 ③在北京 ④喝着茶 ⑤表演 ⑥看看京剧. Candidates who answered correctly demonstrated awareness of Beijing culture and understanding of Chinese grammar. A correct response was: ③在北京 ①人们 ①习惯 ④喝着茶 ⑥看看京剧 ⑤表演 (In Beijing, people are accustomed to drinking tea while watching opera performances.). On the other hand, candidates unfamiliar with the cultural context and sentence structure wrote responses like: ①人们 ③在北京 ④喝着茶 ②习惯 ⑥看看京剧 ⑤表演 which disrupted the grammatical and logical flow of the sentence.

Item 5: The jumbled words were: ①没有 ②可口可乐 ③喝 ④身体好 ⑤那么 ⑥喝水 Candidates who scored well displayed a strong understanding of Chinese vocabulary, grammar, and sentence logic. A correct answer was: ③喝 ②可口可乐 ①没有 ⑥喝水 ⑤那么 ④身体好 (Drinking water is healthier than drinking Coca-Cola.). In contrast, candidates with an insufficient grasp of the **否定比字句** structure produced incorrect responses, such as: ⑥喝水 ①没有 ③喝 ②可口可乐 ⑤那么 ④身体好 which misplaces sentence elements and alters the intended comparison. Extract 3.1 is a sample of the candidates' responses to question 3.

三	01.	③	②	①	⑥	⑤	④
	02.	⑤	③	②	⑥	④	①
	03.	②	⑤	①	⑥	④	③
	04.	③	①	②	④	⑥	⑤
	05.	③	②	①	⑥	⑤	④

Extract 3.1: A Sample of Correct Responses to Question 3

Additionally, Extract 3.2 illustrates a response from one of the candidates who performed weakly on Question 3.

三	1.	③	②	①	④	⑤	⑥
	2.	⑤	③	①	⑥	④	①
	3.	④	①	③	⑤	②	⑤
	4.	②	①	④	⑥	③	⑤
	5.	⑤	⑥	④	①	③	②

Extract 3.2: A Sample of Incorrect Responses to Question 3

2.1.4 Question 4: Re-writing Sentences Using the Given Words

Candidates were given five (5) items, each accompanied by a grammatical pattern in brackets. In this question, they were required to re-write the sentences using the given patterns to form grammatically correct structures. The question was drawn from the topic *Compound Complements of Direction / Exception Situations / Circumstances / Complex Complements of State / Extension of Complements of Direction*. It aimed to assess candidates' mastery of grammar. The question read as follows:

四. 使用所给的语法点重新写正确的句子。

例如：爸爸和妈妈喜欢看电影。(都)
答案：爸爸和妈妈都喜欢看电影。

1. 牛肉，我还喜欢吃猪肉。(除了...以外)
2. 爸爸看电视读书。(一边...一边...)
3. 这件衣服漂亮。(极了)
4. 你喜欢这本书，我给你了。(如果...就)
5. 他电脑拿进来。(把)

The analysis of candidates' overall performance data on Question 4 indicates that 21(77.80%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 10 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, 6 candidates (22.20%) failed. The performance on this question is summarized in Figure 4.

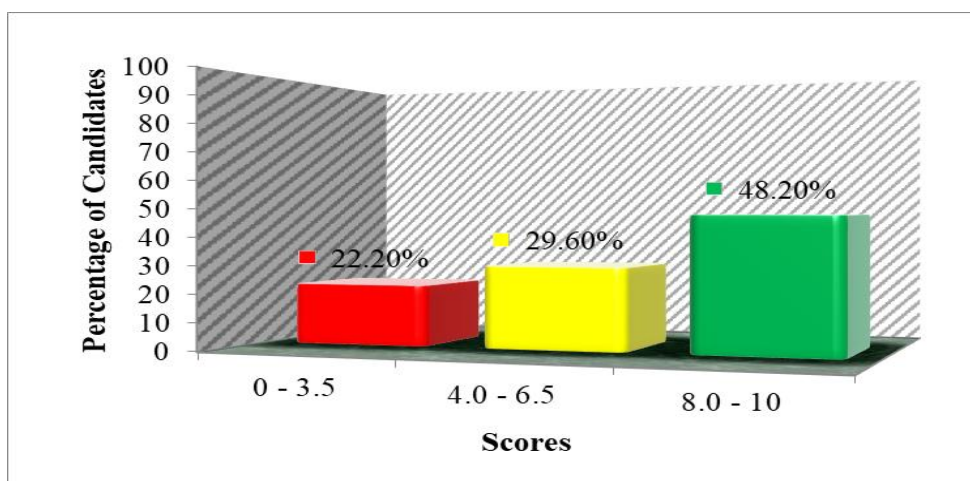


Figure 4: The Candidates' Performance on Question 4

The analysis of candidates' responses reveals that those who gave correct answers had a good command of Chinese grammar, which enabled them to reconstruct meaningful and grammatically correct sentences. However, those who answered some items incorrectly lacked sufficient knowledge of Chinese grammar. Below is a detailed analysis of each item:

Item 1: The question was: 牛肉, 我还喜欢吃猪肉 (Beef, I still like eating pork), with the grammar point (除了...以外) (apart from...). Candidates who performed well understood both the sentence and the given grammar point. They were able to link the two phrases correctly and produced a meaningful sentence: 除了牛肉以外, 我还喜欢吃猪肉 (Apart from beef, I still like eating pork). On the other hand, those who did not score on this item demonstrated insufficient knowledge of the structure. For example, one candidate wrote: 除了牛肉, 以外我还喜欢吃猪肉, where the punctuation mark is incorrectly placed, making the sentence grammatically incorrect.

Item 2: Candidates were required to use the grammar point 一边...一边..., which is used to show two actions happening simultaneously. Candidates who answered correctly understood this and gave appropriate responses, such as: 爸爸一边看电视一边读书 (My father is watching television while reading a book). Those who failed to answer correctly demonstrated a lack of familiarity with the grammatical usage of this structure.

Item 3: In this item, candidates were required to re-write the sentence using the adverb 极了. Those who scored correctly knew that this adverb should be placed after an adjective. The correct answer was: 这件衣服漂亮极了 (This piece of clothing is extremely beautiful). Candidates who did not score showed insufficient mastery of adverb placement in Chinese grammar.

Item 4: Candidates who performed well understood that the grammar point 如果...就... (if... then...) is used to express a condition and its result. They were also able to insert the grammar point properly in the sentence. therefore, the correct answer was: 如果你喜欢这本书, 我就给你了 (If you like this book, then I'll give it to you). However, some candidates were unable to insert the grammar point correctly and wrote grammatically incorrect sentences like: 如果你喜欢这本书就我给你了, which disrupts the proper sentence structure.

Item 5: Candidates who scored well on this item demonstrated a solid understanding of the 把字句 (ba-construction), which is used to emphasize the handling of an object. The correct response was: 他把电脑拿进来 (He brought the computer in). These candidates knew that 把 should come before the object, and they successfully rearranged the sentence to form a grammatically correct structure. Conversely, candidates who failed this item did not know how to apply the 把字句, produced incorrect sentences such as: 他电脑拿把进来 (His computer take ba in). Extract 4.1 presents a sample of candidate's correct responses to question 4.

四	1. 除了牛肉以外, 我还喜欢吃猪肉。
	2. 爸爸一边看电视一边读书。
	3. 这件衣服漂亮极了。
	4. 如果你喜欢这本书, 我就给你了。
	5. 他把电脑拿进来。

Extract 4.1: A Sample of Good Responses to Question 4

Extract 4.1 shows an example of a response by a candidate who performed well on question 4. However, the candidate did not score full marks due to some minor errors, such as inconsistent bolding of characters and incorrect formation of certain characters—for example, the character 也 in sentence 1, which violates stroke order rules (笔顺) and character structure rules (汉字结构). Additionally, the candidate failed to arrange words correctly, as seen in Item 5, where they wrote “我们今天得给妈妈什么写信” instead of the correct sentence “我们今天得给妈妈写什么信.”

Furthermore, Extract 4.2 illustrates a response from one of the candidates who provided incorrect answers to question 4.

四	1. 牛肉,除了我还喜欢以外。
	2. 爸爸一边看电视一边讲。
	3. 这件衣服太好漂亮。
	4. 如果你喜欢这本书就我给你了。
	5. 他电脑把拿进来。

Extract 4.2: A Sample of Incorrect Responses to Question 4

2.1.5 Question 5: Choosing the Correct Answers and Completing the Dialogues

Question 5 was based on the topic *Compound Complements of Direction/Exception Situations/Circumstances/Complex Complements*. In this question, candidates were given five (5) items containing incomplete dialogues. A set of words was also provided for candidates to choose from in order to fill in the blanks and complete the dialogues. The question aimed to assess candidates' ability to initiate, listen to, comprehend, and engage in a conversation. The question appeared as follows:

五. 选出正确答案填空。

词: 种, 奇怪, 同意, 愿意, 国家, 有名, 特点, 远

例如 A: 你学校离这儿(远)吗?
B: 不太远。

- A: 不同的 () 有不同的语言。
B: 是啊, 比如说, 我是坦桑尼亚人可是还会说汉语。
- A: 这家公司不但很 () 而且他们的服务很好, 你知道这家公司是谁开的?
B: 当然! 是我爸爸开的。
- A: 我一点儿没 () 王经理开会的时候说的话。
B: 我也是, 他就不愿意听别人的看法。
- A: 很 () ! 他怎么认识我?
B: 他说你们是在大学见过面的。
- A: 每个国家有自己的文化是不是?
B: 是啊, 不同的国家有不同的文化, 每 () 文化都有自己的特点。

The analysis of candidates' overall performance data on question 5 indicates that 23 (85.2%) of all the candidates who attempted the question passed. With scores ranging from 6 to 10 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, only 4 candidates (14.80%) failed. The performance on this question is summarized in Figure 5.

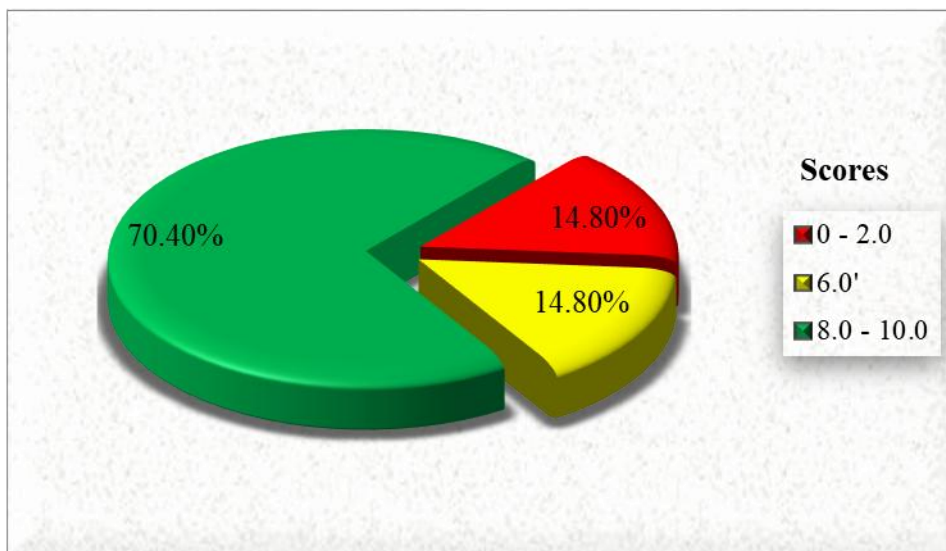


Figure 5: *The Candidates' Performance on Question 5*

The analysis of candidates' responses reveals that those who gave correct answers had a good command of the Chinese language, particularly in the areas of semantics (meaning). They also demonstrated a solid understanding of Chinese characters (Hanzi), which enabled them to comprehend the context of the dialogues and select meaningful and contextually appropriate answers. However, candidates who answered some items incorrectly lacked sufficient knowledge in these areas. Below is a detailed analysis of each item:

Item 1: The dialogue was: A: 不同的 () 有不同的语言。 (Different ___ have different languages.) B: 是啊, 比如说, 我是坦桑尼亚人, 可是还会说汉语。 (Yes, for example, I am Tanzanian, but I can also speak Chinese.). The correct answer was **国家** (countries). Candidates who scored well on this item were able to recognize the relationship between "country" and "language." In contrast, those who failed to answer correctly did not fully understand the context of the dialogue.

Item 2: The dialogue was: A: 这家公司不但很 () 而且它的服务很好。你知道这家公司是谁开的? (This company is not only very ____, but also has good service. Do you know who started it?), B: 当然! 是我爸爸开的。(Of course! My father started it.). The correct answer was **有名** (famous). Successful candidates were able to associate the reputation of a company with the word “famous,” making the sentence meaningful. Those who failed did not grasp the context of the conversation.

Item 3: The dialogue was: A: 我一点儿没有 () 王经理开会的时候说的话。(I didn't ____ Manager Wang's words during the meeting at all.), B: 我也是, 他就不愿意听别人的看法。(Me too. He just doesn't like listening to other people's opinions.). The correct answer was **同意** (agree). Candidates who scored well understood the logical connection between the word **同意** (agree) and **看法** (opinions), thus selecting the appropriate word to make the dialogue coherent. However, some candidates confused **同意** with **愿意** (willing), resulting in incorrect responses.

Item 4: The dialogue was: A: 很 ()! 他怎么认识我? (Very ____! How does he know me?), B: 他说你们是在大学见过面的。(He said you met at university.) The correct answer was **奇怪** (strange). Candidates who scored well on this item demonstrated understanding of the tone and context. They also recognized that **奇怪** is typically used in exclamatory sentences, especially when followed by an exclamation mark. Those who failed lacked awareness of this collocation and punctuation use.

Item 5: The dialogue was: A: 每个国家有自己的文化, 是不是? (Every country has its own culture, right?), B: 是啊, 不同的国家有不同的文化, 每 ____ 文化都有自己的特点。(Yes, different countries have different cultures. Every ____ culture has its own unique characteristics.) The correct answer was **种** (kind/type). Candidates who answered correctly understood the logical pairing of **种** with **文化** (kind of culture), making the dialogue coherent and meaningful. Those who answered incorrectly demonstrated only a partial understanding of the conversation and failed to make the correct collocation. Extract 5.1 provides a sample of correct responses to Question 5.

五	1. 国家.
	2. 有名
	3. 奇怪 同意
	4. 奇怪.
	5. 种.

Extract 5.1: A Sample of Correct Responses to Question 5

Additionally, Extract 5.2 is a sample extract from one of the candidates who responded incorrectly to question 5.

五	1. 同意.
	2. 特点.
	3. 奇怪.
	4. 有名
	5. 国家

Extract 5.2: A Sample of Incorrect Responses to Question 5

2.1.6 Question 6: Rewriting Sentences Using the Given Language Structures

This question consisted of five (5) items. Candidates were required to re-write each sentence using the given grammar pattern. It was drawn from the topics of *Education/Humans and Nature and the Philosophy of Life*. The question aimed to assess candidates' understanding of meaning and grammar in relation to the Chinese language. The question read as follows:

六. 根据下面所给, 选择合适的语言点填空。把句子重新写一遍。

语言点: 起来, ...才...就, 既然..., 到底..., 无论...都,
...什么的, 拿...来说, 是否

例如: 不过这句话和小, 我不知道他_____能读懂。

答案: 不过这句话和小, 我不知道他 是否 能读懂。

1. 在学习过程中_____遇到什么困难_____要想办法解决那些困难。
2. 坦桑尼亚很美丽, _____多多马_____那里的天气和景色都很不错。
3. 我妹妹有很多爱好 例如: 画画儿, 跳舞, 唱歌_____。
4. _____今年大家要做考试, 那么每个人都要努力学习。
5. 他来英国_____一年, 英语_____说的这么流利。

The analysis of candidates' overall performance data on question 6 indicates that 23 (85.20%) of all the candidates who attempted the question passed. With scores ranging from 4 to 10 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, only 4 candidates (14.80%) failed. The performance on this question is summarized in Figure 6.

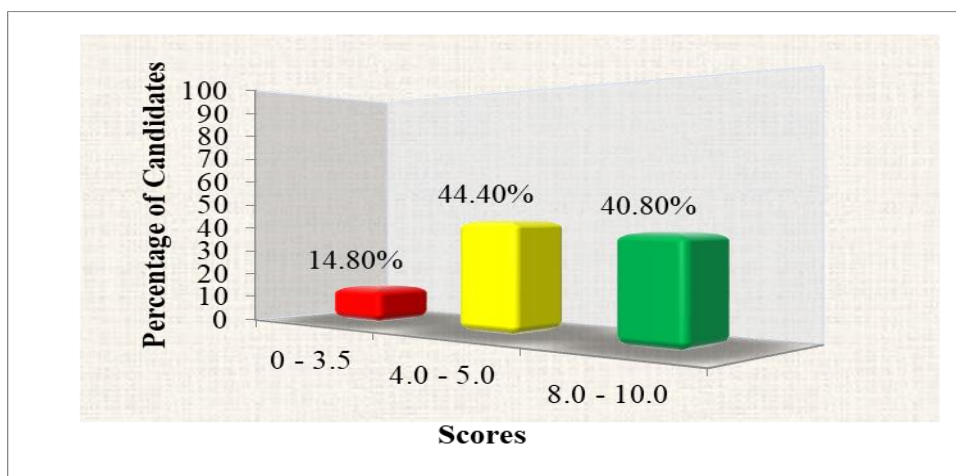


Figure 6: *The Candidates' Performance on Question 6*

The analysis of candidates' response data reveals that those who performed well understood both the meaning of the sentences and the given grammar patterns. They were able to identify the correct answers and re-write the sentences accurately. Their good performance can be attributed to a strong command of Chinese grammar and sentence structure. Conversely, those who did not perform well appeared unfamiliar with some of the provided

grammatical patterns. A detailed analysis of each item is presented as follows

Item 1: The question was: 在学习过程中__遇到什么困难__要想办法解决那些困难。(In the course of studying, “facing any problems” one must find ways to solve them.) Candidates who scored well on this item demonstrated a solid understanding of the grammar pattern **无论...都** (no matter... still...). They also comprehended the sentence structure and correctly matched it with the given grammar pattern. However, some candidates lacked knowledge of this structure and instead selected inappropriate options such as **起来, ...才...就**, or **什么的**, which made the sentence grammatically incorrect.

Item 2: The question was: 坦桑尼亚很美丽__多多马__那里的天气和景色都很不错。(Tanzania is beautiful, __ Dodoma __, where the weather and scenery are also great.) Candidates who performed well understood that the sentence required a conjunction such as **拿...来说** (take it for example) to indicate emphasis. Those who failed to score likely misunderstood the intended meaning of the sentence and selected incorrect options.

Item 3: The question was: 我妹妹有很多爱好, 例如: 画画儿, 跳舞, 唱歌__。(My younger sister has many hobbies, such as painting, dancing, singing __.) The correct answer was **什么的** (and so on). This phrase is appropriate in this context, as it suggests the list of hobbies continues. Candidates who answered correctly showed good understanding of vocabulary and context. Those who answered incorrectly demonstrated limited vocabulary knowledge and a lack of understanding of sentence continuation, which hindered their ability to choose the right option.

Item 4: The question was: __ 今年大学要做考试, 那么每天人都要努力学习。(__ everyone wants to take the university entrance exam this year, so everyone needs to study hard every day.) The correct word was **既然** (since). This grammar structure introduces a reason, followed by a logical result. Candidates who performed well showed a good grasp of vocabulary and sentence structure. Those who performed weakly lacked familiarity with the meaning and function of the word **既然**, as well as its collocation in the sentence, leading them to select incorrect answers.

Item 5: The question was: 他来英国__一年, 英语__说得这么流利。
 (He came to the UK __ one year ago, yet he speaks English so fluently.)
 The correct structure was 才.....就..... (just... already...), indicating that something happened quickly within a short time span. Candidates who answered correctly understood the time-based implication of the pattern and were able to use it appropriately. Those who answered incorrectly struggled with both the structure and the meaning of the sentence. Extract 6.1 presents a sample of a candidate who responded correctly to Question 6.

1	才----就-----
2	无论----都
3	起来
4	既然----
5	...休闲的拿----来

Extract 6.1: A Sample of Correct Responses to Question 6

Furthermore, Extract 6.2 illustrates a response from one of the candidates who provided incorrect answers to question 6.

1	在学习过程中无论遇到什么困难都要想办法解决那些困难。
2	加桑尼亚很美丽拿多多马来说那里的天气和景色都很不错。
3	我妹妹有很多爱好例画画儿、跳舞、唱歌什么的。
4	既然今年大家要做考试,那么每个人都要努力学习。
5	他来英国才一年,英语就说的这么流利

Extract 6.2: A Sample of Incorrect Responses to Question 6

2.2 SECTION B: Essay Writing

2.2.1 Question 7: Completing Sentences Using the Given Words

In this question, candidates were provided with ten (10) vocabulary items and were required to use each word to construct grammatically correct sentences. The question was drawn from the topics of *Education/ Humans and Nature* and *Philosophy of Life*. It aimed to assess candidates' ability to construct sentences that are grammatically accurate, logically coherent, and semantically meaningful. Additionally, it tested their ability to use punctuation marks correctly in sentence construction. The question was as follows:

第二部分 (40分)
在这部分选出 2 道题回答。

七. 用下面词汇造正确的句子。
例如：汉语
答案：我学习汉语。

1. 报名
2. 学校
3. 作用
4. 热闹
5. 公里
6. 出生
7. 生活
8. 严格
9. 内容
10. 中学

The analysis of candidates' overall performance data on question 7 indicates that 26 (100%) candidates attempted the question. Among them, 21 (80.80%) candidates passed, with scores ranging from 7 to 18, which is considered average to good performance. This indicates that the overall performance on this question was good. However, only 5 (19.20%) candidates scored below average and therefore fell into the weak performance category. Figure 7 illustrates this performance.

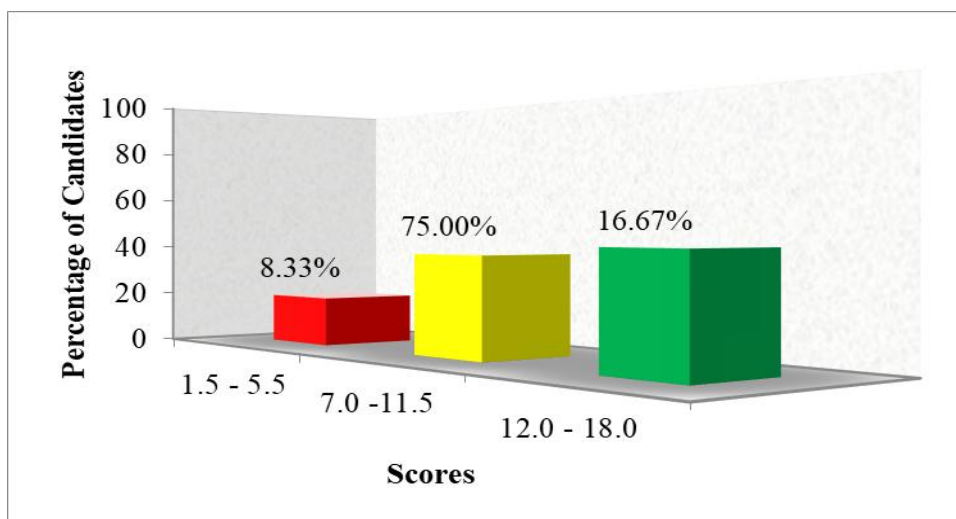


Figure 7: *The Candidates' Performance on Question 7*

The analysis of candidates' response data reveals that those who performed well understood the meanings of the given words and had a strong grasp of Chinese grammar and vocabulary, which enabled them to construct meaningful sentences. On the other hand, those who did not perform well appeared unfamiliar with some of the given words and lacked sufficient knowledge of the Chinese language. A detailed analysis of each item is as follows:

In Item 1, the given vocabulary was **报名** (bàomíng, to register). Candidates were required to construct a correct sentence using this word. Those who performed well used the vocabulary appropriately and wrote meaningful sentences. For example, one candidate wrote: 他已经报名这份工作 (He has already registered for this job). On the other hand, some candidates failed to construct meaningful sentences because they misunderstood the vocabulary. For instance, one wrote: 李小龙很报名在中国 (Li Xiaolong very register in China), which is grammatically incorrect and lacks clear meaning due to improper word usage.

In Item 2, the vocabulary was **学校** (xuéxiào, school). Candidates who constructed correct sentences demonstrated good mastery of Chinese sentence structure and vocabulary. Examples of correct sentences include: 学校的生活很难 (School life is hard), 我每天去学校 (I go to school every

day), and 我们的城市有一百所学校 (Our city has one hundred schools). No candidate gave an incorrect response for this item.

In Item 3, the word was **作用** (zuòyòng, function/use). Some candidates struggled with its meaning and usage, producing incorrect sentences such as: 作用王凤每天走路去学校 (Use Wang Feng walks to school every day). This sentence is structurally flawed and semantically incorrect. Candidates who answered correctly understood the vocabulary and produced appropriate sentences like: 那个勺子有什么作用? (What is the function of that spoon?).

In Item 4, the vocabulary was **热闹** (rènao, lively), commonly used to describe the cheerful atmosphere of events or places. Candidates who used it correctly wrote sentences like: 在北京非常热闹 (It is very lively in Beijing). However, some misused the word, such as: 他又热闹又高 (He is lively and tall), which is semantically illogical.

In Item 5, the vocabulary was **公里** (gōnglǐ, kilometer). Successful candidates constructed distance-related sentences, such as: 今天我走了几个公里 (I walked several kilometers today). Others produced meaningless sentences like: 公里有很多车 (Kilometer has many cars), showing a lack of understanding of the word's usage.

In Item 6, the vocabulary was **出生** (chūshēng, to be born). It typically refers to a time or place of birth. Correct responses included: 我出生的城市没有多多马那么大 (The city where I was born is not as big as Dodoma). Incorrect examples included: 猫在出生家啊 (The cat is born house), which is ungrammatical and unclear.

In Item 7, the word was **生活** (shēnghuó, life). Candidates who constructed correct sentences showed proper word order and structure, as in: 学校生活很难 (School life is hard). Some misused the word as a verb, leading to sentences like: 这生活也不名道的意思 (This life also no name meaning), which lacks clarity and correct structure.

In Item 8, the vocabulary was **严格** (yángé, strict), used to describe people's attitudes or discipline. Candidates who got it wrong misused the word, for example: 学校严格八点上课 (School strict 8 o'clock start class). Correct usage included: 你的那只小狗非常严格 (Your little dog is very strict), which, while humorous, is grammatically sound.

In Item 9, the word was **内容** (nèiróng, content). Candidates who understood its meaning often collocated it correctly with 书 (book), as in: 这本书的内容真不错 (The content of this book is really good). Incorrect responses included: 内容学汉语 (Content study Chinese), which lacks proper structure and coherence.

In Item 10, the vocabulary was **中学** (zhōngxué, secondary school). Some of the correct answers from the candidates who gave correct answers were: USAGARA 中学有很多学生 (Usagara Secondary School has many students), and 要是小学毕业, 我就去多多马中学学习 (If I finish primary school, I will study at Dodoma Secondary School). Incorrect examples included: 他是中学 (He is secondary school), which misuses the noun as a subject without context. (among other examples)

Extract 7.1 provides a sample of a response from a candidate who performed well in Question 7, demonstrating a strong understanding of Chinese vocabulary, grammar, and sentence structure.

七.	1. 这张表格要你报名一下。
	2. 我们的城市有一百所学校。
	3. 他不知道筷子的作用。
	4. 在北京非常热闹。
	5. 从这里到我去的地方有很多公里。
	6. 我出生的城市没有多多马那么大。
	7. 我喜欢学校的生活。
	8. 你的一只小狗非常严格。
	9. 这本书的内容真不错。
	10. 要是小学毕业,我就去多多马中学上学习。

Extract 7.1: A Sample of Responses by a Candidate with Good Responses to Question 7.

Extract 7.2 clearly illustrates the challenges faced by candidates who performed weakly in Question 7, particularly in vocabulary usage, sentence construction, and applying words in appropriate contexts.

七.	1. 我的爸爸有报名在京厂 我 我的
	1) 我的爸爸有报名在京厂。
	2) 学校吃饭 二点上课。
	3) 我作用不同的活动了。
	4) 他又热闹 又高。
	5) 我家离开学校用二公里到了。
	6) 你什么出生这儿。
	7) 生活中不缺少美。
	8) 学校严格八点上课。
	9) 这本书有内容。
	10) 我学习多多马中学学校。

Extract 7.2: A sample response from a candidate who performed weakly on Question 7

2.2.2 Question 8: Correcting Incorrect Sentences and Writing Correct Ones

Question 8 was drawn from the topics of *Education/ Humans and Nature and the Philosophy of Life*. It consisted of 10 grammatically incorrect sentences. Candidates were required to carefully read each sentence, identify the errors, and correct them to form meaningful sentences. This question aimed to assess candidates' mastery of the Chinese language. The question was as follows:

八. 请你纠正下面的句子,每一句重新写一遍。

例如:今天我着了李小龙的电影。

答案:今天我看了李小龙的电影。

1. 那个漂亮的同事是从哪来的?
2. 经里现在在办公室招聘工人。
3. 王凤每天走路去学生。
4. 那个孩子是准得?
5. 那位老师姓名是李莉雪。
6. 教师里的空调坏了,热很!
7. 丽丽跟她妈妈一样喜欢吃茶。
8. 哥哥每天坐公共气车去哪儿呢?
9. 我和马丁一样高,他比我大三年。
10. 写汉子没有说汉语那么难。

The analysis of candidates' overall performance data on question 8 indicates that only 10 candidates attempted the question. Among them, 7 (70.00%) candidates passed, with scores ranging from 7 to 18, which is considered average to good performance. This suggests that the overall performance on this question was good. However, the remaining 3 (30.00%) candidates scored below average, placing them in the weak performance category. Figure 7 illustrates this performance.

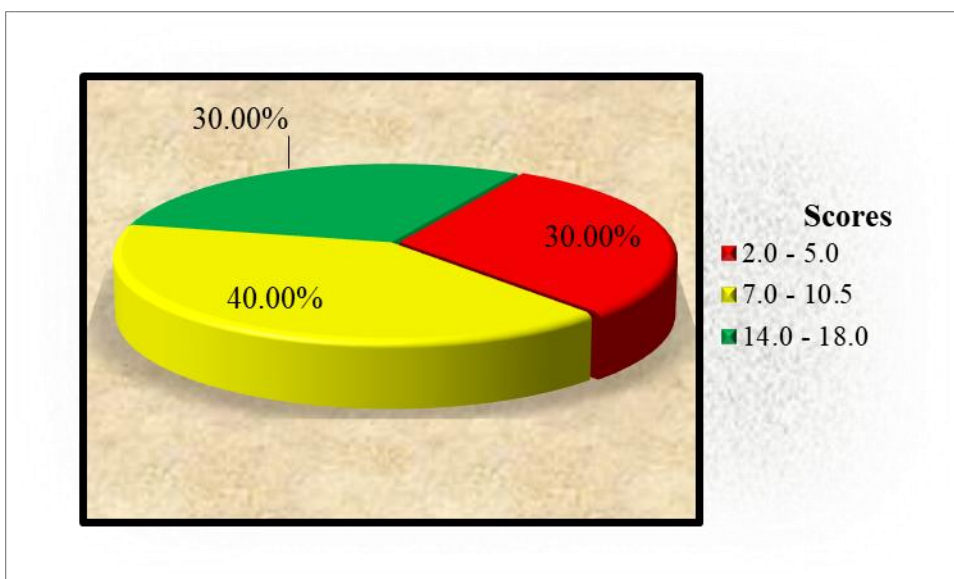


Figure 8: *The Candidates' Performance on Question 8*

Candidates who performed well in this question demonstrated a strong understanding of Chinese grammar, tense, and overall meaning. This knowledge enabled them to accurately identify errors and correct them. Conversely, those who were unable to identify and correct some errors struggled with sentence structure, character recognition and Chinese tenses. Their weaker performance is attributed to insufficient knowledge in these areas.

In Item 1, the sentence given was 那个漂亮的同事是从哪来的? (Literal: Which is she coming from that beautiful colleague?). In this sentence, the word 哪 (which) is used incorrectly. Candidates were expected to recognize this error and replace it with 哪儿 or 哪里 (both meaning “where”). Those who identified the error correctly wrote either 那个漂亮的同事是从哪儿来的? or 那个漂亮的同事是从哪里来的? (Where is that beautiful colleague coming from?). Those who answered incorrectly failed to recognize the error; examples include 那个漂亮的同事是从那来的 (That beautiful colleague that is coming from?) and 那个漂亮的同事是从哪儿的 (That beautiful colleague where is from?).

In Item 2, the sentence was 经里现在在办公室招聘工人。 Correct respondents understood that 经里 is meaningless because the character 里 (lǐ) was used instead of 理 (lǐ). The correct sentence is 经理现在在办公室招聘工人。 (The manager is now recruiting workers in the office). Those who scored zero lacked knowledge of word morphology; for example, one incorrect response was 现在经里招聘工人在办公室。

In Item 3, the sentence was 王凤每天走路去学生。 (Wang Feng walks to student every day). Successful candidates corrected 学生 (student) to 学校 (school), yielding 王凤每天走路去学校。 (Wang Feng walks to school every day). Others failed to detect the error and repeated the same incorrect sentence.

In Item 4, the sentence was 那个孩子是准得。 Here, 准 (standard) was mistakenly used instead of 谁 (who), and 得 was incorrectly used instead of 的 (possessive particle). Those with good character recognition corrected the sentence to 那个孩子是谁的? (Whose child is that?). Incorrect answers included 那个孩子是知道? (That child is know?).

In Item 5, the sentence was 那位老师姓名是李莉雪。 This sentence can be corrected in three ways:

- Replace 是 with 叫, forming 那位老师姓名叫李莉雪。 (That teacher's name is Li Li Xue.)
- Add 的 to form 那位老师的姓名是李莉雪。 (That teacher's name is Li Li Xue.)
- Turn it into a question: 哪位老师姓名叫李莉雪? (Which teacher is called Li Li Xue?)

Candidates who provided any of these showed good grammar and word order skills. Incorrect responses included 那位老师有名字是李莉雪 ("That teacher has name is Li Li Xue") and 那位老师姓名有李莉雪 ("That teacher name has Li Li Xue").

In Item 6, the sentence was 教师里的空调坏了, 热很。 Successful candidates replaced 教师 (teacher) with 教室 (classroom) and corrected the word order to 很热 or added 得 to form 热得很。 Correct answers included 教室里的空调坏了, 很热。 and 教室里的空调坏了, 热得很。 (The classroom's air conditioner is broken; it's very hot.). Those who failed rewrote the sentence incorrectly, e.g., 教师里的空调坏了, 热很。

In Item 7, the sentence was 丽丽跟她妈妈一样喜欢吃茶。 Those who got it right knew that 吃 (eat) is not used for drinks and corrected it to 喝茶 (drink tea). Incorrect responses included 丽丽跟她妈喜欢吃茶一样。

In Item 8, the sentence was 哥哥每天坐公共气车去哪儿呢? Strong candidates identified that 气 was incorrect and replaced it with 汽, forming 哥哥每天坐公共汽车去哪儿呢? (Where does brother go every day by bus?). Incorrect answers such as 哥哥每天坐公共气车去哪儿吗? had no meaning due to the wrong character.

In Item 9, the sentence was 我和马丁一样高, 他比我大三年。 The error was using 年 (year) instead of 岁 (age measure word). Correct sentence: 我和马丁一样高, 他比我大三岁。 Incorrect answers failed to detect this and wrote incomplete sentences like 我跟马丁一样高, 他比。

In Item 10, the sentence was 写汉子没有说汉语那么难。 Candidates who scored well identified that 汉子 (son/character radical) was incorrect and replaced it with 汉字 (Chinese character). Correct sentences included 写汉字没有说汉语那么难。 (Writing Chinese characters is not as hard as speaking Chinese.) and 说汉语没有写汉字那么难。 (Speaking Chinese is not as hard as writing characters.) Some candidates produced incorrect sentences such as 那么汉语说难没有写汉字 and 写汉子比说汉语难那么。 Extract 8.1 shows a sample of correct responses to question 8.

1. 那个漂亮的同事是从哪儿的?
2. 经理现在在办公室招聘工人。
3. 王凤每天走路去学校。
4. 那个孩子是谁的?
5. 那位老师的名是李莉雪。
6. 教室里的空调坏了,热很!
7. 丽丽跟她妈妈一样喜欢喝茶。
8. 哥哥每天坐公共汽车去哪儿呢?
9. 我和马丁一样高,他比我大一点。
10. 09, 我和马丁一样高,他比我大三岁。
10. 写汉字没有说汉语那么难。

Extract 8.1: A Sample of correct Responses to Question 8

Additionally, Extract 8.2 illustrates a response from one of the candidates who provided incorrect answers to question 8.

1. 那个漂亮的同事是从哪儿的?
2. 现在经理招聘工人在办公室。
3. 王凤每天走路去学校。
4. 那个孩子是谁的?
5. 那 那位老师姓名很 那位老师姓名有李莉雪。
6. 教教室这里的空调 教室这里的空调坏了,热很!
7. 丽丽跟她妈妈喜欢吃茶一样。
8. 哥哥每天坐公共汽车去哪儿?
9. 我跟马丁一样高,他比我大三年。
10. 那么汉语说难没有写汉字。

Extract 8.2: A Sample of Incorrect Responses to Question 8

2.2.3 Reading the Passage and Answering Questions Using Chinese Characters.

The question entailed a passage about life after graduation. Candidates were required to read it and answer the questions that followed. It was drawn from the topics of *Education/ Humans and Nature and The Philosophy of Life*. The question aimed to assess candidates' reading comprehension skills, including reading at a standard pace, recognising Chinese characters, deriving meaning from the text, and understanding the author's message. The question was as follows:

九. 请读下面短文回答问题。

高中毕业那天我非常开心，考完试后我高高兴兴地样子回房间收拾行李准备明天坐飞机回老家。那时候我还很小，才十八岁，对世界情况了解很不多，将来要做什么？要考上什么大学我都不清楚！这些都是我父母决定的。

第二天早上我起得很早，我比闹钟起得还早，因为那天晚上连睡都没睡好，一直在想我大学的生活，我认识的朋友，我认识的老师再也没有时间一起玩儿一起吃饭但我对自己说，“我们就要分开一段时间一会儿会再有见面吧”。

离学校那天好几个朋友送我到机场，在车上一共有说不玩的话，我问大家，“每个人将来有什么希望？”大家都说了自己的希望，都让我感动起来，我也希望我们能常常联系，继续努力学习，实现自己的梦想。

在飞机上再不想学校的事儿，突然我开始想我家的事儿，我爸爸是一个很幽默的人，我妈妈是一个很热情的人，我每次回家妈妈会给我准备我最喜欢的菜（鸡蛋和米饭）。

到家已经很晚但爸妈还亮着灯等连饭也没吃，我和爸妈一起吃饭的时候妈妈突然问，“孩子你都毕业了，你将来要考上什么大学？学什么专业”我说妈妈这个问题真的没想好。我爸说：“这件事儿我和你妈妈已经想好了你别再想了，我们想带你去中国留学，因为这个世界很大，人很多，语言也不少，文化也不一样，去了解一个国家的文化也不是一件简单的事儿而学会新语言更不是一件简单的事儿，都要通过努力才能拿到”我点点头说：爸妈放心吧！愿意去中国，我会努力，有你们在我就很幸福。

问题：

1. 关于这短文最合适的题目是什么？不超过六个字。
2. 那天晚上为什么没睡好？
3. 我爸妈是什么样的人？
4. 每次回家我妈妈会给我准备什么？
5. 离开学校那天我对朋友们说了什么？
6. 爸妈已经做好什么决定？
7. 学会新语言需要做什么？
8. “有你们在，我就很幸福”你怎么了解这句话？

The analysis of candidates' overall performance data on question 9 indicates that only 18 (100%) candidates attempted the question. Among them, 11 (83.40%) candidates passed, with scores ranging from 7 to 18, which is considered average to good performance. This suggests that the overall performance on this question was good. However, the remaining 7 (16.60%) candidates scored below average, placing them in the weak performance category. Figure 9 illustrates this performance.

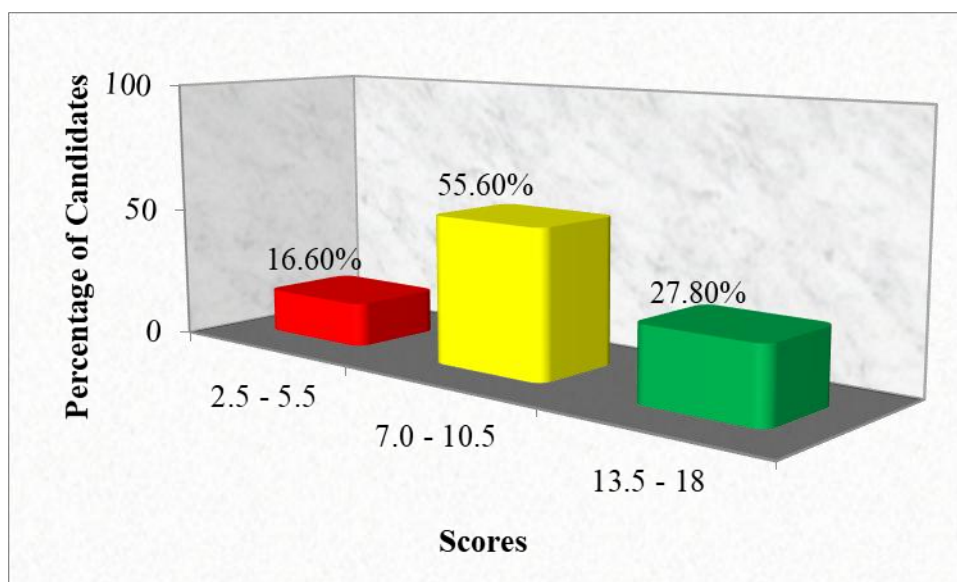


Figure 9: *The Candidates' Performance on Question 9*

This question comprised eight (8) items. After reading the passage, candidates were required to attempt all of them. Items 2 to 7 required candidates to answer based on the content presented in the passage, while Items 1 and 8 asked candidates to express their own ideas in relation to the passage.

The analysis of candidates' response data indicates that those who performed well demonstrated strong reading comprehension skills and a good understanding of Chinese vocabulary and grammar. On the other hand, candidates who performed poorly appeared to lack sufficient knowledge of vocabulary and grammar, which hindered their ability to understand the passage and provide correct responses. A detailed analysis of each item is as follows:

In Item 1, candidates were asked to write a suitable title for the given passage. The question was: 关于这短文最合适的题目是什么? 不超过六个字 (What is the most suitable title for this passage? The title should not exceed six characters.) Possible correct answers included: 毕业后的我 (After My Graduation), 毕业后的生活 (Life After Graduation), and 毕业后的理想 (My Dreams After Graduation). Candidates who performed well on this item demonstrated a good command of vocabulary, sentence structure, and idiomatic expressions, which helped them understand the overall theme of the passage. Those who failed to provide a suitable title showed limited understanding of both the passage and the question. One incorrect response was: 要考上什么大学我都不清楚 (I'm not sure which university I should attend).

In Item 2, the question was: 那天晚上为什么没睡好? (Why didn't I sleep well that night?) The correct answer was: 因为一直在想我大学的生活, 我认识的朋友, 我认识的老师再也没有时间一起吃饭了。 (Because I kept thinking about my college life, the friends and teachers I met, and how we no longer have time to eat together.) This response was found in the second paragraph. Candidates who performed well understood the question and selected the correct response. Those who failed appeared to misunderstand both the question and the passage.

In Item 3, the question was: 我爸妈是什么样的人? (What kind of people are my parents?) The correct response was: 我的爸爸是一个幽默的人, 我的妈妈是一个很热情的人。 (My father is a humorous person, and my mother is very warm-hearted.) This information appeared in the fourth paragraph. Candidates who had not mastered relevant vocabulary failed to understand the question and gave incorrect responses.

In Item 4, the question was: 每次回家我妈妈会给我准备什么? (What does my mother prepare for me every time I go back home?) The correct answer was: 我每次回家妈妈给我准备我最喜欢的菜, 鸡蛋和米饭。

(Every time I return home, my mother prepares my favorite food: eggs and rice.) This response was drawn directly from the fourth paragraph.

In Item 5, the question was: 离开学校那天我对朋友们说了什么? (What did I say to my friends on the day I left school?) There were two correct responses: 每个人将来有什么希望 (What are everyone's hopes for the future?) 我也希望我们能常常联系, 继续努力学习, 实现自己的梦想 (I also hope we can stay in touch, keep working hard, and achieve our dreams.) Both responses were located in the third paragraph. Candidates who gave either response demonstrated strong vocabulary knowledge and reading comprehension skills. Those who scored zero likely had limited vocabulary and poor reading comprehension skills.

In Item 6, the question was: 爸妈已经做好什么决定? (What decision did my parents make?) The correct response was: 爸妈已经决定了带我去中国留学。 (My parents have decided to send me to study in China.) This was found in the last paragraph, where the father says: “这件事儿我和妈妈已经想好了……我们想带你去中国留学。” Candidates who answered correctly demonstrated good grammar and vocabulary skills. Those who answered incorrectly failed to understand the passage.

In Item 7, the question was: 学会新语言需要做什么? (What must be done to learn a new language?) The correct response was: 学会新的一门语言只能通过努力学习才能学会。 (To learn a new language, one must study hard.) This was also found in the last paragraph. Candidates who failed this item demonstrated weak reading comprehension skills.

In Item 8, the question was: “有你们在, 我就很幸福。”你怎么了解这句话? (“With you around, I feel very happy.” How do you understand this sentence?) Correct interpretations could include personal reflection on family, support, and emotional connection. One acceptable response was: 不管怎么样, 父母在我旁边我什么都能做到。 (No matter what

happens, as long as my parents are by my side, I can accomplish anything.) Candidates who wrote strong responses showed a solid grasp of the Chinese language and the ability to interpret figurative language.

Extract 9.1 provides an example of a well-written response to question 9 that demonstrates the candidate's strong command of vocabulary, sentence structure, idiomatic usage, and overall reading comprehension, while also revealing minor gaps or inaccuracies and a less-than-pleasing handwriting that prevented a full score.

九	01. 毕业后的生活。	✓
	02. 因为一直在想我大学的生活。	✓
	03. 我爸爸是一个很幽默的人和妈妈是一个很热情的人。	✓
	04. 我每次回家妈妈会给我准备我最喜欢的菜(鸡蛋和米饭)。	✓
	05. 离开学校那天我向朋友“每个人将来有什么希望?”大家都说了自己的希望。	✓
	06. 爸妈已经做 ^好 决定关于带我去中国留学大学。	✓
	07. 学会新语言需要 ^好 努力才能拿到。	✓
	08. 通过这句话,我了解;有 ^好 父母让人很幸福。	✓

Extract 9.1: A Sample of Good Responses to Question 9

Additionally, Extract 9.2 provides an example of a poorly written response to question 9, illustrating the candidate's difficulties with vocabulary, sentence structure, idiomatic expressions, and overall reading comprehension.

九	① 要考上什么大学我都不清楚。
	② 因为那天晚上连睡都没睡好。
	③ 我爸爸是一个很幽默的人，我妈妈是一个很热情的人。
	④ 我最喜欢的菜。
	⑤ 离学校那天好几个朋友送我到机场。
	⑥ 这件事儿我和你妈妈已经想好了你别再想了。
	⑦ 学会新语言更不是一件简单的事儿。
	⑧ 我们京就要分开一段时间一会儿会再有机会见面吧。

Extract 9.2: A Sample of Incorrect Responses to Question 9

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION FOR 126/2 CHINESE LANGUAGE 2

This section provides an analysis of candidates' performance in Paper 126/2: Chinese Language 2. It outlines the requirements of each question, along with the number and percentage of candidates who attempted them. The analysis also explains the reasons behind good, average, and weak performance on each question, supported by extracts from candidates' responses.

The paper consisted of nine questions divided into two sections: Section A and Section B. Section A comprised six short-answer questions, all of which candidates were required to answer. Section B consisted of three essay questions, from which candidates were required to answer any two.

3.1 SECTION A: Short Answer Questions

This section contained six questions. Candidates were required to answer all of them. Each question carried 10 marks, making a total of 60 marks.

3.1.1 Question 1: Choosing Correct Answers to Fill in the Blanks

In this question, candidates were given a passage consisting of ten (10) incomplete sentences. They were required to complete the passage by filling

in the blanks with the appropriate vocabulary items provided. The question was based on the topic *What to do / Talking about plans for the weekend / Travel*. It assessed candidates' knowledge of Chinese vocabulary as well as their reading comprehension skills. The question was as follows:

<p style="text-align: center;">第一部分 (60分) 在这部分所有试题必须回答。</p> <p>一. 选择正确答案填空。</p> <p>词: 风景, 打扮, 最后, 首都, 地图, 环境, 对话, 照片, 游戏, 足球, 一直</p> <p>例如: (1)首都</p> <p>虽然多多马是坦桑尼亚的(1)_____。但我从来没去过多多马还听说过多多马的自然的(2)_____真美。上个星期我和马克决定去多多马看(3)_____比赛。我和马克都对足球感兴趣, 看完了比赛我们去了参观多多马的大博物馆。那个博物馆里又大又漂亮墙上挂了很多以前的(4)_____还挂着以前和现在的几张(5)_____。博物馆人员(6)_____得真漂亮。我们还去了看多多马的图书馆。到了图书馆的时候, 我们跟图书馆人员(7)_____, 他说“这图书馆里有几百多年的历史你们可以进参观参观吧”我跟他说要看看中文书他说“你们(8)_____往前走右边就看到中文书”。我们看一个小时的书又出去找玩儿(9)_____的地方。我们玩儿得挺开心的。(10)_____我们打车去火车站准备回家。总的来说多多马的(11)_____给我很深的印象。</p>
--

The analysis of candidates' Overall Performance data on question 1 indicates that 23 (85.20%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 10 marks, which is considered average to good performance. This suggests that the Overall Performance on this question was good. However, 4 candidates (14.80%) failed. The performance on this question is summarised in Figure 10.

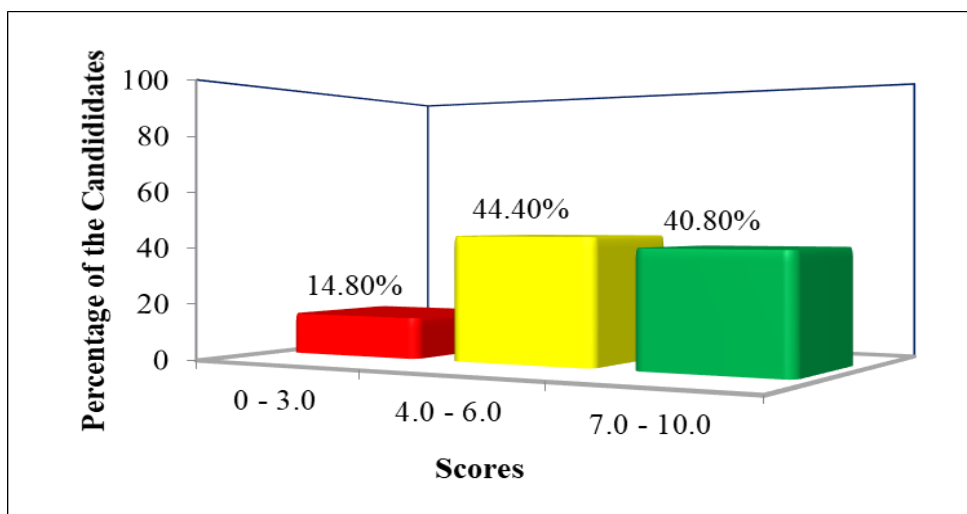


Figure 10: *The Candidates' Performance on Question 1*

In this question, candidates who performed well demonstrated sufficient knowledge of Chinese vocabulary and grammar. They also showed good reading skills, as they were able to understand the passage and correctly use the given vocabulary items to fill in the blanks. On the other hand, candidates who performed weakly showed inadequate knowledge of Chinese vocabulary and grammar. Their limited reading skills made it difficult for them to understand the passage, resulting in incorrect answers. Below is a detailed item-by-item analysis accompanied by examples of correct and incorrect answers from the candidates.

Item 2: Candidates who performed well selected **风景** (scenery) as the correct answer because they understood the relationship between **自然** (nature) and **风景**. On the other hand, candidates who did not perform well failed to recognize this connection and chose incorrect answers such as **地图** (map) and **环境** (environment), among others.

Item 3: Candidates who answered this item correctly chose **足球** (soccer) because they recognized that the verb **看** (watch) and the noun **比赛** (match) commonly collocate with **足球**. Since the blank was positioned between **看** and **比赛**, it was logical for them to choose **足球** over other options. Candidates who did not perform well failed to recognize this structural relationship and selected incorrect answers such as **环境** (environment).

Item 4: Candidates who scored full marks were familiar with the verb **挂** guà (to hang up) and therefore correctly selected **照片** zhào piàn (picture) or **地图** dìtú (map)—both of which are objects that can be hung. In contrast, candidates who did not perform well had only a partial understanding of the word **挂** and chose incorrect options such as **最后** (at last) and **足球** (ball).

Item 5: The correct answer was either **照片** (picture) or **地图** (map). Candidates who scored well demonstrated a good understanding of the measure word **张**, which is used for both pictures and maps. However, candidates who did not perform well lacked sufficient knowledge of this measure word and chose incorrect answers such as **打扮** (to dress up).

Item 6: The correct answer was **打扮** (to dress up). Candidates who answered correctly showed a clear understanding of the structure **verb + 得 + adjective**, and correctly inserted **打扮** into the blank. Candidates who did not perform well struggled with this grammatical structure and selected inappropriate words such as **风景** (scenery) and **照片** (picture).

Item 7: The correct response was **对话** duì huà (dialogue). Candidates who scored well recognized that the phrase **我们跟图书馆人员** (we and the librarian) implied a conversation. Those who did not perform well failed to grasp the context and selected incorrect answers such as **一直** (straight) or **风景** (scenery).

Item 8: The correct answer was **一直** yìzhí (straight). Candidates who performed well understood that **一直** often follows the directional word **往** wǎng (toward). Candidates who did not perform well failed to recognize this relationship and chose incorrect answers such as **打扮** (dress up) and **最后** (at last).

Item 9: The correct answer was **游戏** yóuxì (game). Candidates who passed demonstrated an understanding that the verb **玩儿** (to play) is typically followed by the noun **游戏**. Those who did not perform well failed to make this connection and selected incorrect answers such as **一直** (straight).

Item 10: The correct answer was **最后** (lastly). Candidates who comprehended the passage understood the phrase 我们打车去火车站准备回家 (“We took a taxi to the train station to prepare to go back home”) and selected **最后**. However, candidates who did not perform well misunderstood this part of the passage and chose incorrect answers such as **风景** (scenery) and **游戏** (game).

Item 11: The correct response was **环境** huánjìng (environment). Candidates who selected this answer understood the word **总** (generally), which introduces a concluding remark. Since **多多马** (Dodoma) was the main location mentioned in the passage, **环境** was the most appropriate choice. Candidates who did not perform well showed a lack of understanding of the word **总** and selected incorrect responses such as **对话** (dialogue) among others. Extract 10.1 provides an example of one of the good answers given by a candidate in response to question 1. However, there are minor use errors in character formation.

—	1. 首都
	2. 风景
	3. 足球
	4. 地图
	5. 照片
	6. 打扮
	7. 对话
	8. 一直
	9. 游戏
	10. 最后
	11. 环境

Extract 10.1: A Sample of Correct Responses to Question 1

Additionally, Extract 10.2 illustrates a response from one of the candidates who responded incorrectly to question 1.

一。	2. 地 [图]
	3. 王不 王竟
	4. 足 王球
	5. 打 王分
	6. 照 片
	7. 风 景
	8. 最 后
	9. 一 直
	10. 游 戏
	11. 叉 寸 话

Extract 10.2: A Sample of Incorrect Responses to Question 1

Extract 10.2 shows responses by a candidate who chose incorrect answers in all items except in item 4.

3.1.2 Question 2: Matching Items

In this question, candidates were required to match the items in Column A with the correct responses in Column B to form meaningful sentences or phrases. The question was based on the topic *Daily Routine / Asking about Health Conditions, Values of Success and Happiness, and Explaining Changes in Appearance*. It aimed to assess candidates' ability to form main and subordinate clauses to construct grammatically and logically coherent sentences. The question was as follows:

二. 根据下例 B 栏中和 A 栏对应正确答案进行匹配。

A 栏	B 栏
例如:大卫现在这么胖了。 (E)	A 最近都在家照顾他。
1. 如果爸爸想减肥,	B 因为他很少锻炼。
2. 爸!我昨天的面试过了,	C 多喝水,多休息对身体好。
3. 每个人都希望成功,	D 就得少吃东西、多运动、多锻炼、早睡早起。
4. 我儿子生病了,	E 因为他做好吃的饭也吃的太多了。
5. 奶奶越来越胖了,	F 可是在成功之前会遇到很多困难。
	G 听说你身体不舒服,怎么了?
	H 经理说我明天就正式去上班。

The analysis of candidates' Overall Performance data on question 2 indicates that all 27 candidates (100%) attempted and passed the question. This demonstrates good overall performance, as all candidates scored between 6 and 10 marks, a range categorised as average to good performance. The figure summarises the performance on question 2.

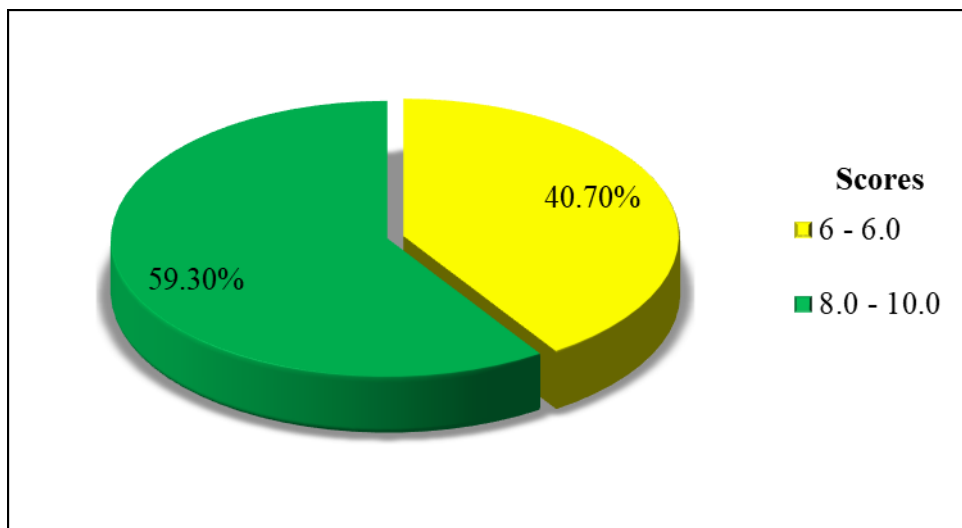


Figure 11: *The Candidates' Performance on Question 2*

Candidates who demonstrated good performance on this question exhibited a proficient understanding of Chinese sentence structures, particularly in the ability to accurately connect main and subordinate clauses through appropriate grammatical patterns. Their responses not only reflected a solid lexical repertoire but also evidenced the capacity to apply this knowledge in constructing coherent, logically sequenced compound sentences. Conversely, candidates who performed less well displayed limited mastery of sentence structures, struggling especially with the identification and linkage of main and subordinate clauses. Many candidates encountered difficulties in recognising critical grammatical markers such as conjunctions and syntactic patterns (e.g., “如果...就...”, “因为...所以...”), resulting in erroneous or incomplete sentence constructions. Furthermore, their restricted vocabulary and inadequate contextual comprehension impeded their selection of semantically and grammatically appropriate responses.

Item 1: The prompt was: 如果爸爸想减肥, (If father wants to lose weight, ...) The correct response was: D. 就得少吃东西, 多运动, 多锻炼, 早睡早起。 (He must eat less, exercise more, do physical training, and maintain regular sleeping habits.) Candidates who answered correctly demonstrated clear understanding of the conditional sentence pattern “如果……就……”, successfully linking the protasis introduced by “如果” with the apodosis expressed by “就得”. Candidates who performed weakly exhibited insufficient familiarity with this syntactic construction and the associated vocabulary, impairing their comprehension of the conditional logic and leading to inappropriate selections.

Item 2: The prompt was: 爸, 我昨天的面试过了, (Dad, I passed the interview yesterday.....) The correct response was: H. 经理说我明天就正式去上班。 (The manager said I will officially start work tomorrow.) Successful candidates recognised the semantic relationship between the main clause referencing the interview (面试) and the subordinate clause indicating subsequent employment. Candidates who failed this item demonstrated an inability to establish the cause-and-effect relationship between the clauses, resulting in incorrect responses.

Item 3: The prompt was: 每个人都希望成功…… (Everyone hopes to succeed.....) The correct response was: F. 可是在成功之前会遇到很多困难。 (However, before success, many difficulties are encountered.) High-performing candidates accurately identified the aspirational theme in the main clause and appropriately linked it with the subordinate clause expressing the inevitable challenges preceding success. Lower-performing candidates were unable to infer this logical progression, resulting in disjointed or irrelevant answer choices.

Item 4: The prompt was: 我儿子生病了... .. (My son is sick.....) The correct response was: A. 最近都在家照顾他。 (Lately, I have been staying at home to care for him.) Candidates demonstrating competence understood the causal and explanatory relationship between the sickness and the caregiving statement. Those who did not perform well failed to recognize this pragmatic link, selecting semantically incongruent options.

Item 5: The prompt was: 奶奶越来越胖了…… (Grandma is gaining weight day by day……) The correct response was: E. 因为她很少锻炼。(Because she rarely exercises.) Candidates who answered correctly showed understanding of the progressive grammatical pattern “越来越” and its causal implication, linking it logically to the explanatory phrase introduced by “因为”. Candidates who underperformed lacked sufficient knowledge of this grammar pattern and failed to express the causal relationship effectively. Extract 11.1 provides an example of a correct response to Question 2.

二。	1. D
	2. H
	3. F
	4. A
	5. B

Extract 11.1: A Sample of Correct Responses to Question 2

3.1.3 Question 3: Re-arranging the Jumbled Sentences

This question comprised five items, each presenting three sentences arranged in a non-sequential (jumbled) order. Candidates were required to reorganise the sentences in each item to form a logically coherent and cohesive paragraph by indicating the correct sequence of letters corresponding to the sentences. The question was contextualised within the topic of *Job/Placement of Shopping* and aimed to assess candidates' ability to construct meaningful discourse by logically sequencing ideas, moving from a general statement to more specific details. The question was as follows;

三. 根据已经给出的例子，排列词成逻辑的短文。

例如：A: 我们去饭馆吃饭怎么样？

B: 我们去哪儿吃饭？

C: 可以了。BAC

1. A: 他高中毕业后在多多马工作一年。
B: 学习汉语专业。
C: 然后考上多多马大学_____。
2. A: 妈，明天是爸爸的生日你有什么打算？。
B: 是明天吗？我怎么又把你爸爸的生日忘了。
C: 没事儿吧！爸爸的生日礼物我和姐姐都买好了_____。
3. A: 希望有一天这个梦想会实现。
B: 梦到我在中国留学。
C: 昨天晚上我做一个很好的梦_____。
4. A: 几秒钟就把问题解决了。
B: 现在的大学一遇到不同问题。
C: 可以马上在网上查到答案_____。
5. A: 其实它的意思很简单，每个人都要照顾好自己。
B: 很多人并不了解这句话的意思。
C: 有句话说“最好医生是自己”_____。

The analysis of candidates' overall performance data on question 3 indicates that 25 (92.60%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 10 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, 2 candidates (7.40%) failed. The performance on this question is summarised in Figure 12.

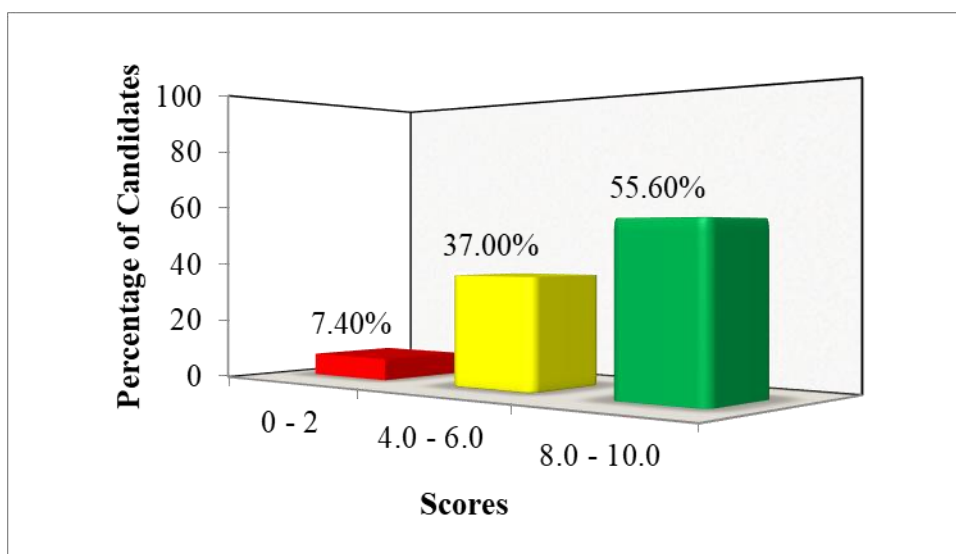


Figure 12: The Candidates' Performance on Question 3

The candidates who performed well on this question demonstrated a clear ability to construct coherent paragraphs with a logical flow of ideas. Their responses reflected a strong command of Chinese language structures, particularly the use of general-to-specific sequencing, which is a common feature in Chinese discourse organisation. These candidates exhibited not only linguistic competence but also cognitive awareness of textual cohesion and coherence, enabling them to accurately reconstruct narrative and expository sequences.

In contrast, candidates who did not perform well generally failed to identify the logical and grammatical relationships among the jumbled sentences. Their responses lacked cohesion, and many exhibited difficulty distinguishing between introductory, explanatory, and concluding elements within a paragraph. This suggests a limited understanding of discourse structure, restricted vocabulary knowledge, and challenges in recognising key grammatical cues necessary for sequencing. Below is a detailed breakdown of each item along with examples of candidates' responses to illustrate common strengths and areas of improvement.

Item 1, Correct sequence: ACB A. 他高中毕业后在多多马工作一年, C. 然后考上多多马大, B. 学习汉语专业。(After finishing high school, he worked in Dodoma for one year, then joined Dodoma University to study Chinese.) Candidates who arranged this item correctly showed a clear understanding of chronological order and the logical flow of life events—graduation, work, and then further education. They demonstrated an ability to interpret temporal markers and sequence real-world experiences appropriately. By contrast, candidates who failed this item appeared to misunderstand the logical flow of events, often placing later actions (such as university admission) before earlier ones (such as high school graduation). This indicates a difficulty in recognising event chronology and understanding cohesive temporal discourse.

Item 2, Correct sequence: ABC A. 妈, 明天是爸爸的生日你有什么打算? B. 是明天吗? 我怎么又把你爸爸的生日忘了? C. 没事儿吧, 我和姐姐都买好了他的生日礼物。(Mom, tomorrow is Dad's birthday—do you have any plans? Is it tomorrow? How did I forget again? Don't worry,

my sister and I already bought his gift.) Candidates who performed well on this item demonstrated the ability to interpret conversational flow and emotional reactions. They understood how a question and response logically align in dialogue and could correctly predict the concluding reassurance. Those who did not perform well often reordered the statements in ways that disrupted natural dialogue progression. Their responses lacked pragmatic awareness and suggested challenges in interpreting interpersonal exchanges and spoken registers in Chinese.

Item 3, Correct sequence: CBA, C. 昨天晚上我做了一个很好的梦。 B. 梦到了在中国留学。 A. 希望会有一天这个梦想会实现。 (Last night, I had a wonderful dream. I dreamt I was studying in China. I hope that one day this dream will come true.) Successful candidates effectively identified the shift from experience to current reflection and future aspiration. They interpreted verb tense indicators such as “昨天晚上” (last night) and “希望会有一天” (hope one day) to construct a temporally coherent narrative. On the other hand, candidates who struggled with this item appeared to confuse the temporal flow or failed to recognise that the dream described in the second sentence was a continuation of the first. This demonstrates difficulty in processing text-level grammar and narrative sequencing.

Item 4, Correct sequence: BCA, B. 现在的大学生一遇到不同的问题, C. 可以马上在网上查到答案, A. 几秒钟就把问题解决了。 (Nowadays, when university students encounter problems, they can immediately find answers online. Within seconds, the problem is solved.) Candidates who performed well recognised the general-to-specific structure of the paragraph. They successfully identified the conditional statement (B), followed by the response or action (C), and finally the outcome (A). In contrast, weaker candidates were often unable to distinguish between these structural components. Their disordered sequencing suggests difficulty recognising causal relationships and an underdeveloped ability to structure solutions in response to presented conditions.

Item 5, Correct sequence: CBA, C. 有句话说: “最好的医生是自己。” B. 很多人并不了解这句话的意思。 A. 其实它的意思很简单, 每个人都要照顾自己。 (There is a saying: “The best doctor is yourself.” Many people

don't understand the meaning of this saying. Actually, its meaning is simple—everyone should take care of themselves.) Candidates who answered correctly were able to follow the rhetorical structure of stating a proverb, recognizing a misunderstanding, and then clarifying the meaning. They demonstrated understanding of discourse markers such as “有句话说” (there is a saying) for introduction and “其实” (actually) for clarification. Conversely, those who failed this item typically misidentified the function of these markers or misunderstood the sequence from abstract proverb to practical explanation. This indicates a limited grasp of argumentative and explanatory structures in Chinese writing. Extract 12.1 presents a sample of a correct response to Question 3.

≡	01. ACB
	02. ABC
	03. CBA
	04. BCA
	05. CBA

Extract 12.1: A candidate's Correct Responses to Question 3

Additionally, Extract 12.2 illustrates a response from one of the candidates who responded incorrectly to question 3.

≡	1. BAC
	2. BAC
	3. BAC
	4. BAC
	5. BAC

Extract 12.2: A candidate's incorrect Responses to Question 3

3.1.4 Question 4: Completing a Dialogue

This question presented a short dialogue between two characters, Xiaoli and Xiaogang, who appear to be friends discussing their daily activities. The dialogue contained five blank spaces, which candidates were required to complete with appropriate and meaningful responses. The question was drawn from the topic *The Value of Success and Happiness*. It aimed to assess candidates' ability to comprehend conversational context, apply relevant vocabulary, and demonstrate creative and logical thinking. Additionally, it tested the candidates' ability to relate language to real-life situations and practical experience, reflecting both oral and written communication skills. This question required candidates to complete a partially constructed dialogue. The question was presented as follows:

<p>四. 用适合的句子填空完成对话。</p> <p>例如：学生：请问，我可以快进了吗？ 答案：老师：<u>进来</u>。</p> <p>小丽：你好小刚。 小刚：(1) _____。</p>
<p>小丽：我去食堂。你呢？ 小刚：(2) _____。</p> <p>小丽：你什么时候去吃饭？ 小刚：(3) _____。</p> <p>小丽：你什么时候去运动场？ 小刚：(4) _____。</p> <p>小丽：为什么你不去。 小刚：(5) _____。</p> <p>小丽：再见。 小刚：再见，拜拜。</p>

The analysis of candidates' overall performance data on Question 4 indicates that 24 (88.90%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 10 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, 3 candidates (11.10%) failed. The performance on this question is summarized in Figure 13.

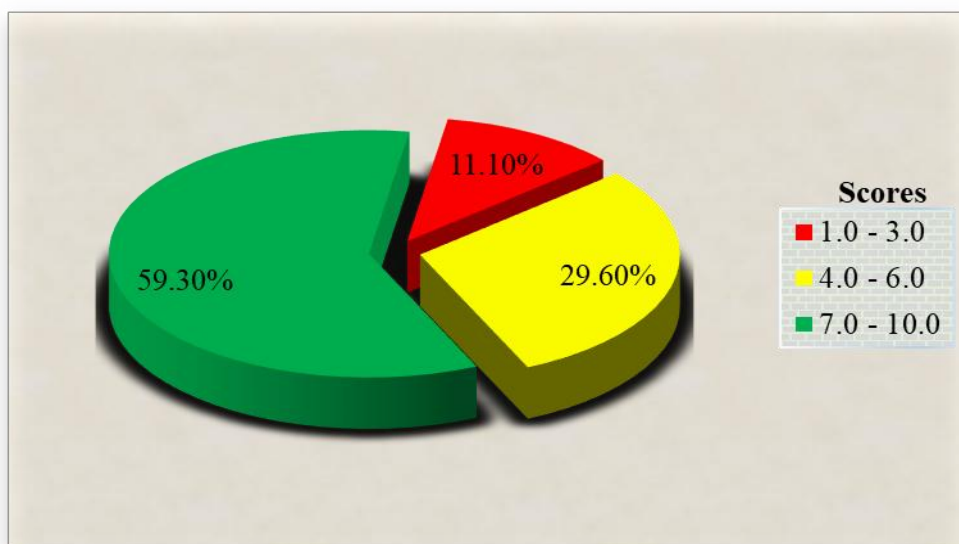


Figure 13: *The Candidates' Performance on Question 4*

The analysis of candidates' responses indicates that those who performed well on this question demonstrated a strong command of the Chinese language, as well as solid comprehension and communicative competence. They successfully recognised characters, understood their meanings, and provided contextually appropriate and logically coherent responses within the dialogue. In contrast, candidates who did not perform well exhibited limited proficiency, particularly in vocabulary use and contextual interpretation. A detailed item-by-item analysis, including examples of candidate responses, is presented below:

Item 1: The dialogue begins with “你好! 小刚” (Hello, Xiaogang), in which 小丽 (Xiaoli) greets 小刚 (Xiaogang). The appropriate response involved a return greeting and a question aligning with the dialogue's flow. Candidates who responded with “你好, 小丽, 你去哪儿?” (Hello, Xiaoli. Where are you going?) demonstrated effective comprehension and communication skills. In contrast, those who responded incorrectly appeared to misunderstand the dialogue structure, suggesting weak vocabulary and limited interactional awareness.

Item 2: Candidates were required to respond to “我去食堂。你呢?” (I'm going to the cafeteria. How about you?). Although open-ended, a contextually appropriate answer referenced a different plausible activity,

maintaining logical flow. Correct responses included “我去图书馆” (I’m going to the library), “我回宿舍” (I’m going back to the dorm), or “我去上课” (I’m going to class). Successful candidates showed the ability to relate language use to everyday situations. Those who responded inappropriately demonstrated limited vocabulary knowledge and weak conversational skills.

Item 3: In response to “你什么时候去吃饭?” (When are you going to eat?), candidates needed to provide a time-related expression. Correct responses included “我下课以后去吃饭” (I’ll eat after class) and “我下午两点去吃饭” (I’ll eat at 2 p.m.). These answers showed understanding of time expressions and discourse coherence. Incorrect responses often omitted time reference or failed to match context, indicating challenges in comprehension and sentence formation.

Item 4: This item required a response to “你什么时候去运动场?” (When are you going to the sports ground?), which was logically followed by a question asking for a reason. Therefore, the expected answer was “我今天不去” (I’m not going today). Candidates who gave this response demonstrated an understanding of dialogue progression and causal sequencing. Those who failed to do so appeared to miss the implied link between the question and the subsequent line.

Item 5: “为什么你不去?” (Why are you not going?) prompted candidates to give any appropriate reason. Strong responses included: “因为我今天有很多事，所以没有时间” (I have many things to do today, so I don’t have time), or “我要学习” (I have to study). These reflected the candidates’ ability to express themselves fluently and appropriately. Poor responses lacked coherence or failed to convey a logical reason, reflecting limited expressive ability and vocabulary range. Extract 13.1 presents a sample of a correct response to question 4. However, there were minor errors like the omission of a punctuation mark in item 3.

四	1. 你好小丽! 你去哪儿?
	2. 我去图书馆。
	3. 我三点去吃饭
	4. 今天我不去。
	5. 我有很多事情。

Extract 13.1: A Sample of Good Responses to Question 4

Additionally, Extract 13.2 illustrates a response from one of the candidates who responded incorrectly to question 3.

四	
	01: 小丽: 你好小刚。 小刚: 我很好。
	02: 小丽: 我去食堂, 你呢? 小刚: 我去多多马。
	03: 小丽: 你什么时候去吃饭? 小刚: 我什么时候吃水果。
	04: 小丽: 你什么时候去运动场? 小刚: 我什么时候不去运动场。
	05: 小丽: 为什么你不去。 小刚: 因为有做作业。

Extract 13.2: A Sample of incorrect Responses to Question 4

Extract 13.2 presents responses from a candidate who answered items 1, 3, 4, and 5 incorrectly. In item 1, the candidate provided an illogical response—“I do not eat because I am fat”—which does not align with the intended logic of the question. In item 3 and item 4, the responses were contrary to the requirements of the prompts. Specifically, in item 3, instead of explaining the reason for being overweight, the candidate denied being fat, which diverges from the expected structure. In item 4, the candidate’s response shifted the focus to an external entity (the office) rather than providing a personal explanation, as required by the question.

3.1.5 Question 5: Reading the Text and Writing Its Corresponding Idioms

This question consisted of five items. Each item presented candidates with a brief descriptive text, and they were required to identify and write an appropriate Chinese idiom (成语) that accurately reflected the meaning conveyed in the description.

The question was drawn from a range of topics including: *Talking about Entities/ Jobs/ Placement of Items/ Explaining Distance/ Characteristics of People or Things/ Asking Reasons* and *Switching Off an Air Conditioner*. The primary objective of this question was to evaluate the candidates' ability to interpret contextual meaning and apply culturally and linguistically appropriate idiomatic expressions. It also aimed to assess how well candidates could bridge literal understanding with figurative language—an essential skill in both formal writing and spoken interaction.

(Mastery of idioms not only reflects depth in language proficiency but also enhances communicative competence in real-life situations, such as storytelling, persuasion, and expressing abstract or nuanced ideas in a concise and culturally authentic way.) The question was as follows:

五. 看短文写出相应的成语。

例如：我弟弟最近身体不好，不想吃东西，我带他去医院大夫给他开药，他现在身体特别好，什么都想吃。

成语：药到病除。

1. 我小的时候以为人生只要有钱什么都可以解决，长大后才明白有一些东西你花多少钱也是买不到的。

成语：_____。

2. 外国人在表达感谢的时候经常习惯送花给对方，虽然花价不贵但是他表达的意思很重。

成语：_____。

3. 我在上初中的时候常常跟老朋友一起去锻炼身体，后来这就成了我的习惯，现在不管怎么样我每天必须锻炼身体要不然我晚上睡不着觉。

成语：_____。

4. 很多时候做大生意的人或者官方的因为一直很忙所以很多时候和社会的关系非常差。这不只影响到他们的思想更影响到他们的判断能力。

成语：_____。

5. 小时候孩子吃完饭父母就让她睡觉，长大后才知道以前父母的这种做法本来是不对的。科学发现人吃完饭最好得走一走一百步这样才可以活到九十九岁。

成语：_____。

The analysis of candidates' overall performance data on question 5 indicates that 18 (66.70%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 9.5 marks, which is considered average to good performance. This suggests that the overall performance on this question was good. However, 7 candidates (33.30%) failed. The performance on this question is summarised in Figure 14.

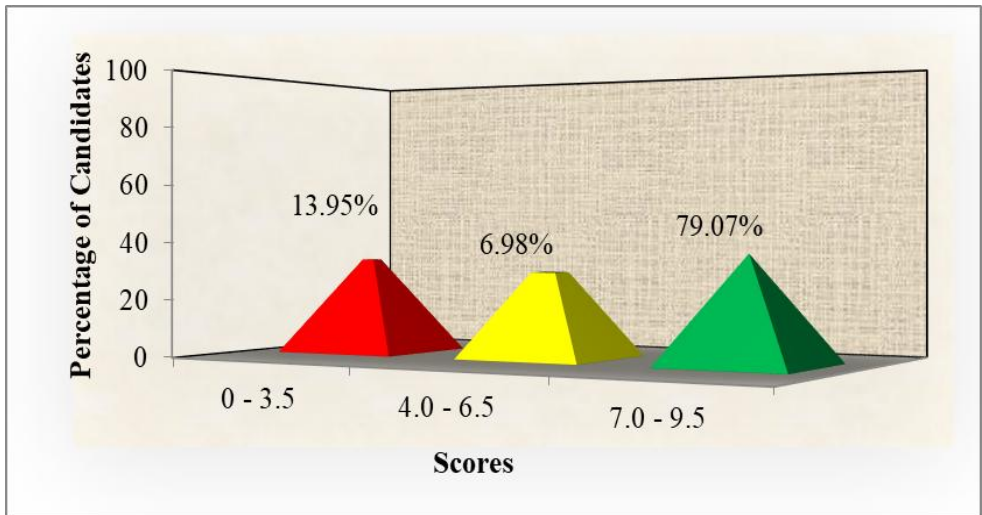


Figure 14: *The Candidates' Performance on Question 5*

The candidates who performed well on this question demonstrated a solid mastery of Chinese semantics. They were able to accurately interpret the contextual meaning of the texts and apply culturally and linguistically appropriate idiomatic expressions. In contrast, candidates who did not perform well lacked sufficient competence in these areas. A thorough

breakdown of each item, along with illustrative examples from candidates' responses, is provided below.

Item 1: The scenario was: “我小的时候以为人生只要有钱什么都可以解决，长大以后才明白有一些东西你花多少钱也是买不到的。” (When I was young, I thought money could solve everything. But as I grew up, I realised that some things cannot be bought, no matter how much money you have.) The core message is that money cannot solve all problems. The appropriate idiom was “钱不是万能的” (*Money is not everything*). Candidates who answered correctly were able to understand the deeper meaning of the passage and recall the relevant idiom. Those who failed to do so showed difficulties in interpreting the text and could not retrieve or recognise the appropriate idiomatic expression.

Item 2: The scenario was: “外国人在表达感谢的时候经常习惯送花给对方，虽然花价不贵但是它表达的意思很重。” (*Foreigners often express gratitude by giving flowers. Although the flowers are inexpensive, they carry significant meaning.*) The correct idiom was “礼轻情意重” (*A small gift carries deep affection*). Successful candidates recognised that the value of a gift lies in its sentiment rather than its price. In contrast, those who failed struggled to connect the scenario with the underlying cultural value reflected in the idiom.

Item 3: The scenario was: “我在上初中的时候常常跟老朋友一起去锻炼身体，后来这就成了我的习惯。现在不管怎么样我每天必须锻炼身体要不然我晚上睡不着觉。” (*In middle school, I used to exercise with an old friend, and it eventually became a habit. Now I must exercise daily, or I can't fall asleep.*) The appropriate idiom was “习惯成自然” (*Habit becomes second nature*). Candidates who performed well understood the concept of habitual behaviour becoming intrinsic. Those who failed had difficulty identifying this link, indicating challenges with reading comprehension and idiom recall.

Item 4: The scenario was: “很多时候做大生意的人或者当官方的因为一直很忙所以很多时候和社会的关系非常差。这不只影响到他们的思想更影响到他们的判断能力。” (*Often, business people and government officials are too busy to engage socially, which negatively affects both their thinking and decision-making.*) The appropriate idiom was “贵人多忘事” (*Important people often forget trivial matters*). Candidates who answered correctly understood the connection between high status, busyness, and forgetfulness. Those who failed did not identify this relationship, revealing weaknesses in inference and idiomatic usage.

Item 5: The scenario was: “小时候孩子吃完饭父母就让他们睡觉，长大以后知道了以前父母的这种做法本来是不对的。科学发现人吃完饭最好得走一走一百步这样才可以活到九十九岁。” (*As children, parents made them sleep immediately after meals. Later, they realised this practice was incorrect, and science has shown walking after meals promotes longevity.*) The correct idiom was “饭后百步走，活到九十九” (*A walk after dinner leads to a long life*). Candidates who performed well connected the health advice with the idiom, demonstrating comprehension and appropriate cultural knowledge. Those who did not perform well struggled to understand the health-related message and recall the correct idiom. Extract 14.1 is a sample of responses from a candidate who attained a high score in question 5. While the overall responses were accurate, there were a few minor errors, including incorrect stroke order and some unclear characters—for example, 重 in item 2 and 事 in item 4.

五.	01. 钱不是万能的。
	02. 礼轻情意重。
	03. 习惯成自然。
	04. 贵人多忘事。
	05. 饭后百步走活到九十九。

Extract 14.1: A Sample of Correct Responses to Question 5

Additionally, Extract 14.2 illustrates a response from one of the candidates who responded incorrectly on question 3.

五	01. 钱不解决问题。
	02. 是不是小礼给; 笨情
	03. 不一可同日
	04. 早睡早起对身体好!
	05. 饭后百步走, 活到九十九

Extract 14.2: A Sample of Incorrect Responses to Question 5

Extract 14.2 presents responses from a candidate who provided incorrect answers to all items. In Item 1, the candidate copied from a different question and gave a contradictory response, stating, “but it is very developed.” In Item 2, the response was an unrelated idiom, ‘one is one, two is two.’ For Items 3, 4, and 5, the candidate provided illogical answers that did not align with the questions’ requirements, suggesting a random selection of characters rather than an informed attempt to respond appropriately.

3.1.6 Question 6: Writing Essays on Various Contemporary Issues

This question consisted of five (5) items in which the candidates were required to freely answer based on the basic requirements of the question without altering the idea of the question and at the same time maintaining grammar and logic. The question was set from the topic *Occupation*. It aimed to assess the candidates’ ability to communicate in the Chinese Language in actual situations. The question was as follows:

六. 回答下面的问题。

例如：很多公司招聘工人时要做什么？

答案：很多公司招聘工人时要做面试。

1. 长大以后你打算做什么工作？
2. 你喜欢的专业是谁对你印象了很深？
3. 为了通过面试，面试前人要注意什么？
4. 他每天开车送老板上下班，他是谁？
5. 他在银行工作，他是谁？

The analysis of candidates' overall performance data on question 6 indicates that 14 (51.90%) of all the candidates who attempted the question passed. Their scores ranged from 4 to 10 marks, which is considered average to good performance. The analysis reveals that the overall performance on this question was average. However, 13 candidates (48.10%) failed. The performance on this question is summarised in Figure 15.

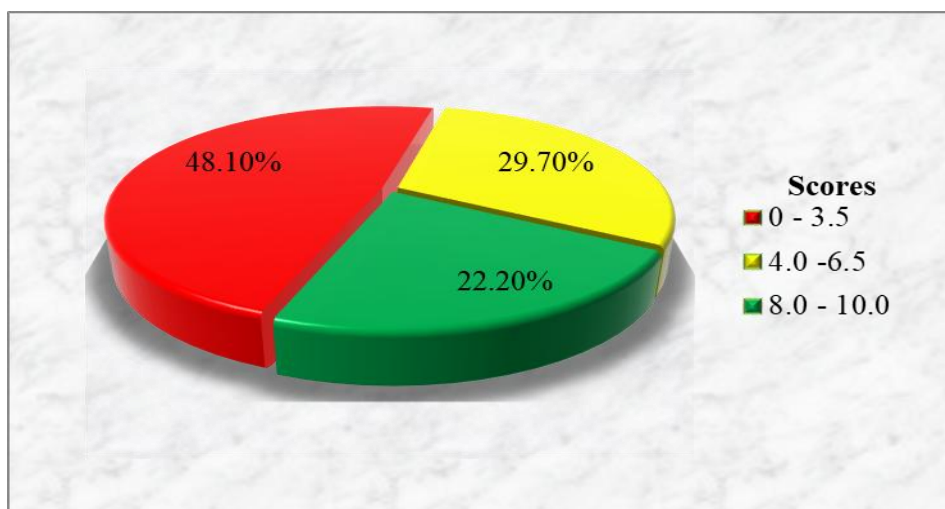


Figure 15: *The Candidates' Performance on Question 6*

The candidates who scored higher marks demonstrated sufficient knowledge of the Chinese language. They also had a good mastery of Chinese grammar rules and principles, which enabled them to respond correctly to the given questions. In contrast, those who did not perform well lacked the necessary knowledge in the relevant areas. A thorough item-by-

item analysis, along with examples from candidates' responses, is as follows:

Item 1: Question: 长大以后你打算做什么工作? (What job do you want to do when you grow up?) Candidates who performed well were able to identify the interrogative pronoun 什么 (what), which specifically refers to 工作 (job or occupation). Therefore, the correct response was to state the occupation one wishes to pursue. For example, some candidates answered: 我想当老师 (I want to become a teacher). Candidates who scored lower marks showed poor vocabulary skills and insufficient understanding of Chinese grammar, leading to incorrect responses.

Item 2: Question: 你喜欢的专业是谁对你印象了很深? (Who influenced your choice of major?) Candidates who performed well understood key vocabulary such as 谁 (who), 专业 (major), and 印象 (influence), which helped them comprehend the question's meaning. The appropriate response was to identify the person who influenced their choice of major. For instance, some responded: 我的老师 (my teacher) or 我妈妈或者我姐姐 (my mother or my sister). Those who scored lower marks struggled with vocabulary and thus gave incorrect answers.

Item 3: Question: 为了通过面试, 面试前人要注意什么? (To pass the interview, what should one pay attention to beforehand?) Candidates who answered correctly understood key vocabulary such as 面试 (interview) and 注意 (pay attention to), and provided relevant answers such as:

- 准时到场 (arrive on time)
- 穿正式 (dress formally)
- 自信回答 (answer confidently)
- 自然回答 (respond naturally) Candidates with lower scores failed to grasp the vocabulary and misunderstood the question.

Item 4: Question: 他每天开车送老板上下班, 他是谁? (He drives his boss to and from work every day. Who is he?) High-performing candidates understood that the person described is a 司机 (driver). Those with lower scores failed to understand the vocabulary and responded incorrectly.

Item 5: Question: 他在银行工作, 他是谁? (He works at a bank. Who is he?) Candidates who answered correctly understood that a common profession at a bank is 银行家 or 银行员 (banker). Lower-performing candidates lacked the necessary vocabulary knowledge and gave incorrect responses. Extract 15.1 provides a sample of correct responses from one of the high-scoring candidates to Question 6.

六	1. 长大以后我打算做老师工作。
	2. 我喜欢老师的专业, 我的中文老师对我很深印象。
	3. 为了通过面试, 面试前人要注意穿正式
	4. 他是司机
	6. 他是银行员。

Extract 15.1: A Sample of Correct Responses to Question 6

Extract 15.1 presents correct responses from one of the high-scoring candidates. However, minor errors were observed, including the shedding of full stops—contrary to the rules of Chinese writing—as well as their omission in some items, such as item 3 and item 4.

Additionally, Extract 15.2 illustrates a response from one of the candidates who responded incorrectly on question 6.

六	1. 长大以后我打算做医生
	2. 我的喜欢的专业是吃饭跟朋友她很印象深。
	4. 他是词儿。
	5. 他是经理。
	3. 面试前人要注意做工作。

Extract 15.2: A Sample of Incorrect Responses to Question 6

3.2 SECTION B: Writing Essays

This section contained three essay questions, from which candidates were required to choose any two. Each question carried 20 marks, making a total of 40 marks.

3.2.1 Question 7: Summarising the Passage

In this question, candidates were given a passage to read and summarise in approximately 100 words. The question was based on the topic *Health/Values for Success and Happiness*. It tested the candidates' ability to read, comprehend, and condense the information from the passage within the specified word limit. The question was as follows:

第二部分 (40分)

在这部分选出 2 道题回答。

七. 请阅读下面的短文, 并用 100 字总结内容。

阿明想要减肥

阿明是美国人, 她今年十八岁, 她虽然想要减肥可是很喜欢多吃。她每天早上七点吃四个鸡蛋, 水果, 喝两杯牛奶, 还要喝两杯果汁。

到十点他吃一碗的点心, 喝可乐, 然后休息半个小时。下午十二点她经常吃两斤猪肉, 一碗米饭, 两杯果汁和一些水果。四点再吃一碗的点心, 喝可乐, 吃水果然后又休息半个小时。

晚上六点她还吃一只炒的鸡肉, 一碗米饭, 喝两瓶啤酒。除了吃得多以外还不要做运动。

现在阿明长得胖, 所以她以前的衣服都穿不了了。她现在想要减。医生告诉阿明 "要是你要减肥不要吃太多, 多喝热水, 多吃水果, 别喝可乐和酒, 常常锻炼身体"。

回家后阿明开始少吃, 每天下午四点去体育馆锻炼两个小时的运动, 不喝可乐和酒, 多喝了热水, 在晚上只吃水果。两个月多了阿明渐渐瘦了, 她非常高兴。

The analysis of candidates' overall performance data on question 7 indicates that 21 (100%) candidates attempted the question. Among them, 13 (61.90%) candidates passed, with scores ranging from 9 to 16, which is considered average to good performance. The overall performance on this question was considered average. However, the remaining 8 (38.10%) candidates scored below average and therefore fell into the weak performance category. Figure 7 illustrates this performance.

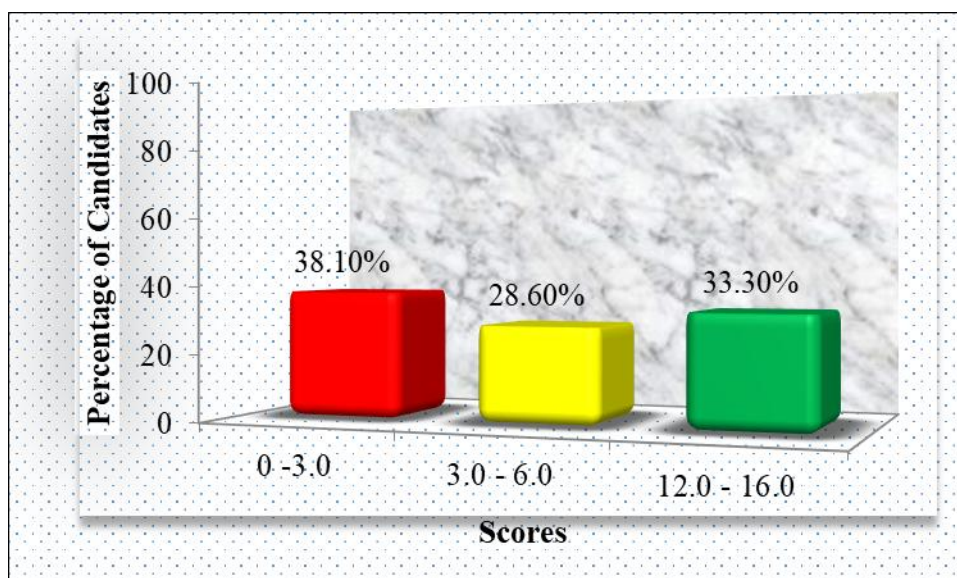


Figure 16: *The Candidates' Performance on Question 7*

The assessment of this question was based on the following criteria: organisation of the work (introduction, main body, and conclusion), relevance and accuracy of content (i.e., whether the response captured the main ideas of the passage), logical flow of ideas, appropriate use of grammar structures, and correct application of punctuation.

Candidates who scored high marks demonstrated strong skills in identifying and summarising the key points from the passage. Their responses were concise, coherent, and logically structured. These candidates showed a solid command of grammar, sentence structure, vocabulary, and language expression.

On the other hand, candidates who scored lower marks exhibited weaknesses such as errors in writing Chinese characters, poor grammar usage, inappropriate word choice, and a lack of logical flow. Extract 16.1 presents a sample of the candidate's good response to question 7.

七	
	阿明想要减肥。
	阿明是美国人,她今年十八岁,她虽然想减肥可是很喜欢多吃。
	她每天吃饭五次得,早上七点,十点,下午十二点,四点和晚上六点。除了吃得多吃以外还不要做运动。
	她现在想要减,医生告诉阿明“要是你要减肥不要吃太多,多喝热水,多吃水果,别喝可乐和酒,常常锻炼身体”。
	回家后阿明开始少吃,每天下午四点去体育馆锻炼两个小时的运动,不喝可乐和酒,多喝了热水,在晚上只吃水果。
	两个月多了阿明渐渐瘦了,她非常高兴。

Extract 16.1: A Candidate's Good Responses to Question 7

Extract 16.2 provides a sample of one of the incorrect responses to Question 7 from candidates' answers.

	阿明想要减肥。
	阿明是美国人,她今年十八岁,她虽然想减肥可是很喜欢多吃。她每天早上七点吃四个鸡蛋,水果,喝两杯牛奶,还要喝到十点他吃一碗的点心,喝可乐然后休息半个小时。四点钟吃一碗的点心,喝可乐,吃水果然后又休息半个小时。
	晚上六点她还吃一只炒的鸡肉,一碗米饭,喝两瓶啤酒。除了吃得多吃以外还不要做运动。
	她现在想要减,医生告诉阿明“要是你要减肥不要吃太多,多喝热水,多吃水果,别喝可乐和酒,常常锻炼身体”。
	回家后阿明开始少吃,每天下午四点去体育馆锻炼两个小时的运动,不喝可乐和酒,多喝了热水,在晚上只吃水果。两个月多了阿明渐渐瘦了,她也非常高兴。

Extract 16.2: A Candidate's Incorrect Responses to Question 7

3.2.2 Question 8: Writing Composition

In this question, candidates were required to compose a passage of 100 to 150 words based on a given theme, vocabulary, and grammar structures. The theme was **上网的好处** (*The Benefits of Surfing the Internet*), and the following words and grammar points were provided:

- 网上 (*wǎngshàng – online*)
- 人生 (*rénshēng – human life*)
- 地址 (*dìzhǐ – address*)
- 日记 (*rìjì – diary*)
- 方式 (*fāngshì – method*)
- 把...叫作 (*bǎ... jiàozuò – to call something as...*)
- 现在 (*xiànzài – now*)
- 例如 (*lìrú – for example*)
- 不仅...而且 (*bùjǐn... érqiě – not only... but also*)
- 学生 (*xuéshēng – student*)

The question was set under the topic *Science and Technology*. It aimed to assess candidates' ability to use the provided vocabulary and grammar points to compose a coherent, logically structured, and grammatically accurate passage. Additionally, it evaluated the candidates' creativity and fluency in written Chinese. The question was as follows:

八. 根据下面话题和提示词写一遍100到150字的短文

话题: 《上网的好处》

提示词: 网上、人生、地址、日记、方式、把.....叫作、现在、
例如、不仅.....而且、学生。

The analysis of candidates' overall performance data on question 8 indicates that 11 (100%) candidates attempted the question. Among them, 8 (72.80%) candidates passed, with scores ranging from 9.5 to 15, which is considered average to good performance. This indicates that the overall performance on this question was good. However, the remaining 3

(27.20%) candidates scored below average and therefore fell into the weak performance category. Figure 17 illustrates this performance.

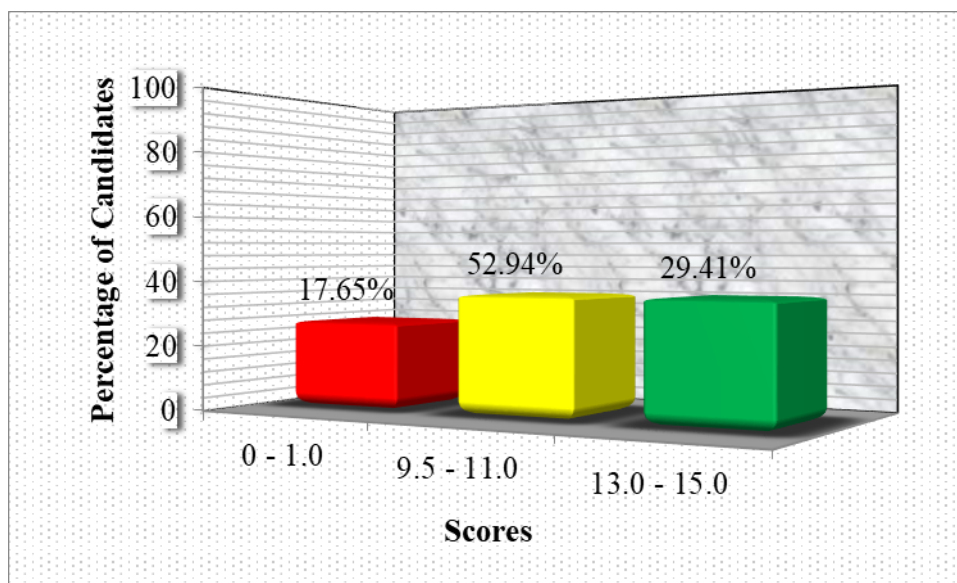


Figure 17: *The Candidates' Performance on Question 8*

The assessment of this question was based on several criteria: organisation of the composition (introduction, main body, and conclusion), relevance and clarity of content, logical flow of ideas, correct use of grammar structures and punctuation, appropriate use of the given vocabulary, and a clear explanation of the benefits of using the internet.

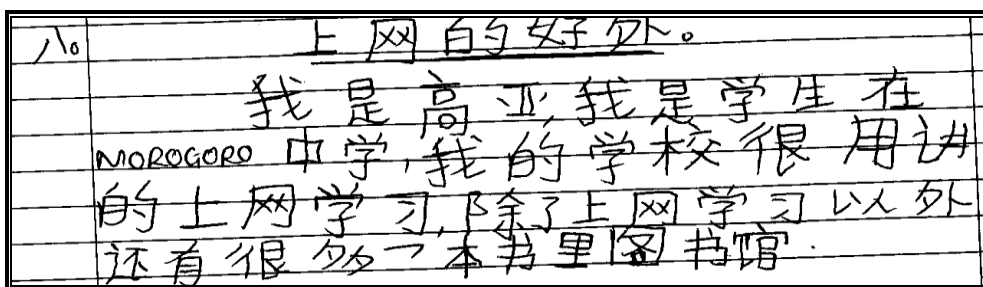
While no candidate attained full marks, performance levels varied. Candidates who scored high marks showed strong competence in Chinese language writing. They produced logically organised texts, used the provided vocabulary correctly, applied grammar and punctuation appropriately, and gave clear and relevant statements on the benefits of internet use. They also demonstrated good adherence to standard Chinese writing conventions.

Average-performing candidates were able to convey their ideas with some degree of coherence. They showed partial understanding of the given vocabulary and grammar points but made occasional errors in sentence structure, character writing, or idea development. Their responses were generally understandable but lacked the fluency or accuracy of higher-scoring responses.

Candidates who scored low marks struggled to construct meaningful sentences. Their work reflected limited vocabulary knowledge, frequent grammar mistakes, and weak organization. Many of their responses lacked logical flow and did not adequately address the topic, indicating difficulty in applying the required language skills. Extract 17.1 presents a sample of the candidate's good response to question 8. However, minor punctuation and sentence structure errors prevented the candidate from attaining full score.

八	上网的好处。
	在21世纪,使用科技很重要也
	很好处,下面是上网的好处
	上网买东西,现代世界人们在
	上网买什么东西,例如衣服什么的
	学生在上网读书,现在很多学
	生在上网读很多书,这让学生丰富
	知识内容。
	人们用上网找地址,很多人
	用上网找地址对别人地方,这让
	人们参观参观很多地方在世界上。
	人们使用上网看新闻,现在很
	多人们在上网看了新闻,从不同地
	方,例如从中国,美国。不仅人们使用
	上网看新闻,而且上网也做听音乐
	读小说什么的。
	人们使用上网日记,很多人使
	用上网写自己日记,但是上网有很
	多好处。
	人们使用上网解育,很多的
	老师使用上网解育他们的学
	生和人生。老师使用上网方式
	解育学生。
	现在地球把科技地球,
	因为所有得东西在于科学和技术
	在上网。
	总的来说,使用上网很重要
	但是有好处,例如看电视,什么的。

Extract 17.1: A Sample of Responses to Question 8 from a Candidate with a Good Performance

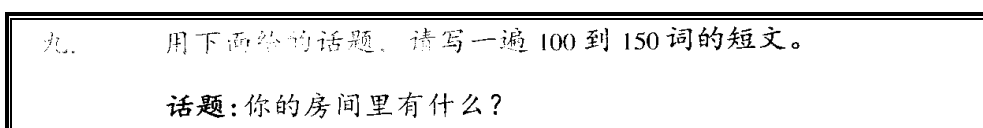


Extract 17.2: A Sample of Incorrect Responses to Question 8

The candidate wrote, *I am Gao Ya I am student at MOROGORO secondary school, my school very use advance of go online study, besides go online study also many books inside library.* The response was not detailed enough.

3.2.3 Question 9: Writing a Short Passage

In this question, candidates were required to compose a short passage of 100 to 150 words based on the given theme. The theme was: 你的房间里有什么? (What is in your room?) Candidates were expected to write about the items found in their room. The question was drawn from the topic "Talking about entities / Talking about the placement of items." It aimed to assess candidates' descriptive writing skills, vocabulary, and ability to organize their thoughts. The question was as follows:



The analysis of candidates' overall performance data on question 9 indicates that 22 (100%) candidates attempted the question. Among them, 14 (63.70%) candidates passed, with scores ranging from 8 to 16, which is considered average to good performance. This indicates that the overall performance on this question was good. However, the remaining 8 (36.30%) candidates scored below average and therefore fell into the weak performance category. Figure 18 illustrates this performance.

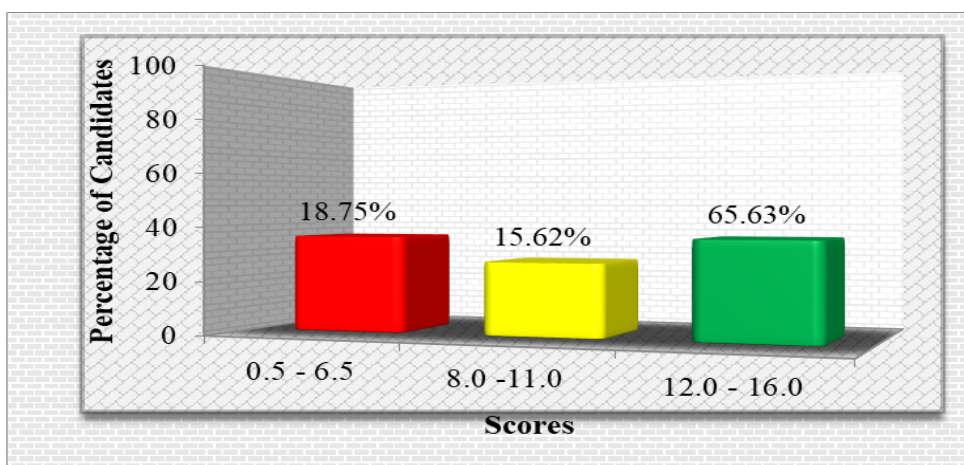


Figure 18: *The Candidates' Performance on Question 9*

The assessment of this question was based on the following criteria: organization of the composition (including introduction, main body, and conclusion), relevance and accuracy of content (mentioning items found in the room and their positions), logical flow of ideas, as well as correct use of grammar and punctuation.

Candidates who scored high marks demonstrated the ability to compose a short, meaningful passage with a clear structure. They successfully identified and described items found in their rooms, such as decorations and furniture like **衣柜** (wardrobe), **床** (bed), and **桌椅** (table and chair). In addition, they showed good organization of ideas and presented their descriptions in a logical and coherent manner.

On the other hand, candidates who performed weakly struggled to express their ideas using appropriate Chinese words and characters. They also showed limited knowledge of vocabulary related to common room items and their placement.

Extract 18.1 is a sample of a good response to Question 9. However, minor punctuation and sentence structure errors prevented the candidate from attaining full score.

九.	我的房间。
	我叫苏早早,我是学生,我家很大,有十一个房间,我的房间很大,有很多东西,这让它很好看。我的房间里有下面的东西。
	一个床。在我的房有一个很大的床,如果我很累了,我用我的床睡觉了,所以睡觉对我的身身体好了。
	两个沙发。在我床的右边有两个沙发。一个是蓝色和一个是白色,这是我的喜欢的色,它们是好着。
	电视。我也有一个电视在我的房间,因为我的爱是看电视,每个周末我看电视,这会让我很高兴了。
	很多书。我不仅爱看电视,我也喜欢读读书,所以在我的房间有很多小说的本书。
	我自己的照片,在电视的前面有我的照片,我的小时候的照片,这张照片让我的房间很好看了。
	所以,有自己的房间是很重要,因为让你做你的自己喜欢的东西。

Extract 18.1: A Sample of Good Responses to Question 9

你的房间里有什么。
我叫小明。我是中国人。我今年十八岁。我家有三个人。有爸爸妈妈和我。我很喜欢吃饭。我每天早上吃四个鸡蛋水果喝两杯牛奶。
我的房间里有很多很多吃的东西。例如有鸡蛋、米饭、鸡肉、水果、猪肉。
因为我喜欢吃我胖。我和妈妈喜欢吃。
我们一走胖了。我的爸爸不喜欢吃。他很喜欢喝。牛奶、啤酒。
我每周去四学次学。我的大学很远。也很大。
有图书馆。有很多书。我喜欢学习。我的妈妈喜欢学习。
我的房间很好看。

Extract 18.2: A Sample of Incorrect Responses to Question 9

In Extract 18.2, although the candidate briefly answers the question in Paragraph 3 by listing items like eggs, rice, chicken, fruit, and pork found in the room, the majority of the response goes off-topic, discussing eating habits, family life, and university instead. Moreover, the ideas lack clear connections, with paragraphs jumping abruptly between unrelated subjects. Additionally, grammar mistakes, incorrect word choices—such as “图章大学” which likely should be “library” or “university”—and missing punctuation further reduce the clarity and readability of the response.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

Candidates were assessed on 11 topics in the Chinese Language subject, and their good performance was recorded across 10 topics. The highest performance, at 100%, was seen in *Inquiring suggestion / Expressing the result / Dissuasion / Explaining past experiences*. This was followed by strong results in *Daily routine / Asking about health condition / Values of success and happiness / Explaining changes in appearance* (94.45%) and *What to do / Talking about weekend plans / Travel* (85.2%). Other successful topics included *Introducing people / Explaining New Year's plans / Weather and dressing / Making a call / Looking for someone or items / Explaining about old friends / Places / Appearance / Friendship* (85.00%), *Education / Humans and nature / Philosophy of life* (83.13%), and *Compound complements of direction / Exceptional situations and circumstances / Complex complements of state / Extended complements of direction* (81.45%). Performance was also good in *Health / Values for success and happiness* (78.18%), *Talking about entities / Jobs / Placement of items / Distance / Characteristics of people or things / Asking reasons / Turning off an air conditioner* (74.30%), and *Science and technology* (72.80%). The topic *Speaking Chinese / Discussing a topic / Culture* showed the lowest, though still good performance at (66.60%).

The overall good performance across these areas is attributed to candidates' clear understanding of the questions and their sufficient knowledge and skills related to the tested topics.

In contrast, performance in the topic *Occupation* was average, with a score of 51.90%. Candidates demonstrated partial understanding and, in some cases, lacked vocabulary necessary to express themselves effectively.

Notably, none of the candidates recorded weak performance. A summary of performance per topic is provided in the Appendix Section, where green indicates good performance and yellow indicates average performance.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The overall performance of candidates in the Chinese Language subject in the 2025 ACSEE was good, with a 100 per cent pass rate. This maintained the perfect pass rate achieved in 2024, reflecting consistent high performance

across both years. Most of the candidates demonstrated a clear understanding of the question requirements and displayed adequate knowledge of grammatical rules, linguistic principles, and the conventions of Hanzi (character) writing. However, candidates who performed at average level showed only partial understanding of certain grammatical rules and character-writing conventions.

5.2 Recommendations

To sustain and enhance performance in the Chinese Language subject, the following measures are recommended:

- (a) *Reinforce Collocation Practice*: Teachers should incorporate more sentence-based exercises focusing on noun + measure word combinations (e.g., “一条裤子”, “一支笔”) and clarify commonly confused measure words (e.g., 支 vs 只, 门 vs 节). Visual aids and real-life contexts should be used to reinforce abstract vocabulary and natural usage.
- (b) *Targeted Vocabulary and Structure Practice*: Teachers should continue guiding students in the accurate use of vocabulary, sentence structures, and language patterns through interactive discussions that encourage the use of newly learned content.
- (c) *Grammar Mastery*: Candidates are encouraged to engage in regular grammar exercises to reinforce their understanding of key grammar points and sentence structures.
- (d) *Reading to Enrich Vocabulary*: Students should be exposed to more Chinese literary texts to enhance their vocabulary and expressive abilities.
- (e) *Focused Remediation*: Greater emphasis should be placed on topics with average performance, such as *Occupation*, by revisiting relevant grammar rules, language structures, and Hanzi writing.

APPENDIX

The Summary of Candidates performance per Topic in ACSEE 2025

S/N	Topics	2025			
		Questions Number	Percentage of the Candidates who Scored the Average of 30% or Above	Average Performance in each topic	Remarks
1.	Inquiring suggestion/Expressing the result/dissuasion /explaining about past experience.	1	100.00	100.00	Good
2.	Daily routine/ asking about health condition, values of success& happiness, explaining about changes in figure.	2	100.00	94.45	Good
		4	88.90		
3.	What to do / Talking about the plans for weekends/ Travel.	1	85.20	85.20	Good
4.	Introducing People /Explaining about new year's plan people /Weather and dressing /Making a call looking for someone/Looking for items /Explaining about an old friends/ Explaining about places/appearance /Friendship.	2	100.00	85.00	Good
		8	70.00		
5.	Educations/Humans with nature& Philosophy of life.	6	85.20	83.13	Good
		7	80.80		
		9	83.40		
6.	Compound complements of direction/ Exception situation/circumstances / Complex complements of state / Extension of the complements of Direction.	4	77.70	81.45	Good
		5	85.20		
7.	Values for success and happiness	4	88.90	78.18	Good

S/N	Topics	2025			
		Questions Number	Percentage of the Candidates who Scored the Average of 30% or Above	Average Performance in each topic	Remarks
8.	Health/ values for success and happiness	4	94.45	78.18	Good
		7	61.90		
9.	Talking about jobs/Shopping	3	92.50	74.30	Good
10.	Talking about Entities /Jobs / Placement of items / Explaining about distance/ Characteristics of people or things/ Asking reasons/ Switching off an air condition.	3	92.50	74.30	Good
		4	66.70		
		9	63.70		
11.	Talking about entities/ Talking about placement of items.	9	63.70	74.30	Good
12.	Science and Technology.	8	72.80	72.80	Good
13.	Speaking Chinese/ Discussing a topic / Culture.	3	66.60	66.60	Good
14.	Occupation	6	51.90	51.90	Average

