



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2025

CHINESE LANGUAGE (VOCATIONAL STREAM)



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2025**

**026 CHINESE LANGUAGE
(VOCATIONAL STREAM)**

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FOREWORD

The Students' Item Response Analysis (SIRA) Report for the Form Two National Assessment (FTNA) 2025 in the Chinese Language for Vocational Stream provides a comprehensive review intended for students, teachers, school managers, school quality assurers, educational administrators and other stakeholders in education. The report offers valuable insights into students' strengths and challenges in responding to assessment questions. Notably, this was the first national assessment for the vocational stream in Chinese Language, marking a historic milestone in expanding educational pathways and promoting inclusivity in language education.

The report highlights key factors that contributed to both high and low performance. Students who excelled demonstrated the ability to respond appropriately to the demands of the questions and exhibited commendable competence in the Chinese Language. In contrast, students with weaker performance failed to interpret the requirements of the questions and showed limited mastery of Chinese grammar and vocabulary. The analysis categorizes questions into three groups: weak, average and good performance, thereby providing a clear picture of areas of strength and weakness.

It is anticipated that this analysis will serve as a vital resource for all stakeholders in refining teaching and learning strategies for the Chinese Language, ultimately enhancing students' achievement in the subject.

The National Examinations Council of Tanzania (NECTA) extends its sincere appreciation to all individuals who, in one way or another, contributed to the preparation of this report.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyzes the performance of students who sat for the Form Two National Assessment (FTNA) 2025 in the 026 Chinese Language subject, Vocational Stream, prepared in line with the 2013 revised syllabus. The assessment consisted of ten compulsory questions divided into three sections: Section A (Multiple Choice and Matching Item Questions, 15 marks), Section B (Short Answers, 70 marks) and Section C (Essay, 15 marks), making a total of 100 marks.

A total of 115 students sat for the assessment. Overall performance was weak, with only 20 students (17.39%) achieving a pass. Students who passed generally demonstrated the ability to understand question requirements and apply appropriate Chinese vocabulary and grammar. Those who failed struggled with comprehension, lacked mastery of grammatical rules and showed limited vocabulary, which hindered their ability to construct accurate responses.

Table 1: Students' Pass Grades in FTNA 2025

Year	Sat	Grades				
		A	B	C	D	F
2025	115	-	-	1	19	95

Table 1 shows a summary of students' performance in 2025

The analysis highlights students' strengths and weaknesses in responding to each item, with sample extracts from their scripts illustrating how answers aligned with question requirements. This analysis categorises students' performance into three levels: scores ranging from 65 to 100 per cent are classified as good and represented by a green colour; scores ranging from 30 to 64 per cent are considered average and shown in yellow; and scores ranging from 0 to 29 per cent are classified as weak and indicated by a red colour. A summary of performance by topic is provided in the Appendix.

2.0 ANALYSIS OF THE STUDENTS' RESPONSES IN EACH QUESTION

This section provides a detailed analysis of the students' performance who sat for the 026 Chinese Language National Assessment (Vocational Stream). In addition to performance results, it describes the questions and their requirements, along with the total number of students who attempted each question and their respective percentages. The section also includes performance statistics based on students who showed good, average, or weak performance on each question, with extracts of students' responses attached for reference.

The assessment comprised three (3) sections, totaling ten (10) questions. Students were required to answer all of them. Below is a detailed description of performance based on each section.

2.1 SECTION A: Multiple Choice and Matching Item Questions

This section comprises two (2) questions 1 and 2. Question 1 carried ten (10) marks, while question 2 carried five (5) marks, making 15 marks. All students were required to attempt both questions.

2.1.1 Question 1: Multiple Choice Items

This question required students to choose the correct response from four given options for each item and fill in the blanks to complete the sentences. The question comprised ten items, each drawn from a specific topic. Question 1 assessed student's competence in pronunciation, Chinese vocabulary and grammar use, as well as the ability to read and recognize characters together with their meanings. In addition, the question aimed at evaluating student's ability to understand information and provide appropriate responses in various communication contexts. The question was as follows:

第一部分 (15 分)

一. 请将每一下列选项中选出正确答案, 并将对应字母填写在指定答题括内。

Wo hé tóngxué dōu xǐhuan lánqiú.
例如: 我和同学都喜欢 _____ 篮球。

C

dá dà da dá
A 答 B 大 C 打 D 姐

Tóngxuémen hǎo! hěn gāoxìng nimen.
1. 同学们好! 很高兴 _____ 你们。

rènshi rénshì rénshì rénshì
A 认识 B 人事 C 人士 D 人是

Lǐ lǎoshī de kāizhe, zuòyè zuò hǎo dàjiā dōu yào jiāo gěi tā.
2. 李老师的 _____ 开着, 作业做好大家都要交给他。

shāngdiàn gōngsī bàngōngshì jiàoshì
A 商店 B 公司 C 办公室 D 教室

Wǒmen xuéxiào de hěndà. Xiàkè shí wǒmen dōu xǐhuan qù nàr da lánqiú.
3. 我们学校的 _____ 很大。下课时我们都喜欢去那儿打篮球。

yùndòng chǎng cāntīng túshūguǎn sùshě
A 运动场 B 餐厅 C 图书馆 D 宿舍

Jīntiān qù shàngkè de shíhòu wàng jì dài zuòyè wǒ dōu méi xiě.
4. 今天去上课的时候忘记带 _____ 作业我都没写。

máobi cǎibi fěnbǐ gāngbǐ
A 毛笔 B 彩笔 C 粉笔 D 钢笔

Zuótiān gēge mǎi le xīn fángzi, tā míngtiān xiǎng cóng jiù fángzi .
5. 昨天哥哥买了新房子, 他明天想从旧房子 _____。

lái jiā huíjiā mǎijiā bānjiā
A 来家 B 回家 C 买家 D 搬家

- Wo gēn línjū chángcháng zài yì qì wánr diànnào .
 6. 我跟邻居常常在一起玩儿电脑_____。
 youxi youxi yóuxì yōuxī
 A 游戏 B 有戏 C 游戏 D 哟西

- Women jiā dōngbian yǒu yùndòngchǎng, běibian yǒu chēzhàn. chēzhàn _____ wo
 7. 我们家东边有运动场，北边有车站。车站_____我
 jiā hěnjin zǒulù liǎng fēnzhōng jiù dào le.
 家很近走路两分钟就到了。

- li li li li
 A 理 B 离 C 里 D 历

- Wo xiǎng qù Ā lǐ de shāngdiàn mǎi dōng xī. Qǐngwèn, Ā lǐ de shāngdiàn _____ zǒu?
 8. 我想去阿里的商店买东西。请问，阿里的商店_____走？
 zěnmē shénme zhème nàme
 A 怎么 B 什么 C 这么 D 那么

- Wū péngduō jiā zài wǒ jiā _____, wǒmen měitiān wǎnshàng zài yì qì liáotiān, chú
 9. 乌朋多家在我家_____, 我们每天晚上在一起聊天，除
 le péngyou yì wài tā shì wǒ línjū.
 了朋友以外她是我邻居。
 yì bān yòubian lǐ biān yì biān
 A 一般 B 右边 C 里边 D 一边

- Wo zhēn xiǎng qù Zhōngguó _____ wǒ bú huì shuō zhōngwén.
 10. 我真想去中国_____我不会说中文。
 yàoshi hái shì dàn shì yǒu shì
 A 要是 B 还是 C 但是 D 有是

The analysis of the students' overall performance shows that all 115 students (100%) attempted Question 1. Among them, 90 (78.30%) passed, attaining scores within the range of 4 – 9 (average to good), indicating a generally average performance on this question. On the other hand, 25 (21.70%) had weak performance. Figure 1 summarizes the students' performance in Question 1.

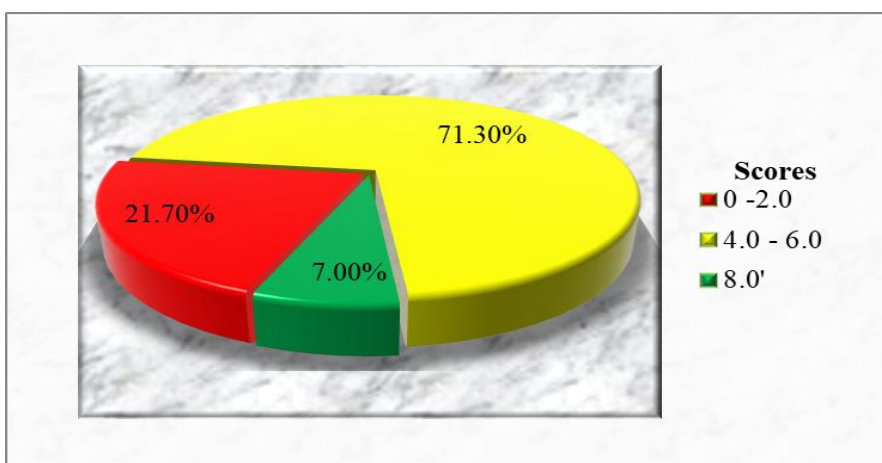


Figure 1: *The Percentages of the Students' Performance in Question 1*

The analysis reveals that students who selected the correct responses demonstrated adequate knowledge of Chinese character recognition and a strong grasp of vocabulary. These students were able to understand the meaning of the given sentences and identify which words appropriately completed the blanks to form grammatically correct sentences. In contrast, students with weaker performance showed limited mastery of Chinese vocabulary and grammar and struggled with character recognition. As a result, they failed to grasp the contextual meaning of the sentences and could not select the appropriate words to complete them accurately. A detailed analysis of students' performance on each item is as follows.

Item 1 Question: “同学们好！很高兴……你们。” (Hello classmates! I am very happy ... you.) Topic: *Developing Awareness of Chinese Initials, Finals, Tones and Character*. The correct answer was A 认识 (to know/meet) because the sentence logically requires a verb meaning “to know.” Students who identified this option demonstrated competence in distinguishing homophones, recognizing character morphology and applying contextual grammar. The other options B 人事 (personnel), C 人士 (person/figure) and D 人是 (person is) were incorrect because they are nouns or ungrammatical phrases that do not fit the sentence structure.

Item 2 Question: “李老师的……开着，作业做好大家都要交给他。” (Teacher Li's ... is open; when homework is finished, everyone must hand it in to him.) Topic: *Mastering the Correct Chinese Vocabulary in Various Context*. The correct answer was C 办公室 (office) since homework submission to a teacher naturally occurs in the office. Students who selected this option showed strong collocation awareness and contextual reasoning. The distractors A 商店 (shop), B 公司 (company) and D 教室 (classroom) were incorrect because they denote locations unrelated to homework collection or do not match the administrative context.

Item 3 Question: “我们学校的……很大。下课时我们都喜欢去那儿打篮球。” (Our school's ... is big; after class we like to play basketball there.) Topic: *Mastering the Correct Chinese Vocabulary in Various Context*. The correct answer was A 运动场 (sports ground/playground) because basketball is played in a sports ground. Students who answered correctly demonstrated contextual inference and activity–location mapping. The other options B 餐厅 (canteen), C 图书馆 (library) and D 宿舍 (dormitory) were incorrect because they are school facilities but do not logically connect with playing basketball.

Item 4 Question: “今天去上课的时候忘记带……作业我都没写。” (Today when I went to class, I forgot to bring my ..., so I couldn't write homework.) Topic: *Mastering the Correct Chinese Vocabulary in Various Contexts*. The correct answer was D 钢笔 (pen) since homework requires a pen to write. Students who chose this option showed practical vocabulary knowledge and contextual reasoning. The other options A 毛笔 (brush), B 彩笔 (colored pencil) and C 粉笔 (chalk) were incorrect because they are tools for art or teaching, not for writing homework.

Item 5 Question: “昨天哥哥买了新房子，他明天想从旧房子……。” (Yesterday my brother bought a new house; tomorrow he wants to ... from the old one.) Topic: *Developing the Ability to Listen*

and Understand Information. The correct answer was D 搬家 (move house) because the context clearly implies relocation. Students who identified this option demonstrated comprehension of contextual meaning and word formation. The other options A 来家 (come home), B 回家 (go home) and C 买家 (buy a house) were incorrect because they do not express the intended action of moving from one home to another.

Item 6 Question: “我跟邻居常常在一起玩儿电脑……。” (I often play computer ... with my neighbor.) Topic: *Developing the Ability to Listen and Understand Information.* The correct answer was C 游戏 (games) because the sentence refers to playing computer games. Students who selected this option showed skill in tone recognition and character-pinyin matching. The other options A 游戏 (games which was annotated with the pinyin which had a wrong tone *you* instead of *yóu* wrong tone), B 有戏 (there is a play/promising) and D 呦西 (meaningless word) were incorrect because they either had tonal errors or did not convey the intended meaning.

Item 7 Question: “我们家东边有运动场，北边有车站。车站……我家很近走路两分钟就到了。” (There is a playground east of our house and a bus stop north. The bus stop ... our house is very close.) Topic: *Developing the Use of Appropriate Grammar and Vocabulary in Conversation and Writing.* The correct answer was B 离 (distance from) because expressing proximity requires the structure “X 离 Y 很近.” Students who answered correctly demonstrated grammatical control of spatial expressions. The other options A 理 (reason), C 里 (inside) and D 历 (history) were incorrect because they are semantically unrelated to distance.

Item 8 Question: “我想去阿里的商店买东西。请问，阿里的商店……走？” (I want to go to Ali's shop. Excuse me, ... can I get there?) Topic: *Developing the Use of Appropriate Grammar and Vocabulary in Conversation and Writing.* The correct answer was A 怎

么 (how) because asking directions requires “how to get there.” Students who identified this option showed competence in interrogative grammar and sentence pattern recognition. The other options B 什么 (what), C 这么 (like this) and D 那么 (like that) were incorrect because they are question or demonstrative words that do not fit the context.

Item 9 Question: “乌朋多家在我家……，我们每天晚上在一起聊天。” (Upendo’s house is ... my house; we chat every evening.) Topic: *Developing the Ability to Read and Understand Various Texts*. The correct answer was B 右边 (right side) because the sentence specifies a spatial relation. Students who selected this option demonstrated knowledge of location vocabulary and contextual comprehension. The other options A 一般 (ordinary), C 里边 (inside) and D 一边 (on side) were incorrect because they either do not denote spatial relation or do not fit logically in the sentence.

Item 10 Question: “我真想去中国……我不会说中文。” (I really want to go to China ... I cannot speak Chinese.) Topic: *Showing the Right Response in Various Communication Contexts*. The correct answer was C 但是 (but) because the sentence expresses contrast. Students who chose this option showed mastery of conjunctions and sentence logic. The other options A 要是 (if), B 还是 (still/or) and D 有是 (incorrect form) were incorrect because they either change the sentence meaning or are grammatically invalid.

2.1.2 Question 2: Matching items

In this part, students were provided with a set of Chinese characters (hanzi) in column A and were required to match them with their corresponding pinyins. The question was set from the topic *Developing the Use of Appropriate Grammar and Vocabulary in Conversation and Writing*. It aimed at testing students’ mastery in characters as well as, the ability to remember, recognize and associate them with their corresponding pinyin. The question was as follows:

二. 请将 **A** 栏中的每一项与 **B** 栏中对应正确拼音进行匹配，并将 **B** 栏中的对应字母填写在指定的栏框。

A 栏	B 栏
例如：南边	A Xībian
1. 西边	B Dōngbian
2. 北边	C Wàibian
3. 右边	D Běibiān
4. 左边	E Nánbian
5. 外边	F Zuobian
	G Qiánbian
	H Yòubian

答案栏框:

A 栏	例如	1	2	3	4	5
B 栏	E					

The analysis of the students' overall performance data shows that all 115 students (100%) attempted Question 2. Of these, 101 (87.80%) passed, attaining scores within the range of 2–5 (average to good), which indicates an overall good performance on this question. Meanwhile, the remaining 14 (12.20%) had weak performance. Figure 2 summarizes the students' performance in Question 2.

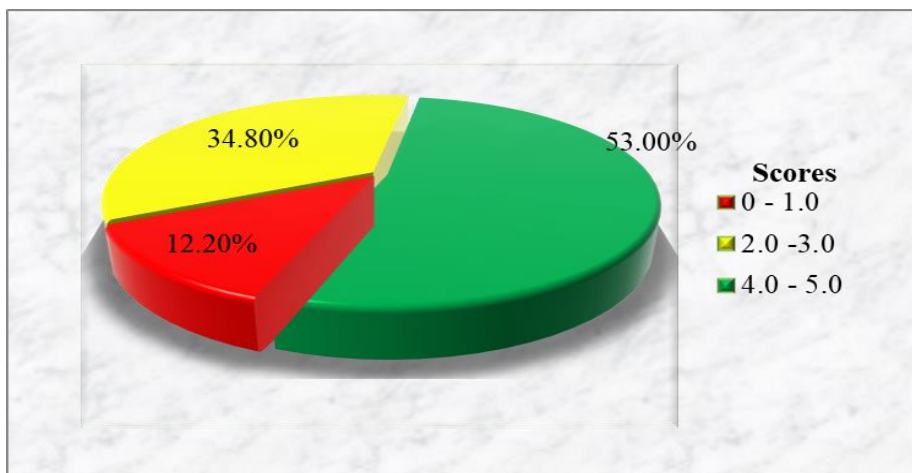


Figure 2: The Percentages of the students' Performance in Question 2

The analysis reveals that students who passed (those within the average to good performance range) demonstrated strong mastery of Chinese characters and their pronunciation (pinyin). These students were able to correctly match characters with their corresponding pinyin, showing competence in recognition and contextual understanding. In contrast, students with weak performance displayed insufficient knowledge of Chinese characters and pinyin, which led to incorrect matches. Their errors often arose from selecting distractors that represented different directions, unrelated locations, or grammatically invalid forms. Overall, this indicates that while some students demonstrated accurate character–sound association and contextual reasoning, others struggled to distinguish between similar options, particularly in vocabulary related to spatial relations and everyday communication. A detailed tabulated analysis of the students’ performance on each item is as follows:

Item	Character & Meaning	Correct Response	Skills Demonstrated by Successful Students	Common Incorrect Options	Reason Incorrect
1	西边 – West side/ West	A (Xībian)	Accurate recognition of “西” and correct pinyin; strong character–sound association	C (Wàibian – outside), E (Nánbian – south side), F (Zuǒbian – left side)	Represent different directions or locations unrelated to “西边”
2	北边 – North side /North	D (Běibian)	Mastery in recognizing “北” and linking to correct pronunciation	B (Dōngbian – east side), G (Qiánbian – front side), F (Zuǒbian – left side)	Denote different directions
3	右边 – Right side	H (Yòubian)	Strong recognition of “右” and corresponding pinyin; precise vocabulary knowledge	B (Dōngbian – east side), G (Qiánbian – front side), F (Zuǒbian – left side)	Do not represent “right side”
4	左边 – Left side	F (Zuǒbian)	Competence in recognizing “左” and matching with correct pinyin	B (Dōngbian – east side), G (Qiánbian – front side)	Represent different directions

Item	Character & Meaning	Correct Response	Skills Demonstrated by Successful Students	Common Incorrect Options	Reason Incorrect
5	外边 – Outside	C (Wàibian)	Accurate recognition of “外” and correct pronunciation	A (Xībian – west side), F (Zuǒbian – left side), D (Běibian – north side)	Denote directions rather than “outside”

2.2 SECTION B: Short Answer Questions

This part had seven (7) questions 3, 4, 5, 6, 7, 8 and 9. Each question carried 10 marks, making a total of 70 marks.

2.2.1 Question 3: Rearranging the Jumbled Words to Form Correct Sentences

This question comprised five items. In each item, five jumbled words were provided. Students were required to rearrange these jumbled words to form logical, semantic and grammatically correct sentences. The question was set from the topic “*Developing Ability to Read and Understand Various Texts.*” It assessed students’ competence in applying grammar patterns and structures (syntactic knowledge) to construct meaningful sentences, as well as their ability to use different Chinese vocabulary in various contexts. The question was as follows:

三. 重新排列以下每一项中的打乱词语组成正确的句子, 使用数字作答。

例如: ① zài ② pángbiān ③ fù mǔ de ④ wòshì ⑤ cāntīng
 ① 在 ② 旁边 ③ 父母的 ④ 卧室 ⑤ 餐厅

答案: ③④①⑤②。

1. ① wǒmen hái ② xià yǔ ③ qù xuéxiào ④ ér ⑤ jīntiān
 ① 我们 还 ② 下雨 ③ 去 学校 ④ 而 ⑤ 今天

_____。

2. ① wèi shēng ② zuò fàn shí ③ chú fáng de ④ zhù yì ⑤ qǐng
 ① 卫 生 ② 做 饭 时 ③ 厨 房 的 ④ 注 意 ⑤ 请

_____。

3. ① ba ② hé nǐ ③ zhōu mò wǒ ④ pá shān ⑤ yì qǐ qù
 ① 吧 ② 和 你 ③ 周 末 我 ④ 爬 山 ⑤ 一 起 去

_____。

4. ① dài ② kè tīng ③ tā ④ kàn diàn yǐng ⑤ wǒ men qù
 ① 带 ② 客 厅 ③ 他 ④ 看 电 影 ⑤ 我 们 去

_____。

5. ① fēng jǐng ② duì miàn ③ měi ④ huā yuán de ⑤ tè bié
 ① 风 景 ② 对 面 ③ 美 ④ 花 园 的 ⑤ 特 别

_____。

The analysis of the students' performance data indicates that all 115 students (100%) attempted Question 3, with all of them scoring below average, indicating an overall weak performance on this question. Additionally, no student passed. Figure 3 summarizes the students' performance in Question 3.

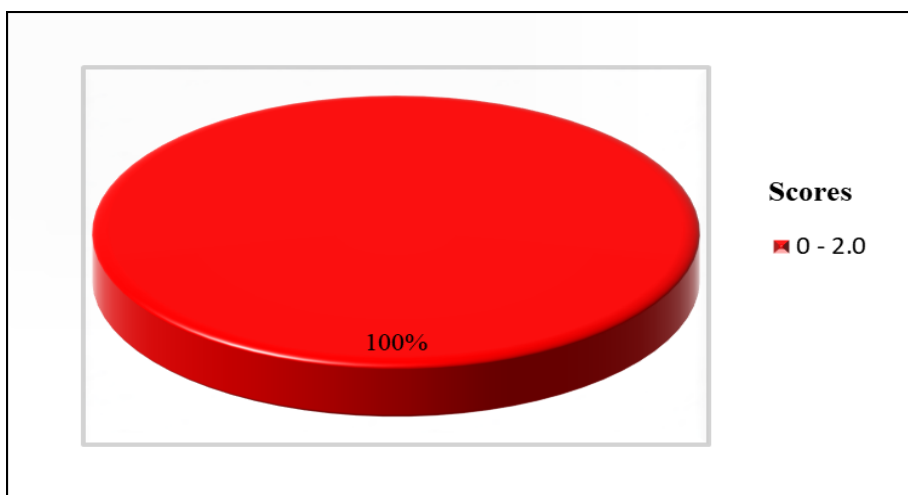


Figure 3: The Percentages of the Students' Performance in Question 3

The analysis reveals that the students demonstrated a lack of profound knowledge of grammar and vocabulary use in the Chinese language. They failed to show competence in semantics and syntax, which are essential for constructing meaningful sentences from jumbled words. Additionally, they indicated a knowledge gap in the assessed areas, particularly in recognizing sentence patterns and contextual meaning. A detailed analysis of each item is as follows:

Item 1: Jumbled words: ① 我们还 (we still) ② 下雨 (raining) ③ 去学校 (go to school) ④ 而 (but) ⑤ 今天 (today) Correct order: ⑤②④①③ — “今天下雨而我们还去学校” (It is raining today but still we are going to school) Grammatical structures required to pass:

- (i) Time adverbial fronting: 今天 + [clause]
- (ii) Contrast–continuation connector: 而……还 (X but still Y)
- (iii) Clause sequencing: [天气/情况] + 而 + [主体] + 还 + [动作] ([Weather/Condition], yet [subject] still [action].)
- (iv) Common error cause: Breaking the connector or misplacing 还 after the verb.

Item 2: Jumbled words: ①卫生 (hygiene) ②做饭时 (when cooking) ③厨房的 (kitchen's) ④注意 (pay attention) ⑤请 (please) Correct order: ②⑤④③① “做饭时请注意厨房的卫生” (Please observe hygiene when preparing meals) Grammatical structures required to pass:

- (i) Temporal clause fronting: 做饭时 + [main clause]
- (ii) Imperative collocation: 请注意 + [名词短语] ([pay attention + Noun phrase])
- (iii) Attributive structure: [名词] 的 [名词] → 厨房的卫生 ([Noun] 的 [Noun] → kitchen hygiene)
- (iv) Common error cause: Fragmenting the collocation 请注意 or misplacing the temporal clause.

Item 3: Jumbled words: ① 吧 (suggestive particle) ② 和你 (with you) ③ 周末我 (this weekend I) ④ 爬山 (climb mountain) ⑤ 一起

去 (go together) Correct order: ③②⑤④① — “周末我和你一起去爬山吧” (Let’s go climb the mountain this weekend) Grammatical structures required to pass:

- (i) Time adverbial fronting: 周末 + 主语 (On the weekend, + subject)
- (ii) Co-action structure: 和你一起 + 去 + [活动] (Together with you + go + [activity])
- (iii) Sentence-final particle for suggestion:吧
- (iv) Common error cause: Misplacing 吧 or splitting 和你一起.

Item 4: Jumbled words: ① 带 (to take/lead) ② 客厅 (living room) ③ 他 (he) ④ 看电影 (watch a movie) ⑤ 我们去 (we go) Correct order: ③①⑤②④ — “他带我们去客厅看电影” (He takes us to the living room to watch a movie) Grammatical structures required to pass:

- (i) Verb-object with directional complement: 带 + 人 + 去 + 地点 + [目的/活动] (Take + person + to + place + (for [purpose/activity]))
- (ii) Hierarchical sequencing: 主语 → 动作 → 受事 → 地点 → 目的 (Subject → Verb/Action → Object → Place → Purpose.)
Common error cause: Treating 带 as intransitive or disordering destination and purpose.

Item 5: Jumbled words: ① 风景 (scenery) ② 对面 (opposite) ③ 美 (beautiful) ④ 花园的 (garden’s) ⑤ 特别 (especially/very) Correct order: ②④①⑤③ — “对面花园的风景特别美” (The scenery of the opposite garden is very beautiful) Grammatical structures required to pass:

- (i) Locative noun phrase: 对面 + [地点(place)] → 对面花园
- (ii) Attributive structure: [地点(place)] 的 [名词(noun)] → 花园的风景
- (iii) Degree adverb before adjective: 特别 + 形容词 → 特别美 (very + adjective → very beautiful)

Clarification to remove contradiction: Students often recognized individual word meanings but did not demonstrate awareness of the locative-attributive structure (对面 + 地点 + 的 + 名词)(opposite + place + 的 + noun) and the degree-adjective pattern (特别 + 美) (very + beautiful), leading to illogical sequences. Extract 3.1 presents a sample of a student's incorrect responses to Question 3.

三. 重新排列以下每一项中的打乱词语组成正确的句子, 使用数字作答。

例如: ① 在 ② 旁边 ③ 父母的 ④ 卧室 ⑤ 餐厅

答案: ③④①⑤②。

1. ① 我们还 ② 下雨 ③ 去学校 ④ 而 ⑤ 今天

①③④⑤②。

2. ① 卫生 ② 做饭时 ③ 厨房的 ④ 注意 ⑤ 请

⑤②①③④。

3. ① 吧 ② 和你 ③ 周末我 ④ 爬山 ⑤ 一起去

②④⑤③①。

4. ① 带 ② 客厅 ③ 他 ④ 看电影 ⑤ 我们去

⑤④③②①。

5. ① 风景 ② 对面 ③ 美 ④ 花园的 ⑤ 特别

③④②①⑤。

Extract 3.1: A sample of incorrect responses to question 3.

In extract 3.1 the student wrote incorrect answers in all items, demonstrating consistent difficulties in applying grammar patterns, sentence structures and contextual meaning.

2.2.2 Question 4: Annotate the Given Characters with Correct Pinyin

This question required students to complete an incomplete passage by reading and understanding the text, then supplying the missing pinyin for ten characters. It was composed from the topic *Showing the Right Response in Various Communication Contexts* and assessed students' competence in reading comprehension, character recognition and accurate pinyin annotation.

The passage described a classroom debate (辩论 *biànlùn*) between male students (男生 *nánshēng*) and female students (女生 *nǚshēng*). The boys took the affirmative side (正方 *zhèngfāng*), while the girls represented the opposing side (反方 *fǎnfāng*). The debate topic (辩题 *biàntí*) was: 中文课比数学课很难 (Chinese class is more difficult than math class), where 数学 (*shùxué*) means mathematics and 难 (*nán*) means difficult. Roles were assigned: the English teacher (英文老师 *Yīngwén lǎoshī*) served as a debater (辩手 *biànshǒu*), Zhang Shuai (张帅 *Zhāng Shuài*) was the recorder (记录员 *jìlùyuán*), Mary (玛丽 *Mǎlì*) and Martin (马丁 *Mǎdīng*) were the hosts (主持人 *zhǔchí rén*) and Mr. Wang (王先生 *Wáng xiānsheng*) acted as the judge (评委 *píngwěi*). The question was as follows:

四. 在以下短文中把缺拼音的汉字上方标注拼音。

Jīntiān wǒmen (b ā n) yǒu nánshēng hé nǚshēng de biànlùn. Nánshēng
 今天 我们 班 有 男生 和 女生 的 辩论。男 生
 shì () fāng, nǚshēng shì () fāng. Biàn tí shì Zhōngwén kè bǐ
 是 正 方, 女 生 是 反 方。辩 题 是 “ 中 文 课 比
 () xué kè hěn () 。 Yīngwén lǎoshī shì wǒmen de biàn ()
 数 学 课 很 难 ”。英 文 老 师 是 我 们 的 辩 手
 。 Zhāngshuài shì biànlùn de () () yuán. Mǎ lì hé Mǎ dīng shì
 。 张 帅 是 辩 论 的 记 录 员。玛 丽 和 马 丁 是
 biànlùn de () () rén. Wáng xiānsheng zuòwéi biànlùn de píng
 辩 论 的 主 持 人。王 先 生 作 为 辩 论 的 评
 () 。
 委 。

答案:

例如	1		2		3		4		5	
bān										
班	正	反	数	难	手	记	录	主	持	委

The analysis of the students' performance data shows that all 115 students (100%) attempted Question 4. The majority, 114 students (99.10%), scored below average, indicating an overall weak performance on this question. Additionally, only 1 student (0.90%) passed, attaining an average score of 6. Figure 4 summarizes the students' performance in Question 4.

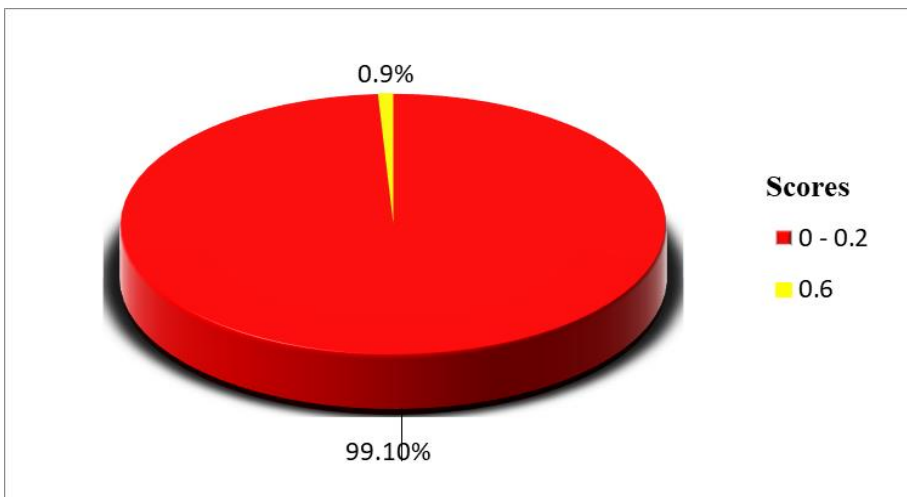


Figure 4: The Percentages of Students' Performance in Question 4

The analysis reveals that the majority of students gave incorrect responses, demonstrating insufficient knowledge of Chinese characters (汉字 Hànzì) and limited competence in reading and understanding information across different contexts. They were unable to recognize the characters and annotate them with accurate pinyin, a skill that requires mastery of semantics, syntax and tone accuracy. In addition, they showed a clear knowledge gap in Hanzi recognition and reading comprehension, which led to frequent errors in providing the correct pinyin. In contrast, only one student attained an average performance, demonstrating partial accuracy in character recognition, correct pinyin annotation and contextual understanding of debate-related vocabulary. The given characters corresponding to items 1–5 were as follows:

- (i) 正 and 反
- (ii) 数 and 难
- (iii) 手 and 记
- (iv) 录 and 主
- (v) 持 and 委

Their corresponding pinyin were: zhèng, fǎn; shù, nán; shǒu, jì; lù, zhǔ; chí, wěi, respectively.

Tabulated Summary of Analysis

Item	Character(s), Meaning & Pinyin	Why Correct	Skills Required to Pass	Common Errors by Students
1	正 (affirmative side, zhèng) / 反 (opposing side, fǎn)	Debate roles require antonyms	Recognized antonyms; linked to debate context	Confused with unrelated words; tone mistakes
2	数 (mathematics, shù) / 难 (difficult, nán)	Fits topic comparing subjects and difficulty	Identified academic vocabulary; applied adjective correctly	Misread 数; mispronounced 难; tone errors
3	手 (debater, shǒu) / 记 (record, jì)	Core debate terms	Accurate character–pinyin mapping; role	Misread 记; confused 手 with

Item	Character(s), Meaning & Pinyin	Why Correct	Skills Required to Pass	Common Errors by Students
			awareness	similar radicals
4	录 (record, lù) / 主 (host, zhǔ)	Explicitly assigned roles in passage	Recognized functional terms; distinguished tones	Read 录 as “lòu”; 主 as “zhōu”
5	持 (support, chí) / 委 (committee/judge, wěi)	Formal debate vocabulary	Mastery of specialized terms; tone precision	委 misread as “wèi”; 持 confused with “zhī”

In the following extract (4.1), a sample of responses is provided from a student who performed weakly on Question 4.

例如	1		2		3		4		5	
bān	A	牛	B		E	记	D	G	C	I
班	正	反	数	难	手	记	录	主	持	委

Extract 4.1: A sample of the student’s incorrect responses to question 4.

In Extract 4.1, the student wrote incorrect characters in all items.

2.2.3 Question 5: Choosing the Correct Character from the Given Two Similar Characters

Students were provided with five sentences containing blanks, each followed by two alternative characters that were morphologically similar but semantically different. They were required to select the appropriate character to complete the sentences. This question was set from the topic *Developing an Understanding of the Characteristics of Spoken and Written Language*. It aimed at testing students’ mastery of Chinese characters, their morphological differences and their meanings in different contexts. The question was as follows;

五. 选择正确的汉字填空完成句子。

例如: Ni bà ba shì lǎo _____ háishì laoban? (市/师)
你爸爸是老_____还是老板? (市/师)

答案: 你爸爸是老 师 还是老板? (市/师)

1. Zhè jiàn yī fu duō _____ qián? (少/小)
这件衣服多_____钱? (少/小)
2. Zhè xiē xiāng jiāo liǎng _____ qián yí gè. (快/块)
这些香蕉两_____钱一个。 (快/块)
3. Xiānggang de píng _____ hěn hào chī. (果/课)
香港的苹_____很好吃。 (果/课)
4. Wǒ de péngyou shì _____ dì yuán. (快/块)
我的朋友是_____递员。 (快/块)
5. Nǐ yào gěi wǒmen _____ shénme ne? (卖/实)
你要给我们_____什么呢? (卖/实)

The analysis of the students' performance data shows that all 115 students (100%) attempted Question 5. Among them, 77 (67.00%) passed, indicating an overall average performance on this question. In contrast, the remaining 38 (33.00%) scored below the average requirements. Figure 5 summarizes the students' performance in Question 5.

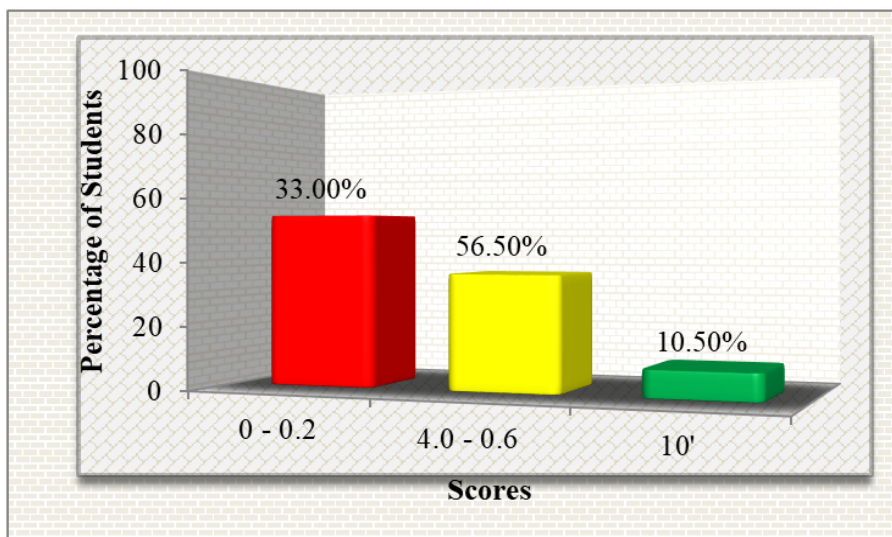


Figure 5: The Percentages of the Students' Performance in Question 5

Students who performed well in Question 5 demonstrated strong competence in recognizing morphological differences between

characters and applying them correctly in context. They showed awareness of collocations such as 钱 with 块 and 苹果 with 果, as well as semantic precision that enabled them to select the appropriate character. Their success was largely due to prior exposure to vocabulary in communicative contexts and familiarity with high-frequency words used in daily life. In contrast, students who struggled revealed gaps in character recognition and contextual comprehension, often relying on surface similarity of characters rather than semantic fit, which led to incorrect choices. Possible causes include limited practice with near-homographs, insufficient understanding of collocations and weak ability to connect written forms with spoken usage. A detailed item by item analysis is as follows:

Item 1: Students were required to choose between 少 (*shǎo* – how much/how many) and 小 (*xiǎo* – few/small) to complete the sentence “这件衣服多___钱?”. The correct answer was 少 (*shǎo*), forming “这件衣服多少钱?” (How much is this cloth?). Students who identified the correct answer distinguished the morphological and semantic differences, while those who failed opted for 小, which was inappropriate.

Item 2: Students had to choose between 快 (*kuài* – fast/express) and 块 (*kuài* – unit of money) to complete the sentence “这些香蕉两___钱一个。” The correct answer was 块 (*kuài*), forming “这些香蕉两块钱一个。” (These bananas cost 2 *kuai* each). Those who identified the correct answer recognized the collocation between 钱 and 块, while those who failed selected 快, confusing speed with currency.

Item 3: Students were required to choose between 果 (*guǒ* – fruit) and 课 (*kè* – class/lesson) to complete the sentence “香港的苹___很好吃。” The correct answer was 果 (*guǒ*), forming “香港的苹果很好吃。” (Hong Kong’s apples are very tasty). Students who identified the correct answer understood the collocation 苹果 and recognized the

morphological distinction, while those who failed opted for 课, which was irrelevant in this context.

Item 4: Students had to choose between 快 (*kuài* – *fast/express*) and 块 (*kuài* – *unit of money*) to complete the sentence “我的朋友是__递员。” The correct answer was 快 (*kuài*), forming “我的朋友是快递员。” (My friend is an express delivery worker). Students who identified the correct answer recognized the compound 快递员 (courier/delivery person), while those who failed opted for 块, misinterpreting the context.

Item 5: Students were asked to choose between 卖 (*mài* – *sell*) and 实 (*shí* – *reality/fact*) to complete the sentence “你要给我们__什么呢？” The correct answer was 卖 (*mài*), forming “你要给我们卖什么呢？” (What do you want to sell to us?). Students who identified the correct answer distinguished the semantic difference, while those who failed opted for 实, which was inappropriate in this communicative context. Extract 5.1 is a sample of a response from a student who performed well on Question 5.

1.	Zhè jiàn yī fu duō <u>小</u> qián? (少/小)
2.	Zhè xiē xiāng jiāo liǎng <u>快</u> qián yí gè. (快/块)
3.	Xiānggǎng de píng <u>果</u> hěn hǎochī. (果/课)
4.	Wǒ de péngyou shì <u>块</u> dì yuán. (快/块)
5.	Nǐ yào gěi wǒmen <u>实</u> shénme ne? (卖/实)

Extract 5.1: A sample of the student's incorrect responses to Question 5

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

Further analysis reveals that students who identified the correct answers demonstrated understanding of character collocations, semantic differences and morphological distinctions. Furthermore, they showed contextual awareness. This performance reflects the difference between learners who have internalized collocations through repeated exposure and those who approach characters in isolation. It highlights the need for targeted practice with near-homographs, reinforcement of collocations and contextual reading to strengthen recognition and application of Chinese characters. Extract 5.2 provides a sample response from a student who attained high scores on Question 5.

1.	Zhè jiàn yī fu duō <u>少</u> qián? 这件衣服多 <u>少</u> 钱? (少/小)
2.	Zhè xiē xiāng jiāo liǎng <u>块</u> qián yí gè. 这些香蕉两 <u>块</u> 钱一个。(快/块)
3.	Xiānggǎng de píng <u>果</u> hěn hǎochī. 香港的苹 <u>果</u> 很好吃。(果/课)
4.	Wǒ de péngyou shì <u>快</u> dì yuán. 我的朋友是 <u>快</u> 递员。(快/块)
5.	Nǐ yào gěi wǒmen <u>实</u> shénme ne? 你要给我们 <u>实</u> 什么呢?(卖/实)

Extract 5.2: A sample of the student's correct responses to question 5

In Extract 5.2, the student provided correct characters in all items except Item 5.

2.2.4 Question 6: Comprehension Question

In this question, students were given five items, each accompanied by either vocabulary or a grammatical pattern in brackets. They were required to rewrite the sentences using the given patterns or vocabulary to form grammatically correct sentences. The question was derived from the topic *Developing the Use of Appropriate Grammar and Vocabulary in Conversation and Writing*. It aimed to assess students' competence in vocabulary and grammar. The question was as follows:

六. 按照在括内的提示语法点重写下列句子表达此次语法的正确性, 用汉字作答。

例如: Māma kètīng chīfàn. zài
妈妈 客厅 吃饭。(在)

答案: 妈妈 在 客厅吃饭。

1. Gēge xiāng qù chāoshì mǎi dōng xī. xiàwǔ
哥哥 想 去 超市 买 东西。(下午)

2. Mǎ lì de fángjiān xiǎo hěn gānjìng. suīrán dànshì
马丽的 房间 小 很 干净。(虽然...但是)

3. Qǐng ba shūbāo zhuō zi shàng. fàngzài
请 把 书包 桌子 上。(放在)

4. Jiàoshì hànyǔ lǎoshī de bàngōngshì zǒu lù yào liǎng fēnzhōng.
教室 汉语 老师的 办公室 走路 要 两 分钟。
cóng dào
(从...到)

5. Xiàkè hòu wǒmen yì qǐ qù wánr ba! yùndòngchǎng
下课后 我们 一起 去 玩儿 吧! (运动 场)

The analysis of the students' performance data indicates that 115 students (100%) attempted Question 6, of whom 101 students (87.80%) scored below average. This suggests that the overall performance on this question was weak. However, only 14 students (12.20%) passed, attaining scores within the average range of 4 – 6. Figure 6 summarizes the students' performance in Question 6.

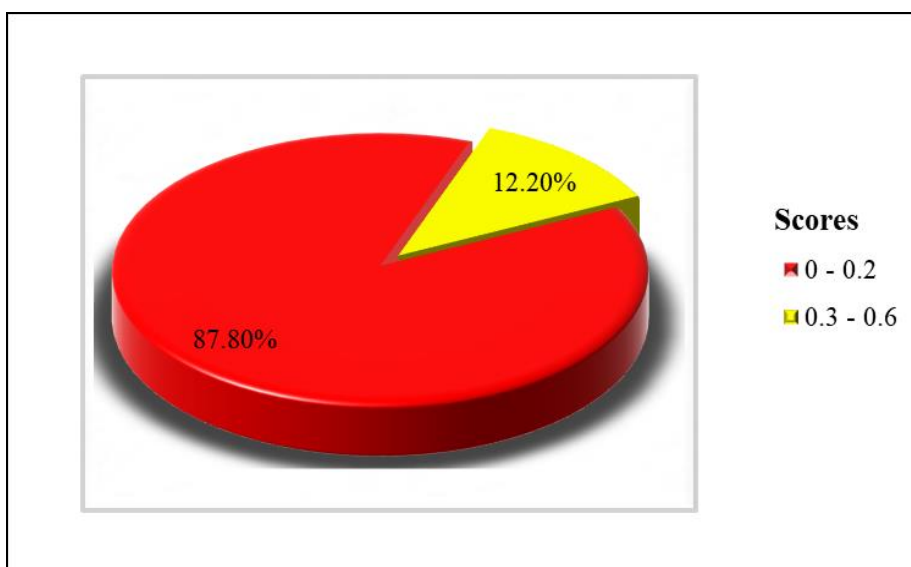


Figure 6: The Percentages of Students' Performance in Question 6

The analysis of students' responses reveals that the majority of students who scored below average failed to identify the correct answers, demonstrating insufficient reading skills. Although they understood the sentences and attempted to apply the given vocabulary or grammar patterns, their responses were inaccurate. In contrast, students who attained average scores demonstrated partial understanding of the required grammar structures and sentence conventions, although some misconceptions remained. As a result, they struggled to fully comprehend the tasks, producing incorrect or irrelevant responses in some items while managing correct answers in others. The item-by-item analysis is as follows:

Item 1: The original sentence was **哥哥想去超市买东西** (Brother wants to go to the supermarket to buy things). Students were required to rewrite it using **下午** (afternoon). The correct answer was **下午哥哥想去超市买东西** (In the afternoon, brother wants to go to the supermarket to buy things). Students who answered correctly demonstrated an understanding of the canonical sentence structure **时间 + 主语 + 动词 + 地点 + 动作** (time + subject + verb + place + action) and the conventions of Chinese time placement. By contrast, those who answered incorrectly revealed a knowledge gap in these areas. Their errors typically involved:

- Breaking the canonical order: disrupting the expected sequence **时间 + 主语 + 动词 + 地点 + 动作**.
- Confusing time placement: misplacing **下午**, which should appear at the beginning of the sentence or directly before the subject.
- Misplacing elements such as **还**, **动作**, or **地点**, resulting in sentences that sound unnatural or illogical in Chinese.

Item 2: The sentence was **马丽的房间小很干净** (Mary's room small very neat). Students were required to use the grammar pattern **虽然...但是** (although...but). The correct answers were **马丽的房间虽然小但是很干净** or **虽然马丽的房间小但是很干净** (Although Mary's room is small, it is very neat). Students who answered correctly

understood the proper usage of the conjunction pattern, while those who failed lacked competence in applying it.

Item 3: The sentence was 请把书包桌子上 (Please [my] bag table on). Students were required to use 放在 (put/place). The correct answer was 请把书包放在桌子上 (Please put the bag on the table). Students who answered correctly demonstrated competence in the 把字句 structure and understood that 放在 must follow the noun. Those who failed lacked this competence and produced incorrect responses.

Item 4: The sentence was 教室汉语老师的办公室走路要两分钟 (Classroom Chinese teacher's office takes two minutes on foot). Students were required to use the grammar pattern 从...到 (from...to). The correct answer was 从教室到汉语老师的办公室走路要两分钟 (From the classroom to the Chinese teacher's office it takes two minutes on foot), or 从汉语老师的办公室到教室走路要两分钟 (From the Chinese teacher's office to the classroom it takes two minutes on foot). Students who answered correctly had mastered the meaning and usage of 从...到, while those who failed placed the pattern randomly, showing insufficient competence.

Item 5: The sentence was 下课后我们一起去玩儿吧! (After class let's go play together!). Students were required to use 运动场 (sports ground/playground). The correct answer was 下课后我们一起去运动场玩儿吧! (After class let's go to the playground to play!). Students who answered correctly recognized that the sentence required a location for the action 玩儿 (play). Those who failed showed inadequate understanding of noun-verb relations in sentence construction. Extract 6.1 is a sample of a student's correct response to question 6.

六、按照在括内的提示语法点重写下列句子表达此次语法的正确性，用汉字作答。

Māma kètīng chīfàn. zài
例如：妈妈客厅吃饭。(在)

答案：妈妈 在 客厅吃饭。

Gēge xiǎng qù chāoshì mǎi dōng xī. xiàwǔ
1. 哥哥想去超市买东西。(下午)

哥哥想去下午超市买东西。

Mǎ lǐ de fángjiān xiǎo hěn gānjìng. suīrán dànshì
2. 马丽的房间小很干净。(虽然...但是)

马丽的虽然房间小但是很干净。

Qǐng bǎ shūbāo zhuō zi shàng. fàngzài
3. 请把书包桌子上。(放在)

请把放抱桌子上

Jiàoshì hànyǔ lǎoshī de bàngōngshì zǒu lù yào liǎng fēnzhōng.
4. 教室汉语老师的办公室走路要两分钟。

cóng dào
(从...到)

从教室汉语老师的办公室到走路

Xiàkè hòu wǒmen yì qǐ qù wánr ba! yùndòngchǎng
5. 下课后我们一起去玩儿吧!(运动场)

下课后我们运动场一起去玩儿吧!

Extract 6.1: A sample of the student's incorrect responses to Question 6.

In Extract 6.1, the student reconstructed the sentences incorrectly in all items, despite attempting to provide what appeared to be correct answers.

2.2.5 Question 7: Completing the Dialogue.

This question presented an incomplete dialogue between 学生 (student) and 老师 (teacher) at school, with five blanks to be filled using given alternatives. It was derived from the topic *Developing the Ability to Communicate Orally* and assessed students' ability to apply vocabulary and grammar in real-life situations. The dialogue focused on a student greeting the teacher, explaining she/he was unwell (不舒服), requesting two days' leave, being instructed to write a 请假条 (leave memo), thanking the teacher and finally stating they would go to the hospital behind the school, with the teacher advising them to rest and drink water. The question was as follows:

七. 选择已给的词语填空, 完成以下学生和老师之间的对话。

我想, 请假条, 请进, 请说, 不客气, 舒服

Xuésheng Wo néng jìnlái ma?

例如: 学 生 : 我 能 进 来 吗?

Laoshī .

老 师 : _____。

答案: 请进

Xuésheng Zhāng laoshī nín hao! wo xiang gēn ni shuō gè shì.

1. 学 生 : 张 老师 您 好! 我 想 跟 你 说 个 事。

Laoshī , you shénme wèn tí ma?

老 师 : _____, 有 什 么 问 题 吗?

Xuésheng Wo duzi bù _____, xiang gēn nín qingjià qùyīyuàn

2. 学 生 : 我 肚 子 不 _____, 想 跟 您 请 假 去 医 院

kàn bìng.

Laoshī Ò! méiwèn tí, ni xiang qing jǐ tiān jia?

老 师 : 哦! 没 问 题, 你 想 请 几 天 假?

Xuésheng Wo xiang qing liang tiān jia.

3. 学 生 : 我 想 请 两 天 假。

Laoshī Haode, ni xiě yí fēn _____ gěi wo ba.

老 师 : 好 的, 你 写 一 份 _____ 给 我 吧。

Xuésheng Hao ā, xièxie Zhāng laoshī.

4. 学 生 : 好 啊, 谢 谢 张 老 师。

Laoshī _____, ni xiang qù na gè yīyuàn kànbìng?

老 师 : _____, 你 想 去 哪 个 医 院 看 病?

Xuésheng _____ qù xuéxiào hòumian de yīyuàn.

5. 学 生 : _____ 去 学 校 后 面 的 医 院 。

Laoshī Haode, haohao xiūxi, duō hē shuǐ.

老 师 : 好 的, 好 好 休 息, 多 喝 水 。

The analysis of the students' performance data reveals that all 115 students (100%) attempted Question 7. Among them, 46 (40.00%) passed, attaining scores within the range of 4 – 10 (average to good performance). In contrast, the remaining 69 (60.00%) scored below average. Overall, the general performance on this question is regarded as average, since the overall pass rate was 36.50 per cent. Figure 7 summarizes the students' performance in Question 7.

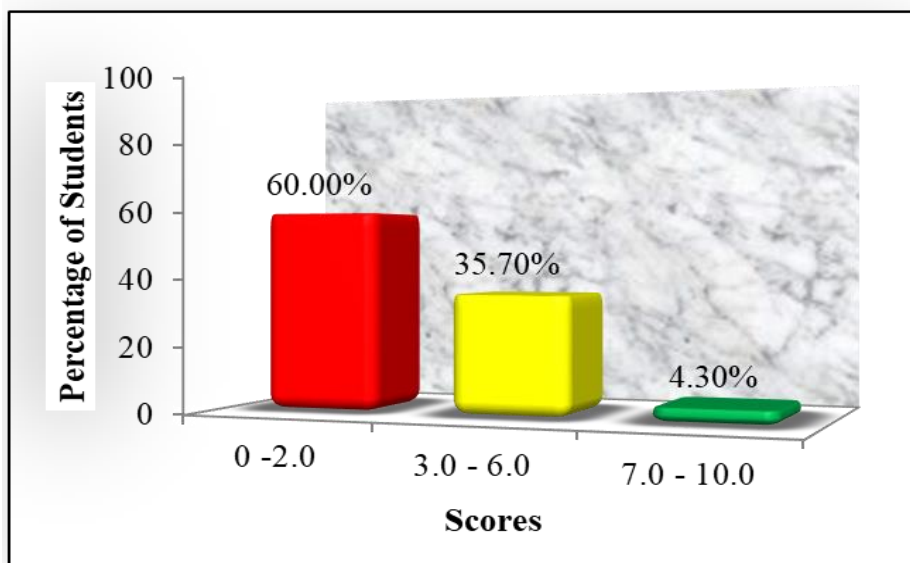


Figure 7: *The Percentages of the Students' Performance in Question 7*

The analysis of students' responses shows varied levels of competence in Chinese grammar, vocabulary and semantics. Those who provided correct answers demonstrated sufficient knowledge of grammatical rules and vocabulary, enabling them to construct meaningful responses and achieve high scores. In contrast, students who failed revealed gaps in comprehension and language mastery, which resulted in mixed responses, some partially correct and others irrelevant or incomplete. An item-by-item analysis is presented as follows:

Item 1: The dialogue began with the student greeting the teacher: “学生：张老师您好!我想跟你说个事” (Hello Teacher Zhang! I have an issue I want to talk to you). The teacher's incomplete response was “老师：.....，有什么问题吗？” (...，do you have any problem?). The

correct answer was 请说 (please speak). Students who identified this answer demonstrated competence in conversational norms and greeting-response culture, while those who failed lacked interactional skills.

Item 2: The student said: “我肚子不……, 想跟您请假去医院看病” (My stomach is not ..., I want to request a leave to go to the hospital). The correct answer was 舒服 (comfortable), forming 不舒服 (not comfortable/unwell). Students who answered correctly recognized the logical link between stomach discomfort and visiting a hospital. Those who failed were unable to identify the appropriate vocabulary.

Item 3: The teacher instructed: “好的, 你写一份……给我吧” (Okay, write a ... and give it to me), following the student’s request for two days’ leave. The correct answer was 请假条 (leave memo/permission slip). Students who answered correctly understood the relationship between 写 (write) and 请假条, while those who failed showed insufficient competence in vocabulary usage.

Item 4: The student responded: “好啊, 谢谢张老师” (Okay, thank you Teacher Zhang). The teacher’s reply was incomplete: “……, 你想去哪个医院看病?” (... , which hospital do you want to go to?). The correct answer was 不客气 (you’re welcome). Students who answered correctly recognized the conversational cue provided by 谢谢 (thank you), while those who failed gave irrelevant responses.

Item 5: The student’s incomplete sentence was “...去学校后面的医院” (... go to the hospital behind the school). The correct answer was 我想 (I want), forming “我想去学校后面的医院” (I want to go to the hospital behind the school). Students who answered correctly demonstrated competence in both semantics and syntax, while those who failed lacked sufficient knowledge of sentence structure. Extract 7.1 presents a sample of a student’s correct responses to Question 7.

七. 选择已给的词语填空, 完成以下学生和老师之间的对话。

我想, 请假条, 请进, 请说, 不客气, 舒服

Xuésheng Wǒ néng jìn lái ma?

例如: 学生: 我能进来吗?

Lǎoshī

老师: _____。

答案: 请进

Xuésheng Zhāng lǎoshī nín hǎo! wǒ xiǎng gēn nǐ shuō gè shì.

1. 学生: 张老师您好! 我想跟你说个事。

Lǎoshī , yǒu shénme wèn tí ma?

老师: 请说, 有什么问题吗?

Xuésheng Wǒ dù zi bù 舒服, xiǎng gēn nín qǐng jià qù yī
2. 学生: 我肚子不舒服, 想跟您请假去医
yuàn kàn bìng.
院看病。

Lǎoshī Ò! méi wèn tí, nǐ xiǎng qǐng jǐ tiān jiǎ?

老师: 哦! 没问题, 你想请几天假?

Xuésheng Wǒ xiǎng qǐng liǎng tiān jiǎ.

3. 学生: 我想请两天假。

Lǎoshī Hǎo de, nǐ xiě yí fēn 请假条 gěi wǒ ba.

老师: 好的, 你写一份请假条给我吧。

Xuésheng Hǎo ā, xièxie Zhāng lǎoshī.

4. 学生: 好啊, 谢谢张老师。

Lǎoshī , nǐ xiǎng qù nǎ gè yī yuàn kàn bìng?

老师: 不客气, 你想去哪个医院看病?

Xuésheng 我想 qù xuéxiào hòu mian de yī yuàn.

5. 学生: 我想去学校后面的医院。

Lǎoshī Hǎo de, hǎohao xiū xi, duō hē shuǐ.

老师: 好的, 好好休息, 多喝水。

Extract 7.1: A sample of the student's correct responses to question 7.

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

Extract 7.2, by contrast, shows a sample of an incorrect response in which a student provided irrelevant answers to all items. This indicates

that some students failed to grasp the demands of the question, reflecting gaps in comprehension and language mastery.

七. 选择已给的词语填空, 完成以下学生和老师之间的对话。

我想, 请假条, 请进, 请说, 不客气, 舒服

Xuésheng Wǒ néng jìn lái ma?

例如: 学生: 我能进来吗?

Lǎoshī

老师: 我想。

答案: 请进

Xuésheng Zhāng lǎoshī nín hǎo! wǒ xiǎng gēn nǐ shuō gè shì.

1. 学生: 张 老师您好! 我想跟你说个事。

Lǎoshī

老师: 我想, yǒu shénme wèn tí ma?

老师: 我想, 有什么问题吗?

Xuésheng Wǒ dù zi bù 请说, xiǎng gēn nín qǐng jià qù yī

2. 学生: 我肚子不 请说, 想跟您请假去医

yuàn kàn bìng.

院看病。

Lǎoshī Ò! méi wèn tí, nǐ xiǎng qǐng jǐ tiān jià?

老师: 哦! 没问题, 你想请几天假?

Xuésheng Wǒ xiǎng qǐng liǎng tiān jià.

3. 学生: 我想请两天假。

Lǎoshī Hǎo de, nǐ xiě yí fēn 个予服 gěi wǒ ba.

老师: 好的, 你写一份 个予服 给我吧。

Xuésheng Hǎo ā, xièxie Zhāng lǎoshī.

4. 学生: 好啊, 谢谢 张 老师。

Lǎoshī

老师: 请假条, nǐ xiǎng qù nǎ gè yī yuàn kàn bìng?

老师: 请假条, 你想去哪个医院看病?

Xuésheng 不客气 qù xuéxiào hòu miàn de yī yuàn.

5. 学生: 不客气 去学校后面的医院。

Lǎoshī Hǎo de, hǎohao xiū xi, duō hē shuǐ.

老师: 好的, 好好休息, 多喝水。

Extract 7.2: A sample of the student's incorrect responses to question 7.

Extract 7.2 illustrates the performance of the student who wrote incorrect answers in all items.

2.2.6 Question 8: Filling the Missing Parts of the Letter

Students were provided with six vocabulary items and a sample leave letter with missing parts. They were required to fill in the blanks using the correct alternatives. The question was based on the topic *Developing the Ability to Read Correctly Various Texts* and tested students' competence in understanding and composing formal written communication. The question read as follows:

八. 请在下面的已给出的词语中选择正确答案完成以下请假条。

zhàogù	nián yuè hào	xuéshēng	Wángshuài
A 照顾	B 2024 年 12 月 2 号	C 学生：	王 帅
nínhao!	Wánglǎoshī	shēngbìng	
D 您好！	E 王 老师	F 生 病	

qǐngjiàtiáo 请 假 条
例如：1. <u>E</u>
2. _____
Zuótiān wǒ māma _____, jīntiān wǒ yào péi tā qù yīyuàn kànbìng. 昨天我妈妈 3. _____, 今天我要陪她去医院看病。 Bìngqiě, wǒ xiǎng zài jiā lǐ _____ wǒ māma sāntiān. Suǒyǐ wǒ xiàng 并且, 我想在家里 4. _____ 我妈妈三天。所以我向 nín qǐng sāntiān jià. Qǐngjià shíjiān shì cóng yuè dào yuè rì. 您请三天假。请假时间是从 3 月 10 到 3 月 13 日。 wàngnín pī zhun, 望 您批准, gǎnxiè! 感谢!
5. _____
6. _____

The analysis of the students' performance data reveals that all 115 students (100%) attempted Question 8. Among them, 52 (45.20%) passed, attaining scores within the range of 4 – 10 (average to good performance). In contrast, the remaining 63 (54.80%) scored below average. Overall, the general performance on this question is regarded as average, since the overall pass rate was 45.20 per cent. Figure 8 summarizes the students' performance in Question 8.

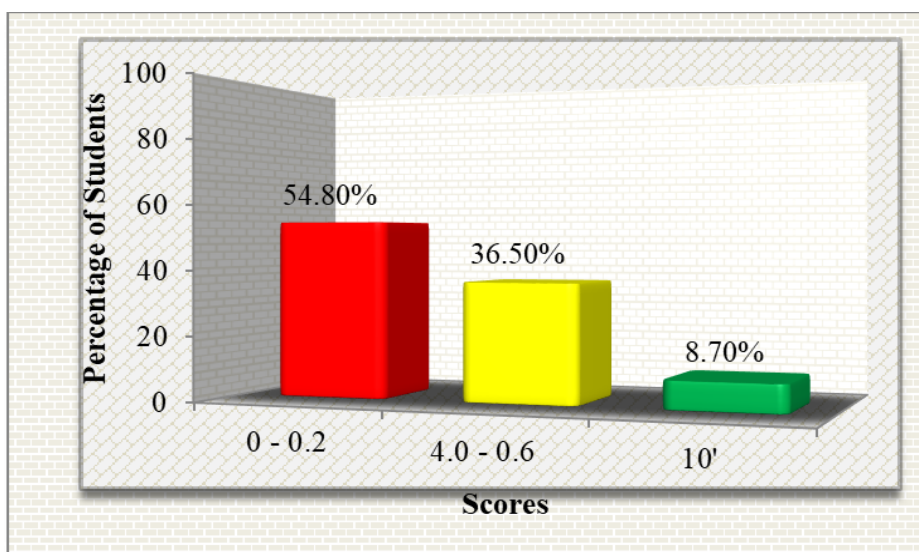


Figure 8: *The Percentages of the Students' Performance in Question 8*

The analysis indicates that students who answered correctly demonstrated clear awareness of the standard structure of a leave letter: *title, receiver, salutation, content, sender and date*. These students were able to apply vocabulary appropriately within the given context, producing text that was both meaningful and grammatically accurate. In contrast, students who answered incorrectly revealed limited knowledge of vocabulary and letter-writing conventions. Their responses often contained irrelevant or misplaced elements, reflecting gaps in both linguistic competence and structural awareness.

Item 1 (Receiver): This was used as an illustration of the expected format. After the heading 请假条 (Leave Letter), the next part required the receiver's name. The correct answer was 王老师 (Teacher Wang).

This example was provided to demonstrate awareness of letter structure.

Item 2 (Salutation): Following the receiver, a polite greeting was needed. The correct answer was 您好 (Hello), showing recognition of formal letter etiquette.

Item 3 (Reason): The sentence “昨天我妈妈...今天我要陪她去医院看病” required a cause. The correct answer was 生病 (to be sick), completing “昨天我妈妈生病” (Yesterday my mother was sick). Correct responses demonstrated semantic understanding, while incorrect ones revealed gaps in meaning.

Item 4 (Continuation): The sentence “我想在家里...我妈妈三天” required an action. The correct answer was 照顾 (to take care of), forming “我想在家里照顾我妈妈三天” (I want to stay home to take care of my mother for three days). Students with mastery of Chinese characters identified the correct answer, while weaker students struggled.

Item 5 (Sender): After the message, the sender’s identity was required. The correct answer was 学生: 王帅 (Student: Wang Shuai). Correct responses showed awareness of letter-writing conventions.

Item 6 (Date): The final part required the date of issue. The correct answer was 2024 年 12 月 2 号 (December 2, 2024). Correct responses recognized the need to conclude with a time reference. Extract 8.1 presents a sample of responses from a student who performed well in Question 8, demonstrating accurate understanding of vocabulary, sentence meaning and the structural components of a leave letter.

八. 请在下面的已给出的词语中选择正确答案完成以下请假条。

zhàogù	nián yuè hào	xuéshēng	Wángshuài
A 照顾	B 2024 年 12 月 2 号	C 学 生 :	王 帅
nínhǎo !	Wánglǎoshī	shēngbìng	
D 您好 !	E 王 老师	F 生 病	

qǐngjiàtiáo
请假条

例如: 1. E

2. D

Zuótiān wǒ māma 3. F, jīntiān wǒ yào péi tā qù yī yuàn kànbìng.
昨天我妈妈 3. F, 今天我要陪她去医院看病。
Bìngqiè, wǒ xiǎng zài jiā lǐ A wǒ māma sāntiān. Suǒ yǐ wǒ xiàng
并且, 我想在家里 4. A 我妈妈三天。所以我向
nín qǐng sāntiān jiǎ. Qǐngjià shíjiān shì cóng yuè dào yuè rì.
您请三天假。请假时间是从 3 月 10 到 3 月 13 日。

wàngnín pī zhǔn,
望 您批准,
gǎnxiè!
感谢!

5. C

6. B

Extract 8.1: A sample of the student's correct responses to question 8.

In Extract 8.1, the student gave correct answers in all items.

In contrast, Extract 8.2 shows a sample from a student in the weak performance category, who provided irrelevant answers to all items. This highlights the performance gap between students who understood the demands of the question and those who failed to recognize the conventions of a leave letter.

八. 请在下面的已给出的词语中选择正确答案完成以下请假条。

zhào gù A 照顾	nián yuè hào B 2024 年 12 月 2 号	xuéshēng Wángshuài C 学生：王 帅
nín hǎo! D 您好!	Wánglǎoshī E 王 老师	shēngbìng F 生病

qǐngjiàtiáo
请假条

例如：1. E

2. B

Zuótiān wǒ māma , jīntiān wǒ yào péi tā qù yī yuàn kànbìng.
 昨天我妈妈 3. B , 今天我要陪她去医院看病。
 Bìngqiè , wǒ xiǎng zài jiā lǐ F C wǒ māma sāntiān. Suǒ yǐ wǒ xiàng
 并且, 我想 在家里 4. F C 我妈妈三天。所以我 向
 nín qǐng sāntiān jiǎ. Qǐngjià shíjiān shì cóng yuè dào yuè rì.
 您请三天假。请假时间是从 3 月 10 到 3 月 13 日。

wàngnín pī zhǔn,
 望 您批准,
 gǎnxiè!
 感谢!

5. A

6. F

Extract 8.2: A sample of the student's incorrect responses to question 8.

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

2.2.7 Question 9. Rearranging Jumbled Sentences to Form Meaningful Passage

This question comprised a passage with six jumbled sentences. Students were required to read and understand each sentence, then rearrange them to form a logical, meaningful and complete sequence. It was drawn from the topic *Developing Awareness of Chinese Initials, Finals, Tones and Characters* and assessed students' competence in logical thinking and comprehension. The question was as follows:

九. 按照顺序重新排列下面打乱的句子组成逻辑上正确的短文, 用 A-F 字母排列顺序。

- Bǐ rú, hàn zì zhōng de rén zhǎng zhèyàng, rén yě shì zhèyàng de.
A 比如, 汉字中的“人”长这样, 人也是这样的。
- Hòulái wǒ fā xiàn le, hàn zì de rén xiàng rén zǒu lù yí yàng.
B 后来我发现了, 汉字的“人”像人走路一样。
- Wǒ gāng kāishǐ xué hàn yǔ de shíhòu, yǐ wéi xiě hàn zì xiàng shì zài huà huà.
C 我刚开始学汉语的时候, 以为写汉字像是在画画。
- Wǒ jué de xiě chū měi yí gè hàn zì xiàng yí fù měi lì de tú huà.
D 我觉得写出每一个汉字像一副美丽的图画。
- Zhèyàng kàn lái, wǒ men kě bù jiù shì zài huà huà ma?
E 这样看来, 我们可不就是在画画嘛?
- Wǒ jiào lǐ míng, wǒ shì èr nián jí de xué shēng.
F 我叫李明, 我是二年级的学生。

答题框:

项目	例如 1	2	3	4	5	6
答案	F					

The analysis of the students' performance data reveals that all 115 students (100%) attempted Question 9. Of these, 43 (37.40%) passed, attaining scores within the range of 4 – 8 (average to good performance). In contrast, the remaining 72 (62.60%) scored below average. Overall, the general performance on this question is regarded as average, since the overall pass rate was 37.40 per cent. Figure 9 summarizes the students' performance in Question 9.

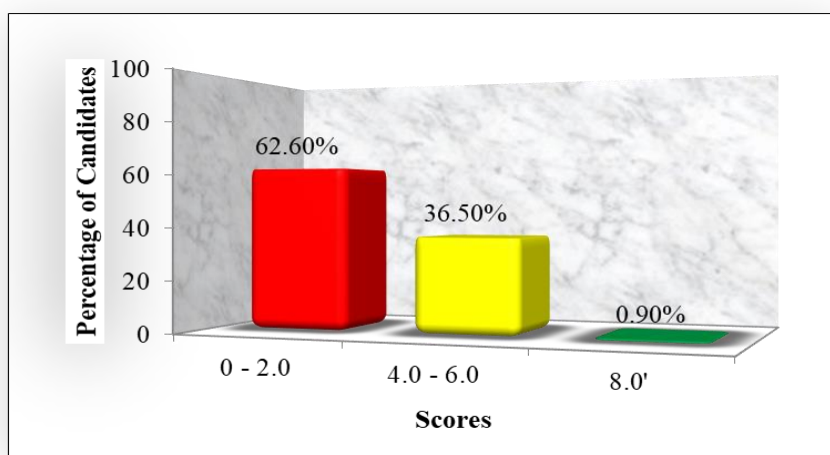


Figure 9: The Percentages of the Students' Performance in Question 9

The analysis of students' performance on Question 9 reveals a clear contrast between those who succeeded and those who were unsuccessful. Students who rearranged the sentences correctly demonstrated strong knowledge of Chinese vocabulary and character recognition. They showed competence in reading, understanding and sequencing written information, producing a coherent passage. By contrast, students who performed weakly failed to grasp the meaning of the sentences and could not recognize key characters or logical connectors. As a result, they constructed meaningless passages.

In its original jumbled form, the sentences appeared disconnected and lacked logical flow:

- A 比如，汉字中的“人”长这样，人也是这样的。 (*For example, the character “人” looks like this and people are also like this.*)
- B 后来我发现了，汉字的“人”像人走路一样。 (*Later I realized, the character “人” looks like a person walking.*)
- C 我刚开始学汉语的时候，以为写汉字像是在画画。 (*When I first started learning Chinese, I thought writing characters was like drawing.*)
- D 我觉得写出每一个汉字像一副美丽的图画。 (*I think writing each character is like a beautiful picture.*)
- E 这样看来，我们可不就是在画画嘛？ (*In this way, aren't we just drawing?*)
- F 我叫李明，我是二年级的学生。 (*My name is Li Ming, I am a Form Two student.*)

For example, “后来我发现了...” (*Later I realized...*) could not logically precede “我叫李明...” (*My name is Li Ming*) and “比如汉字中的‘人’...” (*For example, the character for ‘person’...*) would not make sense without first introducing the context of learning Chinese. Students who failed to recognize these logical connectors often produced meaningless passages, such as starting with “比如汉字中的‘人’...” (*For example, the character for ‘person’...*) or ending abruptly

with “后来我发现了...” (*Later I realized...*), which broke the narrative sequence.

The correct arrangement was:
F → C → A → E → B → D

Final Passage:

我叫李明，我是二年级的学生。
我刚开始学汉语的时候，以为写汉字像是画画。
比如，汉字中的“人”长这样，人也是这样的。
这样看来，我们可不就是在画画嘛？
后来我发现了，汉字的“人”像人走路一样。
我觉得写出每一个汉字像一副美丽的图画。

Translation:

My name is Li Ming. I am a form two student.
When I first started learning Chinese, I thought writing Chinese characters was like drawing pictures.
For example, the character for “person” looks like this, and people are like this:
Doesn't it seem like drawing?
Later, I discovered that the character for “person” looks like a person walking.
I think writing each Chinese character is like drawing a beautiful picture.




This arrangement demonstrates mastery of grammar, vocabulary and logical flow, as well as the ability to recognize connectors and organize ideas effectively.

Extract 9.1 presents a sample of a correct response, in which the student successfully rearranged the jumbled sentences into the proper sequence. This demonstrates mastery of grammar, vocabulary and logical flow, as well as the ability to recognize connectors and organize ideas effectively.

答题框：

项目	例如 1	2	3	4	5	6
答案	F	C	B	E	A	D

Extract 9.1: A sample of the students’ correct responses to question 9.

In Extract 9.1, the student wrote correct answers in all items.

Extract 9.2, by contrast, presents a sample from a student who failed to rearrange the sentences into the correct order. Although the student recognized some individual sentences, the chosen sequence did not follow logical connectors or narrative flow. This indicates that the student struggled not only with sequencing but also with applying logical thinking to construct a coherent passage.

答题框：

项目	例如 1	2	3	4	5	6
答案	F	D	E	A	C	B

Extract 9.2: A sample of the students' incorrect responses to question 9.

In Extract 9.2, the student wrote incorrect answers in all items.

2.3 SECTION C: COMPOSITION

This section contained one compulsory essay question in which students were required to compose a passage of approximately 80 to 100 words.

2.3.1 Question 10: Writing Composition

Question 10 was an essay composition task from the topic *Developing the Ability to Communicate Accurately in Writing in Various Contexts*. It aimed to assess students' competence in written communication, particularly their ability to use the Chinese language to express ideas logically and grammatically.

Students were required to write a short passage of 80 – 100 characters under the title 你过生日的准备 (*Your birthday preparations*). Six guiding words were provided 下个星期 (next week), 过 (to celebrate/spend), 派对 (party), 裙子 (dress/skirt), 要么 ... 要么 ... (either...or...), 邀请 (to invite)—and students were instructed to integrate them meaningfully into their composition to demonstrate

logical expression, grammatical accuracy and effective use of vocabulary. The question was as follows:

Zhè gè yuè shì nǐ de shēng rì. Gēn jù yǐ xià de tí shì cí, qǐng xiě yì piān dào
十. 这个月是你的生日。根据以下的提示词，请写一篇80到

ge zì de duǎn wén shuō yì shuō nǐ guò shēng rì de zhǔnbèi.
100个字的短文说一说过你过生日的准备。

xià gè xīng qī guò pàiduì qún zi yào me yào me
提示词：下个星期，过，派对，裙子，要么...要么...

yāo qǐng
邀请

The analysis of the students' performance data indicates that all 115 students (100.00%) attempted Question 10, of whom 114 (99.10%) scored below average. This suggests that the overall performance on this question was weak. Conversely, only 1 student (0.90%) passed, attaining an average score of 7. Figure 10 summarizes the students' performance in Question 10.

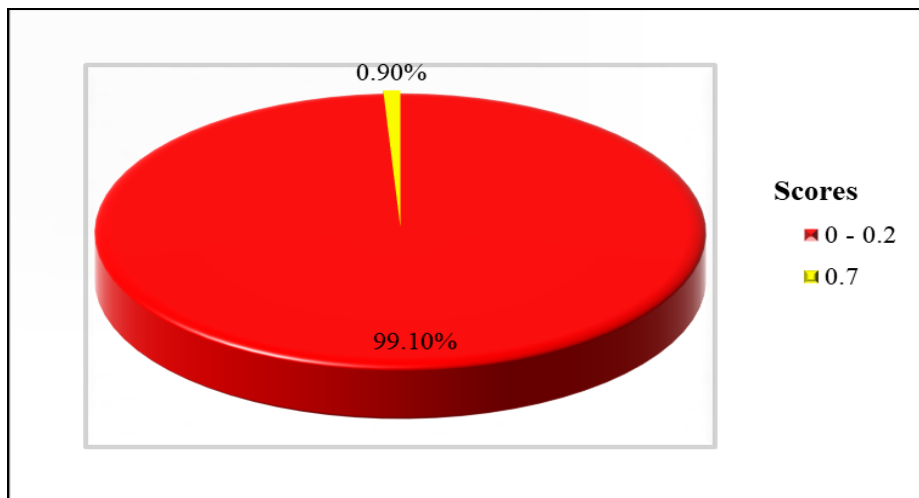


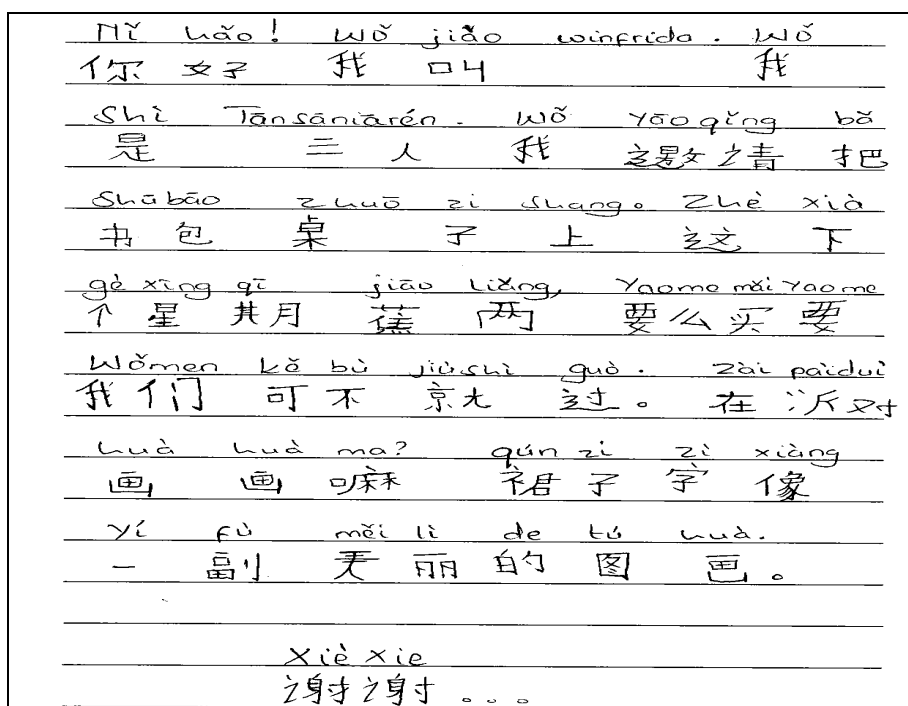
Figure 10: The Percentages of the Students' Performance in Question 10

The analysis of student responses reveals that no student achieved good performance. Most failed to meet the requirements, producing irrelevant content, copying sentences directly from the examination paper, or writing in pinyin rather than Chinese characters. Even when

characters were used, the guiding words were not integrated meaningfully, resulting in incoherent sentences and illogical flow. This reflects:

- (a) Limited vocabulary knowledge, preventing construction of meaningful sentences around the guiding words.
- (b) Weak grammar foundation, leading to fragmented or incorrect sentences.
- (c) Over reliance on rote copying, showing dependence on memorization rather than comprehension.
- (d) Poor understanding of task requirements, causing misinterpretation of the theme of birthday preparations.
- (e) Insufficient practice in written composition, hindering logical connection of ideas and correct use of punctuation.

Extract 10.1 illustrates why most students failed Question 10. The responses were irrelevant, relied on copied phrases, ignored the required theme of *birthday preparations* and did not incorporate the guiding words. This highlights broader weaknesses in vocabulary knowledge, grammatical accuracy, comprehension of instructions and structured writing practice. Collectively, these shortcomings contributed to the overall weak performance observed in this task.



Extract 10.1: A sample of the students' incorrect responses to question 10.

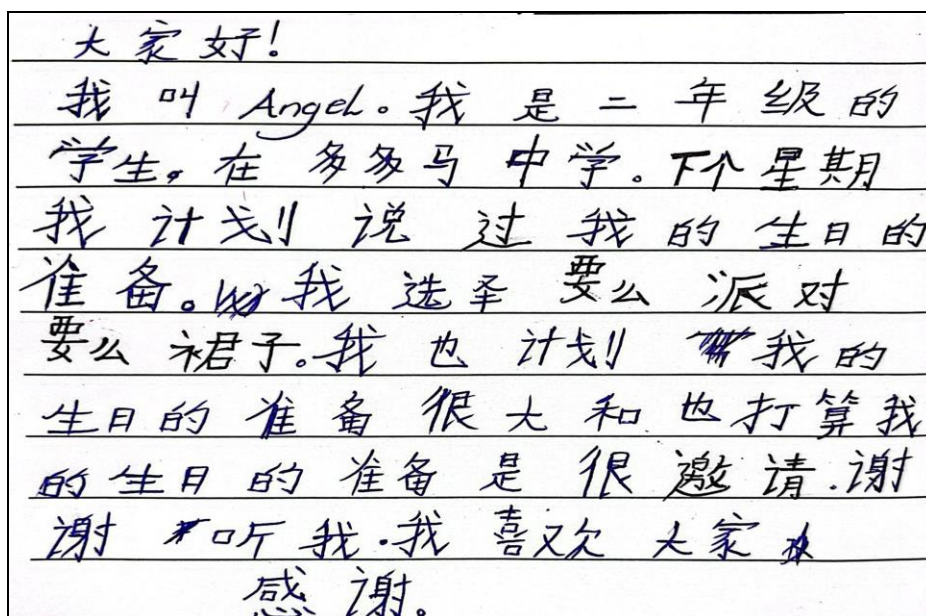
In Extract 10.1, the student's response is irrelevant as it does not address the required theme of *birthday preparations* and fails to use the six guiding words provided in the question (下个星期, 过, 派对, 裙子, 要么...要么..., 邀请). Instead, the passage shifts to unrelated topics such as identity, classroom objects, food and abstract ideas, producing sentences like “*Want rice! Want rice!*” and “*A little meat must be shared,*” which are irrelevant in this context.

The translation further illustrates the fragmented and incoherent narrative: “*Hello! My name is Winfredo. I am Chinese. I have Qing eight three people. I like to put my schoolbag under the desk. Congratulations, congratulations classroom. Want rice! Want rice! A little meat must be shared. We don't like to eat. Standing in line, we never lived. Where is it messy? Please you be like... A beautiful picture. Thank you, thank you...*”

None of these ideas connect to the task of preparing for a birthday party. This demonstrates weak comprehension of instructions,

grammatical inaccuracies and lack of vocabulary application, all of which contributed to the student's failure in this task.

In contrast to these weak responses, extract 10.2 illustrates a student who demonstrated comparatively stronger effort, producing an average performance that partially met the requirements of the task.



Extract 10.2: A sample of the students' responses to Question 10 showing average performance.

In Extract 10.2, the student introduces themselves (“大家好! 我叫 Angel. 我是二年级的学生, 在多多马中学” [Hello everyone! My name is Angel. I am a Form Two student at Dodoma Secondary School]) and attempts to describe their birthday preparations. The strengths of the response include neat handwriting, personalization through self-introduction, and partial integration of the guiding words such as “下个星期” [next week], “过” [to celebrate], “派对” [party], “裙子” [skirt], and “邀请” [to invite]. However, several expressions are grammatically inaccurate or awkward, for example, “说过我的生日的准备” [say about my birthday preparations] and

“我的生日的准备是很邀请” [my birthday preparations are very inviting], which weaken logical flow and clarity. The required structure “要么 ... 要么 ...” [either...or...] is not effectively demonstrated, and some vocabulary appears forced rather than naturally integrated. Overall, while the student shows effort and creativity, the weaknesses in grammar, vocabulary use, and coherence place the work in the average performance category.

3.0 PERFORMANCE OF THE STUDENTS IN EACH COMPETENCE

The Chinese Language assessment in FTNA 2025 comprised 10 questions each focusing on different competences; *Developing awareness of Chinese initials, finals, tones and characters*; *Mastering the correct Chinese vocabulary in various contexts*; *Developing the ability to listen and understand information*; *Developing the use of appropriate grammar and vocabulary in conversation and writing*; *Developing the ability to read and understand various texts*; *Showing the right response in various communicative contexts*; *Developing an understanding of the characteristics of spoken and written language*; *Developing the ability to communicate orally*; *Developing the ability to read correct various texts*; and *Developing the ability to communicate accurately in writing in various contexts*.

Student performance varied across these competences; Strong results were recorded in *Developing the use of appropriate grammar and vocabulary in conversation and writing* (87.80%) in Question 2, *Developing awareness of Chinese initials, finals, tones and characters*, *Mastering the correct Chinese vocabulary in various contexts*, *Mastering the correct Chinese vocabulary in various contexts*, *Developing the ability to listen and understand information*, *Developing the ability to listen and understand information*, *Developing the use of appropriate grammar and vocabulary in conversation and writing*, *Developing the use of appropriate grammar and vocabulary in conversation and writing*, *Developing the ability to read and understand various texts* and *Showing the right response in various communicative contexts* (71.30%) in Question 1 supported by familiarity with everyday vocabulary, practice in dialogues and clear question formats. Moderate scores appeared in *Developing an understanding of the characteristics of spoken and written*

language (67.00%) in Question 5, *Developing the ability to read correct various texts* (45.20%) in Question 8, *Developing awareness of Chinese initials, finals, tones and characters* (37.40%) in Question 9 and *Developing awareness of Chinese initials, finals, tones and characters* (36.50%) in Question 7, reflecting partial understanding of phonology, limited exposure to diverse texts and difficulty distinguishing spoken from written registers.

Weak performance was noted in *Developing the use of appropriate grammar and vocabulary in conversation and writing* (12.20% in Question 6), *Developing the ability to communicate accurately in writing in various contexts* (0.90% in Question 10), *Showing the right response in various communicative contexts* (0.90% in Question 4) and *Developing the ability to read and understand various texts* (0.00% in Question 3). These results were linked to insufficient grammar mastery, limited vocabulary, reliance on memorization, poor reading comprehension and lack of extended writing practice.

Overall, performance in 2025 was weak, with only 20 students (17.39%) scoring 30% or above. A detailed breakdown of results is provided in the Appendix.

4.0 CONCLUSION

The performance of students in the Chinese Language subject in FTNA 2025 was average, with 20 (17.39%) passing and 95 (82.61%) failing. Good performance was linked to familiarity with everyday vocabulary and practice in dialogues and writing. Average results reflected partial understanding of phonology, reading texts and spoken versus written registers. Weak performance stemmed from limited vocabulary, insufficient grammar mastery, reliance on memorization, poor reading comprehension and lack of extended writing practice.

5.0 RECOMMENDATIONS

For the improvement of students' performance in the Chinese Language subject, it is recommended that teachers emphasize the following areas:

5.1 Character Writing Practice

- (a) Provide regular drills and structured exercises to strengthen recognition and retention of Chinese characters.

- (b) Encourage students to reduce reliance on pinyin by practicing stroke order, radicals and handwriting accuracy.
- (c) Incorporate short dictation tasks and peer correction to reinforce mastery.

5.2 Focus on Weakly Performed Competences

- (a) Prioritize teaching and reinforcement of vocabulary related to Housing/Shopping, School Life and Transportation/Travel.
- (b) Present vocabulary in meaningful contexts through dialogues, situational tasks and thematic lessons.
- (c) Use visual aids, cultural references and real-life examples to deepen comprehension and retention.

5.3 Essay Writing Guidance

- (a) Train students step by step on word choice, punctuation, logical structure and sequencing.
- (b) Provide model essays and guided writing sessions to demonstrate effective organization.
- (c) Offer constructive feedback on drafts to improve accuracy, coherence and creativity in written expression.

5.4 Authentic Learning Environments

- (a) Incorporate role-plays, simulations and real-life tasks to encourage practical communication beyond memorization.
- (b) Utilize technology such as language apps, multimedia resources and online exchanges with native speakers.
- (c) Create opportunities for students to apply Chinese in everyday scenarios, fostering confidence and fluency.

5.5 Competency-Based Training

- (a) Guide students to interpret examination questions carefully and respond with relevant, accurate and well-structured answers.
- (b) Emphasize analytical skills, comprehension strategies and critical thinking in language use.
- (c) Align teaching with assessment standards to ensure students are prepared for both academic and practical applications of Chinese.

APPENDIX

Summary of Students' Performance for the Form Two National Assessment (FTNA) in the Chinese Language Subject in 2025

S/N	Competences	Question Number	Percentages of Students who Scored 30% or Above	Remarks
1.	Developing the use of appropriate grammar and vocabulary in conversation and writing.	2	87.80	Good
2.	Developing awareness of Chinese initials, final, tones and characters, Mastering the correct Chinese vocabulary in various contexts, Mastering the correct Chinese vocabulary in various contexts, Mastering the correct Chinese vocabulary in various contexts, Developing the ability to listen and understand information, Developing the ability to listen and understand information, Developing the use of appropriate grammar and vocabulary in conversation and writing, Developing the use of appropriate grammar and vocabulary in conversation and writing, Developing the ability to read and understand various texts and Showing the right response in various communicative contexts.	1	71.30	Good
3.	Developing an understanding of the characteristics of spoken and written language.	5	67.00	Average
4.	Developing the ability to read correct various texts	8	45.20	Average
5.	Developing the ability to communicate orally	7	40.00	Average
6.	Developing awareness of Chinese initials, final, tones and characters	9	37.40	Average
7.	Developing the use of appropriate grammar and vocabulary in conversation and writing.	6	12.20	Weak
8.	Developing the ability to communicate accurately in writing in various contexts	10	0.90	Weak
9.	Showing the right response in various communicative contexts.	4	0.90	Weak
10.	Developing the ability to read and understand various texts	3	0.00	Weak

