



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



**STUDENT'S ITEM RESPONSE ANALYSIS REPORT  
ON THE FORM TWO NATIONAL ASSESSMENT  
(FTNA) 2020**

**CHINESE LANGUAGE**



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## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) is pleased to issue the report on the performance of the students in Chinese Language subject, in the Form Two National Assessment (FTNA) for 2020. This report provides feedback to the public on the performance of students in this subject. It intends to show the students' abilities and challenges in attempting questions in the Chinese Language subject.

The analysis presented in this report is intended to provide an understanding of the reasons behind the students' performance in Chinese Language subject. The report highlights the factors that made the students score or fail to score high marks when attempting the questions. Some of the factors for low performance were lack of knowledge on vocabulary, principles and grammatical rules, inability to understand the requirement of the questions and inability to express themselves using simple Chinese. On the contrary, the analysis showed the strength of students who scored high marks. The reasons for good performance were among others, the ability to identify the demands of the questions, possession of adequate knowledge on grammatical rules and the possession of enough vocabulary to use in different situations.

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

Finally, the council would like to thank the examinations officers, statisticians, Information and Communication Technology (ICT) experts, teachers and all those who took part fully in preparing and in analyzing the data used in this report.



Dr. Charles E. Msonde

**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in Chinese Language subject in 2020. The assessment was set in accordance with the Chinese Language syllabus of 2015.

This examination paper consisted of four sections; Section A- *Comprehension*, B- *Language Use*, C- *Patterns and Vocabulary* and D- *Composition*. The paper had a total of 10 questions which were all compulsory. Section A carried twenty (20) marks, Section B thirty (30) marks and Section C thirty (30) marks and section D twenty (20) marks, thus making a total of 100 marks.

The data analysis indicates that 1,287 students were registered. A total of 1,085 (100%) students sat for the examination. Among these, 987 (91.0%) passed and 98 (9.1%) failed. The performance has increased by 1.9% compared to the 2019 performance in 2020 in which 1,766 students sat for the assessment but only 1,573 (89.1%) students passed and 193 (10.1%) failed.

The students' performance in each grade is shown in Table 1.

**Table 1: Performance of Students in each Grade**

Year	Sat	Grades				
		A	B	C	D	F
2019	1,766	279	216	538	540	193
2020	1,085	107	82	389	409	98

This report provides the analysis of each question by giving an overview of what the students were required to do, the general performance and reasons for their performance. Sample extracts of students' correct and incorrect responses are presented in order to demonstrate how the students responded to each item. This is followed by the analysis of the students' performance per topic, conclusion and recommendations. A summary of the students' performance per topic has been shown in Appendix I and II.

The students' performance was classified into three (3) groups: good, average and weak. The performance was regarded as weak if the percentage of the students' score ranges from 0 to 29 marks, from 30 to 64 marks the

performance was considered average and from 65 to 100 marks the performance was regarded as good.

It is of considerable importance that this analysis will be supportive for Chinese teachers to improve the teaching and learning of the Chinese Language and consequently improve the performance.

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

### 2.1 Section A: Comprehension

This section had two questions and each question carried 10 marks, hence making a total of 20 marks. The students were instructed to read the passages and answer the questions that followed.

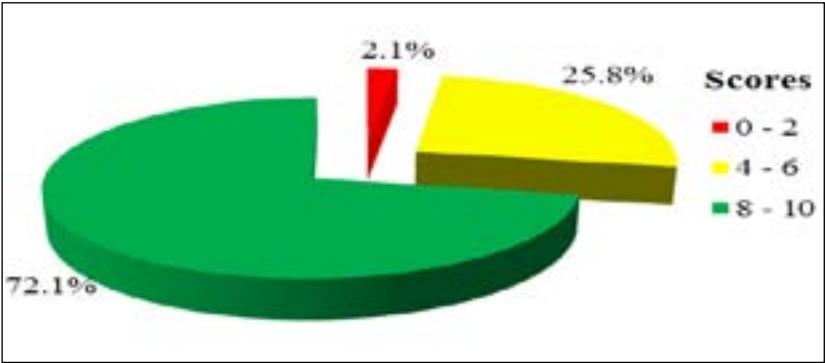
#### 2.1.1 Question 1: Multiple Choice

The students were given a passage to read and they were required to answer the questions by choosing the correct answer from the given alternatives A, B, C and D. The passage was about Mary's house compound that informs about Mary's park. It was derived from the topic on Housing. It tested the students' ability to comprehend the written information. The passage was as follows:

#### 一 阅读短文。

Mǎ lì jiā yǒu yí gè hěn dà de huāyuán. Huāyuán lì yǒu xǔ duō huā hé shù. Huāyuán lì  
玛丽家有一个很大的花园。花园里有很多花和树。花园里  
yǒu bái sè de hé huáng sè de huā. Mǎ lì xǐhuān bái sè de huā. Mǎ lì de mèimei xǐhuān  
有白色的和黄色的花。玛丽喜欢白色的花，玛丽的妹妹喜欢  
huáng sè de huā. Huāyuán lì yǒu èr zhī hēi sè de xiǎo māo. Xiǎo māo xǐhuān chī yú, yě  
黄色的花。花园里有两只黑色的小猫。小猫喜欢吃鱼，也  
xǐhuān hē niú nǎi. Mǎ lì bù xǐhuān xiǎo māo. Mǎ lì xǐhuān xiǎo gǒu. Xiǎo gǒu zài dì fāng  
喜欢喝牛奶。玛丽不喜欢小猫。玛丽喜欢小狗。小狗在地方  
lǐ shuì jiào.  
里睡觉。

The total of 1,085 (100%) students attempted this question, among whom 782 (72.1%) students scored from 8 to 10 marks which is a good performance, 280 (25.8%) students scored from 4 to 6 marks which is an average performance, and 23 (2.1%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,062 (97.9%) students scored 30% or above. Figure 1 summarizes the students' performance in question 1.



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

The students who performed well in this question were 782 (72.1%). The analysis shows that they had enough knowledge about the topic of Housing and sufficient knowledge of reading for comprehension. Thus, they understood the passage and the requirements of the question. For example, in item 1, the students were asked 花园里有.....的花。 (Inside the park there are.....flowers). They opted the correct answer which was A 白色 (white colour) due to the fact that, they were able to differentiate colours and managed to identify the correct colour of flowers from the passage. This implies that these students had enough Chinese vocabulary. Extract 1.1 is a sample of a good students' responses.



回答问题，选择正确答案。

Lǐlǐ: Mǎlǐ jiā yǒu yí ge huāyuán.  
 例如：马丽 家有一个 ( B ) 花园。

běn dà                      hěn dà de                      bù dà                      bù tài dà  
 A 很大                      B 很大的                      C 不大                      D 不太大

Huāyuán lǐ yǒu                      de huā.  
 1. 花园 里有 ( A ) 的 花。

báisè                      hóngsè                      hēisè                      lǜsè  
 A 白色                      B 红色                      C 黑色                      D 绿色

Xiǎo māo xǐhuan chī                      .  
 2. 小 猫 喜欢 吃 ( C ) 。

niúǎi                      miànbāo                      yú                      jīdàn  
 A 牛奶                      B 面包                      C 鱼                      D 鸡蛋

Xiǎo gǒu zài nǎr?  
 3. 小 狗 在哪儿? ( B )

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

Mǎlǐ jiā yǒu                      xiǎo māo.  
 4. 马丽家有 ( A ) 小猫。

liǎng zhī                      sì zhī                      sān zhī                      yī zhī  
 A 两只                      B 四只                      C 三只                      D 一只

Mǎlǐ jiā méiyǒu                      .  
 5. 马丽家 没有 ( C ) 。

xiǎo māo                      huā                      dàxiàng                      xiǎo gǒu  
 A 小猫                      B 花                      C 大象                      D 小狗

Extract 1.1 A sample of the students' correct answers to question 1.

In Extract 1.1, the candidate managed to choose correct answers in all items.

Furthermore, 280 (25.8%) students performed averagely in this question. These students chose correct answers in some items but failed in others. For instance, most of them failed in items 1 and 5; in item 1, the students were asked 花园里有……的花。 (Inside the park there are……flowers). They opted for B, C and D instead of the correct answer A 白色 (white colour), because they failed to differentiate colours 黄色 (yellow colour), 红色 (red colour), 黑色 (black colour) and 绿色 (green colour). In

item 5, the students were asked 玛丽家没有… (There is no…… at Mary's house). The students who scored 0 could not identify the correct answer which was C 大象 (Elephant), instead some of them opted for such incorrect options as A 小猫 (small cat) and B 花 (flowers) due to their insufficient knowledge of the grammar 有/没有 (to have/not to have). This implies that the students had partial knowledge on reading for comprehension. Extract 1.2 shows average performance in question 1.

Huāyuán lǐ yǒu (C) de huā.			
1. 花园里有 (C) 的花。			
A 白色	B 红色	C 黑色	D 绿色
Xiǎo māo xǐhuān chī (C).			
2. 小猫喜欢吃 (C)。			
A 牛奶	B 面包	C 鱼	D 鸡蛋
Xiǎo gǒu zài nǎr? (D)			
3. 小狗在哪儿? (D)			
A 厨房	B 花园	C 卧室	D 客厅
Mǎlì jiā yǒu (A) xiǎo māo.			
4. 玛丽家有 (A) 小猫。			
A 两只	B 四只	C 三只	D 一只
Mǎlì jiā méiyǒu (A).			
5. 玛丽家没有 (A)。			
A 小猫	B 花	C 大象	D 小狗

Extract 1.2: A sample of students' average performance.

In Extract 1.2 the student wrote correct answers in items 2, 3 and 4 and wrote incorrect responses in items 1 and 5.

Further analysis shows that 23 (2.1%) students scored low marks (0 to 2 marks), as they failed to identify the correct answer the students' failure is attributable to their incompetent in the Chinese vocabulary that hindered them from understanding the passage. Some students answered by picking the options randomly. For example, in item 2, the question was

小猫喜欢吃 ..... (Small cat likes to eat .....?). The question tested the students' ability to determine the types of food in Chinese Language. The students who scored 0 in this item failed to identify the correct answer which was C 鱼 (Fish). Few of them chose option A 面包 (bread) and D 鸡蛋 (egg). They did not notice that these lexical items were not written in the passage. This reveals that they lacked Chinese vocabulary for both pinyin and characters and this resulted into choosing words randomly. Those who chose B 牛奶 (milk) were attracted to it because it appeared in the passage. They also failed to differentiate between the verbs 吃 (eat) and 喝 (drink). Therefore, they did not know that 牛奶 is drunk and not eaten. This implies that the students failed to comprehend the given passage.

Further analysis shows that, in item 3, the students were required to answer the question 小狗在哪儿? (Where is the small dog?). This question tested the students' ability to use the preposition 在 (at, on). The students who performed poorly in this item were not able to choose the correct answer which was (D) 客厅 (sitting room). They picked randomly the alternatives because they did not understand the passage. Some of them chose (A) 厨房 (kitchen), few of them opted (B) 花园 (park) while others opted (C) 卧室 (bedroom). The students opted these distractors because they lacked Chinese vocabulary. This is evidenced by the choice of 厨房 and 卧室 that were not written in the passage.

Moreover, in item 4, the students had to answer the question which asked 马丽家有...小猫 (In Mary's house there are ..... small cats.) It tested the students' ability to use numbers. The students who scored 0 in this item failed to opt the correct answer which was A 两只 (two). This indicates that these students did not understand the uses of the word 两 together with the measured word 只. Some of them opted for D 一只 (one) since they mastered only how to count numbers but did not know how to use the numeral word 二 (two) which changes

when preceded by a measuring word and becomes 两 which was the correct answer. Extract 1.3 shows a sample of weak responses from one of the students.

Huāyuán lǐ yǒu		de huā.	
1. 花园里有 ( C ) 的花。			
báisè	hóngsè	hēisè	lǜsè
A 白色	B 红色	C 黑色	D 绿色
Xiǎo māo xǐhuān chī			
2. 小猫喜欢吃 ( A ) 。			
niúnáǐ	miànbāo	yú	jīdàn
A 牛奶	B 面包	C 鱼	D 鸡蛋
Xiǎo gǒu zài nǎr?			
3. 小狗在哪儿? ( A )			
chúfáng	huāyuán	wòshì	kètīng
A 厨房	B 花园	C 卧室	D 客厅
Mǎlì jiā yǒu		xiǎo māo.	
4. 马丽家有 ( C ) 小猫。			
liǎng zhī	sì zhī	sān zhī	yī zhī
A 两只	B 四只	C 三只	D 一只
Mǎlì jiā méiyǒu			
5. 马丽家没有 ( D ) 。			
xiǎo māo	huā	dàxiàng	xiǎo gǒu
A 小猫	B 花	C 大象	D 小狗

Extract 1.3: A sample of the students' weak responses to question 1.

In Extract 1.3, shows the sample of incorrect responses from a student who performed poorly in this question.

### 2.1.2 Question 2: True/False

The students were given a passage to read and verify the statements given according to the passage if they were correct or incorrect. The passage was about Xiaohai and Xiaohong who were planning to go to Dodoma. The students were required to put a tick (√) for correct statements and put a cross (x) for incorrect statements. This question tested the students'



statements and a cross (x) against wrong statements. This shows that they mastered well the topic on Transportation in Chinese Language, given that they understood the passage and the requirements of a question. For instance, in item 2, they judged the sentence as being wrong because they knew that, the word 汽车站 (bus stand) was used as a distractor, for the hotel is not at the bus stand but it is in front of the square.

In item 4, the students judged correctly that, the sentence was wrong because Xiaohai wanted to go to Dodoma by train and not by bus. Lastly, in item 5, they marked a (x) because they understood the passage, as they knew that Xiaohong wanted to go to Dodoma, but she preferred the bus than train. This implies that these students had a good mastery of the Chinese grammar. Extract 2.1 is a sample of good responses to question 2.

Guǎngchǎng zài huǒchēzhàn qiánbian.	
1. 广 场 在 火 车 站 前 边。(✓)	
Qìchēzhàn yǒu yíge fàndiàn.	
2. 汽 车 站 有 一 个 饭 店。(×)	
Xiǎohǎi hé Xiǎohóng zài guǎngchǎng qiánbian.	
3. 小 海 和 小 红 在 广 场 前 边。(✓)	
Xiǎohǎi xiǎng zuò qìchē qù Duōduōmǎ.	
4. 小 海 想 坐 汽 车 去 多 多 马。(×)	
Xiǎohóng bù xiǎng qù Duōduōmǎ.	
5. 小 红 不 想 去 多 多 马。(×)	

Extract 2.1: A sample of the students' good responses to question 2.

In Extract 2.1, the student managed to respond correctly to all items in question 2.

Furthermore, 736 (67.8%) students performed averagely in this question. These students marked correctly in some items while failed in others. Most of students provided correct answers in item 1. 广场在火车站前边 (✓) (The square is in front of railway station) 2.汽车站有一个饭店 (x) (The bus station has

one hotel) and item 4. 小海想坐汽车去多多马 (x) (Xiǎo Hǎi want to go to Dodoma by bus ) because they understood clearly the passage.

Further data analysis shows that item 3 and 5 were the items in which the students performed poorly. For example in item 3, they failed to choose the correct answer because they did not understand the location. This resulted into failure to understand the place at which Xiaohai and Xiaohong were. In item 5, the students put a (√) instead of putting (x) because they did not know the grammar 不想 (doesn't want), and thus resulted into a wrong sentence. The sentence in the passage had the verb 想 (want). This implies that these students had insufficient knowledge of the use of negation 不想 (doesn't want). Extract 2.2 shows average performance in question 2.

Guǎngchǎng zài huǒchēzhàn qiánbian.
1. 广 场 在 火 车 站 前 边。(√ )
Qìchēzhàn yǒu yíge fàndiàn.
2. 汽 车 站 有 一 个 饭 店。(× )
Xiǎohǎi hé Xiǎohóng zài guǎngchǎng qiánbian.
3. 小 海 和 小 红 在 广 场 前 边。(× )
Xiǎohǎi xiǎng zuò qìchē qù Duōduōmǎ.
4. 小 海 想 坐 汽 车 去 多 多 马。(× )
Xiǎohóng bù xiǎng qù Duōduōmǎ.
5. 小 红 不 想 去 多 多 马。(√ )

Extract 2.2: A sample of the students' average performance in question 2.

In Extract 2.2, the student wrote correct answers in items 1, 2 and 4 but failed in items 3 and 5.

Further data analysis shows that 131 (12.1%) students had weak performance. Among these students, there are those who did not understand the requirement of the question. For example, some of them misinterpreted the questions while others did not understand the passage and ended up responding wrongly. Further analysis shows that the students who failed to put a tick

(√) against item 1, 广场在火车站前边 (The Square is in front of railway station) did not know that, the statement was correct because the statement given in the question asked had the same meaning with that in the passage but different in structure 火车站前边有一个广场 (The Square located in front of the Railway station).

The students who answered wrongly item 2, failed to identify the statement which was correct, because of the presence of the word hotel (饭店) located inside the Bus Station (汽车站). In item 3, the students failed to put a tick (√) against the statement 小海和小红在广场前边 (Xiaohai and Xiaohong are in front of the square) which was correct, because they failed to identify the location of Xiaohai and Xiaohong. They were inside the hotel, thus led the statement to be correct since the hotel is in front of the square.

In item 4, the sentence was 小海想坐汽车去多多马 (Xiaohai want to go to Dodoma by bus), and the correct answer was (x), but the student failed because they could not differentiate 火车 (Train) from 汽车 (Bus) as mentioned in the passage. This implies that these students lacked the mastery of Chinese Language. Extract 2.1 is a sample of weak responses to question 2.

Guāngchǎng zài huǒchēzhàn qiánbian.
1. 广 场 在 火 车 站 前 边。( × )
Qìchēzhàn yǒu yíge fàndiàn.
2. 汽 车 站 有 一 个 饭 店。( √ )
Xiǎohǎi hé Xiǎohóng zài guāngchǎng qiánbian.
3. 小 海 和 小 红 在 广 场 前 边。( × )
Xiǎohǎi xiǎng zuò qìchē qù Duōduōmǎ.
4. 小 海 想 坐 汽 车 去 多 多 马。( √ )
Xiǎohóng bù xiǎng qù Duōduōmǎ.
5. 小 红 不 想 去 多 多 马。( √ )

Extract 2.3: A sample of the students' weak responses to question 2.



In Extract 2.3, the student marked incorrectly all the items in question 2.

## 2.2 Section B: Language Use

In this section, there were three (3) questions: question 3, 4 and 5. The students were required to answer all the questions. Each question worth 10 marks, making a total of 30 marks.

### 2.2.1 Question 3: Re-arranging the Jumbled Words into Sentences

This question had 5 items which contained between four (4) and five (5) jumbled words that were derived from the topic on Future Occupation and Greeting and Self Introduction. The students were instructed to re-arrange the given jumbled words into meaningful and logical Chinese sentences by writing the number of the corresponding word. The question tested the students' ability to apply the Chinese syntax. The question was as follows:

三. 连词成句。

Lín shì Zhōngguó wǒ rén  
例如: ①是 ②中国 ③我 ④人

答案: ③①②④

1. zài yīyuàn māma bú zài  
①在 ②医院 ③妈妈 ④不在  
.....?

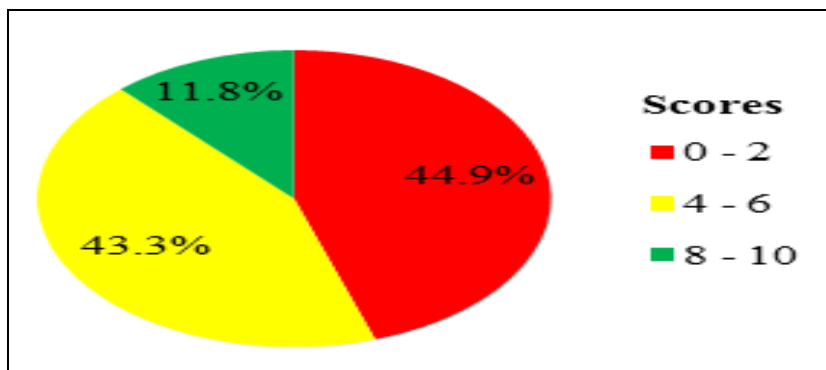
2. zài hē kāfēi kètīng bàba  
①在 ②喝咖啡 ③客厅 ④爸爸  
..... \*

3. zuò gōngchéngshī xiǎng wǒ  
①做 ②工程师 ③想 ④我  
..... \*

4. shì kēxuéjiā nǐ de bàba ba  
①是 ②科学家 ③你的 ④爸爸 ⑤吧  
.....?

5. rén tā péngyou shì bú Tànsāngniyà shì  
①人 ②她朋友 ③是不 ④坦桑尼亚 ⑤是  
.....?

The question was attempted by 1,085 (100%) students, of whom 128 (11.8%) students scored from 8 to 10 marks which is a good performance, 470 (43.3%) students scored from 4 to 6 marks which is an average performance, while 487 (44.9%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average since, 598 (55.1%) students scored 30% or above. Figure 3 summarizes the students' performance in question 3.



**Figure 3:** *The Percentage of the Students' Performance in Question 3.*

The analysis of the students' performance indicates that 470 (43.3%) students scored from 4 to 6 marks, which is an average performance. The students in this category managed to rearrange some of the sentences and failed in others. Most of the students answered item 1, 2 and 3 correctly. In item 1, they wrote the correct answer ③①④② 妈妈在不在医院? (Is the mother at the hospital or not?). They managed because they had sufficient knowledge of the use of the negation 在不在 (in or not). They also wrote correct answer in item 2, ④①③② 爸爸在客厅喝咖啡 (Father is drinking Coffee in the living room) by virtue of having the knowledge of the basic structure of the Chinese sentence (S+Adv+V+O). In item 3, they wrote the correct answer which was ④③①② 我想做工程师 (I want to be an Engineer). This analysis shows that these students mastered well the Chinese sentence structure, (S + V<sub>1</sub>+V<sub>2</sub> + O) in which V<sub>1</sub> is an auxiliary and verb +V<sub>2</sub> is a main verb.

Those who failed in some items were not able to recognize the type of words given in the sentences, hence they ended up

guessing the answers. For example, in item 4, the sentence was ①是 ②科学家 ③你的 ④爸爸⑤吧, but some students re-arranged it wrongly because they failed to differentiate the nouns 爸爸 (father) and 科学 (scientist). Others were not conversant with did not know the use of the possessive word 你的 (your). This implies that the students had partial knowledge of Chinese sentence structure. Extract 3.1 is a sample an average performance.

1.	zài ①在	yīyuàn ②医院	māma ③妈妈	bùzài ④不在	
	③ ① ④ ② ?				
2.	zài ①在	hē kāfēi ②喝咖啡	kéting ③客厅	bàba ④爸爸	
	④ ① ③ ②				
3.	zuò ①做	gōngchéngshī ②工程师	xiǎng ③想	wǒ ④我	
	④ ② ③ ①				
4.	shì ①是	kēxuéjiā ②科学家	nǐ de ③你的	bàba ④爸爸	ba ⑤吧
	③ ① ④ ② ⑤?				
5.	rén ①人	tā péngyou ②她朋友	shì bù ③是不	Tànsāngniyà ④坦桑尼亚	shì ⑤是
	② ③ ⑤ ④ ① ?				

Extract 3.1: An example of the students' average performance in question 3.

In Extract 3.1, the student re-arranged well items 1, 2 and 5 but failed in items 3 and 4.

Moreover, the analysis reveals that 487 (44.9%) students had weak performance in this question by scoring 0 to 2 marks. These students had inadequate understanding of the Chinese basic sentence structure. For instance, they did not master well the sentence structures such as, S+V+O in item 4, S+V<sub>1</sub>+V<sub>2</sub>+O in item 3, S+ Adv +O in item 2 and S+V+不+V+O in items 1 and 5 and they lacked vocabulary. Few students left blanks unfilled while others picked words randomly and made incorrect

sentences. For example, in item 1 and 5, the students wrote incorrect answers by re-arranging words wrongly. They did not master the negation structure V+不+V (在不在) as one of them wrote ③ ④②① 妈妈不在医院在 (Is mother not the hospital in or?) in item 1 and ②③④⑤① 她朋友是不坦桑尼亚人是? (Her friend is not Tanzanian is?) in item 5.

They also wrote the incorrect answer in item 2, where the positioning of the adverb was made based on the syntax of the Swahili Language. In this sentence, the adverb was placed after the verb instead of being placed before the verb, as one of the students wrote ④②①③ 爸爸喝咖啡在客厅 (Baba anakunywa kahawa sebuleni) which is incorrect in the Chinese syntax.

In item 3, the students picked the words randomly and re-arranged them any how thereby forming illogical sentences. For example one of them wrote 我做工程师想 (I want an engineer to be) instead of 我想做工程师 (I want to be an engineer). This proves that these students did not master well Chinese Language sentence structures especially the use of auxiliary and main verb.

Extract 3.2 A sample of the students' weak responses to question 3.

1.	①在	②医院	③妈妈	④不在	
	③ ① ② ④ ?				
2.	①在	②喝咖啡	③客厅	④爸爸	
	④ ② ① ③				
3.	①做	②工程师	③想	④我	
	④ ② ① ③				
4.	①是	②科学家	③你的	④爸爸	⑤吧
	④ ③ ① ② ⑤ ? ⑤ ② ① ④ ③				
5.	①人	②她朋友	③是不	④坦桑尼亚	⑤是
	⑤ ④ ③ ② ① ?				

Extract 3.2: is a sample of students' weak responses.

In Extract 3.2, the student failed to re-arrange all the sentences.

Further analysis indicates that, although the students had average and weak performance, there were 128 (11.8%) students who had good performance. They scored from 8 to 10 marks. These students were able to re-arrange the jumbled words into correct and meaningful sentences. This indicates that they were competent in Chinese grammar and sentence patterns. For example, in item 4, the students wrote the correct answer which was ③④①②⑤ 你的爸爸是科学家吧? (Is your father a Scientist?). These students followed the (S = 你的爸爸+V =是 + O = 科学家 + 吧 suggestion maker) rule. Moreover, they answered correctly in item 5 as in ②③⑤④① 她朋友是不是坦桑尼亚人? (Is her friend a Tanzanian or not?). They managed to re-arrange the words correctly due to their mastery of the sentence structure rule (S - 她朋友+V不V - 是不是 + O - 坦桑尼亚人). The analysis shows that these students mastered well the topic pertaining to Future Occupation and Greeting and Self

Introduction as well as all basic grammar of Chinese Language.  
 Extract 3.3 is a sample of good responses to question 3.

三. 连词成句。

Lǐrú	shì	Zhōngguó	wǒ	rén
例如:	①是	②中国	③我	④人

答案: ③①②④

1.	zài	yīyuàn	māma	búzài
	①在	②医院	③妈妈	④不在
	3 1 4 2 ?			

2.	zài	hē kāfēi	kéfēng	bàba
	①在	②喝咖啡	③客厅	④爸爸
	4 1 3 2 *			

3.	zuò	gōngchéngshī	xiǎng	wǒ
	①做	②工程师	③想	④我
	4 3 1 2 *			

4.	shì	kēxuéjiā	nǐ de	bàba	ba
	①是	②科学家	③你的	④爸爸	⑤吧
	3 4 1 2 5 ?				

5.	rén	tā péngyou	shì bú	Tānsāngniyà	shì
	①人	②她朋友	③是不	④坦桑尼亚	⑤是
	2 3 5 4 1 ?				

Extract 3.3: A sample of the students' good responses to question 3.

In Extract 3.3, the student re-arranged correctly the words in all items.

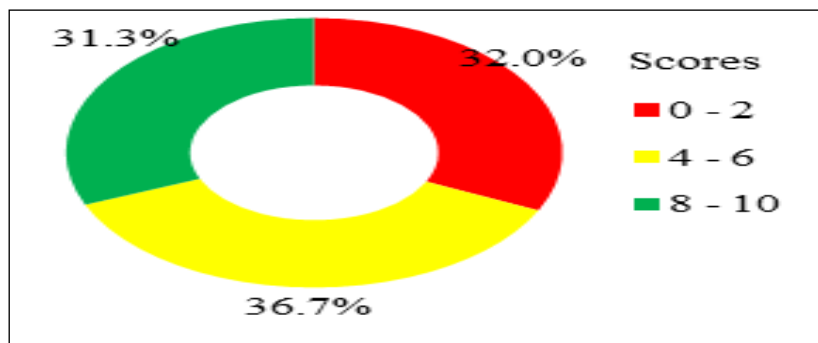
### 2.2.2 Question 4: Matching Items

This question demanded the students to match items in Column A with those in Column B by writing the correct letters corresponding to item numbers to make a meaningful sentence. Column A had five sentences from the topic on Housing and tested the students' ability to describe his/her room. On the other hand, column B had seven distractors and the students were instructed to choose a letter and match it with the corresponding statement from column A. The question was:

四. 匹配题，第一题答案已给出。

A 栏	B 栏
1. 'Nǐ kǎi shuō ma?' _____	A 在 东 边 的。
2. Tā jiā de kùfáng dà ma?	B 不 是，是 小 海 家 的。
3. Nǐ shì shuí de fù zǐ?	C 对 的，谢 谢。
4. Zhāo zài nǎ er?	D 有 很 多 中 文 书。
5. Zhè shì nǐ jiā de hòu yuán ma?	E 对 的。
6. Nǐ de shùqū shàng yǒu shén me?	F 没 大。
	G 好 的，哪 天。
	H Q 很 大。

A total of 1,083 (100%) students attempted the question, among whom 339 (31.3%) students had good performance by scoring from 8 to 10 marks, 397 (36.7%) students had an average performance, scoring from 4 to 6 marks. On the contrary, 347 (32.0%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good since 736 (68.0%) of the students scored 30% or above. Figure 4 summarizes the students' performance in question 4.



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

The data analysis reveals that 339 (31.3%) students scored from 8 to 10 marks which is a good performance. These students were able to match all the items in Column A with the corresponding responses in Column B perfectly. For instance, item 2 asked 他家的客厅大吗? (Is the living room of his home big?). The student

matched it with the correct answer F, 很大 (very big) because he/she noticed the adjective which acted as an indicator 很大. In the Chinese grammar, if the question asked 大吗? , the answer should either be 大 (big), 不大 (not big) or 很大 (very big).

Moreover, in item 3, the students were required to answer the question 那是谁的卧室? (whose bedroom is that?). In this item the key word was 谁的 .... (whose.....) and the students identified the correct answer E, 哥哥的 (belongs to elder brother) because of the word 哥哥 (brother) a noun with a possessive adjective marker (的).

Furthermore, in item 4, the question was 桌子在哪儿? (where is a table?). The students identified the correct answer which was A 在床对面 (It's opposite the bed). In item 5, the question asked 这是你家的花园吗? (Is this your garden?). The students wrote the correct answer which was B, 不是, 是小海家的 (No, it is Xiaohai's.) because they mastered well the use of expression 不是……是 (is not.....is.....) which guided them to give the correct answer that started with the word 不是 (is not).

Lastly, in item 6, the question asked 你的书架上有什么? (What is on your bookshelf?). The students managed to write the correct answer which was D, 有很多中文书 (There are many Chinese books). These students managed to relate the word 书架 (bookshelf) to 中文书 (Chinese Language books). This indicates that the students mastered well the topic, had enough vocabulary and they also knew the structure of question 3 and their answers. Extract 4.1 is a sample of the students' good responses to question 4.



A 栏	1	2	3	4	5	6
B 栏	C	F	E	A	B	D

Extract 4.1: A sample of the students' good responses to question 4.

In Extract 4.1, the student wrote correct answers in all items.

In this question 397, (36.7%) students performed averagely. The analysis shows that most of the students managed to write correct answers in some items while failed in others. Most of them managed to match items 2, 4 and 6 but failed in item 3 and 5. In item 3, the analysis indicates that some students did not understand the question whereas, others matched it with B because in the question there was the verb 是. These students thought that the answer had to start with 不是 (not). Few of them opted for H, 床很大 (The bed is big), because of the presence of the word 卧室 (bedroom) but they did not think of the meaning of a phrase 床很大 (the bed is big) which was wrong. This implies that they lacked vocabulary. Extract 4.2 is a sample of responses from a student who performed averagely in question 4.

A 栏	1	2	3	4	5	6
B 栏	C	F	E	A	b	B

Extract 4.2: A sample of students' average responses.

In Extract 4.2, the student wrote correct answers in items 2, 3 and 4 but failed in items 5 and 6.

Further analysis reveals that 347 (32.0%) students performed weakly by scoring from 0 to 2 marks. These students failed to match items in Column A with their corresponding answers in Column B. The students' poor performance in this question proves that they lacked the mastery of the subject content as well as the Chinese Language vocabulary. For example in item 2, one of the students matched it with G 好的, 明天 (yes,

tomorrow) and this confirms that the student guessed, rather than understanding the meaning of the sentences.

Additionally, in item 4, the students who scored 0 mark did not master well the directional words. For example, in the question there was the interrogative word 哪儿 (where) followed by the word 在 (is/at) in which the corresponding answer was A 在床对面 (It's opposite the bed) starting with the word 在 (is/at). The analysis further indicates that the students lacked vocabulary which hindered them from understanding the meaning of the sentences. Extract 4.3 is a sample of a students' weak responses in question 4.

A 栏	1	2	3	4	5	6
B 栏	C	B	F	G	D	A

Extract 4.3: A sample of the students' weak responses.

In Extract 4.3, the student wrote incorrect answers in all items.

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

In this question, the students were given a question with two parts I and II. Each part had five items in which the students were required to fill in the blanks by choosing the correct answers from the given words. The question covered the topic on Transportation and tested the students' vocabulary level and the mastery of grammatical rules of the Chinese Language. This question had a total of 10 marks whereby each part had 5 marks. The question was as follows:

五. 选词填空，第（一）部分第一题答案已给出。

第（一）部分：

zuò qián shì qù zài bēi  
A 坐 B 前 C 是 D 去 E 在 F 杯

Wǒ yào yì kǎfēi.  
1. 我要一（ ）咖啡。

Zhè huǒchēzhàn.  
2. 这（ ）火车站。

Māma fēijī qù Jiānádà.  
3. 妈妈（ ）飞机去加拿大。

Qìchēzhàn zài qiánmian, wǎng zǒu  
4. 汽车站在前面，往（ ）走。

Nǐ zěnmē Shànghǎi?  
5. 你怎么（ ）上海？

Fēijīchǎng nánbiān ma?  
6. 飞机场（ ）南边吗？

第（二）部分：

zěnmē nǎr qǐngwèn kāichē pángbiān  
A 怎么 B 哪儿 C 请问 D 开车 E 旁边

Tiānǎnménguǎngchǎng zài ?  
1. 天安门广场在（ ）？

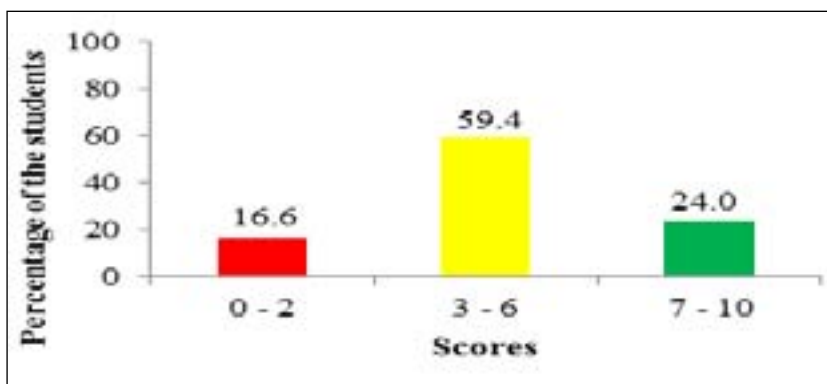
Fàndiàn zài diànyǐngyuàn .  
2. 饭店在电影院（ ）。

Gēge qù huǒchēzhàn?  
3. 哥哥（ ）去火车站？

Bàba qù qìchēzhàn.  
4. 爸爸（ ）去汽车站。

yīyuàn zài nǎr?  
5. （ ），医院在哪儿？

The total of 1,085 (100%) students attempted this question, among whom 261 (24.0%) students scored from 7 to 10 marks which is a good performance, 644 (59.4%) students scored from 3 to 6 marks which is an average performance and 180 (16.6%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, as 905 (83.4%) students scored 30% or above. Figure 5 summarizes the students' performance in question 5.



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

The data illustrates that 261 (24.1%) students scored from 8 to 10 marks, which is good performance. These students filled in the blanks by choosing the correct words given in the list. They identified the correct answers in all items. For example, in part I (2) the question was 这.....火车站 (This..... Railway Station) and the students were required to fill in the verb. They chose the correct verb 是 (is) because they mastered that demonstrative pronoun 这 (this) which is followed by the verb 是.

In part II (1), the question was 天安门在.....? (..... is the Tian'anmen square). The question required the students to write the interrogative word. These students chose the correct answer B 哪儿 (where) because they mastered well the uses of interrogative word 哪儿 (where) that enabled them to choose the correct answer. They also mastered well the topic of transportation. Extract 5.1 is a sample of good responses in question 5.

答案:

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

答案:

1	2	3	4	5
B	E	A	D	C

Extract 5.1: A sample of the students' good responses to question 5.

In Extract 5.1, the student managed to choose correct answers in all items.

Furthermore, the data indicates that 644 (59.4%) students performed averagely in this question. They answered well in some items but failed in others. These students had partial knowledge of vocabulary. They did not understand the meaning of some vocabulary in certain sentences and that of some given alternatives. The Extract 5.2 is a sample of responses from a student who performed averagely to question 5.

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

1	2	3	4	5
B	A	C	E	D

Extract 5.2: A sample of the students' average responses.

In Extract 5.2, the student wrote correct answers in items I (5 and 6), II (1) but failed in the other items.

Further data analysis indicates that 180 (16.6%) students had weak performance in this question because they failed to fill in the blanks with the proper vocabulary. These students had inadequate knowledge of the Chinese vocabulary. The response analysis denotes that they did not know the meaning of the sentences and that of the given words, hence they chose wrong answers by guessing.

In part I item (2), the students were required to fill in the blank with a preposition. Some students filled it with the preposition 在 (in) instead of the preposition 做 (by). They could not distinguish between the preposition 做 (by) that is used to state a means of transport and 在 (in), that is used to locate where someone or something is. Few of them filled the blank with the verb 去 (go). These students were confused by the presence of

the word 飞机 (plane) without observing the whole sentence which had already the verb 去. This implies that the students lacked proper use of vocabulary.

The students who scored 0 in item I (4) failed to notice that the word 往 is followed by the preposition 前 and that after the preposition there has to be the word 走 to form a phrase 往前走 (please go ahead). Few of the students chose D 去 (go), owing to the fact that they misinterpreted the phrase 往前走 (please go ahead), that misled them to choose the wrong verb 去 (go) instead of the preposition 前 (ahead). Others opted any of the listed words to fill the blank.

Similarly, in item I (5), the students who failed this item were not able to find the correct answer. Some of them opted for E 在 (in) because the sentence after the blank consisted of a noun of place 上海 (Shanghai) which attracted them to choose it. Others chose B 前 (front) and few of them opted for 是 (is). They also failed in item I (6) which required them to state the location of the airport by using the preposition 在 (in). Most of the students picked words randomly and wrote them as wrong answers. This shows that these students were guessing.

Further response analysis shows that, in part II, some students failed in all items. They were given five words to fill them in sentences. The words were 怎么 (how), 哪儿 (where), 请问 (excuse me), 开车(drives) and 旁边 (near). The students who scored 0 in different items did not master well the uses of these words. For instance, in item II (1), the students were supposed to fill in the blank with the interrogative word, but most of the students it filled with the word 旁边 (near). They were attracted by this word because they thought that the preposition 在 (in) could be followed by the word 旁边, but they did not realize that the sentence given was a question and not a statement.

They also scored 0 mark in item II (2) where they were given a statement and required to fill in with the locating word. A large number of students chose the word 哪儿 (where) instead of 旁边 (near). This indicates that these students were not able to differentiate between the uses of the two words. According to the sentences given, 旁边 had to be used in statement and 哪儿 in the question.

Further response analysis reveals that, in item II (3 and 4), most of students confused the uses of the interrogative 怎么 (how) with the verb 开车 (drives). 怎么 (how) is used in asking question on how the brother goes to Railway station, while 开车 (drives) is used to explain the means of transport the farther uses to go to the bus station. In item II (3), they chose D 开车 (drives) instead of A 怎么 (how) and in item II (4), they choose 怎么 (how), instead of 开车 (drives). Finally, in item II (5), the students were required to fill in the blank with the interrogative word. In this item, some of the students filled the blank with 怎么, others filled with 哪儿 and few of them filled with 旁边. This proves that these students were guessing. They did not master well the meaning and uses of interrogative words. Extract 5.3 is a sample of weak responses to question 5.

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

1	2	3	4	5
C	D	E	B	A

Extract 5.3: A sample of the students' weak responses in question 5.

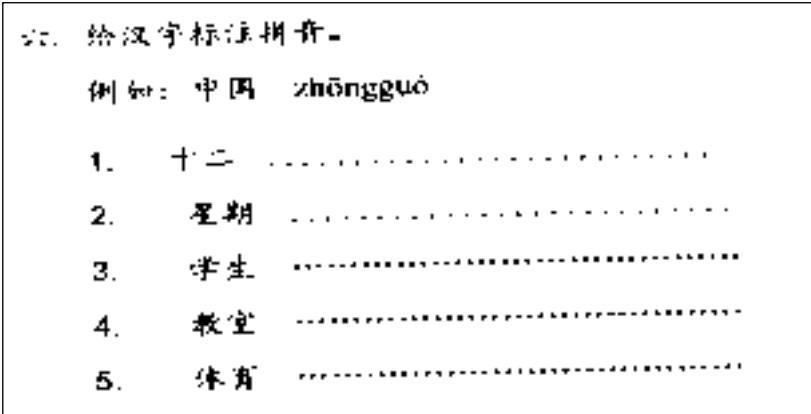
In Extract 5.3, the student wrote incorrect answers in all items.

## 2.3 Section C: Patterns and Vocabulary

The students were given 3 questions; 6, 7 and 8 and they were supposed to answer all them. Each question carried 10 marks, thus making a total of 30 marks.

### 2.3.1 Question 6: Writing the Pinyin for the Given Chinese Characters

The students were given 5 items with 10 words written in Chinese characters. They were asked to write the Pinyin (pronunciation of the Chinese word). The question was from the topic on School. This question tested the students' ability to write the pinyin with their respective tones, initials and finals. The question was as follows:



六. 给汉字标注拼音。

例如：中国 zhōngguó

1. 十二 .....

2. 星期 .....

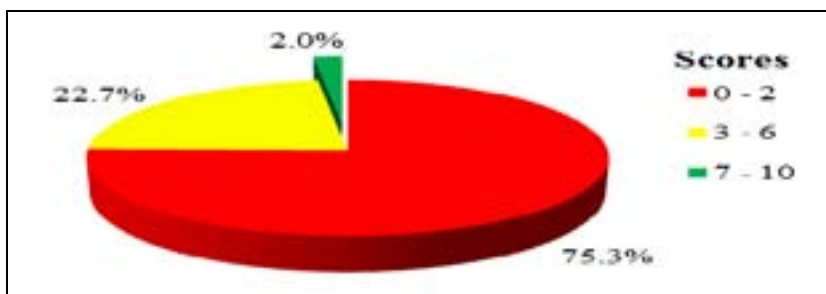
3. 学生 .....

4. 教室 .....

5. 体育 .....

A total of 1,071 (100%) students attempted the question, of whom 22 (2.0%) students had good performance by scoring from 7 to 10 marks, 243 (22.7%) students scored from 3 to 6 marks which is an average performance, while 806 (75.3%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was weak, since 265 (24.7%) students scored 30% or above. Figure 6 summarizes the students' performance in question 6.





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

In the Chinese Language, in order to pronounce words correctly, there are three basic elements to be mastered, namely an initial, a final and the four tones (flat tone  $\bar{\phantom{a}}$  (1<sup>st</sup>), rising tone  $\acute{\phantom{a}}$  (2<sup>nd</sup>), fall and rise tone  $\check{\phantom{a}}$  (3<sup>rd</sup>), falling tones  $\`{\phantom{a}}$  (4<sup>th</sup>) and neutral tone. The pronunciation is based on pinyin, which must have the tones. This means changes in tone leads to changes in meaning.

The students' response analysis indicates that 806 (75.3%) students wrote incorrect pinyin. Some of them did not master the tones and their positions. For example, in item 1, most of the students failed to write 十二 *shìèr* (twelve), because they confused the pinyin *shí* with *shì*. Others wrote pinyin *èr*, instead of *liǎng* which is used with the measuring word.

In item 2, some students wrote *shēngqí* instead of *xīngqī*. They were not able to differentiate between the character 星 and 生. They also confused the character 其 with 月. Few of them managed to write the pinyin *xíngqì* but marked tones wrongly. This implies that these students did not master well the pinyin and tones of the intended characters.

In item 3, the students who had weak performance were not able to write pinyin due to the fact that they had insufficient knowledge of pinyin. For example, they confused the word 学生 (student) with the word 医生 (doctor). The character 生 in a word student has neutral tone while 生 in a word doctor has flat tone. Therefore, the students failed to differentiate them, thus they ended up marking the tones wrongly.

In item 4, there were students who scored 0. They failed to differentiate between the pinyin *shī* 师 (teacher) and *shì* 室 (classroom). Others managed to write initials and finals but failed to mark the tones on the right vowel, as one of them wrote *jiaoshi*.

In item 5, few students scored 0 because they failed to mark the correct tones on the pinyin. For example, some of them confused pinyin *yù* with *yú*. They wrote *yú* instead of *yù*. This implies that the students did not master well the defining features of the characters and their pronunciation. Further analysis shows that some students failed to write the pinyin and mark the tone on the corresponding pinyin in all items. Others did not write anything and left the question unanswered. Extract 6.1 is a sample of weak responses to question 6.

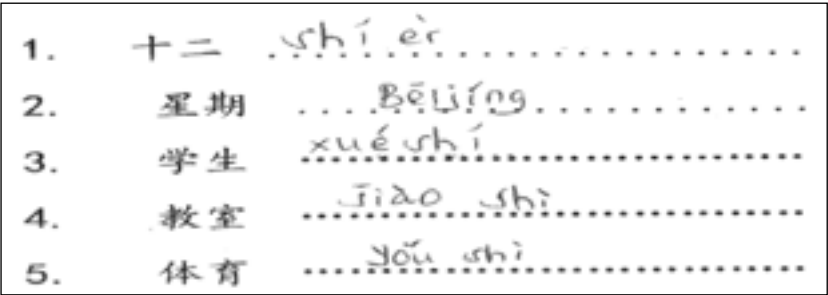
1.	十二	... shu
2.	星期	... be
3.	学生	... yu
4.	教室	... zuo
5.	体育	... qidn

Extract 6.1: the sample of the students' weak responses to question 6.

In Extract 6.1, the student wrote wrong pinyin in all items.

Further analysis shows that the students who had average performance in this question were 243 (22.7%). They scored from 3 to 6 marks, because they wrote correct pinyin in some items and failed in others. Most of the students failed to mark a correct tone on a specific pinyin, whereas others failed to write a specific pinyin on a particular character. Other students copied words from the question paper and wrote them as pinyin while few of them wrote pinyin without marking the tones. This verifies that these students had insufficient knowledge of

writing pinyin with their tones. Extract 6.2 is a sample of the responses from a student who performed averagely in question 6.

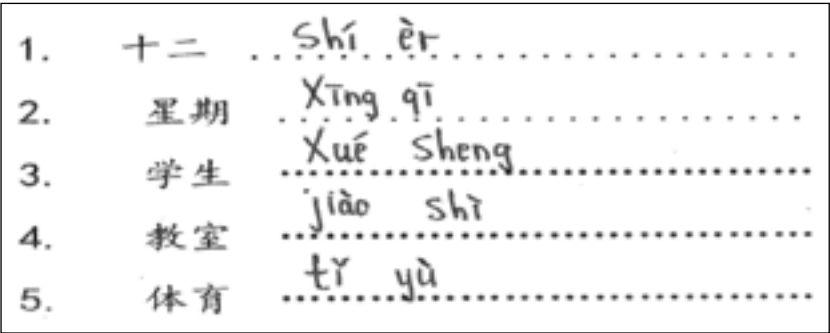


1.	十二	shí èr
2.	星期	Bēilíng
3.	学生	xué shí
4.	教室	jiào shì
5.	体育	yǒu shì

Extract 6.2: A sample of the students’ average responses in question 6.

In Extract 6.2, the student wrote correct answers in item 1, 3 the pinyin *xué* and 4 but failed in items 2 and 5.

Additionally, the data indicates that 22 (2.0%) students performed well in this question. They had the ability to identify the given Chinese characters with their pinyin and tones and they seem to have understood well the initial and final syllables. They also managed to write pinyin and mark the tones correctly. This shows that the students grasped well the Chinese pronunciation. Extract 6.3 is a sample of the students’ good responses to question 6.



1.	十二	shí èr
2.	星期	xīng qī
3.	学生	xué shēng
4.	教室	jiào shì
5.	体育	tǐ yù

Extract 6.3: A sample of the students’ good responses to question 6.

In Extract 6.3 the student managed to write correct answers in all items.

### 2.3.2 Question 7: Multiple Choices

The students were given five items with blanks spaces and they were required to choose the correct answer by writing its letter in the brackets. The question covered the topic on Shopping, which examined the students' vocabulary about currency, price as well how to reply to questions pertaining to price. The question also aimed at testing the students' ability to use Chinese vocabulary when buying things. The question had a total of 10 marks where by each item carried 2 marks. The question was as follows:

The total of 1,084 (100%) students attempted this question.

七. 选择题。

1. 这件 T 恤 ( ) 多少钱?  
A. 哪 B. 哪儿 C. 谁 D. 司机 E. 哪

2. 这件 T 恤 ( ) 多少钱?  
A. 几 B. 多少 C. 什么 D. 怎么

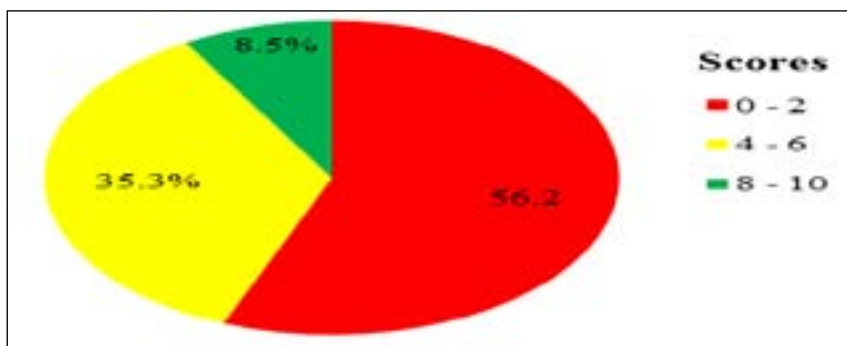
3. 这件 T 恤 ( ) 多少钱?  
A. 鸡蛋 B. 苹果 C. 果汁 D. 点心

4. 这件 T 恤 ( ) 多少钱?  
A. 比 B. 比 C. 比 D. 比

5. 这件 T 恤 ( ) 多少钱?  
A. 比 B. 比 C. 比 D. 比

Among them, 92 (8.5%) students scored from 8 to 10 marks which is a good performance, 383 (35.3%) students scored from 4 to 6 marks which is an average performance and 609 (56.2%)

students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average, as 475 (43.8%) students scored 30% or above. Figure 7 summarizes the students' performance in question 7.



**Figure 7:** *The Percentages of the Students' Performance in Question 3.*

The data shows that 383 (35.3%) students scored from 4 to 6 marks, which is an average performance. Most of the students understood the meaning of some of the five items but they did not understand others. For example, in item 3, some students failed to identify the word 还 (also) which was the correct answer. They also failed to distinguish between the application of 还 and 和 (but/and) as most of them opted letter B 和 (and). Extract 7.1 is a sample of responses from a student who performed averagely in question 7.

答案:

1	2	3	4	5
B	C	B	B	A

Extract 7.1: A sample of the students' average responses.

In Extract 7.1, the student chose correct answers in items 1, 2 and 4 but wrote incorrect answers in items 3 and 5.

Further data analysis shows that 609 (56.2%) students had weak performance, because they scored from 0 to 2 marks. These students master well the uses of the words given and their

position in the sentence. For instance, in item 1, the students who opted for A 几 (How many) were attracted by the word 一斤 (half a kilogram) because it consisted of number one (一). They thought that the question was asking about numbers but it was about price. Some of them were attracted to opt C 什么 (what). These students did not know that this word is used to ask the information about someone or something. Those who opted for D 怎么 (how) did not master the use of this interrogative word. This word is used to ask about the manner or the way someone or something is done.

The students who scored 0 mark in item 2 did not master the use of measuring word 瓶 (bottle) which was the correct answer. Some of them chose A 鸡蛋 (eggs) while others chose B 苹果 (apples) and few of them opted D 点心 (pastries). This implies that these students failed to know the uses of measuring words of different nouns.

The students who scored 0 in item 4 were not able to differentiate the monetary unit of RMB (Renminbi- peoples' currency); that is 块 (10 cents) which is followed by 一毛 (cents). They also failed to know the uses of aforementioned currency, hence they ended up guessing the answers.

Lastly, in item 5, the students who scored 0 failed to identify the uses of the given measure words. Thus, they chose the answers randomly. They were supposed to identify the measuring unit for clothes, namely (衣服) which is 件 (a piece). This indicates that they had insufficient knowledge of the topic on shopping. Extract 7.2 is a sample of responses from a student with weak performance in question 7.

1	2	3	4	5
L	B	D	D	B

Extract 7.2: A sample of the students' weak responses.

In Extract 7.2 the student chose incorrect answers in all items.

The data shows that, 92 (8.5%) students had high performance, owing to the fact that they scored from 8 to 10 marks. These students mastered well the topic and they understood the requirement of the question. For example, in item 1, the students were required to fill in the blank with the interrogative word for price. These students wrote the correct answer which was B 多少 (How much). They knew that this word is used when asking about the price.

Moreover, in item 2 the students were required to fill in the blank with the noun. The students who scored full mark managed to choose the correct answer which was C 果汁 (juice). These students knew that the measure word 瓶 is used for things kept in a bottle. The word 果汁 was the only noun among the given words for the things kept in the bottle.

Furthermore, in item 3, the students were asked to fill in the blank with a conjunction. The correct conjunction was A 还。 These students had sufficient knowledge of the uses of expression 除了 .... 还. They mastered well the expression 除了 .... 还.

Further analysis indicates that, in item 4, the students were required to fill in the blank with the monetary unit of RMB. The monetary unit in this question was the one used in the spoken language. The correct answer was B 块. These students mastered well the uses of the monetary unit of RMB. They knew that 角 is used in written Chinese and 分 is used in both spoken and written as the smallest unit. While the word 钱 means money.

Lastly, in item 5, the students were asked to fill in the blank with a measure word of clothes. These students managed to choose the correct answer which was 件 because they knew that it is used before a cloth. This implies that they mastered well the topics on shopping and uses of different measure words. Extract 7.3 is a sample of the students' good responses to question 7.

1	2	3	4	5
B	C	A	B	D

Extract 7.3: A sample of the students' good responses.

In Extract 7.3, the student chose the correct answers in all items.

### 2.3.3 Question 8: Writing the Chinese Characters Based on the Pinyin of the Given Words

This question had five sentences written in pinyin and its characters having blank spaces. The students were required to write the characters basing on the given pinyin. This question was derived from the topic on Housing. Each item carried 2 marks making a total of 10 marks. The question tested the students' ability to write Chinese characters by reading the sentences given. The question was as follows:

八. 根据拼音写汉字。

Wǒ shì Zhōngguó rén

例如：我是（ ）人。

Kètīng lǐ yǒu shūjià yǐzi hé shāfā.

1. 客厅里有书架、椅子和（ ）。

Jiějie de fángjiān lǐ yǒu yǐzi, zhuō zi hé chuáng.

2. 姐姐的房间里有椅子、（ ）子和（ ）。

Wǒ de fáng jiān zài kètīng qián biān.

3. 我的房（ ）在客厅前（ ）。

Nǐ de shūzhuō hěn gānjìng.

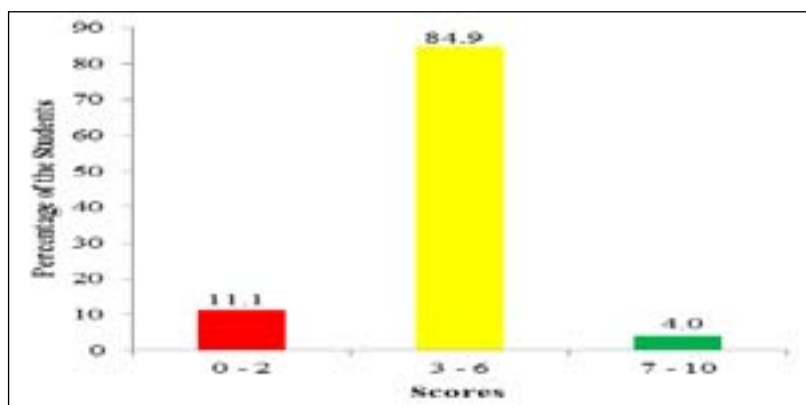
4. 你的书桌很（ ）。

Tā jiā de fāntīng zài chúfáng duìmiàn.

5. 他家的饭厅在厨房（ ）。



The question was attempted by 1,083 (100%) students, of whom 43 (4.0%) students scored from 8 to 10 marks which is a good performance, 919 (84.9%) students scored from 4 to 6 marks which is an average performance, while 121 (11.1%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 962 (88.8%) students scored 30% or above. Figure 8 summarizes the students' performance in question 8.



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

The data indicates that 43 (4.0%) students scored from 7 to 10 marks. These students wrote the characters correctly. They mastered well the pinyin and their characters and they also mastered well the strokes order. This implies that these students understood the meaning of sentences and the pinyin given. Extract 8.1 is a sample of good responses into question 8.

例如	1.		2.		3.		4.		5.			
Zhōng guó shā fā zhuō chuáng jiān biān gān jìng duì miàn	zhōng	guó	shā	fā	zhuō	chuáng	jiān	biān	gān	jìng	duì	miàn
中国沙发桌床边干净对面	中	国	沙	发	桌	床	间	边	干	净	对	面

**Extract 8.1:** A sample of the students' good responses to question 8.

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

Further data analysis shows that 919 (84.9%) students had an average performance because they scored from 3 to 6 marks. These students were able to write correctly some of the Chinese characters. Others forgot to write some strokes and this resulted into writing incomplete characters. Extract 8.2 is a sample of the students' average performance in question 8.

答案:

例如		1.		2.		3.		4.		5.	
Zhōng	guó	shā	fǎ	zhuō	chuáng	jiàn	biān	gōng	jīng	duì	miàn
中	国	上	饭	桌	床	件	边	字	厅	开	面

Extract 8.2: A sample of the students' average responses.

In Extract 8.2, the student wrote correct four characters namely 桌, 床, 件 and 面 but failed to write the rest of the characters.

Moreover, the data shows that 121 (11.1%) students scored from 0 to 2 marks, which is weak performance. These students were unable to write Chinese character because they lacked knowledge and principle governing the arrangement of the strokes of Chinese characters. For example, some of them wrote incorrect characters while others added extra strokes. Other students reduced some strokes and few of them left some blanks unfilled. For example, in item 1, the students were supposed to write characters 沙发 but most of them wrote such wrong characters as 上/小 instead of 沙 and 饭/法 instead of 发. This indicates that these students did not master well different characters.

Further analysis shows that, in item 2, the students were asked to write characters 桌 (table) and 床 (bed). Some students failed in this item because they reduced some strokes in the characters. For example, some of them wrote 卓 instead of 桌 in which they reduced two strokes.

In item 3, the students were required to write the characters 间 (room), and 边 (side). Those who scored 0 in this item, failed to differentiate the characters of the same pinyin, as they wrote 间 (room) instead of 见 (see). Others wrote 件 (measure word), they failed to distinguish between the characters 边 and 力. This implies that the students lacked the mastery of different pinyin and their characters. They also lacked vocabulary and did not understand the meaning of the sentences.

In item 4, the students were required to write the word 干净 (clean). The students who scored 0 mark failed to differentiate the characters of the same pinyin. For example, they failed to differentiate the character 干 (do) from 敢 (dare). They also failed to differentiate the characters 净 (clean) from 经 (pass through) and 竟 (finish/ unexpectedly), hence they ended up writing wrong answers.

Finally, in item 5, the students were required to write the character 对面 (opposite). The students who scored 0 in this item did not understand the meaning of the sentence, thus resulted into writing wrong character. This shows that the students lacked vocabulary and had insufficient knowledge on writing characters. They also lacked the mastery of the difference between pinyin and their characters. Extract 8.3 is a sample of weak responses to question 8.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	shàng	fàn	zhuō	chuáng	jiān	biān	gān	jīng	duì	miàn
中	国	上	饭	桌	床	佳	睡	跟	斤	句	房

Extract 8.3: A sample of the students' weak responses to question 8.

In item 8.3, the student wrote incorrect characters in all items.

## 2.4 Section D: Composition

In this section, there were two questions: 9 and 10. In question 9, the students were given 5 jumbled sentences and they were required to re-arrange them into a logical order so as to make a complete and meaningful paragraph. Question 10 was about a composition writing based on the guiding questions. The students were instructed to use Chinese characters to write a composition. Each question carried 10 marks, thus making a total of 20 marks in this section. This section examined the students' ability to express themselves appropriately and logically in written Chinese Language.

### 2.4.1 Question 9: Jumbled sentences

This question comprised of 5 jumbled sentences. The students were required to re-arrange them into a logical sequence in order to make a meaningful paragraph. The corresponding letters were supposed to be written in the table provided. Each sentence carried 2 marks, thus making a total of 10 marks. The question was set from the topic on Time. It tested the students' ability to arrange the disordered sentences in a coherent and logical paragraph. The question was as follows:

九. 为下面句子重新排序, 组成短文, 其中一句已经给出。

Wǒ měitiān zǎoshang liùdiǎn qǐchuáng

A 我每天 早上 六点 起床。

Bā diǎn kāishǐ shàngkè.

B 八点 开始 上课。

Qī diǎn bàn chī zǎo fàn.

C 七点 半 吃 早饭。

Wǎnshàng qī diǎn qù túshūguǎn

D 晚上 七点 去 图书馆。

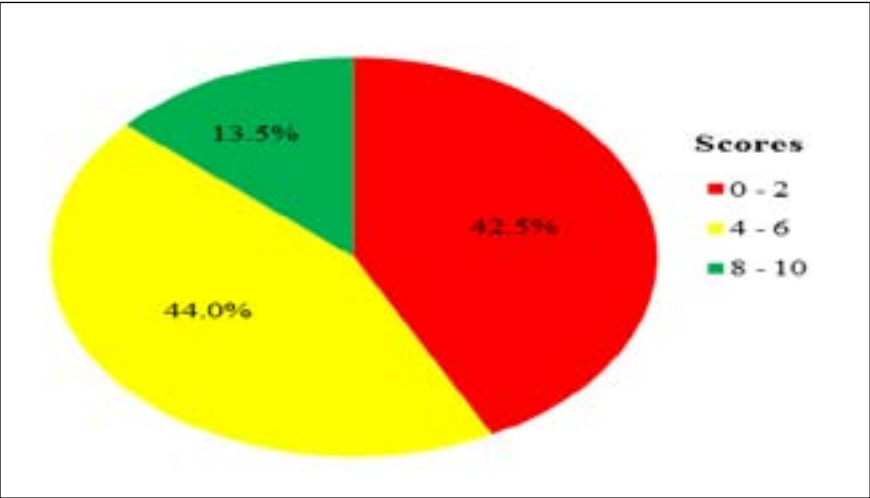
Zhè shì wǒ de shíjiān biǎo.

E 这是我的 时间表。

Shí diǎn bàn shuìjiào.

F 十点半 睡觉。

The question was attempted by 1,083 (100%) students, of whom 146 (13.5%) students scored from 8 to 10 marks, which is a good performance, 477 (44.0%) students scored from 4 to 6 marks which is an average performance, while 460 (42.5%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average, since 623 (57.5 %) students scored 30% or above. Figure 9 summarizes the students' performance in question 9.



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

The analysis of the students' performance shows that, 146 (13.5%) students responded correctly by scoring from 8 to 10 marks, which is a good performance. These students mastered well the topic on Time and they were able to understand the sentences correctly, they re-arranged the jumbled sentences logically. This implies that they had sufficient knowledge pertaining to the arrangement of meaningful way in the Chinese Language. Extract 9.1 is a sample of good performance in question 9.

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

Extract 9.1: A sample of the students' good responses to question 9.

In Extract 9.1, the student managed to re-arrange correctly all the items.

On the other hand, the analysis shows that 477 (44.0%) students had an average performance. These students managed to re-arrange correctly few sentences but failed to re-arrange others because of the lack of understanding of the meaning of sentences. They also did not master well the topic of Introducing Oneself and Friend (daily schedule). Most of them succeeded in arranging items 2, 3 and 4 into the right order but failed in the rest. They recognized the time 六点 (6:00), 七点 (7:30) and 八点 (8:00), but failed to recognize the meaning of the instructional words such as 晚上 (evening), 睡觉 (sleeping), 早饭 (breakfast) and 开始 (begin). Therefore, they re-arranged the sentences in a wrong order. Some of them failed to distinguish between the sentences “七点半吃早饭” ( I have breakfast at 7:00 in the morning ) and “晚上七点去图书馆看书” (I go to the library at 7:00 in the evening). Extract 9.2 is a sample of an average performance in question 9.

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

Extract 9.2: A sample of an average performance in question 9.

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

Further, the analysis indicates that 460 (42.5%) students had a weak performance as they scored from 0 to 2 marks. They could not identify the linking words which could guide them to re-arrange the jumbled sentences. They also missed the meaning of the sentences, and this resulted into writing the letters randomly. This implies that they did not master the topic on time so lacked vocabulary. Extract 9.3 is a sample of weak performance in question 9.

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

Extract 9.3: A sample of students' weak responses to question 9.

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

## 2.4.2 Question 10: Writing a Composition

The students were given five guide questions derived from the topic on Greeting and Self Introduction. They were required to use them to write a composition with the given title 介绍一下你自己 (Introduce yourself). The students were expected to write a simple composition in Chinese characters. The question tested the students' ability to use simple Chinese sentences to express themselves. The question was:

十、根据所给提示用汉字写一段短文，不少于5句话。

根据下列问题，介绍一下你自己：

Q1. What is your name?

1. 你叫什么名字?

Q2. Where are you from?

2. 你是哪国人?

Q3. Where do you live?

3. 你家在哪里?

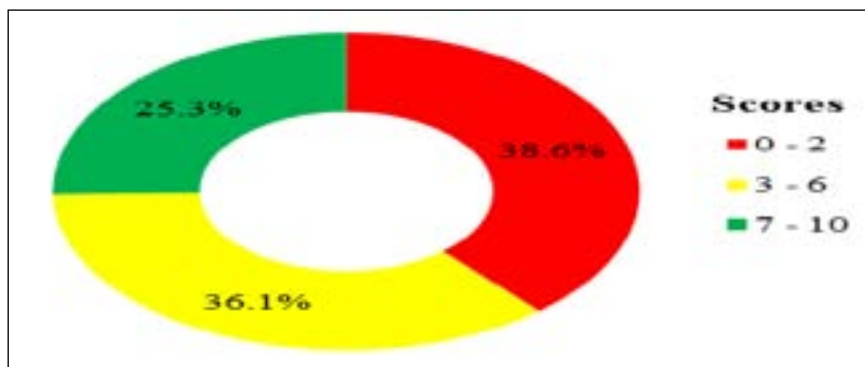
Q4. How many people are there in your family?

4. 你家有几口人?

Q5. What do you do?

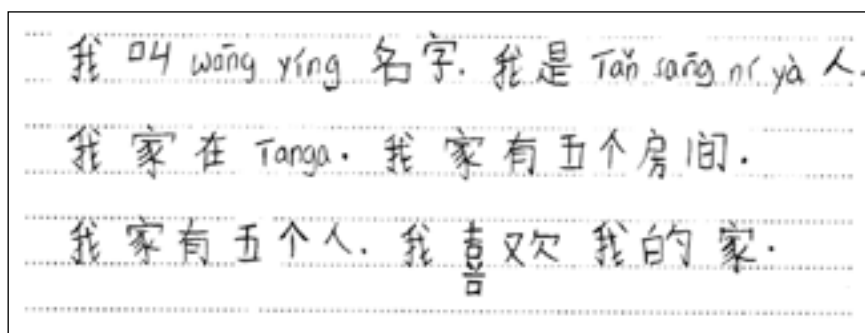
5. 你家有几口人?

The total of 1,078 (100%) students attempted the question, of which 273 (25.3%) students scored from 7 to 10 marks which is a good performance, 389 (36.1%) students scored from 3 to 6 marks which is an average performance, while 416 (38.6%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average, since 662 (61.4%) students scored 30% or above. Figure 10 summarizes the students' performance in question 10.



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

The data further shows that, 416 (38.6%) students performed averagely by scoring from 3 to 6 marks. The analysis reveals that these students failed to write correctly some sentences. Some of them wrote the composition in pinyin instead of Chinese characters, while others failed to write complete sentences. Few students mixed pinyin and characters in some words. Extract 10.1 is a sample of responses from a student with an average performance to question 10.



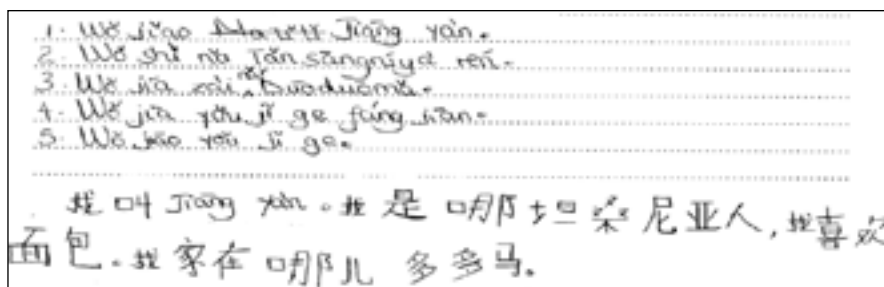
Extract 10.1: A response of average performance.

In Extract 10.1, the student wrote characters and pinyin.

Furthermore, the data indicates that 389 (36.1%) students scored from 0 to 2 marks, which is a weak performance. These students failed to master the basic Chinese words and sentence structures. They also did not understand the guide questions, as some of them



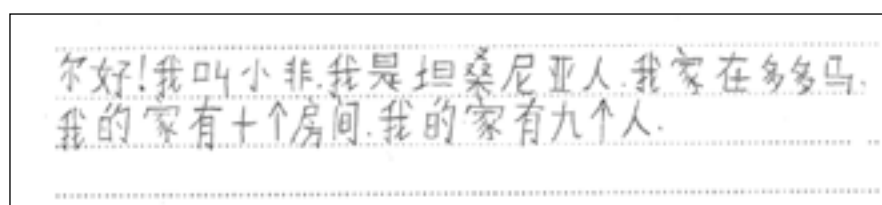
copied the questions and wrote them as answers. Others wrote the incorrect pinyin without tones and few of them misunderstood the demand of the question. Other students left the blanks unfilled. Extract 10.2 is a sample of responses from a student with an average performance in question 10.



Extract 10.2: is a sample of the students' weak responses to question 10.

In Extract 10.2, the student used the interrogative words in the course of answering the question and this resulted to incorrect sentences.

The students' response analysis shows that 273 (25.3%) students performed well by scoring from 7 to 10 marks. They organized well their words and sentences and they wrote well their compositions in Chinese characters. This shows that these students were competent in expressing themselves by using simple Chinese sentences. Extract 10.3 is a sample of good responses to question 10.



Extract 10.3: A sample of the students' good responses to question 10.

In Extract 10.3, the student wrote a composition correctly by using characters.

### 3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The analysis of the students' responses in various topics shows that, in 2020, the performance was good even though each topic had dropped in some percentages compared to that of the 2019. The data shows that the topics dropped by the following percentages: *Comprehension* (4.2%), *Language Use* (1.0%), *patterns and Vocabulary* (3.2%) and *Composition* (8.4%). However, the topic on *Patterns and vocabulary* (question 6), had weak performance which affected the average performance in this topic. The summary is shown in the Appendix I and II.

The analysis of the students' response further indicates that there were topics which were performed well, namely *Comprehension* (question number 1 and 2), *Language Use* (question number 4 and 5), *Patterns and Vocabulary* (question number 8) and *Composition* (question number 10). The good performance reveals that the students had sufficient knowledge of comprehension, structure of Chinese grammar. They also had the ability to answer the questions according to the requirements.

Moreover, the topics which were performed averagely were *Language Use* (question 3), *patterns and Vocabulary* (question 7) and *Composition* (question number 9). The students' average performance in these topics is attributable to their partial knowledge of the Chinese grammar and vocabulary.

Further analysis indicates that the topic on *Patterns and vocabulary* (question 6) was poorly performed because the students had insufficient knowledge about characters, pinyin, initials and finals, tones and vocabulary.

In this report, the students' performance in different topics is grouped in three categories, namely good performance, average performance and weak performance. The categories are represented by three colours: green, yellow and red colour, respectively, as shown in the Appendix I and II.

## 4.0 CONCLUSION

The students' Performance in the Form Two National Assessment in Chinese Language in 2020 was good, as 91.0% of the students passed the assessment. Most of the students performed above average.

The analysis shows that the students who performed well had sufficient knowledge of the topics tested. On the other hand, the students who had average and weak performance faced challenges in answering questions. For example the topic of *Patterns and Vocabulary* had weak performance because they lacked vocabulary, had insufficient knowledge of grammatical rules, especially those which are concerned with the construction of words/sentences (the initials, finals and tones in syllables). They also lacked knowledge of rules of writing Chinese Characters.

## 5.0 RECOMMENDATIONS

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

- (a) Teachers should guide students on how to write a logical paragraph or composition by giving them pictures, time table, cards, maps and simple titles.
- (b) Teachers should encourage students to read passages and simple texts in order to improve their vocabulary.
- (c) Teachers should guide students on how to write basic strokes and how to formulate Chinese characters, tones, initials, finals and syllables.

## APPENDIX I

### Summary of the Students' Performance per Topic on the Chinese Language Subject in FTNA 2020

S/N	Topic	Qn. Number	% of Students who Scored an Average of 30 Percent or Above in each Question	% of Students who Scored an Average of 30 Percent or Above in each Topic	Remarks
1.	Comprehension	1	97.9	92.9	Good
		2	87.9		
2.	Language Use	3	55.1	68.8	Good
		4	68.0		
		5	83.4		
4.	Patterns and Vocabulary	6	24.7	54.8	Average
		7	43.8		
		8	88.8		
3.	Composition	9	57.5	59.5	Average
		10	61.4		

## APPENDIX II

Comparison of the Students' Performance per Topic on FTNA 2019 and 2020

S/N	2019				2020			
	Topic	Number of Questions	Percentage of Students who Scored an Average of 30 Percent or Above	Remarks	Topic	Number of Questions	Percentage of Students who Scored an Average of 30 Percent or Above	Remarks
1.	Comprehension	2	97.1	Good	Comprehension	2	92.9	Good
2.	Language use	3	69.8	Good	Language use	3	68.8	Good
4.	Patterns and Vocabulary	3	58.0	Average	Patterns and Vocabulary	3	54.8	Average
3.	Composition	2	68.0	Good	Composition	2	59.5	Average

