

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
FOR THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2019**

026 CHINESE LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is contented to issue this Students' Item Response Analysis report of the Form Two National Assessment (FTNA) 2019 for Chinese Language subject. The assessment delivers an evaluation of the product of students' learning of the Chinese Language in Tanzania for two years.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the students' performance in Chinese Language subject. The report highlights the factors that made the students to either perform well or fail to score high marks in the questions. The factors which made most of the students perform well are their ability to answer the questions according to the requirements as well as their knowledge on the Chinese Language. However, those who did not perform well failed to comprehend the requirement of the questions and lacked knowledge on the principles and rules related to the use of the Chinese Language.

The feedback provided will enable the education administrators, school managers, teachers, students and education stakeholders to scheme appropriate measures in order to improve 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 participated fully in preparing and in analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students who participated in the Form Two National Assessment (FTNA) in Chinese Language subject on 19th November, 2019. The assessment was set in accordance with the Chinese Language syllabus for piloting of 2015.

The students were examined in Comprehension, Language Use, Patterns and Vocabulary and Composition. The paper consisted of four sections with a total of 10 questions which were all compulsory.

The analysis of the results shows that, the overall students' performance was good. A total of 2,085 students registered for Form Two National Assessment 2019 and the total of 1,766 Students sat for Form Two National Assessment in November, 2019. The total of 319 students was absent. The total of 1,573 students passed the assessment while the total of 193 students failed. The students' performance in each grade is shown in Table 1.

Performance of Students in each Grade

Year	Sat	Grades					Total
2018	889	A	B	C	D	F	
		125	112	239	199	112	787
2019	2,085	279	216	538	540	193	1,766

This report aims to provide the feedback on the students' performance in each question. The analysis highlights the requirements of each question by indicating the expected responses, how the students answered the question and the analysis of the students' responses. Samples of students' responses are presented in order to provide a general overview of how the students responded in relation to the demands of each question.

The students' performance was categorized into three (3) groups: good, average and poor based on the average percentage of students scored. A topic was considered poorly performed if the percentage of the students' scores ranged from 0 to 29 marks and it was considered averagely performed if the scores ranged from 30 to 64 marks. Finally, the performance was considered good if the students' scores ranged from 65 to 100 marks.

It is expected that this analysis will be helpful for Chinese teachers to improve the teaching and learning of the Chinese Language and consequently improve the performance in this subject.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension

There were two questions in this section. Each question carried 10 marks thereby making a total of 20 marks. The candidates were required to read the passages and answer the questions. This section tested the candidates' ability to read and comprehend the information given in the passage.

2.1.1 Question 1: Multiple Choices

In this question, the students were instructed to read the given passage and answer the questions by choosing the correct answer from the given alternatives A, B, C and D. The passage was all about a student named Lǐ Xiǎohǎi. It gives information about his classmates, their nationalities and hobbies. It tested the students' ability on comprehension. The passage was as follows:

一. 阅读短文。

Lǐ Xiǎohǎi shì Zhōngwénbān de xuésheng, tā de lǎoshī shì Zhōngguó rén. Tā xǐhuan tāmen bānhuī
李小海是中文班的学生，他的老师是中国人。他喜欢他们班，
tāmen bān yǒu sìshí ge xuésheng, shíqī ge nǚ xuésheng. Yǒu liǎng ge Yīngguó rén, sān ge Měiguó rén.
他们班有四十个学生，十七个女学生。有两个英国人，三个美国人。
Xīngqīyī tāmen yǒu fǎwénkè hé Zhōngwénkè. Xīngqī'èr méiyǒu kè. Xīngqīsi tāmen yǒu tǐyùkè.
星期一他们有法文课和中文课。星期二没有课。星期四他们有体育课，
tāmen dōu xǐhuan tǐyùkè. Xīngqīliù méiyǒu kè, tāmen chángcháng qù yùndòngchǎng hé túshūguǎn.
他们都喜欢体育课。星期六没有课，他们常常去运动场和图书馆。

The question was attempted by 1,799 (100%) students, of whom 790 (44.7%) students scored from 8 to 10 marks which is a good performance, 904 (51.2%) students scored from 4 to 6 marks which is an average performance, while 72 (4.1%) students scored from 0 to 2 marks which is a poor performance, among of the students 12 (0.7%) students scored 0 mark. According to this data, the performance in this question was good, since the percent

of the students who scored 30% or above is 1,694 (95.9%). Figure 1 summarizes the students' performance in question 1.

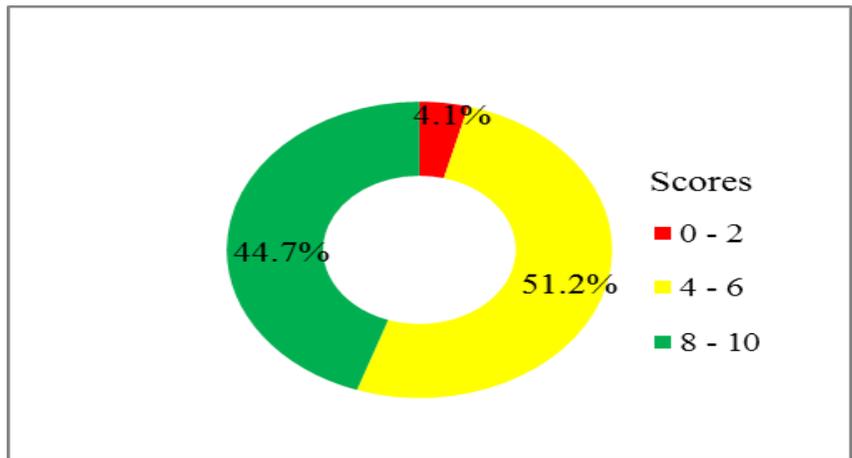


Figure 1: *The Percentage of Students' Performance in Question 1.*

The analysis of students' performance indicates that, 790 (44.7%) students performed well in this question, since they mastered well topic about Friends. This shows that the students understood the passage well and the requirements of a question and this enabled them to identify correct answers from the passage. Extract 1.1 is a sample of a good response.

回答问题，选择正确答案。

Lìrú: Lǐ Xiǎohǎi bān yǒu duōshǎo rén?

例如：李小海班有多少人？（A）。

- sìshí ge shíqī ge èrshísān ge shí sān ge
A 四十个 B 十七个 C 二十三个 D 十三个

Lǐ Xiǎohǎi de lǎoshī shì nǎ guó rén?

1. 李小海的老师是哪国人？（C）

- Yīngguó rén Měiguó rén Zhōngguó rén Tǎnsāngníyà rén
A 英国人 B 美国人 C 中国人 D 坦桑尼亚人

Tāmen bān yǒu duōshǎo ge nǚ xuésheng?

2. 他们班有多少个女学生？（B）

- sìshí ge shíqī ge èrshísān ge shí sān ge
A 四十个 B 十七个 C 二十三个 D 十三个

Tāmen bān yǒu nǎ guó rén?

3. 他们班有哪国人？（A）

- Yīngguó rén hé Měiguó rén Zhōngguó rén hé Tǎnsāngníyà rén
A 英国人和美国人 B 中国人和坦桑尼亚人
Měiguó rén hé Tǎnsāngníyà rén Yīngguó rén hé Fǎguó rén
C 美国人和坦桑尼亚人 D 英国人和法国人

Shéi xǐhuan tǐyùkè?

4. 谁喜欢体育课？（C）

- Lǐ Xiǎohǎi hé tā de lǎoshī Nán xuésheng hé nǚ xuésheng
A 李小海和他的老师 B 男学生和女学生
Zhōngwén bān de xuésheng Yīngguó rén hé Měiguó rén
C 中文班的学生 D 英国人和美国人

Xīngqījǐ tāmen méiyǒu Fǎwénkè?

5. 星期几他们没有法文课？（B）

- Xīngqīyī Xīngqī'èr Xīngqīsì Xīngqīwǔ
A 星期一 B 星期二 C 星期四 D 星期五

Extract 1.1 is a sample of a correct answer.

In Extract 1.1, a student was able to choose the correct answer in all items, thus scored 10 marks.

Further analysis shows that, 904 (51.2%) students who performed averagely in this question were able to choose the correct answers in some items but failed in other items. Most of students failed in item 4 and 5. The reasons for choosing wrong alternatives in each item are as follow: In item 1, the students were asked 李小海的老师是哪国人？(Which nationality is Li Xiaohai's teacher from?). The students failed to choose the correct answer which was C 中国人 (Chinese), due to the fact that, they did not understand the passage. Some of them opted for alternative A 英

国人 (British) and B 美国人 (American) because according to the passage these were nationalities of students. Some of them opted for option D 坦桑尼亚人 (Tanzanian) because they thought that they were asked about their nationality. This implies that the students did not master well the sub-topic on name and nationality.

In item 2, the question was 他们班有多少个女学生 (How many girls are in his class?). The question tested the students' ability to identify numbers in the Chinese Language. The students who scored 0 mark in this item failed to identify the correct answer which was B 十七个 (seventeen). Few of them were attracted to choose option A 四十个 (forty) because this was the total number of students in the class. Others chose option C 二十三个 (twenty three) because they deducted 17 (girls) from 40 so they remained with 13 which was obvious the number of boys. Others chose D 十三个 (thirteen) by relating with 三个 which was the number of American students. This indicates that the students did not master the topic on numbers and this led to their failure in identifying the correct numbers from the passage.

Moreover, in item 3, the question required the students to mention 他们班有哪国人? (where are students in his class from?) It tested the students' ability to introduce themselves and to introduce other people's nationalities. The analysis shows that the students who got wrong this item were not able to choose the correct answer which was (A) 英国人和美国人 (England and America). They picked any of the alternatives because they did not understand the passage. Few of them chose option (B) 中国人和坦桑尼亚人 (China and Tanzania) and (C) 美国人和坦桑尼亚人 (America and Tanzania), where the word Tanzanians was not mentioned in the passage but they thought that they were asked about their nationality. Other chose option (D) 英国人和法国人 (England and France) because England was mentioned in the passage, and they mixed the words 法文课 *fǎwén kè* and 法国人 *fǎguó rén* because of the presence of the character 法, without knowing that the students from France were not mentioned in the passage. This indicates that these students did not understand the passage.

Furthermore, in item 4, the question required the students to mention 谁喜欢体育课? () (who like Physical Education

class?). It tested students' ability to express their hobbies, likes and dislikes. The students who scored 0 in this item were not able to choose the correct answer which was C 中文班的学生 (Chinese class). This indicates that these students had insufficient command of the Chinese Language, as a result some of them opted for distractor A 李小海和他的老师 because the passage mentioned Li Xiǎohǎi and his teacher, others opted for B 男学生和女学生 because in the passage boys and girls were mentioned. The rest chose option D 英国人和美国人 (British and American) because in the passage the words were mentioned to explain the numbers of foreign students from Britain and America.

Finally, item 5, the students were required to name 星期几他们没有法文课? () (which day there is no French class?). The students failed to write the correct answer which was B 星期二 (Tuesday). They opted for any distractor which led to wrong responses. The analysis shows that some of them opted for (A) 星期一 (Monday) only because this day was mentioned in the passage and it was mentioned to have 法文课 (French class). So this shows that they did not understand the requirement of the question. Others opted for C 星期四 (Thursday) because this day was mentioned in the passage. The rest opted for D 星期五, because they thought that Friday is among the schooling days, and thus they opted it. They also did not notice that this day was not mentioned in the passage. The analysis indicates that the students did not master the topics on school and class timetable, subjects and numbers. Extract 1.2 shows a sample of an averagely performed response in question 1.

回答问题，选择正确答案。

Lirú: Lǐ Xiǎohǎi bān yǒu duōshǎo rén?

例如：李小海班有多少人？（A）。

- sìshí ge shíqī ge èrshísān ge shí sān ge
A 四十个 B 十七个 C 二十三个 D 十三个

Lǐ Xiǎohǎi de lǎoshī shì nǎ guó rén?

1. 李小海的老师是哪国人？（C）

- Yīngguó rén Měiguó rén Zhōngguó rén Tǎnsāngniyà rén
A 英国人 B 美国人 C 中国人 D 坦桑尼亚人

Tāmen bān yǒu duōshǎo ge nǚ xuésheng?

2. 他们班有多少个女学生？（B）

- sìshí ge shíqī ge èrshísān ge shí sān ge
A 四十个 B 十七个 C 二十三个 D 十三个

Tāmen bān yǒu nǎ guó rén?

3. 他们班有哪国人？（A）

- Yīngguó rén hé Měiguó rén Zhōngguó rén hé Tǎnsāngniyà rén
A 英国人和美国人 B 中国人和坦桑尼亚人
Měiguó rén hé Tǎnsāngniyà rén Yīngguó rén hé Fǎguó rén
C 美国人和坦桑尼亚人 D 英国人和法国人

Shéi xǐhuan tǐyùkè?

4. 谁喜欢体育课？（B）

- Lǐ Xiǎohǎi hé tā de lǎoshī Nán xuésheng hé nǚ xuésheng
A 李小海和他的老师 B 男学生和女学生
Zhōngwén bān de xuésheng Yīngguó rén hé Měiguó rén
C 中文班的学生 D 英国人和美国人

Xīngqījǐ tāmen méiyǒu Fǎwénkè?

5. 星期几他们没有法文课？（C）

- Xīngqīyī Xīngqī'èr Xīngqīsì Xīngqīwǔ
A 星期一 B 星期二 C 星期四 D 星期五

Extract 2.1 is a sample of an averagely performed response.

In Extract 1.2, a student was able to choose the correct answers in item 1, 2 and 3 but failed in item 4 and 5.

Further analysis shows that 12 (0.7%) students who had weak performance scored from 0 to 2 marks and that they failed to choose the correct answers due to inadequate competence in the Chinese Language. This hindered them from understanding the passage and what was written in the given questions. As a result, some of the students left parts of questions unanswered, others tried to answer the questions by guessing, hence scored 0 to 2 marks. Extract 1.3 shows a sample of a poor response given by one of the students.

Li Xiǎohǎi de lǎoshī shì nǎ guó rén?

1. 李小海的老师是哪国人? (A)

Yīngguó rén Měiguó rén Zhōngguó rén Tǎnsāngniyà rén
A 英国人 B 美国人 C 中国人 D 坦桑尼亚人

Tāmen bān yǒu duōshǎo ge nǚ xuéshēng?

2. 他们班有多少个女学生? (D)

sìshí ge shíqī ge èrshísān ge shí sān ge
A 四十个 B 十七个 C 二十三个 D 十三个

Tāmen bān yǒu nǎ guó rén?

3. 他们班有哪国人? (B)

Yīngguó rén hé Měiguó rén Zhōngguó rén hé Tǎnsāngniyà rén
A 英国人和美国人 B 中国人和坦桑尼亚人
Měiguó rén hé Tǎnsāngniyà rén Yīngguó rén hé Fǎguó rén
C 美国人和坦桑尼亚人 D 英国人和法国人

Shéi xǐhuan tǐyùkè?

4. 谁喜欢体育课? (D)

Lǐ Xiǎohǎi hé tā de lǎoshī Nán xuéshēng hé nǚ xuéshēng
A 李小海和他的老师 B 男学生和女学生
Zhōngwén bān de xuéshēng Yīngguó rén hé Měiguó rén
C 中文班的学生 D 英国人和美国人

Xīngqījǐ tāmen méiyǒu Fǎwénkè?

5. 星期几他们没有法文课? (B)

Xīngqīyī Xīngqī'èr Xīngqīsì Xīngqīwǔ
A 星期一 B 星期二 C 星期四 D 星期五

Extract 1.3 is sample of a poor response.

In Extract 1.3, a student did not understand the questions as a result he/she wrote incorrect answers in all items.

2.1.2 Question 2: True/False

In this question, the students were required to read the given passage and judge whether the sentence given were true or false. The passage was about Xiǎohǎi who introduced himself, his grandmother and his sister. He also explained about his hobby, grandmothers' hobby and his sister's hobby. The students were supposed to put a tick (√) for the true statements and a cross (×) for the wrong statements. In order to answer this question, the students were supposed to understand the four seasons of a year in the Chinese Language which are 春天 (spring), 夏天 (summer) 秋天 (autumn) and 冬天 (winter). This question tested the students' competence to describe the weather and to state likes and dislikes. The passage was as follows:

二. 阅读短文。

Wǒde míngzi jiào Xiǎohǎi . Xiànzài shì qiūtiān, qiūtiān shì wǒ zuì xǐhuan de jìjié. Qiū
我的名字叫小海。现在是秋天,秋天是我最喜欢的季节。秋
tiān chángcháng yǒu xiǎoyǔ, tiānqì bùlěng yě bùrè. Wǒjiā pángbian yǒu yíge gōngyuán, qiū
天常常有小雨,天气不冷也不热。我家旁边有一个公园,秋
tiān de gōngyuán hěn piàoliang . Wǒ chángcháng qù gōngyuán pǎobù hé dǎ lánqiú. Nǎinai xǐhuan
天的公园很漂亮。我常常去公园跑步和打篮球。奶奶喜欢
qù gōngyuán sǎnbù. Mèimèi xǐhuan zài gōngyuán cǎodì shàng wán
去公园散步。妹妹喜欢在公园草地上玩。

The question was attempted by 1,799 (100%) students, of which 1,235 (69.9%) students scored from 8 to 10 marks which is a good performance, 501 (28.4%) students scored from 4 to 6 marks which is an average performance, while 30 (0.7%) students scored from 0 to 2 marks which is poor performance, among whom 9 (0.5%) students scored 0 mark. The data indicates that, the performance in this question was good, since the percent of the students who scored 30% or above is 1,736 (98.3%). Figure 2 summarizes the students' performance in question 2.

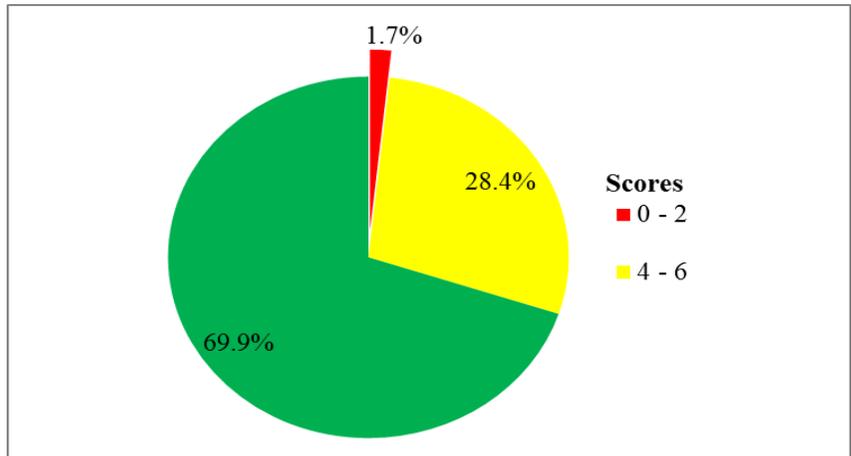


Figure 2: *The Percentage of Students' Performance in Question 2.*

The analysis of students' performance shows that 1,235 (69.9%) students scored high marks from 8 to 10 marks. These students were able to put a tick (✓) for the correct statements and a cross (x) for the incorrect ones. This indicates that the students also were competent in Chinese vocabulary, as they were able to identify the distractors within the sentence. The students also understood the passage well and met the requirements of a question; as a result, they managed to identify correct answers from the given questions. Extract 2.1 is sample of a good response in question 2.

Xiǎohǎi zuì xǐhuan de jìjié shì chūntiān.	
1. 小海 最喜欢的季节是春天。	(X)
Qiūtiān yǒu xiǎoyǔ , tiānqì hěn rè.	
2. 秋天 有小雨, 天气很热。	(X)
Zhège gōngyuán zài qiūtiān hěn piàoliang.	
3. 这个公园 在秋天 很漂亮。	(✓)
Xiǎohǎi xǐhuan qù gōngyuán dǎ lánqiú.	
4. 小海 喜欢去公园 打篮球。	(✓)
Nǎinai xǐhuan zài cǎodì shàng wán .	
5. 奶奶 喜欢 在草地上 玩。	(X)

Extract 2.1 is a sample of good response.

In Extract 2.1, a student was able to read the passage and put a tick (✓) for correct statements and a cross (x) for incorrect statements.

Additionally, 501 (28.4%) students had average performance in this question and they managed to write the correct answers in some items but failed in others. The majority of the students in this group were able to give the correct answers in item 1, 小海最喜欢的季节是春天 (Xiǎohǎi's favorite season is Spring) 2, 秋天有小雨, 天气很热 (it rains in Autumn, and the weather is very hot) and item 3, 这个公园在秋天很漂亮 (this park is very beautiful in Autumn) because they were easily identified in the text.

Most of the students failed to respond correctly in items 4 and item 5. In item 4, most of student failed to choose a correct answer due to the fact that they had insufficient knowledge on the Chinese characters (Hanzi). This hindered the students from understanding the meaning of the passage and hence they failed to identify answers from the passage. The students who performed averagely had different answers. For example, the same item others got right while others got wrong. The reasons behind are as follows.

The analysis shows that the students who failed to put a cross (x) in item 1 小海最喜欢的季节是春天。(x) (Xiaohai's favority season is spring) did not know that the statement was incorrect because of the word 春天 (Spring), Xiaohai's favority season is 秋天 (Autumn) and not 春天 spring.

The students who got wrong item 2 failed to notice that the statement was incorrect because of the word 很热 (very hot) and that the correct answer was 秋天有小雨天气很热。(x) (it rains in autumn, and the weather is very hot). In the passage, it was explained that 天气不冷也不热 (the weather is not cold and also not hot). Furthermore, in item 3, they were not able to put a tick which was the correct answer 这个公园在秋天很漂亮。(√) (The park is very beautiful in autumn), because they did not notice that the statement was correct since there were no negation marker.

Moreover, in item 4, the students' failed to give the correct answer which was 小海喜欢去公园打篮球。(√) (Xiaohai likes to play basketball in the park). The students' failure is attributed by the omission of the word 跑步 (jogging) from the origin statement which was given in the passage.

Finally, the students who scored 0 in item 5 did not know that the word 奶奶 (Grandmother) was a distractor because the sentence given in the passage was 妹妹喜欢在草地上玩 (young sister likes to play on the grass) changing the word 妹妹 (young sister) to 奶奶 (Grandmother) distracted students and they thought that the answer was correct because all words share the same radical 女. This resulted into judging the item as correct (√) instead of putting (x) to qualify the incorrect statement. In addition, the students did not understand that, according to the passage, grandmother likes to walk in the park, while Xiǎohǎi's young sister is the one who likes to play on the grass. The analysis shows that the students who scored average marks had partial knowledge on the topic of family introduction. Extract 2.2 shows an average performed response in question 2.

	Xiǎohǎi zuì xǐhuan de jìjié shì chūntiān.	
1.	小海 最喜欢的季节是春天。	(×)
	Qiūtiān yǒu xiǎoyǔ , tiānqì hěn rè.	
2.	秋天 有小雨, 天气很热。	(×)
	Zhègè gōngyuán zài qiūtiān hěn piàoliang.	
3.	这个公园 在秋天 很漂亮。	(×)
	Xiǎohǎi xǐhuan qù gōngyuán dǎ lánqiú.	
4.	小海 喜欢去公园 打篮球。	(×)
	Nǎinai xǐhuan zài cǎodì shàng wán .	
5.	奶奶 喜欢 在草地上 玩。	(×)

Extract 2.2 is a sample of an average performed response.

In Extract 2.2, a student was able to write the correct answer in items 1, 2 and 5 but failed in items 3 and 4.

The analysis of students' performance indicates that 30 (0.7%) students had a poor performance in this question. They were not able to respond to the five items correctly since they lacked skills of basic Chinese vocabulary, as a result they scored from 0 to 2. This revealed that these students lacked knowledge of the Chinese seasons of the year 春天 (spring), 夏天 (summer) 秋天 (autumn) and 冬天 (winter). They also had insufficient knowledge on hobbies. This indicates that the students did not master well the topics about time and hobbies. Extract 2.1 shows a poor response in question 2.

1.	Xiǎohǎi zuì xǐhuan de jìjié shì chūntiān. 小海 最喜欢的季节是春天。	qiūtiān (秋天)
2.	Qiūtiān yǒu xiǎoyǔ , tiānqì hěn rè. 秋天 有小雨, 天气很热。	bùlěng (不冷)
3.	Zhègè gōngyuán zài qiūtiān hěn piàoliang. 这个公园 在秋天 很漂亮。	chángcháng (常常)
4.	Xiǎohǎi xǐhuan qù gōngyuán dǎ lánqiú. 小海 喜欢去公园 打篮球。	pǎobù (跑步)
5.	Nǎinai xǐhuan zài cǎodì shàng wán . 奶奶 喜欢 在草地上 玩。	gōngyuán (公园)

Extract 2.3 a sample of poor students' response.

In Extract 2.3 a student did not understand the requirement of the question; hence he/she copied the words from the passage and wrote them as answers.

2.2 Section B: Language Use

This section had three (3) questions which were 3, 4 and 5. The students were required to answer all the questions. Each question carried 10 marks, thus making a total of 30 marks in this section.

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

The question was divided into 5 sub-items; each contained four or five words. The topic involved were personal information, especially about one's name and the nationality. The students

were instructed to re-arrange the given words into a meaningful Chinese sentence by writing the number of the corresponding word. The question tested the students' ability to introduce his/her name and nationality to others. The question was as follows:

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. jiào tāde shénme bàba
 ①叫 ②他的 ③什么 ④爸爸
 ?

2. zài Běijīng ma nǐjiā
 ①在 ②北京 ③吗 ④你家
 ?

3. tā Yīngguó ma shì rén
 ①他 ②英国 ③吗 ④是 ⑤人
 ?

4. nǎr tālǎoshī jiā zài de
 ①哪儿 ②她老师 ③家 ④在 ⑤的
 ?

5. rén nǐpéngyou guó nǎ shì
 ①人 ②你朋友 ③国 ④哪 ⑤是
 ?

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of which 735 (41.6%) scored from 8 to 10 marks, which is a good performance. Moreover, 579 (32.8%) scored from 4 to 6 marks, demonstrating an average performance and 452 (25.6%) scored from 0 to 2 marks, which is a poor performance. The students' general performance in this question was good, because 1,314 (98.3%) scored from 4 to 10 marks. Figure 3 summarizes the students' performance in Question 3.

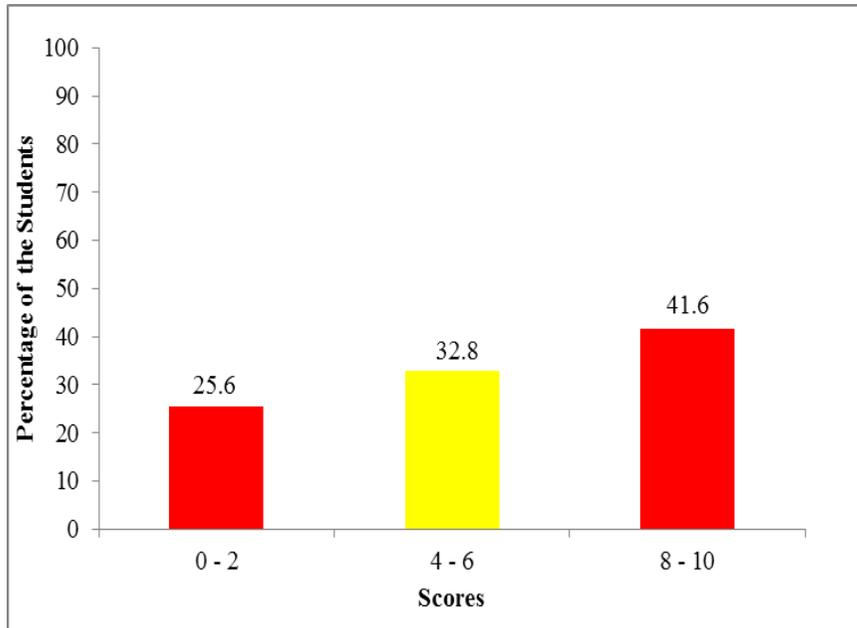


Figure 3: *The Percentage of Students' Performance in Question 3.*

In order to answer correctly this question, the student is supposed to have knowledge on the structure of the sentences in the Chinese Language and the proper arrangement of word in a sentence, such as the position of the subject, verb and object in the sentence (S+V+O).

The analysis of students' item response indicates that 735 (41.6%) students scored high marks from 8 to 10 marks, because they were able to re-arrange the jumbled words into correct and meaningful sentences. This indicates that they had adequate knowledge on Chinese grammar and sentence patterns. They were also able to understand the use of important interrogative words like 什么 (what) 吗? (question marker) and 哪儿? (where).

For example, in item 1, the students were able to write the correct answer which was ②④①③ 他的爸爸叫什么? (What is the name of his Father?). They also wrote the correct answer in item 2, which was ④①②③ 你家在北京吗? (Is your home at Beijing?). This indicates that they were able to identify the types

of words in the jumbled sentences (subject -你家, verb 在 (at), Place-noun object 北京 and the question marker 吗), as a result they wrote the correct answer.

The analysis shows further that the students wrote the correct answer in item 3 which was ①④②⑤③ 他是英国人吗? (Is he a British person?). These students mastered well the structure of the sentences (S - 他 + V - 是 + O - 英国人 + question marker - 吗). They also wrote the correct answer in item 4, ②⑤③④① 她老师的家在哪儿? (Where is her teachers' home?) by following the rule (S = 她老师的家, V = 在, O = 哪儿). Finally, they got right in item 5, as they wrote ②⑤④③① 你朋友是哪国人? (What is nationality of your Friend?) (S = 你朋友, V = 是 O = 哪国人) by observing the rule (S + V + O). The analysis shows that these students mastered well the topic on Personal information and all basic grammar of the Chinese Language. Extract 3.1 is a sample of a good response in question 3.

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

答案： ③①②④

 jiào tāde shénme bàba
 1. ①叫 ②他的 ③什么 ④爸爸
 ②④①③ ?

 zài Běijīng ma nǐ jiā
 2. ①在 ②北京 ③吗 ④你家
 ④①②③ ?

 tā Yīngguó ma shì rén
 3. ①他 ②英国 ③吗 ④是 ⑤人
 ①④②⑤③ ?

 nǎr tā lǎoshī jiā zài de
 4. ①哪儿 ②她老师 ③家 ④在 ⑤的
 ②⑤③④① ?

 rén nǐ péngyou guó nǎ shì
 5. ①人 ②你朋友 ③国 ④哪 ⑤是
 ②⑤④③① ?

Extract 3.1 is a sample of a good response.

In Extract 3.1, a student was able to re-arrange the sentences correctly.

In addition, the analysis indicates that 579 (32.8%) students scored from 4 to 6 marks, which is an average performance. The majority of those students were able to answer item 2, ①在 (in) ②北京 (Beijing) ③ 吗 (question marker) ④你家 (your home), 你家在北京吗? (is your home in Beijing)? and item 3, ①他 (he) ②英国 (United Kingdom (UK)) ③ 吗 (question marker) ④是 (is) ⑤人 (person), 他是英国人吗? (is he a British?) because they had partial knowledge on the Chinese sentence structure (S + V + O).

They failed in items 1 and 4 because they were not able to use the possessive adjectives 他的 (his) and 她老师的家 (her teachers' home). They did not know the position of possessive adjectives in

the sentence, as one of them wrote ④ ② ① ③ which was wrong. Therefore, this indicates that the students who failed to re-arrange the words had partial knowledge on Chinese patterns and structures. Extract 3.2 is a sample of an average performance.

	jiào	tāde	shénme	bàba	
1.	①叫	②他的	③什么	④爸爸	
	②④④③.....?				
	zài	Běijīng	ma	nǐ jiā	
2.	①在	②北京	③吗	④你家	
	④①②③.....?				
	tā	Yīngguó	ma	shì	rén
3.	①他	②英国	③吗	④是	⑤人
	①④②⑤③.....?				
	nǎr	tā lǎoshī	jiā	zài	de
4.	①哪儿	②她老师	③家	④在	⑤的
	②⑤③④①.....?				
	rén	nǐ péngyou	guó	nǎ	shì
5.	①人	②你朋友	③国	④哪	⑤是
	④⑤③⑥①.....?				

Extract 3.2 is a sample of an average performance.

In Extract 3.2, a student was able to re-arrange the words correctly in items 2 and 3 but failed in items 1, 4 and 5.

Further analysis shows that 452 (25.6%) students scored from 0 to 2 marks, which is poor performance, because they had inadequate understanding of the Chinese Language. They did not know the types of words and their position in the sentence. The analysis shows that the students did not master well the Chinese vocabulary and Chinese sentence structure; as a result they scored low marks from 0 to 2 marks. For example, some of the students in this question mixed up the order of the words. Other students left the question unanswered because they were not familiar with the requirement of the question and didn't know the basic sentence structure and meaning of the vocabulary.

In item 3, the students mixed the words, as one of them wrote 吗他是英国人 instead of writing 他是英国人吗. This shows that the students mixed up Kiswahili sentences structure with Chinese Language sentence structure. The sentence in Kiswahili would be Je, Yule ni mwingereza? If the sentence is translated into Chinese Language, it will be Yule = 他, ni = 是, mwingereza = 英国人, Je = 吗 to re-arrange this sentence will be 吗他是英国人. Extract 3.3 is a sample of students' poor response.

1.	jiào ①叫	tāde ②他的	shénme ③什么	bàba ④爸爸
	4, 1, 2, 3?			
2.	zài ①在	Běijīng ②北京	ma ③吗	nǐ jiā ④你家
	3, 4, 3, 2?			
3.	tā ①他	Yīngguó ②英国	ma ③吗	shì rén ④是 ⑤人
	3, 1, 4, 2, 5?			
4.	nǎr ①哪儿	tā lǎoshī ②她老师	jiā ③家	zài de ④在 ⑤的
	2, 3, 1, 4, 5?			
5.	rén ①人	nǐ péngyou ②你朋友	guó ③国	nǎ shì ④哪 ⑤是
	2, 4, 5, 3, 1?			

Extract 3.3 is a sample of a poor students' response.

In Extract 3.3, a student failed to re-arrange the jumbled sentences and ended up mixing words.

2.2.2 Question 4: Matching Items

In this question, the students were instructed to match items in Column A with those in Column B to make a communicative response, by writing the correct letters corresponding to item numbers. Column A consisted of five sentences based on transportation and it intended to test students' ability to ask about places, transportation and direction as well how to respond properly when someone asked about direction. Column B consisted of seven distractors whereby the students were

supposed to pick a letter and match it with the related statement from column A. The question was:

四. 匹配题, 第一题答案已给出。

A 栏	B 栏
Nǐ hē shuǐ ma? 1. 你喝水 吗?	Bù, nà bú shì. A 不, 那不是。
Nǐ zěnmē qù Jiānádà? 2. 你怎么去加拿大?	Zài fēijīchǎng duìmiàn. B 在飞机场 对面。
Nà shì fàndiàn ma? 3. 那是 饭店 吗?	Wǒ zài guǎngchǎng. C 我在 广场。
Qǐngwèn, qìchēzhàn zài nǎr? 4. 请问, 汽车站在 哪儿?	Bú zài. D 不在。
Fàndiàn zài diànyǐngyuàn pángbiān ma? 5. 饭店 在 电影院 旁边 吗?	Wǒ zuò fēijī qù. E 我坐飞机去。
Wǒ zài huǒchēzhàn, nǐ zài nǎr? 6. 我在火车站, 你在哪儿?	Hǎode, xièxie. F 好的, 谢谢。
	Wǒ zài shuìjiào G 我在睡觉。
	Bú kèqì H 不客气

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of whom 550 (31.1%) scored from 8 to 10 marks, which is a good performance; 646 (36.6%) scored from 4 to 6 marks, demonstrating an average performance and 285 (32.3%) scored from 0 to 2 marks, which is a poor performance. The general performance in this question was good because 1,196 (67.7%) scored from 4 to 10 marks. Figure 4 summarizes the students' performance in question 4.

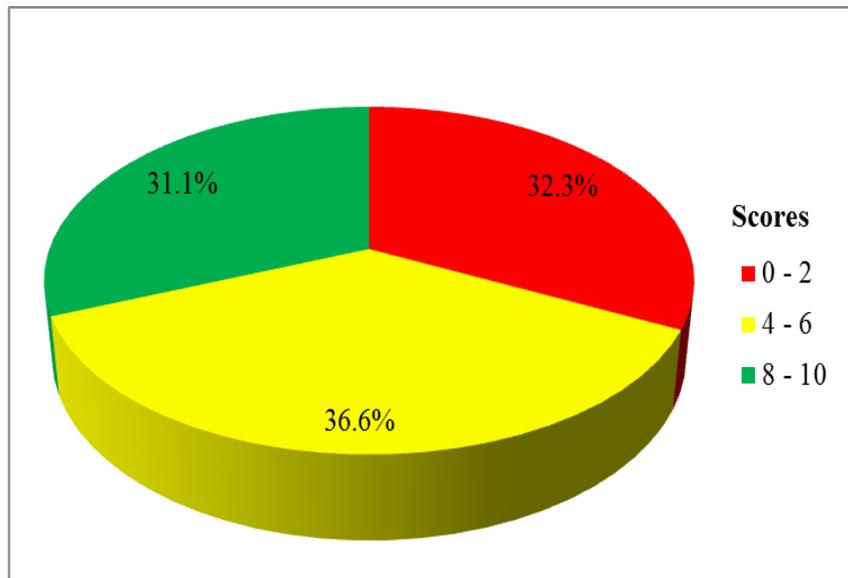


Figure 4: *The Percentage of Students' Performance in Question 4.*

The analysis of students' performance indicates that 550 (31.1%) students scored from 8 to 10 marks, which is good performance. These students managed to match all the items in Column A with corresponding responses in Column B correctly. For example, item 2 asked 你怎么去加拿大? (How do you go to Canada?). The student matched with the correct answer E, 我坐飞机去 (I went by plane) based on the fact that, in Chinese grammar, if the question has a pronoun, the answer should also involve the use of pronoun. In this item, the presence of pronoun 你 (you) led the students to choose E, because of the pronoun 我 (I).

Moreover, in item 3, the students were required to answer the question 那是饭店吗 (is that a restaurant?). In this item, the key word was 那是 (Is that.....) and the students used to identify the correct answer A, 不, 那不是 (no, that is not) because of the word 那不是.

For item 4, the question was 请问, 汽车站在哪儿? (where is a bus station located at?). The students identified the correct answer as they wrote B, 在飞机场对面 (It is opposite to airport). Finally, in item 5, the question asked 我在火车站, 你在那儿? (I am at the railway station, where are you?). The students

noticed the correct answer was C, 我在广场 (I am at the square) because of the Subject 你 (You) which guided them to give the correct answer that started with the pronoun 我 (I). This indicates that the students mastered well the topic about Housing in subtopic of Giving Directions. Extract 4.1 is a sample of a good response in question 4.

A 栏	1	2	3	4	5	6
B 栏	F	E	A	B	D	C

Extract 4.1 is a sample of a good response.

Moreover, the analysis indicates that 646 (36.6%) students had average performance. The majority of them were able to write correct answers in items 1, 3 and 5, but failed in item 2 and 4. In item 2, the question was 你怎么去加拿大? (How did you go to Canada?). The student failed to match it with the correct answer E, 我坐飞机去 (I went by plane). Most of students chose B, 在飞机场对面 (opposite to airport). They failed to identify the indicators such as the verb 去 and the presence of the word 飞机 (plane) and this made them to relate it with the word 飞机场 (airport).

They also failed in item 4, because in column A asked 请问, 汽车站在哪儿? (where is a bus station located at)? the correct answer was A 在飞机场对面 (opposite to airport) from column B, but most of students chose E, 我坐飞机去 (I use a plane to go). The choice of an incorrect answer was influenced by the use of the preposition 在 (a preposition like *at, in, on* which are used to show place, but also can be used as a time particle to indicate when the action has taken place). Some of students confused distractor A with distractor G, 我在睡觉 (I'm sleeping) which indicates time and not place. This suggests that the students lacked knowledge on the topic of giving direction. Extract 4.2 is a sample of an averagely performed response in question 5.

A 栏	1	2	3	4	5	6
B 栏	F	E	A	B	C	D

Extract 4.2 is a sample of an average performed response.

In Extract 4.2, a student was able to match items 2, 3, 4 but failed in items 5 and 6.

Furthermore, 285 (32.3%) students had poor performance as they scored from 0 to 2. These students did not manage to match the items in Column A with their corresponding letters in Column B. The trend of incorrect responses provided by the students indicates that they failed to get the meaning of the words and sentences in the items. For example, one of the students matched item 3 那是饭店吗? (is that a restaurant)? with C 我在广场 (I am at the square) instead of A, 不, 那不是 (no, that is not). This shows that the students did not know the meaning of the key word 饭店.

Similarly, the students matched item 6 我在火车站, 你在那儿? (I am at railway station, where are you?) with A, 不, 那不是 (no, that is not) instead of C, 我在广场 (I am at the square) which implies that the students were not familiar with the meaning of the words 火车站 (railway station) and 广场 (square). Extract 4.3 is a sample of a poor response in question 4.

A 栏	1	2	3	4	5	6
B 栏	F	B	C	D	E	A

Extract 4.3 is a sample of a poor response.

In Extract 4.3, a student failed to match all the items and he /she wrote incorrect answers.

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

This question consisted of two parts. Each part carried 5 marks, making a total of 10 marks for this question. In each part, the students were instructed to fill in the blanks by choosing a single correct answer among the given words. The question covered the topic on fashion and tested the students' vocabulary level and the mastery of grammatical rules of the Chinese Language. 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：

biǎoyǎn tīng zěnmē yánsè gāoxìng yuèláiyuè
A 表演 B 听 C 怎么 D 颜色 E 高兴 F 越来越

Tǎnsāngniyà xuéxí Zhōngwén de rén duō le.
1. 坦桑尼亚学习 中文 的 人 () 多了。

Wǒ de àihào shì Zhōngguó yīnyuè.
2. 我的爱好是 () 中国 音乐。

Nǐmen qù fēijīchǎng?
3. 你们 () 去 机场?

Jīnnián zuì liúxíng de shì báisè.
4. 今年 最流行 的 () 是 白色。

Māma jīntiān hěn 。
5. 妈妈今天 很 () 。

Wǒ hěn xǐhuan tàijíquán 。
6. 我很 喜欢 太极拳 () 。

第（二）部分：

chuān xiūxi jùyuàn dōu jiémù
A 穿 B 休息 C 剧院 D 都 E 节目

Wǒ hóngsè de yīfu.
1. 我 () 红色 的 衣服。

Wǒmen qù kàn jīngjù.
2. 我们 去 () 看 京剧。

Wǒ měitiān kàn shū.
3. 我每天 () 看 书。

Jīntiān shì xīngqīliù, wǒmen 。
4. 今天 是 星期六, 我们 () 。

Diànshì kuàiyào kāishǐ le.
5. 电视 () 快要 开始 了。

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of which 338 (19.1%) scored from 8 to 10 marks which is a good performance; 852 (48.2%) scored from 4 to 6 marks, indicating an average performance and 576 (32.6%) scored from 0 to 2 marks, which is a weak performance. The general performance in this question was good because 1,190 (67.4%) scored from 6 to 10 marks. Figure 5 summarizes the students' performance in question 5.

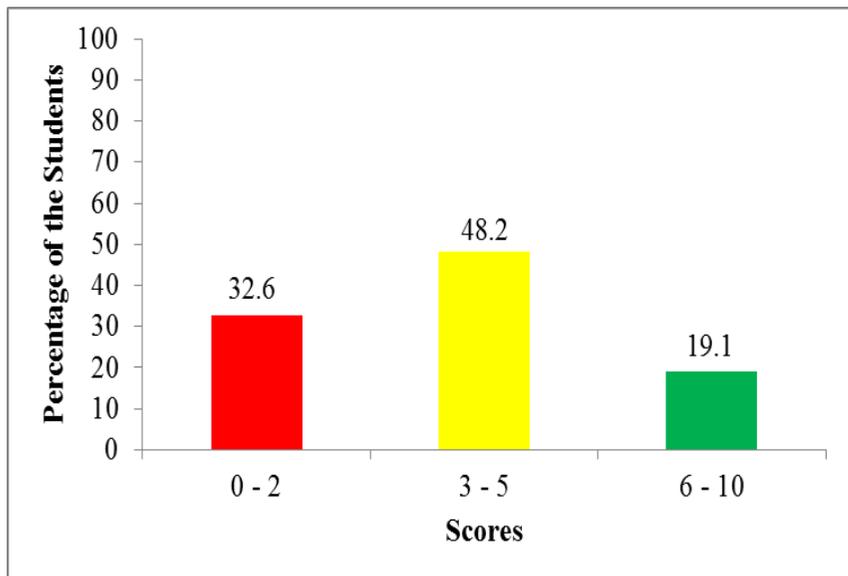


Figure 5: *The Percentage of Students' Performance in Question 5.*

The analysis of students' performance indicates that 338 (19.1%) students scored from 8 to 10 marks, which is good performance. These students were able to complete the sentences by choosing the correct words from the list provided. They identified the correct answers in all items. For example, in part (a) item 2, they wrote the correct answer which was B 听 (listen). They also filled in the correct answer in (a) item 3, 你们 () 去飞机场? C. In addition to that, they filled in with the correct answers in part (b). For example, in item 1, the correct answer was A 穿 and it was identified basing on the presence of a noun 衣服 (clothes) as an indicator. The students realized that the verb 穿 (to wear) was needed so as to complete the sentence. Extract 5.1 is a sample of a good response in question 5.

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

1.	2.	3.	4.	5.
A	C	D	B	E

Extract 5.1 is a sample of a good students' response.

Further analysis indicates that 852 (48.2%) students who performed averagely in this question provided correct response in some of the items and failed in other items. Those students did not understand the meaning of some vocabularies in the sentences given and the meaning of some options given. This made them to answer correctly in some items and fail others. The Extract 5.2 is a sample of a response performed averagely in question 6.

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

1.	2.	3.	4.	5.
A	C	D	B	E

Extract 5.2 is a sample of an average response.

However, 576 (32.6%) students scored low marks in this question because they failed to complete the sentences by choosing the correct words from the list provided. These students had insufficient knowledge on Chinese vocabulary. The response analysis shows that they did not understand the meaning of the sentences given and words from which to choose; as a result they picked the given words by guessing. For example, in item 2, 我的爱好是……中国音乐 (my hobby is ...Chinese music), the answer was B 听 (to listen) but most of students chose E 高兴 (happy) this indicates that the students did not understand the

meaning of the sentences and the given words. Extract 5.3 is a poor response in question 6.

1	2	3	4	5	6
F	E	表演 A	颜色 D	书 C	B

1.	2.	3.	4.	5.
C	E	B	D	A

Extract 5.3 is a sample of a poor response in question 5.

2.3 Section C: Patterns and Vocabulary

This section consisted of 3 questions, which are question 6, 7 and 8. Each question was worth 10 marks, making a total of 30 marks for the whole section.

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

This question consisted of 5 items and each item carried 2 marks, thereby making a total of 10 marks. The students were given 10 words written in the Chinese characters. They were required to give the pronunciation of the Chinese characters by writing the Pinyin into the blanks provided. The question was about the topic of Jobs. 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：学生 xuésheng	
1.	医生
2.	教师
3.	工作
4.	商人
5.	演员

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of which 153 (8.7%) scored from 6.5 to 10 marks, which is a good performance. Moreover, 606 (34.3%) scored from 3 to 6 marks, which is average performance and 1,007 (57.0%) scored from 0 to 2.5 marks, which is a weak performance. The students' general performance in this question was average, since 759 (43.0%) scored from 3 to 10 marks. Figure 6 summarizes the students' performance in question 6.

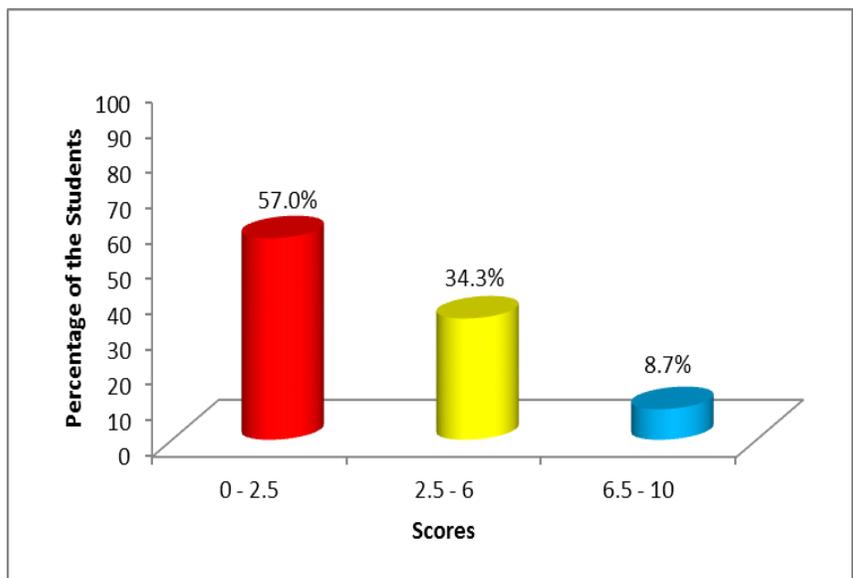


Figure 6: *The Percentage of Students' Performance in Question 6.*

For the students to be able to answer this question correctly, they had to master well the three basic elements that compose a syllable, which should be an initial, a final and the four tones (ㄛ ㄛˊ ㄛˇ ㄛˋ).

Further analysis shows that the general performance for this question was average. Many students (34.3%) were able to write some pinyin correctly in some items and failed in other items. For example, they were able to write item 1 医生- yīshēng (doctor), because they mastered well the first tone. They were also able to write the correct answer in item 3 which was 工作 - gōngzuò (to

work). This indicates that they mastered well the first and the fourth tone, but they failed in item two, instead of writing 教师 – *jiào shī* which was the correct answer some of them wrote *láo shī* which was wrong. Others managed to write initials and finals but failed to mark the tones.

Furthermore, the students failed to mark pinyin in item 4. The correct answer was 商人 *Shāng rén*, the students confused with the pinyin *guó rén* due to the inability of recognizing Chinese character. Finally, they were unable to write the correct answer item 5 due to the fact that, they did not master well the characters and their pinyin as a result they wrote wrong responses, for example one of them wrote *yan ke* without tones. This implies that the students had partial knowledge on the pronunciation of the characters given. Extract 6.1 is a sample of an average performed response in question 6.

1.	医生	<i>yī... sheng</i>
2.	教师	<i>láo shī</i>
3.	工作	<i>gōng... zuò</i>
4.	商人	<i>guó rén</i>
5.	演员	<i>yan... ke</i>

Extract 6.1 a sample of an average response.

Further analysis shows that the students who had poor performance in this question scored from 0 to 2, because they failed to write pinyin to insufficient knowledge on pinyin. For example, in item 1, 医生 *yīshēng* (doctor) student was confused with 学生 *xuésheng* (student) because 生 (*sheng*) these two words bear different tones but have the same Chinese character. So the students confused the marking of tones.

In item 2, the students who scored 0 marks were able to write the initials and finals but failed to insert the tones. For example, one of them wrote *jiǎo shī* instead of *jiào shī*. This indicates that the student did not master well the tones. They failed to recognize

the characters in item and this made them to write wrong pinyin, as one of them wrote *rén pai* instead of the correct answer *gōngzuò*.

The analysis indicates further that, the students who scored 0 mark in item 4 failed to write the pinyin. The analysis of responses indicates that, they just wrote any pinyin which they know. For example one among them wrote *páng rèn*.

Lastly, the students failed in item 5 due to wrong marking tones on the pinyin, as one of them wrote *yán yuan* instead of *yǎn yuán*. This implies that the students did not master well the recognition of characters and their pronunciation. Additionally, some students wrote Kiswahili and English words as their responses instead of Chinese pinyin and they ended up scoring 0. Extracts 6.2 and 6.3 are samples of poor responses in question 6.

六. 给汉字标注拼音。

例如： 学生 xuésheng

1.	医生	.....<i>SUI</i> <i>sheng</i>
2.	教师	.....<i>SUO</i> <i>di</i> <i>g</i>
3.	工作	.....<i>Sheng</i> <i>guo</i>
4.	商人	.....<i>Fanyu</i> <i>ren</i>
5.	演员	.....<i>CHU</i> <i>ta</i> <i>ng</i>

Extract 6.2 is a response of a poor performance.

In Extract 6.2, a student wrote any pinyin which he/she knows as responses.

例如： 学生 xuésheng

1.	医生	.....<i>Song</i>
2.	教师	.....<i>hds</i>
3.	工作	.....<i>mkong</i>
4.	商人	.....<i>16</i>
5.	演员	.....<i>Lou La</i>

Extract 6.3 is a sample of a poor response.

In Extract 6.3, a student wrote English and Kiswahili words as responses instead of Chinese pinyin.

Moreover, the analysis shows that, there were students who performed well in this question. Those students had the ability to recognize the Chinese characters given and knew the initials and finals, and they were able to mark the tones correctly. This indicates that, these students mastered well the Chinese pronunciation. They paid attention to the basic rules of writing syllables using initials and finals. Additionally, they demonstrated their ability to mark respective tones to all pinyin which is an essential rule in spelling pinyin. The Extract 6.4 is a sample of a good response in question 6.

1.	医生	..yī.shēng.....
2.	教师	..jiāo.shī.....
3.	工作	..gōng.zuò.....
4.	商人	..shāng.rén.....
5.	演员	..yǎn.yuán.....

Extract 6.4 is a sample of good response.

2.3.2 Question 7: Multiple Choices

This question consisted of five items and each was worth 2 marks, making a total of 10 marks. In this question, the students were instructed to choose the correct answer from the given alternatives by writing the letter of the correct response. The question covered the sub-topic on size of a housing room, which examined the students' vocabulary about houses and their ability to describe a house in Chinese. The question was as follows:

七. 选择题。

- Shūjià shàng yǒu hěnduō ()。
1. 书架上有很多()。
- A 书 B 桌子 C 椅子 D 床
- Wǒ zài () shuìjiào.
2. 我在()睡觉。
- A 卫生间 B 厨房 C 卧室 D 饭厅
- Nǐ jiā de huāyuán zhēn ()。
3. 你家的花园真()。
- A 好吃 B 容易 C 难 D 漂亮
- Wǒ de fángjiān () yǒu yì zhī māo.
4. 我的房间()有一只猫。
- A 跟 B 里 C 往 D 的
- Wèishēngjiān () kètīng pángbiān.
5. 卫生间()客厅旁边。
- A 往 B 的 C 在 D 跟

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of which 670 (37.9%) scored from 8 to 10 marks, which is a good performance. Moreover, 773 (43.8%) scored from 4 to 6 marks, indicating an average performance and 323 (18.3%) scored from 0 to 2 marks, which is a weak performance. The general performance of the students in this question was good because 1,443 (81.7%) scored from 4 to 10 marks. Figure 7 summarizes the students' performance in question 7.

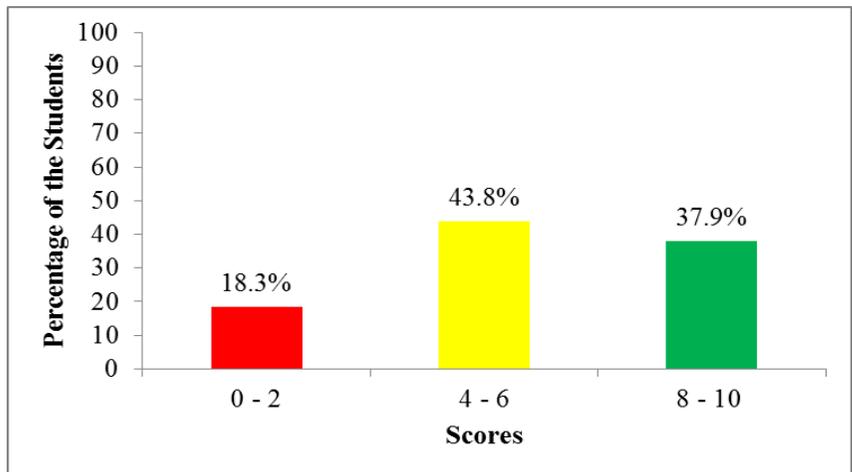


Figure 7: *The Percentage of Students' Performance in Question 3.*

The analysing of the students' performance shows that 670 (37.9%) students had a good performance. They were able to understand the meaning of the content. They mastered well the sentence patterns and structures of the Chinese Language. They attained the competence to describe a house using the words and structures as required, thus they wrote correct answers in all items. This implies that the students mastered well the topic of housing, sub-topic on rooms. Extract 7.1 is a sample of a good response in question 7.

Shūjià shàng yǒu hěnduō (A)

1. 书架上有很多 (A)

A 书 shū B 桌子 zhuōzi C 椅子 yǐzi D 床 chuáng

Wǒ zài (A) shuìjiào.

2. 我在 (A) 睡觉。

A 卫生间 wèishēngjiān B 厨房 chúfáng C 卧室 wòshì D 饭厅 fàntīng

Nǐ jiā de huāyuán zhēn (D) 。

3. 你家的花园真 (D) 。

A 好吃 hǎochī B 容易 róngyì C 难 nán D 漂亮 piàoliang

Wǒ de fángjiān yǒu yì zhī māo.

4. 我的房间 (B) 有一只猫。

A 跟 gēn B 里 lǐ C 往 wǎng D 的 de

Wèishēngjiān kètīng pángbiān.

5. 卫生间 (C) 客厅旁边。

A 往 wǎng B 的 de C 在 zài D 跟 gēn

Extract 7.1 is a response of a good performance.

Further analysis shows that 773 (43.8%) students scored from 4 to 6 marks which is an average performance. Most of students were able to understand the meaning of some of the five items, but they did not understand others. For example, in item 2, some students failed to recognize the verb 睡觉 (sleep), and they failed to distinguish the meaning of other Chinese characters 厨房 kitchen, 卧室 (bedroom), and 饭厅 (dining room). On the other hand, they wrote correct answer in item 1 and item 3, because they were familiar with the vocabulary on the sub-topic pertaining to the size of a room. Extract 7.2 is a sample of an average performed response in question 7.

Shūjià shàng yǒu hěnduō (A) 。

1. 书架上有很多 (A) 。

A 书 B 桌子 C 椅子 D 床

Wǒ zài (A) shuìjiào 。

2. 我在 (A) 睡觉。

A 卫生间 B 厨房 C 卧室 D 饭厅

Nǐ jiā de huāyuán zhēn (D) 。

3. 你家的花园真 (D) 。

A 好吃 B 容易 C 难 D 漂亮

Wǒ de fángjiān (C) yǒu yì zhī māo 。

4. 我的房间 (C) 有一只猫。

A 跟 B 里 C 往 D 的

Wèishēngjiān (D) kètīng pángbiān 。

5. 卫生间 (D) 客厅旁边。

A 往 B 的 C 在 D 跟

Extract 7.2 is a response of an average performance.

In Extract 7.2 a student was able to fill in the correct answer in item 1 and 3 but failed in items 2, 4 and 5.

Apart from the good and average performance, 104 (18.3%) students scored from 0 to 2 marks, which is weak performance. They did not understand the structures of the sentences. They also did not know the meaning of the sentences and they ended up providing wrong answers. For example, some of the students wrote the letter by guessing, without thinking about the meaning of the questions. In item 2, most of these students filled the sentence with A 卫生间 (toilet); instead of the correct answer C 卧室 (room). This implies that the students did not know the meaning of the sentences and the alternatives given about the sub-topic of size of a housing room. Extract 7.3 is a sample of an averagely performed response in question 7.

Shūjià shàng yǒu hěnduō (C) 。

1. 书架上有很多 (C) 。

shū zhuōzi yǐzi chuáng
A 书 B 桌子 C 椅子 D 床

Wǒ zài (A) shuìjiào 。

2. 我在 (A) 睡觉。

wèishēngjiān chúfáng wòshì fànfǎng
A 卫生间 B 厨房 C 卧室 D 饭厅

Nǐ jiā de huāyuán zhēn (D) 。

3. 你家的花园真 (D) 。

hǎochī róngyì nán piàoliang
A 好吃 B 容易 C 难 D 漂亮

Wǒ de fángjiān (A) yǒu yì zhī māo 。

4. 我的房间 (A) 有一只猫。

gēn lǐ wǎng de
A 跟 B 里 C 往 D 的

Wèishēngjiān (A) kètīng pángbiān 。

5. 卫生间 (A) 客厅旁边。

wǎng de zài gēn
A 往 B 的 C 在 D 跟

Extract 7.3 is sample of a poor response.

In Extract 7.3, a student provided incorrect responses in all items.

2.3.3 Question 8: Writing the Chinese Characters Based on the Pinyin of the Words in the Sentence Provided

In this question, five sentences were provided with pinyin. Each sentence consisted of two blanks for the students to fill in the Chinese characters based on the pinyin. Each item was assigned 2 marks making a total of 10 marks. The question covered the topic about shopping. It tested the students' ability to write the Chinese characters by reading the sentences given. The question was as follows:

八. 根据拼音写汉字

Lìrú: Wǒ shì Zhōngguó rén.

例如: 我是 () () 人。

Wǒ xiǎng mǎi sān ge jīdàn.

1. 我想 () 三 () 鸡蛋。

Diǎnxin duōshao qián yì jīn?

2. () () 多少 钱 一斤?

Niú ròu gēn yáng ròu yí yàng guì.

3. () 肉 跟 羊肉 一 () 贵。

Wǒ yào chá hái yào guǒzhī.

4. 我要 (), () 要 果汁。

Shuǐguǒ hé kāfēi yí gòng duōshao qián?

5. 水果 () 咖啡 一 () 多少 钱?

The analysis of students' performance shows that the question was attempted by 1,799 (100%) students, of which 96 (5.4%) scored from 6.5 to 10 marks, which is a good performance. Moreover, 774 (43.8%) scored from 3 to 6 marks, indicating an average performance and 896 (50.7%) scored from 0 to 2 marks, which is a weak performance. The students' general performance in this question was average, because 870 (49.2 %) scored from 3 to 10 marks. Figure 8 summarizes the students' performance in Question 8.

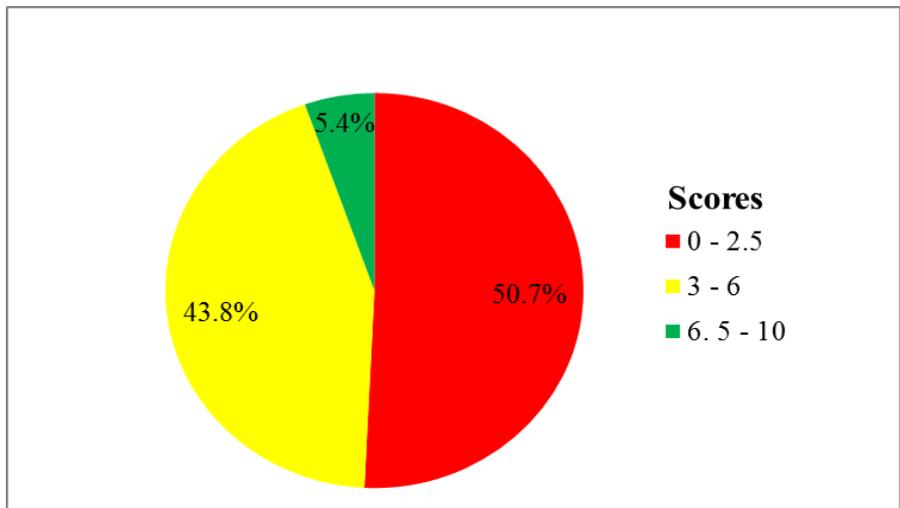


Figure 8: The Percentage of Students' Performance in Question 8.

The analysis shows that 754 (43.8%) students, who scored from 3 to 6 marks, which is an average performance, were able to write correctly 个 for item 1, item 2 点, 心, 还 for item 4 and 和 for item 5. The students failed to write the other Chinese characters correctly by missing or adding some strokes. For example, some students added a small left stroke for the first stroke of 买 for item 1, thus making a mistake. Some students missed a part of 样, leaving only the right part of the character 羊. This indicates that these students had partial knowledge of the Chinese characters. Extract 8.1 is a sample of an average performed response in question 8.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	mǎi	ge	Diǎn	xīn	Niú	yàng	chá	hái	hé	gòng
中	国	买	个	点	心	牛	样	茶	还	和	共

Extract 8.2 is a sample of an averagely performed response.

In Extract 8.2, a student was able to write the correct characters in item (b), 2, 4 (a) and 5 (a) but failed the remaining.

As figure 8 shows, 96 (5.4%) students scored from 6.5 to 10 marks, which is a good performance. These students managed to write good Chinese characters with basic knowledge of writing, such as the knowledge about strokes and radicals. Moreover, they understood the meaning of the sentences and this enabled them to write the correct characters making a meaningful sentence. This indicates that the students mastered well the basic strokes, the pinyin and their characters. Extract 8.2 is a sample of a good response in question 8.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	mǎi	ge	Diǎn	xīn	Niú	yàng	chá	hái	hé	gòng
中	国	买	个	点	心	牛	样	茶	还	和	共

Extract 8.1 is a sample of a good response.

In Extract 8.2, a student wrote the correct characters in all items.

The students' performance analysis indicates that, 896 (50.7%) students scored from 0 to 2.5 marks, they did not know Chinese characters. Some of them lacked knowledge of organizing the basic strokes and they had partial knowledge on Chinese character. Certain students wrote the strokes in disorder and ended up scoring 0 mark. Some of them left the blanks unfilled. Others succeeded in recognizing the pinyin but failed to distinguish the Chinese characters having similar pronunciation. This indicates that these students did not remember the basic knowledge of Chinese strokes. Extract 8.3 is a sample of poor response in question 8.

例如		1.		2.		3.		4.		5.	
Zhōng	guó	mǎi	ge	Diǎn	xin	Niú	yàng	chá	hái	hé	gòng
中	国	只	个	点	心	牛	样	茶	孩	和	公

Extract 8.3 a sample of a poor response.

In Extract 8.3, a student was able to write the correct answer in item 1 word 个, but failed in other items.

2.4 Section D: Composition

This section had two questions, which are question 9 and 10. Question 9 was composed of 5 jumbled sentences which needed students to re-arrange them into a logical sequence to make a meaningful paragraph. Question 10 was about a guided composition. The students were instructed to write a composition by using Chinese characters only. Each item was worth 10 marks making a total of 20 marks in this section. This section tested the students' ability to write and express themselves appropriately and logically in the Chinese Language.

2.4.1 Question 9: Jumbled sentences

This question consisted of 5 jumbled sentences and the students were required to re-arrange them into a logical sequence to make a meaningful paragraph. The corresponding letters were supposed to be written in the table provided. Each item was worth 2 marks, thus making a total of 10 marks. The question tested the students' ability

to arrange the related sentences in paragraphs according to the cohesion and logic flow of information. 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 de wòshì lǐ yǒu chuáng、zhuōzi hé yǐzi.

A 我的卧室里有床、桌子和椅子。

Wǒ shì tǎnsāngníyà rén.

B 我是坦桑尼亚人。

Wǒ jiào mǎ lìlì.

C 我叫马丽丽。

Wǒ jiā zài duōduōmǎ, wǒ jiā yǒu wǔ ge fángjiān.

D 我家在多多马, 我家有五个房间。

Sān ge wòshì,, yí ge kètīng hé yí ge chúfáng.

E 三个卧室, 一个客厅和一个厨房。

Zhuōzi shàng yǒu diànnǎo, wǒ xǐhuan diànnǎo yóuxì.

F. 桌子上有电脑, 我喜欢电脑游戏。

The analysis of students' performance shows that the question was attempted by 1,799 (100%) of students, of which 852 (48.2%) scored from 8 to 10 marks which is a good performance. Moreover, 723 (40.9%) scored from 4 to 6 marks, indicating an average performance and 191 (10.8%) scored from 0 to 2 marks, which is a weak performance. The students' general performance in this question was good because 1,575 (89.2%) scored from 4 to 10 marks. Figure 9 summarizes the students' performance in question 9.

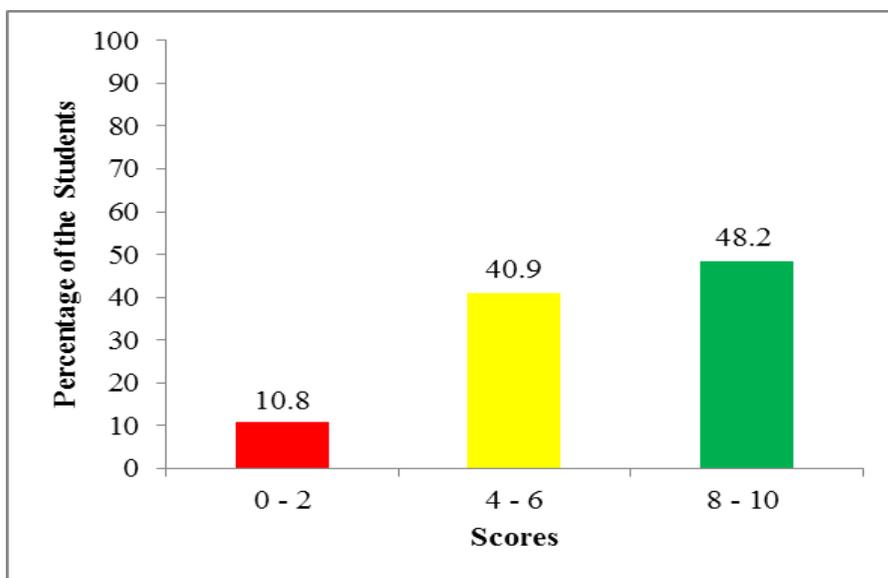


Figure 9: *The Percentage of Students' Performance in Question 9.*

The analysis of the students' performance shows that 852 (48.2%) students wrote correct responses. The students understood the meaning of the sentences and they had adequate composition writing skills in the Chinese Language. They were able to identify and use appropriate logical clues in re-arranging the jumbled sentences. They wrote the correct answers in all items. Extract 9.1 is a sample of a good response in question 9.

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

Extract 9.1 is a sample of a good response.

In Extract 9.1, a student was able to re-arrange the sentences and made a meaningful paragraph as required.

Moreover, the analysis of the students' performance shows that 723 (40.9%) students had an average performance. Most of students were able to answer sentence B and sentence C correctly. They recognized that B should be the first sentence because logically introducing one's the nationality comes after introducing one's name. However they arranged sentence A and sentence E in a wrong order. Extract 9.2 is a sample of an averagely performed response in question 9.

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

Extract 9.2 is a sample of an average performance.

In Extract 9.2, a student re-arranged items B and D, but failed in item A, E and F.

Furthermore, the analysis shows that 191 (10.8%) students had poor performance; since they scored from 0 to 2 marks. They failed to identify and use the cohesive devices appropriately in re-arranging the jumbled sentences into a logical order. As a result, they picked the letters randomly. This implies that the students did not understand the meaning of the items. Extract 9.3 is a sample of a poor response in question 9.

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

Extract 9.3 is sample of a poor response.

In Extract 9.3, a student failed to re-arrange the sentences in all items.

2.4.2 Question 10: Writing a Composition

In this question the students were instructed to write at least 5 sentences about their daily life with guided sentences. The Five sentences were provided to guide the students to write a composition from the topic on Time. The questions were (a) 你叫什么名字? (what is your name?); (b) 今天 是几月 几号? 星期 几? (what is the day and date of today?); (c) 今天 冷 吗? (How is the weather today?); (d) 你 今天 早上 几 点 起床 (When did you get up in the morning?); (e) 你 今天 几点 有 中文课? (What is the time for Chinese class today?). The question tested the students' ability to write and express themselves about their daily life, specifically talking about the time and weather in the Chinese Language. The question was as follow:

十.根据所给提示用汉字写一篇短文,最少5句话。

Nǐ jiào shénme míngzì?

1. 你叫 什么 名字?

Jīntiān shì jǐ yuè jǐ hào? xīngqī jǐ?

2. 今天 是几月几号? 星期几?

Jīntiān lěng ma?

3. 今天 冷 吗?

Nǐ jīntiān zǎoshang jǐ diǎn qǐchuán?

4. 你 今天 早上 几点 起床?

Nǐ jīntiān jǐ diǎn yǒu zhōngwén kè

5. 你 今天 几点 有 中文课?

The analysis of students' performance shows that, the question was attempted by 1,799 (100%) students, of which 451 (25.5%) scored from 8 to 10 marks, which is a good performance. Moreover, 375 (21.2%) scored from 4 to 6 marks, indicating an average performance and 940 (53.2%) scored from 0 to 2 marks, which is a weak performance. The general performance of the students in this question was average because 826 (46.8%) scored from 4 to 10 marks. Figure 10 summarizes the students' performance in question 10.

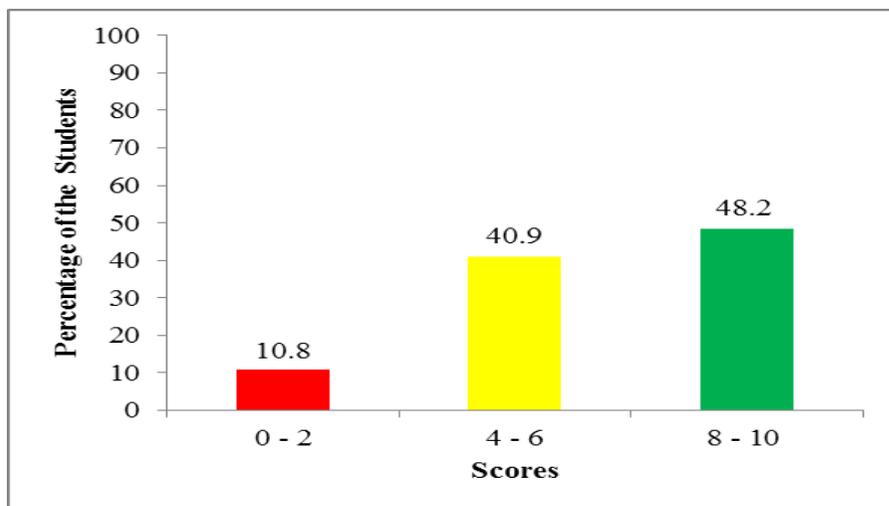
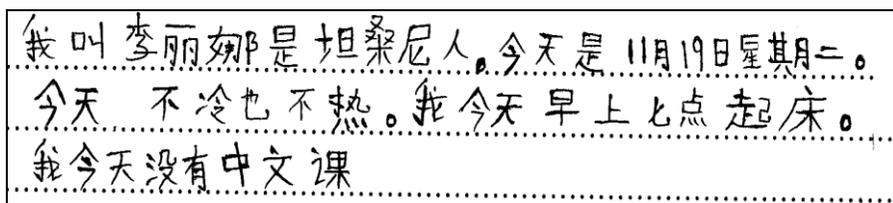


Figure 10: The Percentage of Students' Performance in Question 10.

The analysis indicates that 451 (25.5%) students had enough competence in composition writing. They were able to use the guiding questions, and wrote a good and well organized composition, with all the grammatical patterns. Finally, they wrote in Chinese characters correctly. Extract 10.1 is a sample of a good response in question 10.

A rectangular box containing three lines of handwritten Chinese text. The text is written in black ink on a white background with horizontal dotted lines. The first line reads '我叫李丽娜是坦桑尼人。今天是11月19日星期二。' The second line reads '今天不冷也不热。我今天早上七点起床。' The third line reads '我今天没有中文课'.

Extract 10.1 is a sample of a good response.

In Extract 10.1, a student wrote a good composition in characters correctly.

Further analysis shows that 375 (21.2%) students scored from 3.5 to 6.0 marks, which is an average performance. These students responded in different ways. For example, some of the students wrote the composition in pinyin instead of Chinese characters. This indicates that they did not understand the requirement of the question. Few of the students did not answer the entire question. Others answered the questions with grammatical errors and spelling mistakes although they wrote the composition in Chinese characters together with pinyin.

For example, one of the students wrote a sentence 我今天是几号 (which date is today). It is not a correct sentence because 我 (I) is a wrong word in the sentence. 几号 (which date) is a questioning word which never comes in a statement. Likewise, the students had spelling mistakes, such as the Chinese character 早 that lacked one horizontal stroke. This indicates that the students had partial knowledge on Chinese character writing. Extract 10.2 is a sample of an averagely performed response in question 10.

5. 你今天几点有中文课?
 我 的 名 字 叫 那 芬。
 我 今 天 是 几 号, 星 期 四。
 今 天 冷。
 我 今 天 早 上 几 点
 我 今 天 几 点 中 文 课。

Extract 10.2 is a response of average performance.

In Extract 10.2, a student was able to answer some parts of the items 1, 2, 3 and 4 but failed in item 5, thus they scored average marks.

Furthermore, the analysis indicates that 940 (53.2%) students scored from 0 to 3.0 marks, which is a weak performance. They did not have a good mastery of the Chinese Language. Some of the students wrote unorganized sentences which are not related to the topic. Some students even mixed Chinese characters with English sentences. Others wrote Chinese pinyin without tones, thus scored 0 to 3 marks. They did not have ability to write a complete and correct Chinese sentence, but they failed and they ended up switching to the English Language. Extract 10.3 is a sample of a poor response in question 10.

你 叫 什 I am fine?
 人 是 几 How are you?
 人 是 冷 Hello?
 你 今 天 Good morning!
 你 今 天 I am very OK?

Extract 10.3 is a sample of a poor response.

3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The analysis of the students' responses in various topics indicates that the students performed well in *Comprehension* (question number 1 and 2), *Language Use* (question number 3, 4 and 5) *Patterns and Vocabulary* (question number 7) and *Composition* (question number 9). The good performance implies that the students had sufficient knowledge on Comprehension, Good knowledge of Chinese Vocabularies, subject matter and had the ability of answering questions according to the requirements.

On the other hand, some students had average performance in the topics of *Patterns and Vocabulary* (question number 6 and 8), *Composition* (question number 10). The students performed averagely because they had partial knowledge on Chinese characters and pinyin. Question 6; was performed by 43.0% of students. It was the lowest performed question in this assessment. The question required the students to write pinyin on the given Chinese Characters and most of students managed to write correct pinyin, but they put wrong tone or wrong Initials/Finals on words.

In question 8, the students were instructed to write Chinese Characters. Most of students were unable to write characters completely and some characters missed strokes, while others placed strokes wrongly. This indicates that the students had insufficient knowledge on rules of writing Chinese character. Finally, in question number 10, the question required the students to write a composition by using the given guiding questions. Most of the student failed to use the guiding questions and composed a short essay with a lot of errors. Some students answered the guiding questions by listing. The analysis indicates that students had insufficient knowledge on Language Use and Chinese characters.

There was no topic that was poorly performed in this assessment because all questions were performed above 40%.

In the analysis report the students' performance is grouped in three categories, namely, good performance, average performance and weak performance. The three categories are represented by three colors: green, yellow and red color, respectively, as shown in Appendix I. The performance which ranges from 0 to 29 percent is considered weak where as the one which ranges from 30 to 64 percent regarded as average and that ranges from 65 to 100 percent is

considered good. The analysis was based on average percentage of performance of students who scored 30 percent and above of all the marks allocated to the question.

4.0 CONCLUSION

The students' Performance in the Form Two National Assessment in Chinese Language subject was generally good as 89.07% percent of students passed the assessment. This means that in 2019 Form Two National Assessments, the performance has increased by 3.3% compared to that of 2018, where the performance was 85.77%. In addition to that, the performance in various topics has been improved given that this year there is no poorly performed topic in all questions in the year 2019. The lowest performed question was 43.0% while the highest was 98.3%.

Furthermore, the analysis of the items indicates that the students were able to read and comprehend simple texts in Chinese Language. The analysis showed further that the students had adequate reading comprehension and vocabulary skills.

Moreover, the analysis of the items indicates that the students who performed poorly faced challenges in answering the questions. These challenges include inability to use patterns which are special and important to Chinese Language. The insufficient knowledge of grammatical rules, especially on constructing words/sentences was another challenge. They also faced some difficulties in recognizing and writing the Chinese characters. They did not know how to use the Initials, Finals, as well as the use of tones in syllables. The rule of writing Chinese Characters was another hindrance to the students' performance.

Finally, in order to improve the performance, the students should be given more exercises to practice both in reading and writing in order to acquire sufficient vocabulary. According to this analysis, it has been also observed that most of the students who sat for Chinese Language assessment had basic knowledge in the Chinese Language, but more effort should be made in order to improve performance in future examination.

5.0 RECOMMENDATIONS

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

- 5.1 Teachers should motivate students on the recognition of Chinese writing, system including pinyin and Chinese characters.
- 5.2 Students should be given more writing exercises in order to practice and improve their ability of using Chinese characters.
- 5.3 Teachers should encourage students to read more new words and passages related to the knowledge they learn frequently to improve their vocabulary and grammar by giving them simple texts.
- 5.4 Teachers should provide more instructions and exercises on writing logical paragraphs or composition by giving the students pictures, cards and simple titles.

APPENDIX I

Summary of Students' Performance per Topic for the Chinese Language Subject in FTNA 2019

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	95.9	97.1	Good
		2	98.3		
2.	Language Use	3	74.1	69.8	Good
		4	67.7		
		5	67.4		
3.	Patterns and Vocabulary	6	43.0	58.0	Average
		7	81.7		
		8	49.3		
4.	Composition	9	89.2	68.0	Good
		10	46.8		

APPENDIX II

Comparison Summary of Students' Performance per Topic for 2018 and 2019

S/N	2018				2019			
	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	93.52	Good	Comprehension	2	97.1	Good
2.	Language use	3	71.71	Good	Language use	3	69.8	Good
3.	Patterns and Vocabulary	3	60.19	Average	Patterns and Vocabulary	3	58.0	Average
4.	Composition	2	59.91	Average	Composition	2	68.0	Good

