



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



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2021**

CHINESE LANGUAGE



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026 CHINESE LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report on the performance of the students in Chinese Language subject, in the Form Two National Assessment (FTNA) for 2021. This report provides feedback to all the educational stakeholders on the students' performance in this subject.

The analysis provided in this report aimed to contribute to the understanding of the possible reasons behind the students' performance in Chinese Language subject. The report highlights the factors that made the students to score either low or high marks when attempting the questions. The factors for low performance were lack of knowledge on vocabulary, principles and grammatical rules. Other reasons were inability to understand the requirement of the questions and inability to express themselves in Chinese. On the contrary, the analysis also indicates the strength of some of the students who scored high marks. The reasons for good performance include, their ability to identify the requirement of the questions, enough vocabulary, adequate knowledge on grammatical rules, and their uses in different context.

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

Finally, the Council would like to thank all those who participated fully in preparing and analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The assessment was set in accordance with the 2015 Chinese Language syllabus. This report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in Chinese Language subject in 2021.

This assessment paper had four sections: Section A - *Comprehension*, B - *Language Use*, C - *Patterns and Vocabulary* and D - *Composition*. The paper consisted of 10 compulsory questions. Section A had twenty (20) marks, Section B thirty (30) marks, Section C thirty (30) marks and section D twenty (20) marks, hence making a total of 100 marks.

This report analyses 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 show 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 Appendices I and II.

The data analysis shows that a total of 1,386 (100%) students sat for the examination in the year 2021. The general performance of the students in this subject was good, as 1,240 (73.2%) of the students passed the assessment while, 146 (26.8%) of them failed the assessment. The 2021 performance has decreased by 18.0% compared to the 2020 performance which had 1,085 students of whom, 987 (91.0%) passed and 98 (9.1%) failed.

The students' performance in each grade for 2020 and 2021 is shown in Table 1.

Table 1: Performance of Students in each Grade

Year	Sat	Grades				
		A	B	C	D	F
2020	1,085	107	82	389	409	98
2021	1,386	304	218	394	322	146

The students' performance was classified into three (3) categories: good, average and weak. The performance was regarded as weak if the percentage

of the students score ranged from 0 to 29 marks, as average if ranged from 30 to 64 and as good if it ranged from 65 to 100 marks.

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

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension

This section consisted of two questions, question 1 and question 2. The students were required to read the passage and answer the questions that follow. Each question carried 10 marks, making a total of 20 marks.

2.1.1 Question 1: Multiple Choice

The students were given a passage derived from the topic of Colour and size. The passage was about things bought by the students at the shop. They were asked to read it and answer the questions by choosing the correct response from the alternatives A, B, C and D. The questions tested the students' ability to recognize colours. The passage was as follows.

一. 阅读短文。回答下列问题, 选择正确答案。请把答案写在指定的地方。

Jīntiān wǒmen bān de xuésheng qù shāngdiàn mǎi yī fú hé xié. Wǒmen dōu chuān
今天我们的学生去商店买衣服和鞋。我们都穿
hóng sè de yī fu, lǎoshī chuān hēi sè de qúnzi, zhēn piāoliàng. Shāngdiàn lǐ yǒu
红色的衣服, 老师穿黑色的裙子, 真漂亮。商店里有
hěn duō dōngxi, yǒu bái sè de, hóng sè de, hé lán sè de. Bái sè shì jīnnián zuì liú
很多东西, 有白色的, 红色的, 和蓝色的。白色是今年最流
xíng de yánsè. Wǒmen bān de xuésheng dōu xǐ huan bái sè hé lán sè de dōngxi. Nán
行的颜色。我们班的同学都喜欢白色和蓝色的东西。男
shēng mǎi le bái sè de xié hé lán sè de kù zi. Nǚ xuésheng mǎi le bái sè de qún zi hé
生买了白色的鞋和蓝色的裤子。女学生买了白色的裙子和
lán sè de xié.
蓝色的鞋。

The analysis indicates that a total of 1,386 (100%) students attempted the question, out of whom 884 (63.8%) students scored from 8 to 10 marks which is a good performance, 417 (30.1%) students scored from 4 to 6 marks which is an average performance, and 85 (6.1%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,301 (93.9%) students scored 30% or above. Figure 1 summarizes the students' performance in question 1.

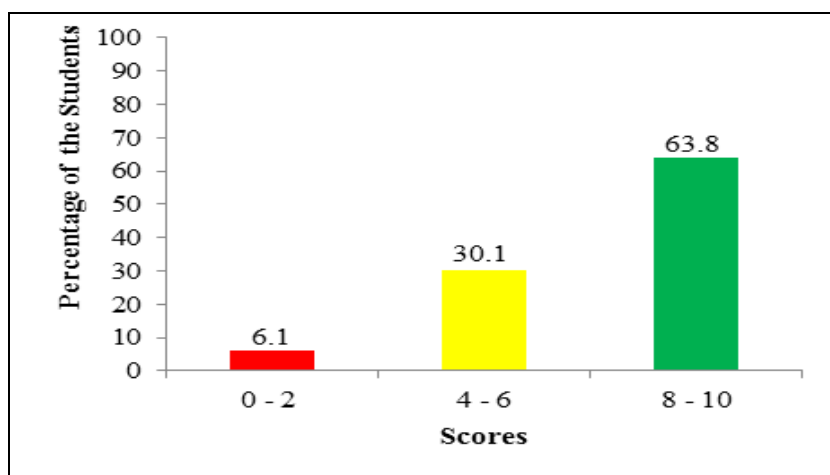


Figure 1: *The Percentages of the Students' Performance in Question 1*

The analysis of the students' performance indicates that 884 (63.8%) students had good performance as they scored from 8 to 10 marks. The analysis shows that these students had sufficient knowledge of the topic of Colour and Size as a result they supplied correct responses. For example, in item 1, the students were required to identify the colour of shoes bought by the boys. These students differentiated the colours of the things given in the passage, as a result they identified the correct answer which was A 白色的 (white colour). They knew that alternative B 蓝色的 (blue colour) was not correct because it was the colour of the trouser bought by boys, alternative C 黑色的 (black colour) was the colour of dress worn by a teacher and that alternative D 红色的 (red colour) was the colour of things available in the shop.

Further analysis shows that in item 2, the students were asked to name the things of which colours are liked by the class members. The students supplied the correct answer which was D 白色和蓝色 (white and blue colour) because they comprehended the passage and knew that the members of that class liked things that are white and blue in colour. This implies that they mastered well different kinds of colours.

Furthermore, in item 3, these students wrote the correct answer which was B 商店 (shop) where the question required them to locate the place where the students buy things. They wrote the correct answer because they were able to distinguish the places given and the activities done over there. They knew that alternatives A 班 (class) and D 教室 (class room) were not correct because they were places where someone cannot buy things. Alternative C 饭店 (restaurant) is the place where someone can buy food and not clothes.

Moreover, in item 4, the students were required to name the colour of the dress bought by girls. The students opted the correct answer which was C 白色的 (white colour) because they were able to differentiate kinds of colour of different things as a result they identified the correct colour of the dress.

Finally, in item 5, the question required the students to find who dressed the black clothes. The students who got right this item managed to identify different people found in the passage and what they were wearing, thus ended up supplying the correct answer which was D 老师 (Teacher). This implies that these students had enough vocabulary on the topic of Colour and Size. Extract 1.1 is a sample of the students' good responses.

Nán shēng mǎi le shénme yán sè de xié ?

1. 男生买了什么颜色的鞋? (A)

bái sè de lán sè de hēi sè de hóng sè de
A 白色的 B 蓝色的 C 黑色的 D 红色的

Wǒmen bān de xuéshēng xǐ huan shénme yán sè de dōngxi ?

2. 我们班的学生喜欢什么颜色的东西? (D)

lán sè hé hēi sè bái sè hé hóng sè
A 蓝色和黑色 B 白色和红色
bái sè hé hēi sè bái sè hé lán sè
C 白色和黑色 D 白色和蓝色

Xué shēng zài nǎ er mǎi dōngxi ?

3. 学生在哪儿买东西? (B)

bān shāngdiàn fàn diàn jiàoshì
A 班 B 商店 C 饭店 D 教室

Nǚ shēng mǎi le shénme yán sè de qúnzi ?

4. 女生买了什么颜色的裙子? (C)

hóng sè de lán sè de bái sè de hēi sè de
A 红色的 B 蓝色的 C 白色的 D 黑色的

Shéi chuān de hēi sè de yī fu ?

5. 谁穿的黑色的衣服? (D)

nán shēng xué shēng nǚshēng lǎo shī
A 男生 B 学生 C 女生 D 老师

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

In Extract 1.1, the student chose correct answers in all items.

The analysis also indicates that, 417 (30.1%) students had average performance as they scored from 4 to 6 marks. These students had partial knowledge on comprehension. They supplied correct answer in some items while failing in others. For example, in item 1, most of the students failed to differentiate the word 裤子 (Trousers) from 鞋 (shoes) as a result most of them chose 鞋 (shoes) instead of 裤子 (Trousers). In item 2, the students who got it wrong failed to distinguish between the vocabulary 喜欢 (likes) and 有 (to have). This implies that the students had partial knowledge on colours. Extract 1.2 is a sample from a student with average performance in question 2.

Nán shēng mǎi le shénme yán sè de xié ?			
1. 男生买了什么颜色的鞋？ (A)			
bái sè de A 白色的	lán sè de B 蓝色的	hēi sè de C 黑色的	hóng sè de D 红色的
Wǒmen bān de xuéshēng xǐ huan shénme yán sè de dōngxi ?			
2. 我们班的同学喜欢什么颜色的东西？ (D)			
lán sè hé hēi sè A 蓝色和黑色	bái sè hé hóng sè B 白色和红色	bái sè hé hēi sè C 白色和黑色	bái sè hé lán sè D 白色和蓝色
Xué shēng zài nǎ er mǎi dōngxi ?			
3. 学生在哪儿买东西？ (A)			
bān A 班	shāngdiàn B 商店	fàn diàn C 饭店	jiàoshì D 教室
Nǚ shēng mǎi le shénme yán sè de qúnzi ?			
4. 女生买了什么颜色的裙子？ (C)			
hóng sè de A 红色的	lán sè de B 蓝色的	bái sè de C 白色的	hēi sè de D 黑色的
Shéi chuān de hēi sè de yī fu ?			
5. 谁穿的黑色的衣服？ (B)			
nán shēng A 男生	xué shēng B 学生	nǚ shēng C 女生	lǎo shī D 老师

Extract 1.2: A sample of the students' average responses

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

Further analysis shows that, 85 (6.1%) students had weak performance as they scored from 0 to 2 marks. These students had insufficient knowledge on reading for comprehension. This resulted to scoring low marks. For example, in item 1, some students failed to differentiate the colours of the things given in the passage, as a result they failed to identify the correct answer. They chose wrong alternatives because they did not understand the passage. Some of them chose B 蓝色的 (blue colour) which was not correct because it was the colour of the trouser bought by boys, alternative C 黑色的 (black colour) was the colour of dress worn by a teacher and others chose alternative D 红色的 (red colour) which was the colour of other things found in the shop.

In item 2, some students failed to identify the correct colour of things liked by the students. For instance, some of the students choose A 蓝色的 和 黑色的 (white and black colours) because

they did not know that the black colour was the colour of the teacher's dress. Others opted for B 白色的和红色的 (white and red colours) because they failed to notice that the red colour was the colour of the clothes won by the students and not the colour which the students like. This indicates that the students did not comprehend the passage as they failed to pick the correct information.

Furthermore, the analysis indicates that in item 3, some students scored 0 because they lacked vocabularies of places. They failed to differentiate the names of places given as a result they chose incorrect alternatives. In order to respond well to this item, the students had to have sufficient knowledge of the name of the place and the activities done there. For instance, some students opted for A 班 (class) and D 教室 (classroom) because they did not know that these are places which students use for teaching and learning process and not buying things. Those who opted C 饭店 (restaurant) failed to differentiate it from 商店 (shop) that it is the place where food is bought, but the students bought things from the shop and not from the restaurant.

Moreover, the students who scored 0 in item 4, did not understand the requirement of the question as a result they picked randomly the alternatives. For example, those who got 0 failed to understand what colour the dresses the girls bought was. Alternative A 红色的 (red colour) was not the correct answer because this was the colour of clothes worn by students, B 蓝色的 (blue colour) was not the correct answer because it was liked by all the students and D 黑色的 (black colour) also was not the correct answer because it was the colour of the teacher's dress.

Finally, in item 5, the students were required to name who wore the dress in black colour. Those who scored 0 did not understand the meaning of the words 谁 (*who*) and 黑色的衣服 (black colour clothes). This resulted to failure in identifying the one who wore the black clothes, as students resulted to choosing the alternatives A 男生 (boys), B 学生 (students) and C 女

生 (girls) which were not correct answers because they wore red colour clothes and not black colour clothes. This implies that most of students lacked vocabulary which hindered them from comprehending the passage and picking up the right information. Extract 1.3 is a sample of a student's who had weak performance in weak responses in question 1.

Nán shēng mǎi le shénme yán sè de xié ?

1. 男生买了什么颜色的鞋？ (A)

bái sè de lán sè de hēi sè de hóng sè de
A 白色的 B 蓝色的 C 黑色的 D 红色的

Wǒmen bān de xuéshēng xǐ huan shénme yán sè de dōngxi ?

2. 我们班的学生喜欢什么颜色的东西？ (△)

lán sè hé hēi sè bái sè hé hóng sè
A 蓝色和黑色 B 白色和红色

bái sè hé hēi sè bái sè hé lán sè
C 白色和黑色 D 白色和蓝色

Xué shēng zài nǎ er mǎi dōngxi ?

3. 学生在哪儿买东西？ (A)

bān shāngdiàn fàn diàn jiàoshì
A 班 B 商店 C 饭店 D 教室

Nǚ shēng mǎi le shénme yán sè de qúnzi ?

4. 女生买了什么颜色的裙子？ (C)

hóng sè de lán sè de bái sè de hēi sè de
A 红色的 B 蓝色的 C 白色的 D 黑色的

Shéi chuān de hēi sè de yī fu ?

5. 谁穿的黑色的衣服？ (B)

nán shēng xué shēng nǚ shēng lǎo shī
A 男生 B 学生 C 女生 D 老师

Extract 1.3: A sample of responses from a student with weak performance

In Extract 1.3, the student read the given passage and chose incorrect answers in all items.

2.1.2 Question 2: Short Answer Questions

The students were given a passage from the topic of Housing. They were required to read and answer the questions using Chinese characters. The passage was about the house of Wang

Yi's family. This question tested the students' ability to identify general information from the passage and respond to requests using simple Chinese Characters. The passage was as follows:

二. 阅读短文。回答下列问题，答案写在指定的地方。

Wǒ de míngzì shì Wáng yì. Wǒ jiā bú dà yě bù xiǎo, jiā wàimiàn yǒu piàoliang de huāyuán. Huāyuánlǐ yǒu hěn piàoliang de huā, yǒu lán sè hé hóng sè de huā. Wǒ men jiā yǒu sān gè wò shì, kètīng, chúfáng hé wèishēngjiān. Bà ba hé māma de wò shì zài wǒ hé dìdì de wò shì pángbiān, wèishēngjiān zài bà ba hé māma de wò shì zuǒ biān. Kètīng duìmiàn yǒu wǒ hé dìdì de wò shì, chúfáng yòubiān yǒu jiějie de wò shì.

我的名字是王义。我家不大也不小，家外面有漂亮的花园。花园里有很漂亮的花，有蓝色和红色的花。我们家有三个卧室，客厅，厨房和卫生间。爸爸和妈妈的卧室在我 and 弟弟的卧室旁边，卫生间在爸爸和妈妈的卧室左边。客厅对面有我和弟弟的卧室，厨房右边有姐姐的卧室。

A total of 1,386 (100%) students attempted the questions, out of whom 204 (14.7%) scored from 7 to 10 marks, which is good performance, 623 (44.9%) scored from 3 to 6 marks which is average performance, and 559 (40.3%) scored from 0 to 2 which is weak performance. The general performance for this question was average, since 827 (59.7%) students scored 30% or above. Figure 2 summarizes the students' performance in question 2.

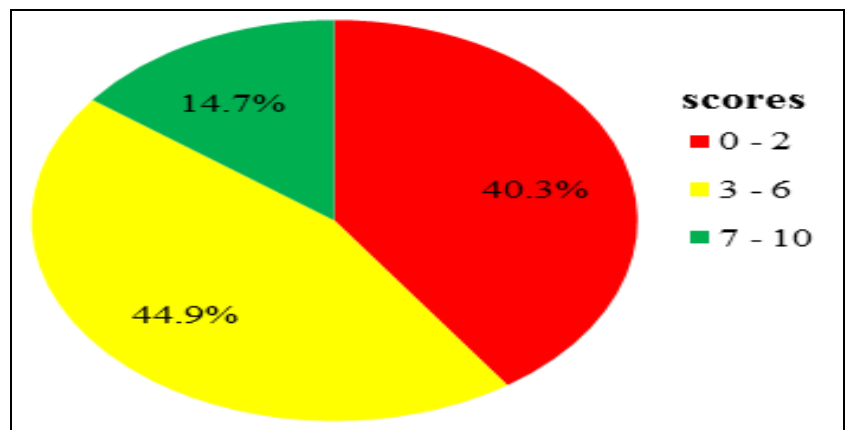


Figure 2: The Percentage of the Students' Performance in Question 2

The students' response analysis indicates that 623 (44.9%) students had an average performance as they scored from 3 to 6

marks. These students comprehended partially the passage because they managed to answer correctly some items and failed others. Some of them failed to write characters in some items whereas others responded using pinyin, this made them to perform averagely. Most of them wrote correct answers in items 1, in other items, some of them failed to score full mark because they did not write a full statement while others wrote answers with wrong Chinese characters or pinyin, therefore they scored half marks and ended up performance averagely in this question.

Further analysis shows that, 559 (40.3%) students had weak performance. These students had insufficient knowledge on reading for comprehension. They also lacked vocabulary which hindered them from understanding the passage. Some of them did not understand the requirement of the question. Few of them copied the sentence from the passage randomly and wrote them as answers. Others failed to write the sentence because they had insufficient knowledge of language patterns and Chinese Language sentence structure. For example, in item 1, the students were asked to name what is in the garden and those who scored 0 wrote incorrect responses. For instance, one of them wrote 花园里不大不小 (In the garden not big not small) and the other wrote 化园里有爸爸和妈妈 (In the garden there are father and mother). This shows that they did not understand the passage.

In item 2, the students were required to give the location of Wang Yi's room. They scored 0 because they did not understand the passage. They were also not familiar with the interrogative word 哪儿 (where). Additionally, they lacked knowledge on directional words. This resulted to picking up the sentences randomly from the passage and writing them as responses. For instance, one of them wrote 王义的卧室 也不小 (Wang Yi's room also is not small) instead of writing the correct answer 王义的卧室在客厅对面 (Wang Yi's room is opposite to the sitting room).

Moreover, in item 3, the student who scored 0 failed to comprehend the passage because they had insufficient knowledge about comprehension. They also had insufficient knowledge about the structure S+ 有 +N which required the students to use it while answering the question. For example, one of them wrote 我家外面 卧室 (outside my house bed room), which was incorrect, while the correct response was 他的家外面有漂亮的花园 means (There is a beautiful garden outside of his house).

Furthermore, in item 4, the students were required to give the location of the elder sisters' bedroom. The students who got 0 failed to identify the location of elder sisters' bedroom because they lacked knowledge on vocabulary of directions. This resulted to guess work and picking up randomly the information from the passage and writing them as answers. Some of them left some question unanswered, but the correct answer was 姐姐的卧室在厨房右边 (Elder sister's room is at right hand side of the kitchen).

Lastly, the students who scored 0 in item 5, failed to understand the requirement of the questions as a result they wrote incorrect answers. For instance, one of them wrote 我叫右边 (my name is left hand side) which was unrelated to the information required by the question. Some of them wrote 爸爸和妈妈漂亮 (Father and mother beautiful). This depicts that these students lacked Chinese Language vocabularies to express themselves. Extract 2.2 is a sample of responses from the students with weak performance in question 2.

Huāyuán li yǒu shénme?	Wǒ jiào piàoliang de huā.
1. 花园里有什么?	我叫漂亮的花。
Wáng yì de wòshì zài nǎr?	Wǒ jiào pang bian
2. 王义的卧室在哪儿?	我叫旁边
Tā de jiā wàimiàn yǒu shénme?	Wǒ jiào piàoliang
3. 他的家外面有什么?	我叫漂亮
Jiě jie de wòshì zài shénme dì fāng?	Wǒ jiào wàimiàn
4. 姐姐的卧室在什么地方?	我叫外面
Bà ba hé māma de wòshì zài nǎr?	Wǒ jiào yǒu bian
5. 爸爸和妈妈的卧室在哪儿?	我叫右边

Extract 2.2: A sample of the students' weak response to question 2

Extract 2.2, shows the student who wrote incorrect answers in all items.

The analysis of the students' performance reveals that, 204 (14.7%) students had good performance as they scored from 8 to 10 marks. These students had sufficient knowledge about reading for comprehension. This enabled them to fetch the correct information from the passage and answer the questions correctly. For example, in item 1, the students understood the requirement of the question as they knew the uses of the vocabulary 有 (to have) which indicates the existence of something in a certain place. This resulted to writing the correct answer 花园里有很漂亮的花 (In the garden there are beautiful flowers).

Also, in item 2, 4 and 5 the students were asked to give the location of Wang Yi's bedroom, sisters' bedroom and father and mothers' bedroom respectively. These students managed to give the correct answers because they mastered well the directional words like 左边 (left hand side), 右边 (right hand side), 对面 (opposite) and 旁边 besides. The students' understanding of all this enabled them to write such correct answers as 王义的卧室在客厅对面, 姐姐的卧室在厨房右边, 爸爸和妈妈的卧室在王义和弟弟的卧室旁边 respectively. This

implies that the students mastered well the topic of housing. Extract 2.3 is a sample the students' good responses to question 2.

Huāyuán lì yǒu shénme? Huāyuán lì yǒu hěn piàoliang de huā, yǒu lán sè hé hóng sè de huā.
 1. 花园里有什么? 花园里有很漂亮的花,有蓝色和红色的花。

Wáng yì de wòshì zài nǎr? Wáng yì de wòshì zài kètīng duìmiàn.
 2. 王义的卧室在哪儿? 王义的卧室在客厅对面。

Tā de jiā wàimian yǒu shénme? Tā de jiā wàimian yǒu piàoliang de huāyuán.
 3. 他的家外面有什么? 他的家外面有漂亮的花园。

Jiějie de wòshì zài shénme dìfāng? Jiějie de wòshì zài chǔfáng yòubian.
 4. 姐姐的卧室在什么地方? 姐姐的卧室在厨房右边。

Bàba hé māma de wòshì zài nǎr? Bàba hé māma de wòshì zài Wáng yì de dìdì de wòshì pángbian.
 5. 爸爸和妈妈的卧室在哪儿? 爸爸和妈妈卧室在王义的弟弟的卧室旁边。

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

Extract 2.3, shows the student who wrote correct answers in all items.

2.2 Section B: Language Use

This section had three questions namely question 3, 4 and 5. Each question carried 10 marks, thus marking a total of 30 marks. The students were required to answer all the questions.

2.2.1 Question 3: Matching Items

The question comprised of 5 items in which the student were required to match Chinese characters in column A with pinyin provided in column B. The characters and pinyin were derived from the topic of fashion and entertainment. The question tested the student's ability to recognize Chinese character and their appropriate pinyin. The question was:

三. 匹配题 A 栏 和 B 栏. 请把答案写在指定的地方. 第一题已给出。	
A 栏	B 栏
1. 表演	A gāoxìng
2. 年轻人	B chàngpiàn
3. 京剧	C niánqīng rén
4. 票	D biǎoyǎn
5. 高兴	E jùyuàn
6. 唱片	F piào
	G lǎonián rén
	H jīngjù

The students' response analysis shows that 1,386 (100%) students attempted the question. Among these, 700 (50.5%) students had good performance by scoring from 8 to 10 marks, 537 (38.7%) had an average performance as they scored from 4 to 6 marks, whereas 149 (10.8%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good since, 1,237 (89.2%) of the students scored 30% or above. Figure 3 summarizes the students' performance in question 3.

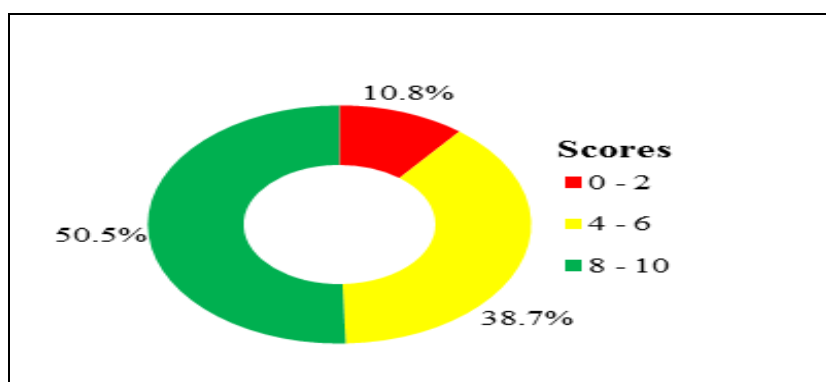


Figure 3: The Percentages of the Students' Performance in Question 3

The data shows that 700 (50.5%) students had good performance as they scored from 8 to 10 marks, which is a good performance. They managed to match all the characters with their appropriate pinyin correctly. They were also able to differentiate the

characters given. This reveals that these students mastered well the Chinese characters, pinyin and tone marking-rule. Extract 3.1 is a sample of the students' good responses.

A 栏	1	2	3	4	5	6
B 栏	D	C	H	F	A	B

Extract 3.1: A sample of the students' good responses to question 4

In Extract 3.1, the student matched correctly characters with pinyin in all items.

Further analysis indicates that 537 (38.7%) students had an average performance as they scored from 4 to 6 marks, which is an average performance. These students had partial knowledge of Chinese characters and pinyin. They managed to match some items correctly but failed in others. Most of them wrote correct answers in items 1 and 4 but failed in items 2, 3 and 5. For example, in item 2, the students failed to differentiate the pinyin *niánqīgrén* and *lǎoniánrén* because both have ren (人), this resulted to the choosing of the incorrect answer.

Similary, in item 3, the students who scored 0 failed to differentiate the pinyin *jīngjù* and *jùyùàn* because both have jù (剧) character. This implies that the students failed to match the character with the correct pinyin because they had partial knowledge about Chinese character writing skills as, they matched words 京剧 with *jùyùàn*, 高兴 with *chàngpiàn* and 唱片 with *gāoxìng*, which were incorrect responses. This shows that these students had insufficient knowledge of Chinese character and pinyin.

Moreover, the students' response analysis shows that 149 (10.8%) students performed poorly in this question. These students had insufficient knowledge about Chinese character and pinyin. They failed to identify the correct pinyin because they failed to recognize the characters given. For example, in item 2,

some students matched 年轻人 with *lǎoniánrén* (Elder) instead of *niánqīngrén* (Youth).

Furthermore, some students scored 0 in items 3, 4, 5 and 6 because they failed to recognize the characters and their respective pinyin. They also did not know the meaning of some Chinese characters and their pronunciation. This made them to match randomly the Chinese characters with incorrect pinyin. For example, some students matched 京剧 and *gāoxìng*, 票 and *chàngpiàn*, 高兴 and *jīngjù*, and 唱片 and *piào*. This implies that the students had insufficient knowledge about Chinese Language morphology. Extract 3.3 is a sample of the students' weak responses to question 3.

A栏	1	2	3	4	5	6
B栏	D	B	F	C	G	A

Extract 3.3: A sample of the students' weak responses

Extract 3.3, indicates that the student failed to match all items.

2.2.2 Question 4: Re-arranging the jumbled words into sentences

In this question, the students were given 5 items, in which they were required to re-arrange the jumbled words into correct sentences. The words were derived from the topic of family introduction. The question tested the student's ability to apply the Chinese Language syntax.

The analysis indicates that a total of 1,386 (100%) students attempted the question, out of whom 585 (42.2%) students scored from 8 to 10 marks which is a good performance, 510 (36.8%) students scored from 4 to 6 marks which is an average performance, and 291 (21.0 %) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good since, 1,095 (79.0%) students scored 30% or above. Figure 4 summarizes the students' performance in question 4.

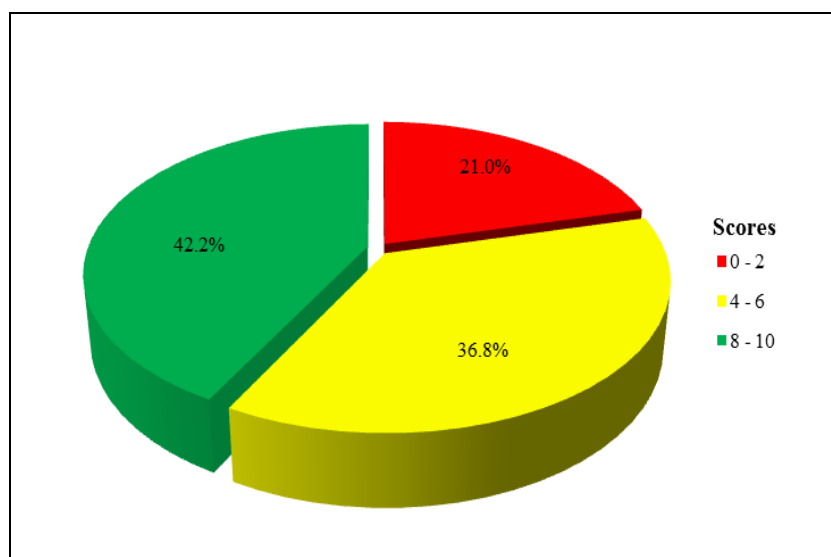


Figure 4: *The Percentage of the Students' Performance in Question 4*

The data shows that, 585 (42.2%) students performed well in this question. They scored from 8 to 10 marks. These students had sufficient knowledge about the Chinese Language morphology, syntax and semantics. For example, in item 1, the students who got this item right were familiar with the expression 是不是 (is or not) which is used to ask questions in order to verify the speaker's information. They also mastered well the sentence structure S + 是不是 + N. This helped them to write the correct sentence which was ④你③是①不是②美国人 (Are you American or not?)

Further analysis shows that, in item 2, the students who got this item right mastered well the sentence structure S (Pronoun + 的 + N) + 在 + place). They knew that the possessive particle 的 is places after the pronoun and is followed by the noun to form a subject. They also knew that the word 在 (is at) is followed by a noun of place. This enabled them to provide correct sentences such as ④他⑤的②家①在③上海 (His house is at Shanghai).

Additionally, in item 3, the students who wrote correct answer in this item had sufficient knowledge about how to ask questions in

Chinese Language by using the interrogative particles. In this item there was an interrogative particle 吗 which is placed at the end of the sentence to mark the question. It is further shown that they also mastered well the structure of an interrogative sentence: S + V + N + 吗? which resulted to writing a correct answer ③ 小海 ② 是 ① 坦桑尼亚人 ④ 吗? (Is Xiao Hai a Tanzanian?).

Furthermore, in item 4, the students who wrote the correct answer ③ 你 ① 家 ② 在 ④ 哪儿 (where is your house/where do you live?) mastered well the interrogative word 哪儿 (where) and knew that it is preceded by the verb 在 (is/live).

Lastly, in item 5, the students who got it right had sufficient knowledge of Chinese Language grammar as well as structure. They also knew about the uses of possession marker 的 which is used when someone talks about family members. That is, it can be either added or omitted, as in the sentence 他爸爸是医生 (His father is a doctor). Extract 4.1 is a sample of the students' good responses to question 4.

四. 连词成句。

Lǐrú: ① shì ② zhōngguó ③ wǒ ④ rén
例如: ① 是 ② 中国 ③ 我 ④ 人
答案: ③ ① ② ④。

1. bú shì měiguórén shì nǐ
① 不是 ② 美国人 ③ 是 ④ 你
④ ③ ① ②?

2. zài jiā shànghǎi tā de
① 在 ② 家 ③ 上海 ④ 他 ⑤ 的
④ ⑤ ② ① ③。

3. tǎnsāngníyà rén shì xiǎohǎi ma
① 坦桑尼亚人 ② 是 ③ 小海 ④ 吗
③ ② ① ④?

4. jiā zài nǐ nǎr
① 家 ② 在 ③ 你 ④ 哪儿
③ ① ② ④?

5. shì bàba tā yīshēng
① 是 ② 爸爸 ③ 他 ④ 医生
③ ② ① ④。

Extract 4.1: A sample of the students' good responses

Extract 4.1, indicates that the student managed to re-arrange all jumbled words into correct sentences.

Further analysis indicates that 510 (36.8%) students had an average performance because they scored from 4 to 6 marks. This indicates that the students had partial knowledge about Chinese syntax. These students were able to write correct answers in some items but failed in others, this was due to the fact that some of them lacked vocabulary which resulted into picking the words randomly and producing wrong sentences. For example, in item 1, some students did not realize the structure 是不是, which is analyzed as either 是 or 不是 meaning yes or not, but most of the students failed to answer this question because they did not understand the structure of the Chinese sentence. Some students translated word to word the sentence in English and wrote 你是美国人不是 (Are you American or not?) which is wrong in Chinese Language structure. The students answered the question based on the concept of English Language grammar, but the correct answer should be 你是不是美国人 (Are you American or not?). This shows that these students had partial knowledge of Chinese Language morphology, syntax and semantics. Extract 4.2 is a sample of responses from a student with average performance in question 4.

四. 连词成句。

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

答案: ③①②④。

1. bú shì měiguórén shì nǐ
① 不是 ② 美国人 ③ 是 ④ 你
④ ① ② ③ ?

2. zài jiā shànghǎi tā de
① 在 ② 家 ③ 上海 ④ 他 ⑤ 的
④ ⑤ ① ③ ?

3. tǎnsāngníyà rén shì xiǎohǎi ma
① 坦桑尼亚人 ② 是 ③ 小海 ④ 吗
③ ② ① ④ ?

4. jiā zài nǐ nǎr
① 家 ② 在 ③ 你 ④ 哪儿
③ ① ② ④ ?

5. shì bàba tā yīshēng
① 是 ② 爸爸 ③ 他 ④ 医生
③ ② ① ④

Extract 4.2: A sample of the students' average responses

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

Moreover, the analysis indicates that 291 (21.0 %) students performed weakly in this question. They scored from 0 to 2 marks. These students had insufficient knowledge about Chinese Language syntax. They also lacked vocabulary which hindered them from understanding the meaning of the given jumbled words. Some students knew the meaning of the words and translated them into Kiswahili or English Language and re-arranged them by using the structure of the two languages instead of Chinese Language structure. For example, in item 1, one of the students wrote 是你美国人不是.

In item 2, the students who scored 0 did not master well the uses of possessive particle 的 and its position in the sentence. They also did not know the position of the given words in the sentence

as a result they re-arranged the jumbled words wrongly. For example, one student wrote 他的在家上海, thereby placing the word 在 wrongly in the sentence, instead of its right position that was before the noun of place 上海.

Moreover, in item 3, the students who got the item wrong did not master well the question structure S+ 是 +N+ 吗? Some students used the concept of English Language which made them to respond incorrectly. For example, one student wrote 是小海坦桑尼亚人吗? which shows that the student used the concept of English that the verb 是 (is) is usually placed at begin of a question which is wrong in Chinese.

Furthermore, in item 4, the students who scored 0 did not know the position of 在 (is) and 哪儿 (where) in the sentence, as a result they placed 在 in a wrong position. For instance, one of them wrote 你在家哪儿 instead of 你家在哪儿? (Where is your home?).

Lastly, the students who scored 0 in item 5 knew the structure of the sentence S+是+N in which the subject had to have a pronoun followed by a possessive particle 的. In this sentence the possessive particle was omitted. In Chinese Language, possessive particle 的 can be omitted when talking about members of the family. The students were confused because there was no possessive 的 as a result they used the Swahili meaning, *baba, yule ni daktari* which was wrong in Chinese Language (S (Pronoun + N) + V + N) and not (N + S (Pronoun +N) + V+N). For example, some students wrote 爸爸他是医生 and others 他是爸爸医生. This implies that these students had insufficient knowledge about Chinese syntax. Extract 4.3 is a sample of responses from a student with weak performance in question 4.

四. 连词成句。

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

答案: ③①②④。

1. bú shì měiguórén shì nǐ
①不是 ②美国人 ③是 ④你
..... 3 4 2 1 ?

2. zài jiā shànghǎi tā de
①在 ②家 ③上海 ④他 ⑤的
.....
.....

3. tǎnsāngniyà rén shì xiǎohǎi ma
①坦桑尼亚人 ②是 ③小海 ④吗
..... 2 3 1 4 ?

4. jiā zài nǐ nǎer
①家 ②在 ③你 ④哪儿
..... 3 2 1 4 ?

5. shì bàba tā yīshēng
①是 ②爸爸 ③他 ④医生
..... 3 1 2 4

Extract 4.3: A sample of weak students' responses

In Extract 4.3, a sample of responses from the student who rearranged all sentences incorrectly.

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

The students were given a question divided into two parts I and II, each part had 5 items with 5 marks each, making a total of 10 marks. The students were required to fill the blanks by choosing the words from given list. The question was derived from the topic of food. This question tested the students' ability to use Chinese vocabulary.

The students' response analysis shows that, 1,386 (100%) students attempted the question, out of whom 769 (55.5%) students scored from 7 to 10 marks which is a good performance, 444 (32.0 %) students scored from 3 to 6 marks which is an average performance, and 173 (12.5%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good since, 1,213 (87.5%) students scored 30% or above. Figure 5 summarizes the students' performance in question 5.

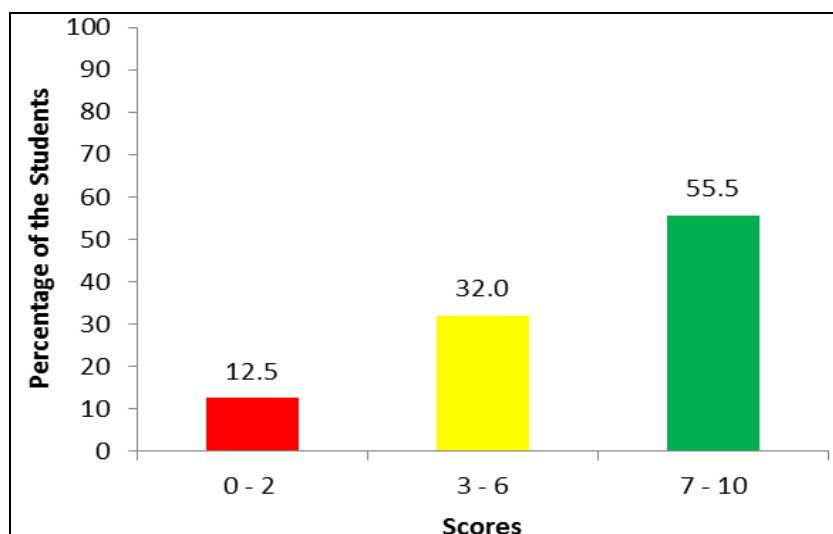


Figure 5: *The Percentage of Students' Performance in Question 5*

The data also shows that, 769 (55.5%) students had good performance as they scored from 7 to 10 marks. These students had good command of the Chinese Language grammar. They knew the meaning of the given words and understood the meaning of the sentences. This helped them to choose correct answers in all items. For example, in part 1 item 2, the students chose the correct answer because they knew that the blank space had to be filled with the verb 喝 (to drink). These students managed to differentiate it from the verb 吃 (eat). They also linked the verb 喝 (to drink) with the object complement 牛奶 (Milk) because they knew that the verb drink requires an object complement which has to be in liquid form.

Also, in part 1 item 3, the questions required the student to fill the blank with the verb 吃 (eat) in A. They noticed that food is eaten and not drunk. Most of students responded well to this question by choosing the correct answer. Moreover, in part 1 item 4, the students who responded correctly to this item were able to identify the correct answer C 也 (also). These students were knowledgeable about the Chinese vocabulary, so they realized that the conjunction 也 had to be inserted because it was used to express additional information.

Furthermore, in part 1 item 5, the students who scored full marks had a good mastery of the Chinese Language sentence structure. The question required the students to fill the blank space with an interrogative particle. They identified an interrogative particle of question which was F 吗. Lastly, in part 1 item 6, the students managed to choose the correct answer because they knew that the blank had to be filled with a noun which was E 鱼 (fish).

In part II, these students also had good performance because they were familiar with the given words. They wrote correct responses in most of the blanks. For example, those who scored full mark in part II item 1, related the behavior of the 小猫 (small cat) and 牛奶 milk. Thus wrote the correct answer C 牛奶 (milk). Also, in part II item 2, the students were required to identify who likes noodles and pork. They chose the correct answer A 中国 (China) because they understood the questions and the meaning of the alternatives given 中国 (China) joined them together with the word 人 (people/person) to get the noun 中国人 (a Chinese).

Moreover, in part II item 3, the students who got this item right knew that the sentence given, had to end with a question mark and that the interrogative particle needed to be inserted. This enabled them to identify the correct answer which was D 你呢 (and you?). Furthermore, the students who responded correctly to part II item 4, had enough vocabulary about the weather. They were able to relate the correct answer E 晴天 (bright day) with the word 下雨 (raining).

Lastly, in part II item 5, the students who scored high marks under this item had good mastery of Chinese Language sentence structure. The students realized that the correct answer was B 苹果 (apple) because they knew that the sentence contained the verb 吃 (eat). There was also another kind of fruit which was 香蕉 (banana). This shows that the students had sufficient vocabulary. Extract 5.1 is a sample of the students' good response to question 5.

五. 选词填空。选合适的词写在指定的地方。第(一)部分第一题已给出。
第(一)部分

chī hē yě hé yú ma
A 吃 B 喝 C 也 D 和 E 鱼 F 吗

Jīntiān zǎofàn wǒ chī miànbāo jī dàn.
1. 今天早饭我吃面包 (D) 鸡蛋。

Wǒ měitiān zǎoshang niú nǎi.
2. 我每天早上 (B) 牛奶。

Zuótiān wǎnfàn wǒmen le mǐfàn.
3. 昨天晚饭我们 (A) 了米饭。

Nǎinai xǐ huan shuǐguǒ (C) xǐ huan qì shuǐ.
4. 奶奶喜欢水果 (C) 喜欢汽水。

Nǐ yào píngguǒ ?
5. 你要苹果 (F) ?

Tā xǐ huan niúròu, bù xǐ huan .
6. 他喜欢牛肉, 不喜欢 (E) 。

第(二)部分。

zhōngguó píngguǒ niú nǎi nǐ ne qíngtiān
A 中国 B 苹果 C 牛奶 D 你呢 E 晴天

Xiǎomāo xǐ huan yě xǐ huan yú.
1. 小猫喜欢 (C) 也喜欢鱼。

 rén xǐ huan miàntiáo hé zhūròu.
2. (A) 人喜欢面条和猪肉。

Wǒ xǐ huan chī hǎixiān, ?
3. 我喜欢吃海鲜, (D) ?

Jīntiān shì, méiyǒu xià yǔ.
4. 今天 是 (E), 没有下雨。

Wǒ bù yào chī, wǒ yào xiāngjiāo.
5. 我不要 吃 (B), 我要 香蕉。

Extract 5.1: A sample of the students' good response

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

Further analysis indicates that 32.0 (444%) students had an average performance. The students answered correctly in some items and failed in others. The analysis shows that, students had partial knowledge about Chinese Language vocabulary. They also did not understand the meaning of some vocabulary in some sentences as well as that of some alternatives given. This

resulted to answering correctly in some items while failing others. Extract 5.2 is a sample of responses from a student who performed averagely in question 5.

五. 选词填空。选合适的词写在指定的地方。第(一)部分第一题已给出。

第(一)部分

chī	hē	yě	hé	yú	ma
A 吃	B 喝	C 也	D 和	E 鱼	F 吗

Jīntiān zǎofàn wǒ chī miànbāo (D) jī dàn.

1. 今天早饭我吃面包 (D) 鸡蛋。

Wǒ měitiān zǎoshang (B) niú nǎi.

2. 我每天早上 (B) 牛奶。

Zuótiān wǎnfàn wǒmen (A) le mǐfàn.

3. 昨天晚饭我们 (A) 了米饭。

Nǎinai xǐ huan shuǐguǒ (F) xǐ huan qì shuǐ.

4. 奶奶喜欢水果 (F) 喜欢汽水。

Nǐ yào píngguǒ ?

5. 你要苹果 (E) ?

Tā xǐ huan niúròu, bù xǐ huan (C).

6. 他喜欢牛肉, 不喜欢 (C)。

第(二)部分。

zhōngguó	píngguǒ	niú nǎi	nǐ ne	qíngtiān
A 中国	B 苹果	C 牛奶	D 你呢	E 晴天

Xiǎomāo xǐ huan (C) yě xǐ huan yú.

1. 小猫喜欢 (C) 也喜欢鱼。

rén xǐ huan miàntiáo hé zhūròu.

2. (A) 人喜欢面条和猪肉。

Wǒ xǐ huan chī hǎixiān, ?

3. 我喜欢吃海鲜, (E) ?

Jīntiān shì, méiyǒu xià yǔ.

4. 今天 是 (B), 没有下雨。

Wǒ bù yào chī, wǒ yào xiāngjiāo.

5. 我不要 吃 (B), 我要 香蕉。

Extract 5.2: A sample of the students' average responses

In Extract 5.2, the student wrote correct answer in items I (1 and 2) and items II (1 and 2) but failed in the other items.

Furthermore, the students' response analysis shows that, 173 (12.5%) students performed weakly in this question because they failed to fill in the blanks with the proper vocabulary. These students had inadequate knowledge of Chinese vocabulary. They were not familiar with the alternatives given. They filled the blanks by picking the words randomly which made them to write incorrect responses. For example, in part II item 1, one student opted for alternative B 苹果 (Apple) which is a type of fruit but cannot be eaten by a cat.

Also, in part II item 2, the students who scored 0 did not master well the vocabulary of nationality. This resulted to choosing incorrect responses as one of them chose D 你呢 (and you) which had no relation with the word 人. Moreover, in part II item 3, the students lacked knowledge on the interrogative sentence since, the sentence provided had a question mark (?) at the end. The suitable word was supposed to be an interrogative particle which was alternative D 你呢 (and you) but most of them picked randomly the options which resulted to wrong responses.

Furthermore, in part II item 4, the students failed to supply the correct answer because they had insufficient Chinese vocabulary. Some of them failed to differentiate between the word 雨 (rain) and 鱼 (fish) because the words have the same pronunciation but different character and different meaning. The students were attracted to choose alternative C 牛奶 (milk) because they thought the sentence talks about food instead of weather.

Lastly, in part II item 5, the students who scored 0 failed to identify the correct answer because they did not understand the meaning of the sentence. Some students selected alternatives E 晴天 (sunny day) which cannot collocate with the verb 吃 (eat) while some of them picked randomly the alternatives answer in order to fill the blanks. Extract 5.3 is a sample of the students' weak responses to question 5.

五. 选词填空。选合适的词写在指定的地方。第(一)部分第一题已给出。

第(一)部分

chī hē yě hé yú ma
A 吃 B 喝 C 也 D 和 E 鱼 F 吗

Jīntiān zǎofàn wǒ chī miànbāo jī dàn.
1. 今天早饭我吃面包 (D) 鸡蛋。

Wǒ měitiān zǎoshang niú nǎi.
2. 我每天早上 (A) 牛奶。

Zuótiān wǎnfàn wǒmen le mǐfàn.
3. 昨天晚饭我们 (B) 了米饭。

Nǎinai xǐ huan shuǐguǒ xǐ huan qì shuǐ.
4. 奶奶喜欢水果 (F) 喜欢汽水。

Nǐ yào píngguǒ ?
5. 你要苹果 (E) ?

Tā xǐ huan niúròu, bù xǐ huan .
6. 他喜欢牛肉, 不喜欢 (C) 。

第(二)部分。

zhōngguó píngguǒ niú nǎi nǐ ne qíngtiān
A 中国 B 苹果 C 牛奶 D 你呢 E 晴天

Xiǎomāo xǐ huan yě xǐ huan yú.
1. 小猫喜欢 (E) 也喜欢鱼。

rén xǐ huan miàntiáo hé zhūròu.
2. (C) 人喜欢面条和猪肉。

Wǒ xǐ huan chī hǎixiān, ?
3. 我喜欢吃海鲜, (A) ?

Jīntiān shì, méiyǒu xià yǔ.
4. 今天 是 (B), 没有下雨。

Wǒ bù yào chī, wǒ yào xiāngjiāo.
5. 我不要 吃 (D), 我要香蕉。

In Extract 5.3: A sample of the students' weak responses

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

2.3 Section C: Patterns and Vocabulary

This section consisted of three questions: 6, 7 and 8. The students were required to answer all of them. Each question carried 10 marks, therefore making a total of 30 marks.

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

The question had 5 items with 10 words written in Chinese characters. The students were required to write the Pinyin (pronunciation of the Chinese word), each item carried 2 marks, making a total of 10 marks. The question was set from the topic of School. This question tested the students' ability to write the pinyin with their respective tones, initials and finals.

The students' response analysis shows that, 1,386 (100%) students attempted the question, out of whom 128 (9.2%) students scored from 7 to 10 marks which is a good performance, 238 (17.2%) students scored from 3 to 6 marks which is an average performance and 1,020 (73.6%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was weak, since 366 (26.4%) students scored 30% or above. Figure 6 summarizes the students' performance in question 6.

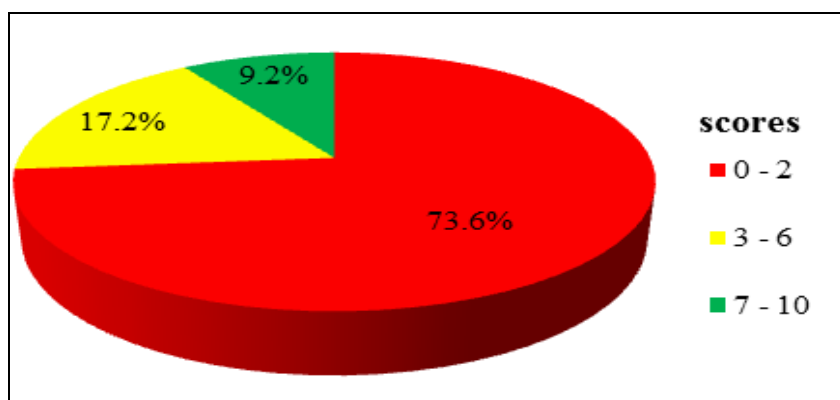


Figure 6: *The Percentages of the Students' Performance in Question 6*

The students' response analysis indicates that, 1,020 (73.6%) students had weak performance as they scored from 0 to 2 marks.

Some of them copied pinyin from the question paper and wrote them as answers. For example, one of them wrote (2) *pínguǒ* (3) *wǒ yào* (4) *xiāngjiāo* (5) *wàimiàn* (6) *kètīng*. Others failed to mark the correct tones. For example, one of them wrote (2) *dīfāng*, (3) *huānyīng* (4) *xiěxiè* (5) *shuéjiào* (6) *kàféi*. Few of the students wrote pinyin by guessing, for instance, one of them wrote (2) *tā liàn* (3) *měiyǒu* (4) *xǐ wang* (5) *shū mǎi* (6) *shàng wang*. Others wrote incomprehensible pinyin as one of them wrote (2) *qià shi* (3) *qā xue er* (4) *chuangchuang* (5) *guosheng* (6) *zuohù*. A few of them left the blanks unfilled. This implies that the students had insufficient knowledge on writing pinyin and characters. Extract 6.1 is a sample of the students' weak responses to question 6.

六. 给汉字标注拼音。	
	Lìrú
1.	例如: 中国 Zhōngguó
2.	地方 <i>difang.</i>
3.	欢迎 <i>huānying.</i>
4.	谢谢 <i>xīexīe.</i>
5.	睡觉 <i>shūjiào.</i>
6.	咖啡 <i>kàfei.</i>

Extract 6.1: A sample of the students' weak responses

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

Moreover, the analysis shows that 238 (17.2%) students had an average performance. They scored from 3 to 6 marks, because they managed to write correct pinyin in some items and failed in others. For example, one of them wrote *dífāng* in item 2 instead of *dìfang*. The student did not know that *fang* has no tone. In item 3, the correct answer was *xìe xie* but most of them marked the tone *xìe xìe* in the second word which generally has no tone. This shows that the students had partial knowledge on writing pinyin with their tones. Extract 6.2 is a sample of the student's average performance in question 6.

六. 给汉字标注拼音。

Lirú

1. 例如:中国 Zhōngguó
2. 地方 dìfang°
3. 欢迎 huānyíng°
4. 谢谢 xièxiè°
5. 睡觉 shuìjiào°
6. 咖啡 kāfēi°

Extract 6.2: A sample of the students' average responses

In Extract 6.2, the student wrote correct answers in item 2, 5 and 6 but failed in items 3 and 4.

Even though the analysis shows that the performance was weak there were few students (9.2%) who had good performance. They recognized the characters and wrote correct pinyin. This shows that the students had sufficient knowledge of writing pinyin with their correct tones. Extract 6.3 is a sample of the students' good responses to question 6.

六. 给汉字标注拼音。

Lirú

1. 例如:中国 Zhōngguó
2. 地方 dìfang°
3. 欢迎 huānyíng°
4. 谢谢 xièxiè°
5. 睡觉 shuìjiào°
6. 咖啡 kāfēi°

Extract 6.3: A sample of the students' good responses

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

2.3.2 Question 7: Multiple Choices

This question consisted of 5 items, in which the students were required to fill the blanks by choosing the correct answer and write its letter in the brackets given. The question was from the topic of Jobs. This question tested the students' ability to express themselves using Chinese Language. In this question, each item carried 2 marks, making a total of 10 marks.

The analysis indicates that, a total of 1,386 (100%) students attempted the question, out of whom 455 (32.8%) students scored from 8 to 10 marks which is a good performance, 735 (53.1%) students scored from 4 to 6 marks which is an average performance, and 195 (14.1%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,190 (85.9%) students scored 30% or above. Figure 7 summarizes the students' performance in question 7.

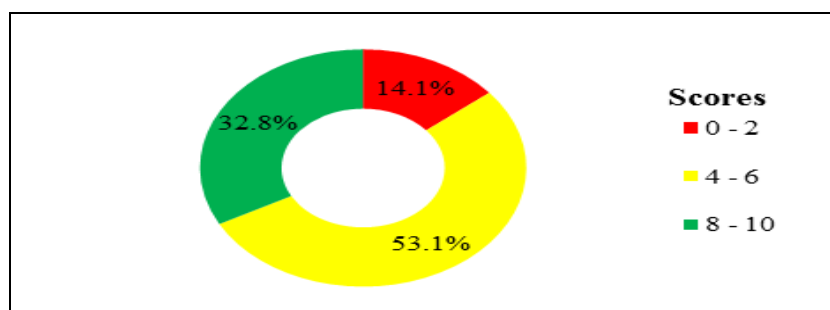


Figure 7: *The Percentages of the Students' Performance in Question 4*

The data analysis indicates that 455 (32.8%) students scored high marks in this question, that's from 8 to 10 marks. These students had sufficient vocabulary and mastered well the Chinese sentence structure. This enabled them to identify the correct answers. For instance, in item 1, they chose the correct answer C 哪儿 (where) because they knew that the given sentence was in question form and they had to fill the blank with an interrogative word of place. They also knew that A 那 (who/that), B 哪 (which) and D 那儿 (there) were not correct answer because they are not interrogative words of place but they are demonstrative words.

In item 2, the students who got the item right identified the correct answer because they were able to differentiate the given words which had similar pinyin but having different characters. They filled the blank with the correct answer which was D 做 (do) because the word 想 (want) and 做 (do) when joined together form the verb 想做 (want to become). These students had sufficient knowledge which enabled them to differentiate D from other alternatives.

Further analysis indicates that, in item 3, the students were given the verbs and were asked to fill in the blank with the correct verb. The students who got this item right differentiated the verbs given because they mastered the structured pattern ... 在+ 地方 + V + N and finally, they wrote the correct answer which was A 吃 (eat).

Furthermore, in item 4, the students were required to fill in the blank with the correct verb. They chose the correct answer D 看 (read) because they managed to differentiate the verbs given. For example, they knew that option A 学习 was not the correct answer because someone cannot learn a book and that even alternative B 做 (do) was not the correct answer. Likewise, C 买 (buy) also was not the correct answer because someone cannot buy books from the library.

Finally, in item 5, the students who scored full mark realized that the question consisted of a noun 小龙 (name of a person) and the adjective 高 (tall) and this enabled them to know that the correct word to be filled in the blank was an adverb B 很 (very) because it explain the way Xiao Long is tall. Extract 7.3 is a sample of the students' good responses to question 7.

七. 选择题。选合适的词写在指定的地方。

Lìrú Tā shì .guórén ?

例如: 她是 (A) 国人 ?

nǎ
A 哪

nǎ er
B 哪儿

shéi
C 谁

nà
D 那

Tā zài gōngzuò ?
1. 他在 (C) 工作 ?

nà
A 那

nǎ
B 哪

nǎ er
C 哪儿

nà er
D 那儿

Wǒ xiǎng hù shì .
2. 我想 (D) 护士。

zuò
A 坐

zuó
B 昨

zuò
C 作

zuò
D 做

Xiǎolóng zài fàn diàn miànbāo .
3. 小龙在饭店 (A) 面包。

chī
A 吃

hē
B 喝

zuò
C 作

chàng
D 唱

Gēge zài túshūguǎn shū .
4. 哥哥在图书馆 (D) 书。

xué xí
A 学习

zuò
B 做

mǎi
C 买

kàn
D 看

Xiǎohóng gāo .
5. 小红 (B) 高。

tā
A 他

hěn
B 很

hái
C 还

zài
D 再

Extract 7.3: A sample of the students' good responses

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

The analysis of data also indicates that, 735 (53.1%) students scored from 4 to 6 marks, which is an average performance. These students recognized few vocabulary given and failed in others. They also knew the meaning of few words while failing in others. For example, in item 3, some students failed to capture the sentence structure of the question asked, which was S + 在 + Adv. + V + N, hence they made a random selection of options. These students did not know that the verb 吃 was the correct answer because there were two nouns 饭店 (restaurant) and 面包 (bread) both are concerned with eating.

Furthermore, some students could not recognize words category in item 5. These students did not know that the blank had to be filled with the adverb B 很 (very) as the correct answer hence they opted other alternatives by guessing. Extract 7.1 is a sample of responses from a student with average performance in question 7.

七. 选择题。选合适的词写在指定的地方。			
Lǐrú Tā shì guó rén? 例如: 她是 (A) 国人?			
A nǎ 哪	B nǎ er 哪儿	C shéi 谁	D nà 那
Tā zài gōngzuò? 1. 他在 (C) 工作?			
A nà 那	B nǎ 哪	C nǎ er 哪儿	D nà er 那儿
Wǒ xiǎng hù shì. 2. 我想 (D) 护士。			
A zuò 坐	B zuó 昨	C zuò 作	D zuò 做
Xiǎolóng zài fàn diàn miànbāo. 3. 小龙在饭店 (B) 面包。			
A chī 吃	B hē 喝	C zuò 作	D chàng 唱
Gēge zài túshūguǎn shū. 4. 哥哥在图书馆 (B) 书。			
A xué xí 学习	B zuò 做	C mǎi 买	D kàn 看
Xiǎohóng gāo. 5. 小红 (C) 高。			
A tā 他	B hěn 很	C hái 还	D zài 再

Extract 7.1: A sample of the students' average responses

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

Further analysis of data shows that, 195 (14.1%) students scored from 0 to 2 marks which is a weak performance. These students failed to choose the correct answer because they had insufficient knowledge of the Chinese syntax. In addition, they did not know the Chinese word category and their position in the sentence. This resulted to the randomly selection of the options. For example, in item 1, most of the students chose options by guessing because they did not know that the options given had two types of word categories, interrogative and demonstrative pronouns both having 那 (that). The blank had to be filled with

the interrogative word of place which was C 哪儿 (where). This proves that these students had partial knowledge on Chinese syntax. Extract 7.2 is a sample of weak performed responses to question 7.

七. 选择题。选合适的词写在指定的地方。

Lǐrú Tā shì guó rén ?
例如: 她是 (A) 国人 ?

A 哪	B 哪儿	C 谁	D 那
-----	------	-----	-----

Tā zài gōngzuò ?
1. 他在 (B) 工作 ?

A 那	B 哪	C 哪儿	D 那儿
-----	-----	------	------

Wǒ xiǎng hù shì .
2. 我想 (C) 护士。

A 坐	B 昨	C 作	D 做
-----	-----	-----	-----

Xiǎolóng zài fàn diàn miànbāo .
3. 小龙在饭店 (D) 面包。

A 吃	B 喝	C 作	D 唱
-----	-----	-----	-----

Gēge zài túshūguǎn shū .
4. 哥哥在图书馆 (B) 书。

A 学习	B 做	C 买	D 看
------	-----	-----	-----

Xiǎohóng gāo .
5. 小红 (C) 高。

A 他	B 很	C 还	D 再
-----	-----	-----	-----

Extract 7.2: A sample of the students' weak responses

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

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

In this question, the students were given five items having pinyin and blanks in which the students were required to write character according the given pinyin. The question was from the topic of Hobby. The question had 10 marks. This question examined the students' ability to write Chinese characters. The question was:

八. 根据拼音写汉字。

Lì rú Wǒ huì dǎ pīngpāngqiú, (yě) huì dǎ lán qiú.
 例如：我会打乒乓球，（ ）会打（ ）球。

Tā zài kànshū .
 1. 他在（ ）。

Tā shì zú qiú yùndòng (yuán).
 2. 他是（ ）球运动（ ）。

Xiǎohóng bù xǐ huān wǎng qiú.
 3. 小红不（ ）欢（ ）球。

Nǐ de àihào yùndòng ma?
 4. 你的（ ）运动吗？

Māma zài gōngyuán lǐ sànbù.
 5. 妈妈在公园里（ ）。

The question was attempted by 1,386 (100%) students, of whom 38 (2.7%) students scored from 7 to 10 marks, which is a good performance, 638 (46.0%) students scored from 3 to 6 marks which is an average performance, while 710 (51.2%) students scored from 0 to 2 marks which is a weak performance. The students general performance in this question was average, since 676 (48.8%) students scored 30% or above. Figure 8 summarizes the students' performance in question 8.

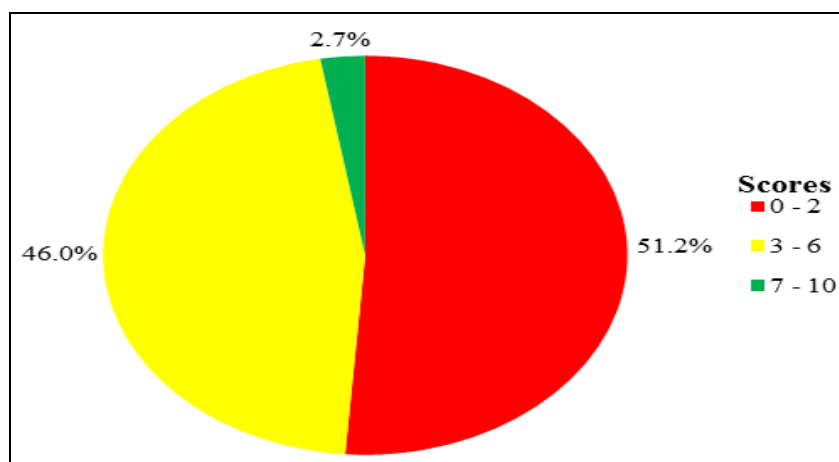


Figure 8: The Percentages of the Students' Performance in Question 8

The analysis of data shows that, 638 (46.0%) students had average performance as they scored from 3 to 6 marks. These students were able to write some characters correctly while others failed to write by dropping radical or strokes. For

example most students wrote correct characters in item 1 and 3 *xǐ* and *hǎo* and failed other items. These students grasped well characters with their respective radical, strokes as well as pinyin. This knowledge helped them to comprehend the pinyin given and wrote the correct character. Extract 8.2 is a sample of the students' average performance in question 8.

Lì rú 例如		1		2		3		4		5	
yě	lán	kàn	shū	zú	yuán	xǐ	wǎng	ài	hào	Sàn	bù
也	蓝	看	书	求	园	喜	网	爱	好	轻	不

Extract 8.1: A sample of the students' average responses

In Extract 8.1, the student wrote correct characters 看, 书, 网 and 爱 but failed others.

Further analysis indicates that, 710 (51.2%) students scored from 0 to 2 marks, which is a weak performance. These students failed to write Chinese character because they had insufficient knowledge on how to observe the strokes while writing characters. Some of them added some strokes while others dropped some of them which resulted into writing incorrect characters. For example, in item 1, the students were required to write characters 看书 (read a book), Most of them wrote incorrect characters such as 着 秀 看看 and 书 书 书 书. This indicates that, these students did not master well different characters and their strokes.

Moreover, the students who scored 0 in item 2, failed to identify the correct character as some of them added some strokes. For instance, one of them wrote 是 (is) instead of 足, he or she wrote 日 instead of 口, 租 instead of 足 and 园, 元 and 远 instead of 员 because they could not differentiate the characters pronounced in the same way. Others omitted some strokes as one of them wrote 贝. In item 3, the students had to write the character 喜 and 网. The students who scored 0 in this item failed to write correctly the strokes. For instance, some of them

wrote 喜 喜 喜 and 𦉳 𦉳 𦉳, others wrote 王 instead of 网. They failed to differentiate the characters with the same pronunciation. This implies that these students did not master well different pinyin and their characters.

Furthermore, the students who scored 0 in items 4 and 5 wrote incorrect characters because most of them dropped some strokes and wrote incorrect characters. These students had inadequate Chinese vocabulary and insufficient knowledge of Chinese basic strokes and stroke order which made them to write incorrect characters. For example, in item 5, the correct answer was 散步 (to take a walk) as opposed to incomplete characters written by students and which were largely missing some strokes or radicals, others wrote 三 不 because they were familiar with the way the word is pronounced but they could not write its character. Few of them copied the characters from the question paper and wrote them as answers. Extract 8.3 is a sample of responses from the students who performed weakly in question 8.

Lì rú 例如		1		2		3		4		5	
yě	lán	kàn	shū	zú	yuán	xǐ	wǎng	ài	hào	Sàn	bù
也	蓝	公	小	左	𩺰	喜	主	里	会	三	不

Extract 8.3: A sample of the students' weak responses

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

Even though, most of students had weak performance in this question, but there were few students who had good performance 38 (2.7%). These students had adequate Chinese vocabulary and sufficient Chinese writing skills which helped them to write the correct Chinese characters. For example, in item 4 and 5, the students wrote such correct answer as 爱好 (hobby) and 散步 (to take a walk). This implies that these students had sufficient knowledge of how to write characters. Extract 8.3 is a sample of the students' good response to question 8.

Lì rú 例如		1		2		3		4		5	
yě	lán	kàn	shū	zú	yuán	xǐ	wǎng	ài	hào	Sàn	bù
也	蓝	看	书	足	员	喜	网	爱	好	散	步

Extract 8.2: A sample of the students' good responses

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

2.4 Section D: Composition

This section comprised two questions; question 9 and 10. Question 9 consisted of 5 jumbled sentences and the students were required to re-arrange them into meaningful paragraph. Question 10 had 5 words out of which the students were required to create sentences. Each question carried 10 marks. The section had a total of 20 marks.

2.4.1 Question 9: Jumbled sentences

The question had 5 jumbled sentences which the students were required to re-arrange into meaningful paragraph. They had to write the corresponding letters in the table provided. Each sentence carried 2 marks, hence making a total of 10 marks. The question was derived from the topic of Nature. It tested the students' ability to organize ideas logically in the Chinese Language. 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 xǐ huan māo, bà ba hé māma xǐ huan gǒu.
A 我 喜 欢 猫 , 爸 爸 和 妈 妈 喜 欢 狗 。

Wǒmen jiā yǒu liǎng zhī xiǎo māo hé yī zhī xiǎo gǒu.
B 我 们 家 有 两 只 小 猫 和 一 只 小 狗 。

Xiǎo māo hé xiǎo gǒu xǐ huan hē niú nǎi.
C 小 猫 和 小 狗 喜 欢 喝 牛 奶 。

Wǒ jiā yǒu sì kǒu rén.
D 我 家 有 四 口 人 。

Jiě jie yě xǐ huan māo.
E 姐 姐 也 喜 欢 猫 。

Wǒ jiā yǒu bà ba, māma, jiě jie hé wǒ.
F 我 家 有 爸 爸 , 妈 妈 , 姐 姐 和 我 。

The analysis shows that 1,386 (100%) students attempted the question, out of whom 705 (50.9 %) students scored from 8 to 10 marks which is a good performance, 457 (33.0%) students scored from 4 to 6 marks which is an average performance, and 224 (16.2%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,162 (83.8 %) students scored 30% or above. Figure 9 summarizes the students' performance in question 9.

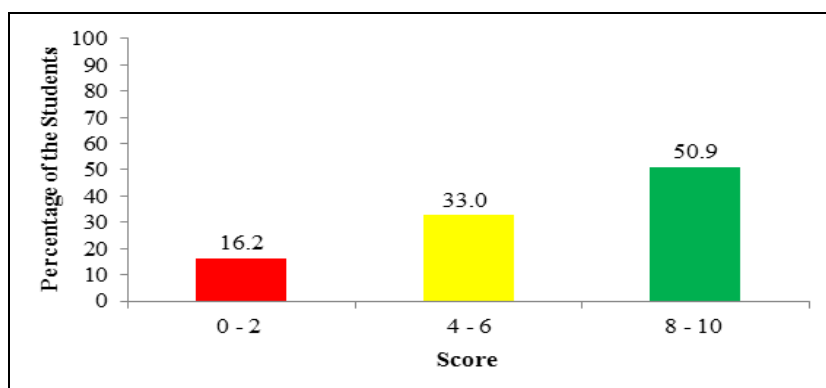


Figure 9: *The Percentages of the Students' Performance in Question 9*

The data shows that 705 (50.9 %) students had good performance as they scored from 8 to 10 marks, which is a good performance. They managed to re-arrange correctly the sentences and wrote a logical paragraph. These students had enough vocabulary, and noted the flow of ideas as a result they wrote answers correctly. Extract 9.1 is a sample of the students' good response to question 9.

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

Extract 9.1: is a sample of the students' good responses

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

Further analysis indicates that 457 (33.0%) students had an average performance as they scored from 4 to 6 marks. This indicates that the students re-arranged logically few sentences and failed others. Most of them managed to re-arrange item 2

and 6 and failed in items 3, 4 and 5. The analysis reveals that these students had insufficient vocabulary. They knew the meaning of some sentences but failed to capture the meaning of others sentences. Extract 9.2 is a sample of responses from a student who performed averagely in question 9.

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

Extract 9.2: A sample of the students' average responses

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

Furthermore, the analysis indicates that 224 (16.2%) students scored from 0 to 2 marks showing weak performance. They failed to re-arrange the jumbled sentences because they could not grasp the meaning of the sentences, this hindered them from re-arranging the sentences correctly. This implies that they lacked vocabulary to organize their ideas. Extract 9.3 is a sample of the students' weak performance in question 9.

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

Extract 9.3: A sample of the students' weak responses

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

2.4.2 Question 10: Writing a Composition

In this question, the students were given 5 words derived from the topic of Housing. They were required to create 5 sentences according to the words given by using Chinese characters. The question tested the students' ability to use simple Chinese sentences to express themselves. The question was as follows:

十. 根据所给提标用汉字写5句话。

Gē ge 哥哥,	nà 那,	liǎng 两,	fángjiān 房间	fáng zi 房子,	xǐ huan 喜欢
--------------	----------	-------------	----------------	----------------	---------------

Lì rú Nà bù shì wǒ bà ba shì wǒ yé ye .
例如: 那不是我爸爸, 是我爷爷。

1.
2.
3.
4.
5.

The total of 1,386 (100%) students attempted the question, of whom 487 (35.2%) students scored from 7 to 10 marks which is a good performance, 485 (35.0%) students scored from 3 to 6 marks which is an average performance and 413 (29.8%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 972 (70.2%) students scored 30% or above. Figure 10 summarizes the students' performance in question 10.

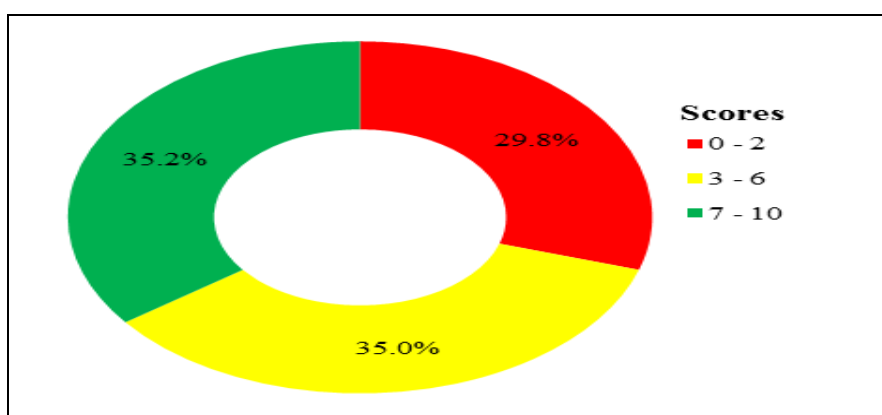


Figure 10: *The Percentages of Students' Performance in Question 10*

The data indicates that 485 (35.0%) students had good performance as they scored from 7 to 10 marks. These students managed to create sentences because they had sufficient vocabulary and they understood the meaning of the words given and their uses. They also

mastered well the Chinese Language Characters and sentence structure. This enabled them to express themselves in the Chinese Language. Extract 10.1 is a sample of the students' good responses to question 10.

- | | |
|----|----------|
| 1. | 哥哥是医生。 |
| 2. | 我有两只大狗。 |
| 3. | 他家有十个房间。 |
| 4. | 我的房子很大。 |
| 5. | 妈妈喜欢吃牛肉。 |

Extract 10.3: A sample of the students' good responses

In Extract 10.3, the student wrote the sentences correctly using characters.

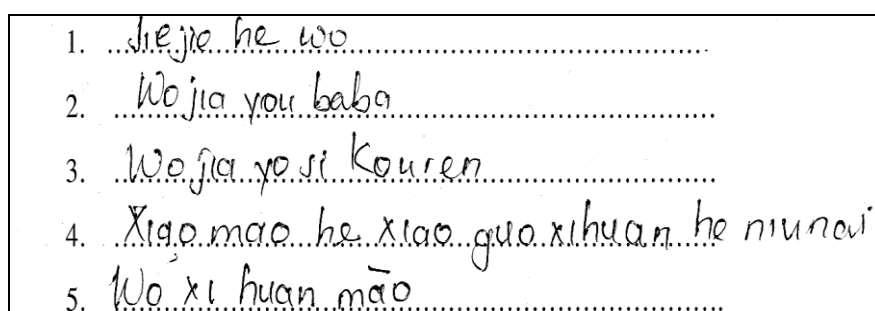
Further data analysis shows that, 485 (35.0%) students had an average performance as they scored from 3 to 6 marks. This was due to the fact that they failed to write some sentences correctly. Some of them were able to use some vocabularies and failed on others. On the other hand, some students failed to write some Chinese characters. Similarly, there were students who wrote illogical sentences because they had partial knowledge of sentence structure. Extract 10.2 is a sample of an average performance in question 10.

- | | |
|----|-----------|
| 1. | 哥哥喜欢猫。 |
| 2. | 我家有两只猫。 |
| 3. | 我家有四房间。 |
| 4. | 他的房子什么地方。 |
| 5. | 我喜欢牛肉。 |

Extract 10.2: A sample of the students' average responses

In Extract 10.2, the student wrote correct answers in items 1 and 5 but he/she missed measure words in items 2 and 3, thus he/she ended up scoring half a mark. He/she wrote incorrect answer in item 4.

Moreover, the data shows that, 413 (29.8%) students performed weakly by scoring from 0 to 2 marks. These students had insufficient knowledge about Chinese vocabularies and sentence structures. Some of them did not understand the requirement of the question. Others copied words from the question paper and formed incomprehensible sentences. Few of them wrote sentences using incorrect pinyin instead of using characters. There were also some students who left the blanks unfilled. Extract 10.3 is a sample of the students' weak responses to question 10.



Extract 10.2: A sample of the students' weak responses

In Extract 10.2, the student wrote incorrect sentences with pinyin.

3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The analysis of the students' responses in various topics indicates that the general performance in 2021 was good, even though there were topics which increased and others dropped in some percentages compared to the 2020 FTNA's performance. The data reveals that the topics of *Language Use* increased by 16.4% and *Composition* increased by 17.5%. While the topics of *Comprehension* decreased by 15.8% and *Patterns and Vocabulary* decreased by 1.1%. The summary is shown in Appendices I and II.

The students' response analysis shows that the topic of *Comprehension* (question number 1), *Language Use* (question number 3, 4 and 5), *Patterns and Vocabulary* (question number 7) and *Composition* (question number 9 and 10) were well performed. The good performance was attributed by students' sufficient knowledge on comprehension, structure of Chinese grammar and ability to answer the questions according to the requirements.

Furthermore, the topics of *Patterns and Vocabulary* (question 8), *Comprehension* (question number 2) were performed averagely. This performance was due to the students' partial knowledge of Chinese grammar and vocabulary.

Further analysis indicates that the topic of *Patterns and vocabulary* (question 6), had weak performance because, the students had insufficient knowledge about characters writing, strokes and radicals, pinyin, initials, finals and tones.

In the report, the students' performance on different topics is categorized in three categories, namely good, average and weak performance. These categories represented by three colours: green, yellow and red colour, respectively, as shown in Appendices I and II.

4.0 CONCLUSION

Generally, the students' performance in the Form Two National Assessment in Chinese Language 2021 was good because 73.3 per cent of the students passed. For example, the topic of *composition* has increased from average (59.5%) to good (77.0%). Also, most of the students had enough vocabulary.

Nevertheless, the analysis shows that, there were students who had weak performance. These students had insufficient vocabulary which hindered them from expressing themselves in the Chinese Language. They also had insufficient knowledge and skills pertaining to the topics tested. In addition, they were unable to apply the Chinese grammatical rules and principles. For example, the topic of *Patterns and vocabulary* (question 6) was weakly performed (26.4%) due to the fact that some students had insufficient vocabulary, knowledge about writing Chinese pinyin.

5.0 RECOMMENDATIONS

For better improvement of the students' performance in the Chinese Language subject, it is recommended that:

- (a) Teachers should guide students on how to write basic strokes while writing Chinese characters by giving them more writing exercises.
- (b) Teachers are recommended to guide students on how to write pinyin especially the tone marking rule, initials, finals and syllables by giving them more writing exercises pertaining to those aspects.

- (c) Teachers are recommended to guide students on how to write a composition by giving them pictures, time table, cards, maps and simple titles.
- (d) Teachers are also recommended to encourage students to read more passages for better improvement of their vocabulary and grammar by giving them simple texts.

APPENDIX I: Summary of the Students' Performance per Topic for the Chinese Language Subject in FTNA 2021

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	93.9	76.8	Good
		2	59.7		
2.	Language Use	3	89.2	85.2	Good
		4	79.0		
		5	87.5		
3.	Patterns and Vocabulary	6	26.4	53.7	Average
		7	85.9		
		8	48.8		
4.	Composition	9	83.8	77.0	Good
		10	70.2		

APPENDIX II: Comparison Summary of the Students' Performance per Topic for 2020 and 2021

S/N	2020				2021			
	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	92.9	Good	Comprehension		76.8	Good
2.	Language use	3	68.8	Good	Language use		85.2	Good
3.	Patterns and Vocabulary	3	54.8	Average	Patterns and Vocabulary		53.7	Average
4.	Composition	2	59.5	Average	Composition		77.0	Good

