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) 2022

CHINESE LANGUAGE

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FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two Chinese Language National Assessment which was conducted in November, 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Chinese Languge.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. The report highlights the factors that made the students to score either low or high marks when attempting the questions. The factors for weak 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. Conversely, the analysis indicates that the students who scored high marks had ability to identify the requirement of the questions, enough vocabulary, adequate knowledge of grammatical rules and their uses.

The report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will also help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the Chinese Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.

Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report intended to present the analysis on the performance of the students who sat for the Form Two National Assessment (FTNA) in Chinese Language subject in 2022. The assessment was set in conformity with the Chinese Language syllabus of 2015.

The assessment paper had three sections; section A, Vocabulary and Expressions, section B Language use and section C compositions. Section A had fifteen (15) marks, section B had seventy (70) marks and section C had fifteen (15) marks, hence making a total of 100 marks.

The analysis indicates the performance of the students in each item by indicating their weaknesses and strengths in various areas while answering the questions. It highlights on the requirement of each question by indicating the expected responses, how the student answered the questions. The report also includes sample extracts from the scripts of the students' responses in order to provide a general overview of how the students responded in relation to the demands of each question. Furthermore, the report shows 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.

The data analysis reveals that, the general performance of the students was good because a total of 1,561 students sat for the Form Two National Assessment in November, 2022, among them 1,402 (89.8%) students passed the assessment while 159 (10.2%) students failed. The performance of students in each grade is shown in Table 1.

The performance of the students in each grade for 2021 and 2022 is shown in Table 1.

Table 1: Performance of Students in each Grade

Year	Sat	Grades				
		A	**B**	**C**	**D**	**F**
2021	1,386	306	218	394	322	146
2022	1,561	128	128	518	628	159

Table 1 shows that, in 2022 few students scored A when compared to 2021. Also, many students (628) scored grade D in 2022 assessment compared to 322 students in 2021.

The students' performance was categorized into three (3) categories namely, 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 it ranged from 30 to 64 and as good if it ranged from 65 to 100 marks.

It is hoped that the analysis done will help Chinese teachers and all educational stake holders to improve the teaching and learning strategies of Chinese Language and therefore improve the performance.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Vocabulary Use

This section comprised two questions; question 1 and question 2. The students were required to answer all the questions. Question 1 carried 10 marks and question 2 had 5 marks, thus making a total of 15 marks.

2.1.1 Question 1: Multiple Choice Items

In this question, the students were given ten multiple choice items. These items were divided into part I and part II. In Part I, the students were given a passage to read and answer the questions that followed. The passage was about personal introduction of Mingming. It was set from the topic of job, introducing oneself and friends.

In part II, the students were given sentences with blanks which the students had to fill in by choosing the correct word. The questions were set from different topics. The students were required to choose the correct answers. The questions tested the students' ability to express themselves in the Chinese language. Part I of the question 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。

第（一）部分

Zhè shì wǒ de péngyou, tā jiào Míngming tā shì Tǎnsāngníyà rén. Tā jiā
这 是 我 的 朋 友 , 她 叫 明 明 , 她 是 坦桑尼亚人。她 家

zài Duōduōmǎ, tā jīn nián shí sān suì. Tā zài Duōduōmǎ zhōngxué xuéxí hàn
在 多多马 , 她 今年 十 三 岁。她 在 多多马 中学 学习 汉

yǔ, tā shì èr nián jí de xuéshēng. Tā yǒu liù gè péngyou, sān gè shì sì nián
语, 她 是 二 年级 的 学 生 。她 有 六 个 朋 友 , 三 个 是 四 年

jí de xuéshēng, liǎng gè shì sān nián jí de xuéshēng hé yí gè shì yī nián jí de
级 的 学 生 , 两 个 是 三 年级 的 学 生 和 一 个 是 一 年级 的

xuéshēng. Tā hěn xǐhuan xuéxí hànyǔ.
学 生 。她 很 喜欢 学习 汉语。

Qùnián tā qù le Běijīng hé Xiānggǎng wán r. Tā měi tiān gēn Xiǎohóng
去年 她 去 了 北京 和 香港 玩儿。她 每天 跟 小红 ,

Xiǎomíng hé Míngmèi qù túshūguǎn kàn zhōngwén shū, tā hěn xǐhuan zuò yīshēng
小明 和 明媚 去 图书馆 看 中 文 书, 她 很 喜欢 做 医生

hé lùshī. Tā jiā yǒu sān kǒu rén, yǒu bàba, dìdi, hé tā tā méiyǒu mā
和 律师。她 家 有 三 口 人 , 有 爸爸, 弟弟 和 她, 她 没有 妈

ma. Tā de bàba shì lǎoshī, dì di shì xuéshēng, Míngming hěn xǐhuan tā
妈。她 的 爸爸 是 老师, 弟弟 是 学生 , 明 明 很 喜欢 她

de jiārén.
的 家人。

The data analysis indicates that 1,561 (100%) students attempted the question, out of whom 897 (57.5%) students scored from 7 to 10 marks showing good performance, 650 (41.6%) students scored from 3 to 6 marks which is an average performance, and 14 (0.9%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since, 1547 (99.1%) students scored 30% or above. Figure 1 summarizes the students' performance in question 1.
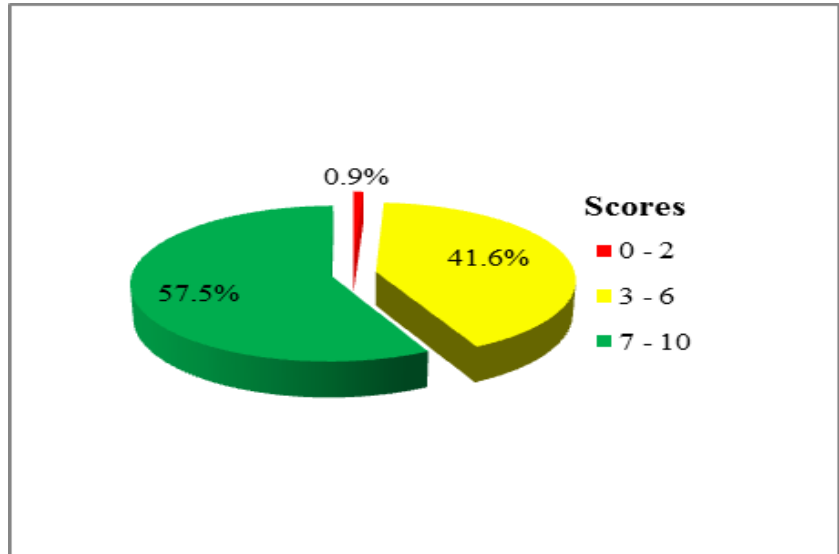
Figure 1: *The Percentages of the Students' Performance in question 1*

The analysis indicates that, 897 (57.5%) students who had good performance had scores that ranged from 7 to 10 marks. These students comprehended the information in the given passage as well as the requirement of the questions. For example, item 1 asked 明明的家在哪儿？(Where is Mingming's home?). The question required students to identify the place where Mingming comes from. The key word was 哪儿 (where), they identified the correct answer which was 多多马 (Dodoma).

In item 2, the students were asked 明明今年几岁了？ (How old Mingming is?). In this item, the students were required to understand and differentiate Chinese numbers. The students who got this item right managed to identify the correct answer which was 十三 (13) because they distinguished between the age and number of class level.

In item 3, the students were asked 明明去年去哪儿? (Where did Mingming go last year) and they were required to name a place where Mingming went last year. The alternatives were 多多马 (Dodoma), 香港 (Hongkong), 坦桑尼亚 (Tanzania) and 中国 (China). These alternatives confused the students because 多多马 (Dodoma) is located in 坦桑尼亚 (Tanzania) and香港

(Hongkong) is located in 中国 (China). The students who scored full mark managed to identify the correct answer because they understood the passage which stated the place where Mingming went last year.

In item 4, the students were asked 明明是几年级的学生？ (Mingming is a student of which class?). The students who got this item right had sufficient knowledge of Chinese number and had ability to differentiate between age and numbers of class level mentioned in the text. They also understood the use of an interrogative particle 几.

Item 5 asked 明明的爸爸做什么工作？ (What is the job of Mingming's Father?). In this question the students who chose the correct answer had sufficient knowledge on the uses of pronoun 她 (She) found in the passage and the noun 明明 (Mingming). They also understood the use of interrogative pronoun 什么.

In part II, the students were given sentences with blanks which the students had to fill in with the correct responses. The students who performed well in this question chose the correct answers because they had enough vocabulary and expressions.

Item 1 was set from the topic of Hobby. The question required the students to choose the correct verb which match with the word 足球 (football). According to the alternatives given, the correct answer was 踢 (to kick) because 踢 means to play by using foot. Other distracters were 打 (to play by using hand), 是 (to be) and 条 (a measure word for long and narrow objects) which did not match with the word (football).

In item 2, the question was set from the topic of Colour and Size, and it required the students to identify possessive particle from the given alternatives. The correct answer was 的 (possession particle), other distracters were 得 (to get), 打 (to play by using hands) and 对 (an interjection). However, some students chose other distracters because they have the similar pronunciation

with the correct answer. Therefore, the students who scored full mark differentiated the uses of all alternatives given

Item 3 was set from the topic of Fashion and entertainment. The question required students to identify the correct vocabulary which goes with the word 跟 (with) of which the answer was 一样 (same as). Other distracters were 有 (to have), 也 (also), 还有 (also have). The students who understood well the uses of this vocabulary differentiated the uses of these words, hence chose the correct answer.

Item 4 was set from the topic of Hobby. The item required a student to understand the uses of an adjective 好 (good) + verb 看 (to watch) which make an adjective 好看 (nice). Also the word 电影 (movie) acts as an indicator of the verb 看 (watch). Therefore, the students performed well in this item because they knew that the adjective 好看 (nice) matches with the word 电影 (movie). Apart from that, other distracters were 不 (no), 见 (to meet), 没 (not) and these words can not be placed after the adjective 好 (good).

Item 5 was set from the topic of Hobby. The item required the students to identify the use of an adverb 都 (all together) which describes the quantity. Therefore, the students who scored full mark in this item managed to identify the uses of an adverb 都 (all together) in relation to the structure of the sentence: Subject 每个人 (every one), verb 喜欢 (to like) and object 电影 (movie). Thus, the adverb 都 (all together) had to be placed between the subject 每个人 (everyone) and the verb 喜欢 (to like).

Item 6 was set from the topic of Housing. The question tested the student's ability to identify an adverb which correlate with the adjective 干净 (neat). In this item, the correct answer was 很 (very) which was the adverb from the given alternatives. Therefore, the students who scored full mark in this item were able to identify the adverb. Other distracters were, 也 (also), 的 (possession particle), 得 (to get) which did not correlate with the adjective 干净 (neat). Extract 1.1 is a sample of the student's correct responses to question 1.

Míngmíng de jiā zài nǎer?
1. 明明 的 家 在 哪儿？（ B ）

    jīng   Duōduōmǎ   Tǎnsāngníyà Xiānggǎng
  A 京   B 多多马   C 坦桑尼亚 D 香港

Míngmíng Jīnnián jǐ suìle?
2. 明明 今年 几 岁了？ （ C ）

    shí sì   shí èr   shísān   shí yī
  A 十四   B 十二   C 十三   D 十一

Míngmíng qùnián qù nǎer le?
3. 明明 去年 去哪儿了？ （ B ）

  Duōduōmǎ   Xiānggǎng   Tǎnsāngníyà   zhōngguó
  A 多多马 B 香港   C 坦桑尼亚 D 中国

Míngmíng shì jǐ nián jí de xuéshēng?
4. 明明 是 几 年 级 的 学 生 ？ （ D ）

    yī nián jí   sān nián jí   sì nián jí   èr nián jí
  A 一年级   B 三年级   C 四年级   D 二年级

Míngmíng de bà ba zuò shénme gōngzuò?
5. 明明 的 爸爸 做 什么 工 作 ？ （ A ）

    lǎoshī   xuéshēng   Lǜshī   yīshēng
  A 老师   B 学生   C 律师   D 医生

第二部分

选择题。选合适的词写在指定的地方。

Wǒmen sì diǎn kāishǐ
1. 我们四点开始 （ C ） 足球。zú qiú
    dǎ   shì   tī   tiáo
  A 打   B 是   C 踢   D 条

Wǒ xǐ huan nǐ yī fu
2. 我喜欢你衣服（ B ） 颜色。yánsè
    dé   de   dǎ   duì
  A 得   B 的   C 打   D 对

Wǒ gēn péng you
3. 我 跟 朋 友 （ A ） 喜欢 京剧。xǐ huan jīng jù
    yíyàng   yǒu   yě   háiyǒu
  A 一样   B 有   C 也   D 还有

Zhè shì yí gè hǎo
4. 这是一个好（ B ） 的 电 影。de diàn yǐng
    bù   kàn   jiàn   méi
  A 不   B 看   C 见   D 没

Měi gè rén
5. 每个人 （ B ） 喜欢 中 国 音乐。xǐ huan Zhōng guó yīnyuè
    duō   dōu   de   dé
  A 多   B 都   C 的   D 得

Wǒ jiā yǒu wǔ gè fáng jiān, dōu
6. 我家有五个房 间，都 （ C ） 干净。gānjìng
    yě   de   hěn   dé
  A 也   B 的   C 很   D 得

Extract 1.1: A sample of the student's correct responses to question 1.

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

Furthermore, the data analysis indicates that 650 (41.6%) students had an average performance as they scored from 2 to 3 marks. These students had partial knowledge of reading for comprehension. They also had partial knowledge pertaining to the uses of some vocabulary and expressions. They managed to choose the correct answers in some items but failed in others. For example, in part I, most of students chose incorrect answers in items 1 and 2. For example, in item 1, the correct answer was 多多马 (Dodoma) but some of the students chose 坦桑尼亚 (Tanzania) since 多多马 (Dodoma) is located in 坦桑尼亚 (Tanzania). Other picked alternatives by guessing because they did not understand the passage.

In item 2, the correct answer was 十三 (13) but the students confused numbers, therefore, they chose incorrect age. Others chose 十一 (Eleven), others chose 十二 (twelve) and others chose 十四 (fourteen). This shows that they did not understand the passage and failed to differentiate age and numbers which were mentioned at class level.

In part II, most of students scored 0 in item 5. The question required the students to identify the use of the adverb 都 (all together) which describe the number of people mentioned. Most of the students who scored 0 chose 的 (possession particle) without knowing that it could not be used before a verb. Few students chose 多 (many) without knowing that it is an adjective which cannot be used after a noun. Others chose 得 (to get) which is a main verb and cannot be followed by another main verb. This implied that these students had insufficient knowledge pertaining the uses of these vocabulary. Extract 1.2 is a sample of responses from a student who performed averagely in question 1.

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Míngmíng de jiā zài năer?
1. 明 明 的 家 在 哪儿 ？（ B ）

　　　　jīng　　　　　　Duōduōmă　　　　　Tānsāngníyà　　Xiānggăng
A 京　　　B 多多马　　　C 坦桑尼亚　　D 香港

Míngmíng Jīnnián jǐ suìle?
2. 明 明 今年 几 岁了 ？（ C ）

　　　shí sì　　　　　shí èr　　　　　　shísān　　　　　shí yī
A 十四　　　B 十二　　　　C 十三　　　　D 十一

Míngming qùnián qù năer le?
3. 明 明 去年 去哪儿了 ？（ C ）

　　　Duōduōmă　　Xiānggăng　　　　Tānsāngníyà　　　zhōngguó
A 多多马　　B 香港　　　C 坦桑尼亚　　D 中国

Míngming shì jǐ nián jí de xuéshēng?
4. 明 明 是 几年级的 学 生 ？（ C ）

　　　yī nián jí　　　sān nián ji　　　sì nián jí　　　èr nián jí
A 一年级　　B 三年级　　　C 四年级　　D 二年级

Míngming de bà ba zuò shénme gōngzuò?
5. 明 明 的 爸爸 做 什 么 工 作 ？（ A ）

　　　lăoshī,　　　　　xuéshēng　　　Lùshī　　　　yīshēng
A 老师　　　B 学生　　　C律师　　　D 医生

第二部分

选择题。选合适的词写在指定的地方。

Wǒmen sì diăn kāishǐ　　　　　　　　　　zú qiú
1. 我们四点 开始　　（ C ）　　足球。
　　dă　　　　shì　　　　tī　　　　tiáo
A 打　　B 是　　C 踢　　D 条

Wǒ xǐ huan nǐ yī fu　　　　yánsè·
2. 我喜欢 你衣服（ B ）颜色。
　　dé　　　　de　　　　dă　　　　duì
A 得　　B 的　　C 打　　D 对

Wǒ gēn péng you　　　　　　xǐ huan jīng jù·
3. 我 跟 朋 友 （ C ）喜 欢 京 剧。
　　yíyàng　　　yǒu　　　yě　　　háiyǒu
A 一样　　B 有　　C 也　　D 还有

Zhè shì yí gè hăo　　　　de diàn yǐng·
4. 这是一个 好（ D ）的 电 影
　　bù　　　kàn　　　jiàn　　　méi
A 不　　B 看　　C 见　　D 没

Měi gè rén　　　　　xǐ huan Zhōng guó yīnyuè·
5. 每个人 （ C ）喜 欢 中 国 音乐。
　　duō　　　dōu　　　de　　　dé
A 多　　B 都　　C 的　　D 得

Wǒ jiā yǒu wǔ gè fáng jiān·　dōu　　　gānjìng·
6. 我 家 有 五 个 房 间 , 都 （ B ）干净。
　　yě　　　de　　　hěn　　　dé
A 也　　B 的　　C 很　　D 得

Extract 1.2: A sample of responses from a student with an average performance in question 1.

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In Extract 1.2, the student wrote correct answers in items 1, 2 in part I and item 1 in part II, but wrote incorrect responses to the rest of the items.

Moreover, the data analysis indicates that 14 (0.9%) students had weak performance as they score from 0 to 1 mark. In part I, the students failed because they did not understand the passage and the requirement of the questions hence ended up choosing the answers by guessing. For example, in item 1 the students who scored zero chose 坦桑尼亚 (Tanzania) because 多多马 (Dodoma) is located in Tanzania. Others chose 香港 (Hongkong) because it is a place in China and was mentioned in the passage.

In item 2, the students who scored 0 failed to choose the answer 十三 (13) because they could not differentiate between age and number of classes as mentioned in the passage.

In item 3, the students who scored 0 failed to choose the correct answer 香港 (Hongkong). Most of them chose 坦桑尼亚 (Tanzania) because was mentioned in the passage. Additionally, others chose 中国 (China) because 香港 (Hongkong) is in 中国 (China).

In item 4, the students who scored 0 did not know the correct answer 二年级 (grade two). For example， some students chose 四年级 (grade four) where as some of them chose 三年级 (grade three) and others chose 一年级 (grade one), which were all incorrect answers. These students confused between Mingming's grade with her friends' grades.

In tem 5, the students who scored 0 failed to choose the correct answer 老师 (teacher). Most of them chose 学生 (student) because they had inadequate knowledge of professions. The choice of 律师 (lawyer) and 医生 (doctor) shows that the students did not comprehend the passage.

In part II, the students with weak performance failed to fill the blanks with appropriate vocabulary and expressions. This proved that they had insufficient knowledge of Chinese

vocabulary, structure especially in grammar patterns. For example, in item 2, the correct answer was 的 (possession particle). Most of students who scored 0 chose the alternative 得 (to get), while others chose 打 (to play by using hands) and few of them chose 对 (an interjection). This proves that they failed to differentiate these words because they are pronounced in the same way.

In item 3, the students were required to identify the word which correlates with the structure A 跟 B where by in this structure the correct response was 一样 (same as) that complete the structure A 跟 B 一样. Most of students chose 也 (also) because it has syntactical properties like subject + 也 + verb but in this structure it could be correct if there were a single subject and not separated by the conjunction 跟 (with). Others chose 有 (to have) which is not correct in this structure because the verb 有 (to have) cannot be placed before other verbs. Those who chose it did not understand the uses of the verb phrase 还有 (also have), which shows the continuity of the previous verb or the presence of a noun.

In item 4, the students were required to identify the verb that correlates with an adjective 好 to form an adjectival phrase 好看 (beautiful) which was the correct answer. The students failed this item because they did not understand the correlation of 好 (good) and the verb 看 (to watch) in relation to the object 电影 (movie).

In item 5, the students were required to identify the use of adverb 都 (all together) which describes the number of people mentioned. However, most of students chose 的 (possession particle) which does not relate with the demand of the given sentence structure. Extract 1.3 is a sample of the students' incorrect responses to question 1.

```
     Míngmíng  de  jiā  zài   nǎer?
1.   明  明  的  家  在   哪儿 ？  ( C )

     jīng           Duōduōmǎ        Tǎnsāngníyà   Xiānggǎng
     A 京       B  多多马      C  坦桑尼亚 D 香 港

     Míngmíng  Jīnnián  jǐ  suìle?
2.   明  明  今年  几  岁了 ？  ( A )

     shí sì          shí èr              shísān        shí yī
     A 十四      B  十二       C  十三       D  十一

     Míngming  qùnián  qù nǎer le?
3.   明 明  去年  去哪儿了 ？  ( b )

     Duōduōmǎ      Xiānggǎng        Tǎnsāngníyà    zhōngguó
     A 多多马      B  香 港     C  坦桑尼亚 D  中 国

     Míngming  shì  jǐ nián jí  de  xuéshēng?
4.   明  明  是  几年级  的  学生 ？  ( C )

     yī nián jí       sān nián jí        sì nián jí        èr nián jí
     A 一年级    B  三年级    C  四年级    D  二年级

     Míngming  de  bà ba  zuò  shénme  gōngzuò?
5.   明  明  的  爸爸  做  什么  工作 ？  ( B )

     lǎoshī          xuéshēng        Lùshī           yīshēng
     A 老 师     B  学 生    C律师       D 医生
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第二部分

选择题。选合适的词写在指定的地方。

```
     Wǒmen sì diǎn kāishǐ                                zú qiú
1.   我 们 四点 开始      (   C   )      足球。
     dǎ            shì           tī            tiáo
     A 打       B  是      C  踢      D  条

     Wǒ xǐ huan nǐ yī fu                   yánsè
2.   我 喜欢 你衣服 (   D   )   颜色。
     dé            de            dǎ            duì
     A 得       B  的      C  打      D  对

     Wǒ gēn péng you                      xǐ huan jīng jù
3.   我 跟 朋 友 (   C   )   喜欢 京 剧。
     yíyàng         yǒu          yě           háiyǒu
     A 一样      B  有      C  也      D  还有

     Zhè shì yī gè hǎo              de  diàn yǐng
4.   这是一个 好 (   D   )  的 电 影
     bù            kàn          jiàn          méi
     A 不       B  看      C  见      D  没

     Měi gè rén                          xǐ huan Zhōng guó yīnyuè
5.   每个人  (   C   )  喜欢 中 国 音乐。
     duō          dōu          de           dé
     A 多       B  都      C  的      D  得

     Wǒ jiā yǒu wǔ gè fáng jiān，dōu               gānjìng
6.   我 家 有 五个 房 间 ，都 (   D   )  干 净。
     yě            de           hěn           dé
     A 也       B  的      C  很      D  得
```

Extract 1.3: A sample of the student's incorrect responses to question 1.

In Extract 1.3, the student chose incorrect answers in all items.

2.1.2 Question 2: Matching Items

This question had two columns A and B. In Column A, the students were given time written in numerals and in Column B time written in Chinese characters with pinyin. Therefore, the students were supposed to match time from column A (numerical time) with the correct answer from column B (time in terms of Chinese characters with pinyin). The question was set from the topic of Time. The aim of the question was to assess the students' ability to ask about time. The question was as follows:

二． 匹配题 A 栏 和 B 栏．请把答案写在指定的地方．	
A 栏	**B 栏**
1. 08:20	A shí yī diǎn shí yī fēn 十一 点 十一 分 。
2. 07:10	B jiǔ diǎn sì shíwǔ fēn 九 点 四十五 分 。
3. 05:05	C wǔ diǎn wǔ fēn 五 点 五 分 。
4. 12:30	D shí èr diǎn sānshí fēn 十二 点 三十 分 。
5. 11:11	E bā diǎn èr shí fēn 八 点 二十 分 。
6. 09:45	F wǔdiǎn líng fēn 五 点 零 分 。
	G sān diǎn sì shí wǔ fēn 三 点 四十 五 分 。
	H qī diǎn shí fēn 七 点 十 分 。

The data analysis shows that 1,561 (100%) students attempted this question, out of whom 1,327 (85.0%) scored 4 to 5 marks which is considered as good performance, 142 (9.1%) students scored from 2 to 3 marks regarded as an average performance, while 92 (5.9%) students scored from 0 to 1 marks which is a weak performance. The students' general performance in this question was good, since 1,469 (94.1%) students scored 30% or above. Figure 2 summarises the students' performance in question 2.
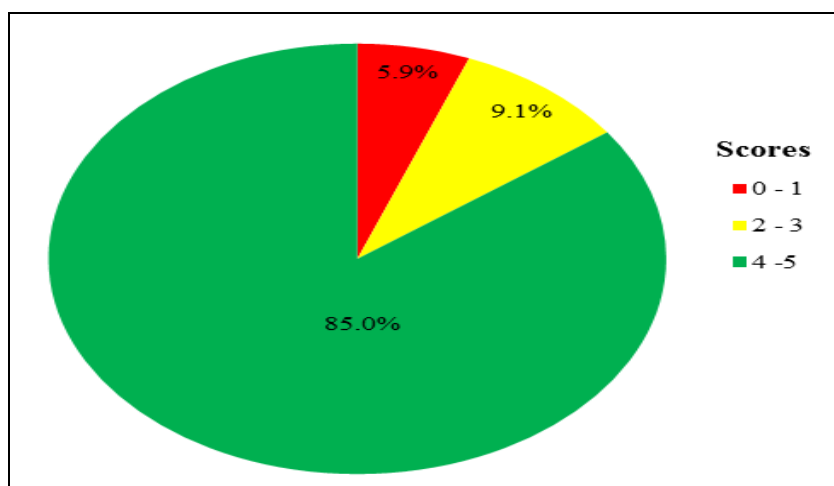
Figure 2: *The Percentages of the Students' Performance in question 2*

The data analysis shows that 1,327 (85.0%) students had good performance as they scored from 4 to 5 marks. These students identified numbers in Chinese characters as well as Chinese way of telling time. Therefore, they matched correctly the items given. Extract 2.1 is a sample of the students' good responses to question 2.

答案:						
A 栏	1	2	3	4	5	6
B 栏	E	H	C	D	A	B

Extract 2.1: A sample of the student's correct responses to question 2.

In Extract 2.1, the student matched correctly all the items.

Further analysis indicates that 142 (9.1%) students had an average performance as they scored from 2 to 3 marks. In this question, most of students did not understand numbers in Chinese language, thus they ended up guessing answers. For example, in item 2, the time was 07:10 and some students matched it with B 九点四五份 (9:45) which was incorrect. According to the question, the correct answer was 七点十分 (07:10). This indicates that students did not master well the topic of time.

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In addition to that, in item 6, the students were given 09:45 and they matched it with the response G 三点四十五分 (03:45) which was wrong. The correct answer was 九点四十五分 (9:45) for this case the students seem to read time in Kiswahili language instead of reading it in Chinese language. Extract 2.2 is a sample of the student's average responses to question 2.

答案:						
A栏	1	2	3	4	5	6
B栏	E	β	C	D	A	H

Extract 2.2: A sample of responses from a student with an average performance in question 2.

Extract 2.2 indicates that the student failed to match correctly item 2 and 6 but matched correctly item 3, 4 and 5.

Moreover, the students' analysis shows that 92 (5.9%) students performed weakly in this question as they scored from 0 to 1 mark. The students who failed this question did not master the topic of time in the Chinese language. Some students failed to recognise the Chinese characters given in list B, hence they chose answers by guessing. For example, in item 2, the students were given 07:10 in list A and were required to find the correct time which matched it from list B. The correct answer was H, 七点十分 (07:10) but the students' answer was B, 九点四十五分 (09:45). This indicates that the students had insufficient knowledge on Chinese numbers, hence they guessed the answer. However, others chose F, 五点零分 which was wrong because this is not a proper way of telling time in Chinese.

In item 3, the students were given 05:05 in list A, which they were required to match with its correspondence answer which was C, 五点五分 (05:05) from list B. Most of students who failed this item, chose G 03:45 and others choose A，十一点十一分 (11:10) which did not match with the question. Therefore, this indicates that the students did not understand the Chinese numbers.

Further analysis shows that the students who scored 0 in item 4 failed to match 12:30 with D 十二点三十分 (12:30). Most of students chose B 九点四十五分 (09:45) whereas others chose F，五点零分. All these were incorrect answers. This shows that the students failed to tell time in Chinese and did not master well numbers in the Chinese language.

Lastly, in item 5, the time given was 11:11 and the correct answer was A 十一点十一分 (11:11). The students who scored 0 in this item, some of them chose D 十二点三十分 (12:30) and others chose H 七点十分 （7:10） which did not match with the question. Extract 2.3 is a sample of the student's incorrect responses to question 2.

答案:						
A栏	1	2	3	4	5	6
B栏	E	B	G	F	D	C

Extract 2.3: A sample of the student's incorrect responses to question 2.

In Extract 2.3, the student failed to match correctly in all items.

2.2 Section B: Language Use

In this section, the students were given 7 questions, namely question 3, 4, 5, 6, 7, 8 and 9, and they were required to answer all of them. Each question carried 10 marks, thus making a total of 70 marks.

2.2.1 Question 3: True and False Items

In this question, the students were given a passage set from the topic of Job. They were required to read the passage and answer the questions by judging whether a statement is true or false by putting a tick against the correct answer and a cross against an incorrect statement. The question tested the students' ability to talk about jobs. The passage was:

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The data analysis indicates that 1,561 (100%) attempted this question, out of whom 433 (27.7%) scored from 8 to 10 marks, which is considered good performance, 785 (50.3%) students scored from 4 to 6 marks regarded as an average performance, while 343 (22.0%) students scored from 0 to 2 marks which is considered a weak performance. The students' general performance in this question was good, since 1,218 (78.0%) students scored 30% or above. Figure 3 summarizes the students' performance in question 3.
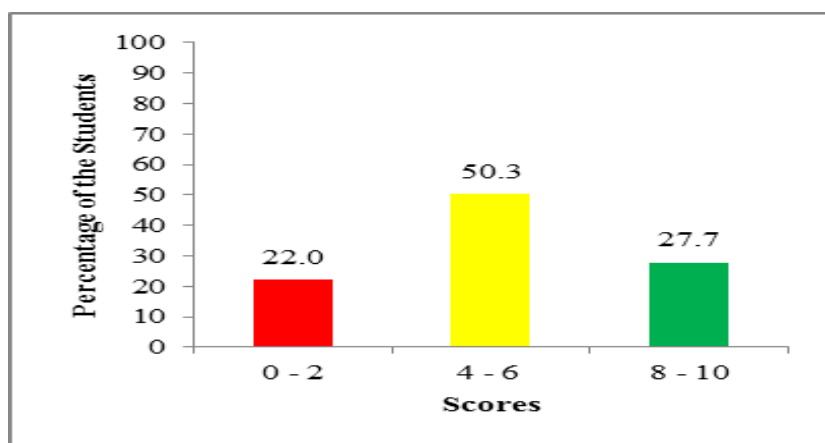
Figure 3: *The Percentages of the Students' Performance to question 3*

The analysis shows that 433 (27.7%) students had good performance as their scores ranged from 8 to 10 marks. This

indicates that they understood the passage and were able to use nouns and pronouns as appeared in the text. For example, in item 1, the students were asked 玛丽的爸爸每天都很忙 (Marys' father is busy every day). It was False because in the passage the statement stated that 我爸爸是一名医生，他在医院工作他每天都很忙 (My father is a doctor, works at hospital, he is busy every day) so, it was the writer's father who was busy and not Marys' father.

Furthermore, in item 3, the question was 我妈妈是校长 (My mother is headmistress). According to the passage the statement is false since the passage states that 玛丽的妈妈是学校的校长 (Mary's mother is the headmistress) and not the writer's mother. The students who scored full mark were able to identify who was the headmistress. Extract 3.1 is a sample of the student's good response to question 3.

Extract 3.1: A sample of the student's correct responses to question 3.

In Extract 3.1 the student responded well in all items.

Further data analysis reveals that 785 (50.3%) students had an average performance as they scored from 4 to 6 marks. These students scored full marks in some items but failed in others. The analysis shows that they partially comprehended the passage. Hence, failed to understand the keywords of the question. For example, item 1 stated that 玛丽的爸爸每天都很忙 (Marys' father is busy every day). The students who scored 0 failed to fetch information showing the person who was busy.

In item 4, the students who scored 0 did not realize that the noun 哥哥 (brother) which is used in the question, was represented by a pronoun (他) in the passage. Moreover, item 5 stated that 玛丽的哥哥是一个工程师 (Marys' brother is an engineer). According to the passage, the statement was false because the passage stated, 我的哥哥在上海工作，他是一个工程师 (My brother works in Shanghai, he is an engineer). Therefore, because of insufficient knowledge on the uses of pronouns 我的 (My), 他 (he) and noun 玛丽 (Mary), the students failed to respond to it correctly. Extract 3.2 is a sample of responses from a student with an average performance in question 3.

Lì rú　　Mǎ lì bù xǐ huan tā de bà ba huà de huàer·
例如：玛丽 不 喜欢 他 的 爸爸 画 的 画儿。（×）

　　　Mǎ lì de bà ba měi tiān dōu hěn máng·
1.　玛丽 的 爸爸 每 天 都 很 忙 。　　　（∨）

　　　Wǒ māma hé Mǎ lì de māma zài yì qǐ gōngzuò·
2.　我 妈妈 和 玛丽 的 妈妈 在 一起 工 作 。（∨）

　　　Wǒ māma shì xiàozhǎng·
3.　我 妈妈 是 校 长 。　　　　　　　（∨）

　　　Gē ge měi gè chūn jié sòng wǒ lǐ wù·
4.　哥哥 每 个 春节 送 我 礼物 。　　　（∨）

　　　Mǎ lì de gē ge shì yí gè gōngchéngshī·
5.　玛丽 的 哥哥 是 一 个 工 程 师。　　（×）

Extract 3.2: A sample of responses from a student with an average performance in question 3.

In Extract 3.2, the student wrote correct answer in item 2, 4 and 5 but incorrect answer in items 1 and 3.

Moreover, the data analysis indicates that 343 (22.0%) students had weak performance as they scored from 0 to 2 marks. These students failed to comprehend the text and they did not understand the requirements of each question. Thus, they could not judge the statements as being true or false. For example, item 1 required the students to identify who was busy between 我爸爸 (My Father) writer's farther and 玛丽的爸爸 (Marys' father). The students in this category failed to respond correctly to the question due to the lack of understanding of the passage.

In tem 2, the students were not familiar with the uses of expression A 和 B + 一起 (together) that was the keyword of the question, where by in the statement given A represents (writter's mother) and B represents (Marys' mother). They failed to identify the people who were Marys' mother and my mother. Furthermore, in item 3, the students failed to understand both the passage and the requirement of the question. According to the passage, Marys' mother was identified as a headmistress. On the contrary, some students wrote 我妈妈 (my mother) which was wrong because 我妈妈 (my mother) works together with 玛丽的妈妈 (Marys' mother) but she was not a headmistress.

Likewise, in item 4, the students did not know the person who gave him/her a gift. They also failed to understand that the noun 哥哥 (brother) in the question and the pronoun 他 (he) in the passage was referring to the same person.

Finally, in item 5, the students who scored 0 failed to identify who was an engineer between 玛丽的哥哥 (Marys' brother) and 我的哥哥 (my mother) according to the passage. This shows that the students did not master well the nouns, pronouns and professions names. Extract 3.3 is a sample of the student's incorrect responses to question 3.

Extract 3.3: A sample of the student's incorrect responses to question 3.

In Extract 3.3, the student wrote incorrect answers in all items.

2.2.2 Question 4: Re-arranging the Jumbled Words into Sentences

This question comprised 5 items, containing jumbled words which the students were required to re-arrange to form meaningful sentences. The words derived from the topic of Colour and Size. The question tested student's ability to apply Chinese language structure and recognise different colours and size. The question was:

四. 连词成句。

Lìrú
例如：① 是 shì ② 坦桑尼亚 Tǎnsāngníyà ③ 我 wǒ ④ 人 rén

答案：③ ① ② ④

1. ① 颜色 yán sè ② 坦桑尼亚 Tǎnsāngníyà ③ 四 种 sì zhǒng ④ 的国旗 de guó qí ⑤ 有 yǒu

   ....。

2. ① 这 zhè ② 太 tài ③ 双 shuāng ④ 大了 dà le ⑤ 鞋 xié

   ....。

3. ① 买了 mǎi le ② 裤子 kù zi ③ 妈妈 māma ④ 新 xīn

   ....。

4. ① 蓝色的 lán sè de ② 衣服 yī fu ③ 我 wǒ ④ 是 shì ⑤ 的 de

   ....。

5. ① 花园 huāyuán ② 现在 xiànzài ③ 漂亮 piàoliang ④ 越来越 yuè lái yuè

   ....。

A total of 1,561 (100%) students attempted the question, out of whom 160 (10.2%) scored from 8 to 10 marks which is a good performance, 363 (23.3%) students scored from 4 to 6 marks which is an average performance, and 1,028 (66.5%) students scored from 0 to 2 marks which is a weak performance. The students' general performance in this question was average, since, 523 (33.5 %) students scored 30% or above. Figure 4 summarizes the students' performance in question 4.
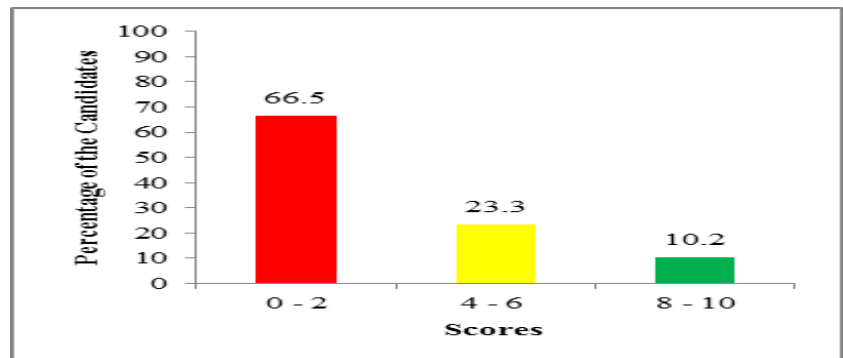
Figure 4: *The Percentages of the Students' Performance in question 4*

Furthermore, the data analysis denotes that 363 (23.3%) students had an average performance as they scored from 4 to 6 marks. These students had partial knowledge of Chinese grammar as well as the meaning of the words given. They wrote correct answers in some items but failed in others. For example, most of the students failed to re-arrange words correctly in items 2 and 3.

In item 2, the students were required to identify the structure 太……了 and the proper use of the measure word 双（measure word of things in pair）to be placed before a noun and after demonstrative pronoun (这+双+N). The students who wrote 这大了双鞋太 were unaware of the word which had to come first and which one had to come last.

Additionally, in item 3, the students did not know the meaning of the word 新 (new) and its position in the sentence. They re-arranged by guessing. For example, one of them instead of writing 妈妈买了新裤子 (Mother bought a new trouser), he/she wrote 妈妈新买了裤子 which was incorrect because 新 is an adjective which is always used together with a noun. Extract 4.1 is sample from a student with an average performance in question 4.

四． 连词成句。

Lìrú
例如： ① 是 ② 坦桑尼亚 ③ 我 ④ 人
　　　　　shì　　　Tǎnsāngníyà　　wǒ　　rén

答案： ③ ① ② ④

1. ① 颜色 ② 坦桑尼亚 ③ 四种 ④ 的国旗 ⑤ 有
　　yán sè　　Tǎnsāngníyà　　sì zhǒng　　de guó qí　　yǒu
② ④ ⑤ ③ ① ……………………………………………。

2. ① 这 ② 太 ③ 双 ④ 大了 ⑤ 鞋
　　zhè　　tài　　shuāng　　dà le　　xié
① ③ ④ ② ⑤ ……………………………………………。

3. ① 买了 ② 裤子 ③ 妈妈 ④ 新
　　mǎi le　　kù zi　　māma　　xīn
③ ④ ① ② ……………………………………………。

4. ① 蓝色的 ② 衣服 ③ 我 ④ 是 ⑤ 的
　　lán sè de　　yī fu　　wǒ　　shì　　de
③ ⑤ ② ④ ① ……………………………………………。

5. ① 花园 ② 现在 ③ 漂亮 ④ 越来越
　　huāyuán　　xiànzài　　piàoliang　　yuè lái yuè
② ① ④ ③ ……………………………………………。

Extract 4.1: A sample of responses from a student with an average performance in question 4.

In Extract 4.1, the student wrote correct answer in item 1, 4 and 5 but incorrect answer in item 2 and 3.

Moreover, the data analysis indicates that 1,028 (66.5%) students had weak performance as they scored from 0 to 2 marks. These students had insufficient knowledge of Chinese grammar, especially Chinese syntax, the meaning of vocabulary given as well as skills of arranging Chinese jumbled words. Some students re-arranged by guessing. For example, in item 1, the students who scored 0 had insufficient knowledge of the Chinese grammar 有句 (have phrase) a sentence with a verb 有 (to have). Some students wrote 颜色有坦桑尼亚的国旗四种. These students did not know the meaning of the words given. They also did not know the place of the measure word 种 (kind) which is always used before a noun and after a number.

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In item 2, some students scored 0 because they did not master the structure 太……了. For instances, some students wrote 这双大了太鞋 the sentence which was not correct and has no meaning, because the elements were to be properly arranged in the sentences. For instance, the adjective was to be placed between 太 and 了. They also failed to realise that the word 鞋 (Shoe) had to be used together with a measure word 双 (pair). Furthermore, few of students wrote 双鞋这太大了 which was wrong. In Chinese, the demonstrative pronoun should be put before a noun, therefore the correct answer was 这双鞋太大了 (This pair of shoes is too big).

In item 3, the students who scored 0 were not familiar with the basic structure of the Chinese sentence: S+V+ 了 +O. Some students wrote 妈妈裤子新买了 (Mother trouser new bought). This was due to the fact that they had insufficient knowledge on the use of particle 了. They also did not know that a particle 了 is sometimes used with a verb (V+了) to get the structure S+V+了 +O. Therefore, the correct answer was 妈妈买了新裤子 (Mother bought new a trouser).

In item 4, the students who scored 0 had insufficient knowledge on the use of the grammar pattern 是……. 的. Some of them did not understand the meaning of the given words, as a result they re-arranged the words randomly. Other students left the question unanswered. Others wrote 我是衣服的蓝色的 (I am cloth my blue) which was wrong. This shows that they did not know that the word 衣服 (clothes) is not a person. Some students wrote 我是的衣服蓝色的 (I am my cloth blue) which was also wrong. These students failed to realise that before 的 there must be a personal pronoun or noun but not a verb.

In item 5, the students who scored 0 mark had insufficient knowledge of grammatical pattern 越来越 (more and more) which is often accompanied by an adjective. They also did not notice that an adverb 现在 (now) had to be placed before or after a noun or a personal pronoun. Some of them failed to use the adjective 漂亮 (beautiful) because they did not know that it had

to be used with the expression 越来越 (more and more). For instance, a few of the students wrote 漂亮花园现在越来越，because they did not realise that the adjective 漂亮 (beautiful) can not be used as a subject. Others wrote 花园越来越漂亮现在 (The garden is becoming more and more beautiful now), which was an incorrect answer. They failed to realize that an adverb 现在 (now) had to be placed before or after a noun 花园 (garden). The correct answer was 现在花园越来越漂亮 (Now the garden is becoming more and more beautiful). Extract 4.2 is a sample of the student's incorrect responses to question 4.

Extract 4.2: A sample of the student's incorrect responses to question 4.

In Extract 4.2, a sample of responses from the student who re-arranged all sentence incorrectly.

The data analysis shows that a total of 160 (10.2%) students performed well in this question, as they scored from 8 to 10 marks. Those who got full marks had sufficient knowledge of Chinese language and mastered well the Chinese grammar and structure. For instance, in item 1, the students who got it right knew that the noun 坦桑尼亚 (Tanzania) is followed by a

possessive modal particle 的 accompanied by a noun 国旗 (flag). They also identified the verb 有 (to have) which comes after the subject. Finally, they knew that the noun 颜色 (Colour) had to be accompanied by the number with a measure word, thus they ended up writing the correct answer 坦桑尼亚的国旗有四个颜色 (The National flag of Tanzania has four colours).

Further analysis shows that in item 2, the students were required to use the structure 太……了 (very) and the proper use of the measure word 双 (measure word of things in pair). The students who scored full mark knew that the measure word 双 (measure word of things in pair) had to be placed before a noun and after a demonstrative pronoun (这 + 双 +N). These students had sufficient knowledge of meaning of the given words, as they managed to re-arrange this sentence correctly. They wrote 这双鞋太大了 (This pair of shoe is very big).

Furthermore, in item 3, the students who got this item right were aware of the structure S+V+O. They knew that in the subject position there was a noun 妈妈 (mother) which had to be followed by a verb 买 (buy). They also knew that an object of the sentence was 新裤子 (new trouser). Thus they wrote the correct answer 妈妈买了新裤子 (Mother bought a new trouser).

Moreover, in item 4, the students had sufficient knowledge on the grammar pattern 是…….的. This particle was used to emphasize on the colour of the clothes and the owner of the clothes. For instance, the students who re-arranged correctly as 我的衣服是蓝色的 (My clothes are blue in colour) mastered well the use of the grammar pattern 是……. 的 that emphasizes on the colour of the clothes and its owner 蓝色的衣服是我的 (The blue clothes are mine).

Finally, in item 5, the students who scored full mark were aware of the uses of Chinese grammar 越来越 (more and more). They also knew that the word 现在 (now) can be placed before or after a noun or personal pronoun. For instance, some students wrote a correct answer such as 花园现在越来越漂亮 (The garden is becoming more and more beautiful now) and others

wrote 现在花园越来越漂亮 (Now the garden is becoming more and more beautiful). This implies that the students had sufficient knowledge of Chinese sentence structures. Extract 4.3 is a sample of the student's good responses to question 4.

四． 连词成句。

例如： Lìrú ① shì 是 ② Tǎnsāngníyà 坦桑尼亚 ③ wǒ 我 ④ rén 人

答案： ③ ① ② ④

1. ① yán sè 颜色 ② Tǎnsāngníyà 坦桑尼亚 ③ sì zhǒng 四 种 ④ de guó qí 的国旗 ⑤ yǒu 有
   ② ④ ⑤ ③ ① 。

2. ① zhè 这 ② tài 太 ③ shuāng 双 ④ dà le 大了 ⑤ xié 鞋
   ① ③ ⑤ ② ④ 。

3. ① mǎi le 买了 ② kù zi 裤子 ③ māma 妈妈 ④ xīn 新
   ③ ① ④ ② 。

4. ① lán sè de 蓝色的 ② yī fu 衣服 ③ wǒ 我 ④ shì 是 ⑤ de 的
   ③ ⑤ ② ④ ① 。

5. ① huāyuán 花园 ② xiànzài 现在 ③ piàoliang 漂亮 ④ yuè lái yuè 越来越
   ② ① ④ ③ 。

Extract 4.3: A sample of the student's correct responses to question 4.

In Extract 4.3, the student re-arranged all the jumbled words into correct sentences.

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

The question had 5 items where each of them carried 2 marks thereby making a total of 10 marks. The students were required to choose a letter of the given word and fill the blanks provided. The question was set from the topic of Jobs and Hobby and tested the students' ability to state his/her hobbies and talk about jobs. The question was as follows:

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五. 选合适的词写在指定的地方。第一题已给出.

A 是 shì　B 去 qù　C 想 xiǎng　D 看 kàn　E 做 zuò　F 吧 ba

1. 你是科学家（ F ）？ Nǐ shì kēxuéjiā

2. 张 丽 不 想（　）作家。 Zhāng lì bù xiǎng zuòjiā

3. 我爸爸（　）运动员。 Wǒ bàba yùndòngyuán

4. 他（　）哪儿打篮球？ Tā nǎr dǎ lánqiú

5. 李小龙（　）去运动场。 Lǐ Xiǎolóng qù yùndòngchǎng

6. 玛丽在家（　）中国电影。 Mǎlì zài jiā Zhōngguó diànyǐng

The data analysis indicates that 1,561 (100%) students attempted the question, out of whom 235 (15.1%) students scored from 8 to 10 marks that shows good performance, 653 (41.8%) students scored from 4 to 6 marks which is an average performance, and 673 (43.1%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was average, since 888 (56.9%) students scored 30% or above. Figure 5 summarizes the students' performance in question 5.
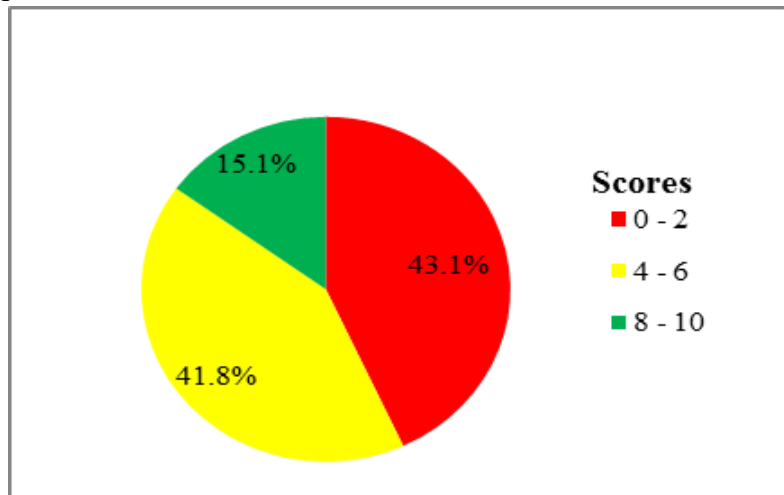

Figure 5: *The Percentages of the Students' Performance in Question 5*

Furthermore, the data analysis shows that 653 (41.8%) students had an average performance as they scored from 4 to 6 marks. These students were able to answer correctly in some items but failed in others. Also they had partial knowledge on Chinese grammar and language use. Most of students in this category failed in item 3, 4 and 5. For example, in item 3, some students opted a verb to be 是 (is) because they did not know that the word 哪儿 (where) is normally used to ask about places.

In item 3, the students failed to differentiate between the meaning of the word 运动 (do exercise) and that of the word 运动员 (Athlete), they opted E 做 (do) without knowing that you can not put a verb 做 (do) before the person object 运动员 (Athlete) but you can use 做 (do) before 运动 (do exercise). Few of them chose B 去 (go) which was also wrong. These students failed to differentiate the meaning of these two words hence failed to choose the correct answer.

In item 4, most of students failed to choose the correct answer because they could not identify which verb had to be filled in the blank. Therefore, they ended up choosing the alternatives randomly.

In item 5, the students failed to differentiate between the word 运动 (do exercise) and 运动场 (playground). Most of them chose 做 (do) which was wrong because the two main verbs 做 (do) and 去 (go) can not be used together and be followed by a name of place. The correct answer was C 想 (want). Extract 5.1 is a sample of responses from a student who performed averagely in this question.

五. 选合适的词写在指定的地方。第一题已给出.

shì	qù	xiǎng	kàn	zuò	ba
A 是	B 去	C 想	D 看	E 做	F 吧

Nǐ shì kē xué jiā
1. 你 是 科 学 家（ F ）？

Zhāng lì bù xiǎng zuòjiā·
2. 张 丽 不 想 （ C ）作 家。

Wǒ bàba yùndòngyuán·
3. 我 爸 爸 （ A ）运 动 员 。

Tā nǎr dǎ lánqiú·
4. 他（ B ）哪儿 打 篮 球？

Lǐ Xiǎolóng qù yùndòngchǎng·
5. 李 小 龙 （ D ）去 运 动 场 。

Mǎlì zài jiā Zhōngguó diànyǐng·
6. 玛丽在家（ E ）中 国 电 影。

Extract 5.1: A sample of responses from a student with an average performance in question 5.

In Extract 5.1, the student wrote correct answers in items 3 and 4 but incorrect answers in items 2, 5 and 6.

Furthermore, the data analysis indicates that 673 (43.1%) students had weak performance as they scored from 0 to 2 marks. These students had insufficient knowledge of Chinese grammar and language use. They chose words randomly in order to fill in the blanks which made them to write incorrect answers. For example, in item 2, the question required students to identify a verb that had to be used together with a noun 作家 (author). Some students opted D 看 (watch) which was wrong because a verb 看 (watch) cannot be used before a word 作家 (Author). Others chose A 是 (is) which was incorrect because it is a verb to be.

In item 3，the students were required to identify the meaning of the word 运动员 (an athlete) as well as the use of the verb to be 是 (is). Due to insufficient knowledge about the meaning and uses of the given words and sentence, some students opted D 看 (watch) which was wrong since the two words do not correlate. Other students chose B 去 (go) which can be used with 运动 (Exercise) but not with 运动员 (an athlete) because athlete refers

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to a person. Few students chose 想 (want) because they did not know that it can be used with 运动 (exercise) and not with 运动员 (Athlete). Other students left the question unanswered.

In item 4, the question required the students to recognize the use of an adverb of place 哪儿 (where), but most of them failed to choose the correct answer. They did not understand that the word 哪儿 (where) is always used with a verb 去 referring to a place. Also the insufficient knowledge of Chinese words made some students chose A 是 (is) which was wrong. 是 (is) is a verb which can not be used with an interrogative pronoun 哪儿 (where). They did not also realise that 想 (want) can be followed by the main verb but not an adverb of place. Some of them opted E 做 (do) which cannot be used with 哪儿 (where). Thus, the correct answer for this item was B 去 (go).

In item 5，most of the students failed to choose the correct answer 想 (want) because they did not know that 想 (want) is an auxiliary verb accompanied with a main verb to show somebody's wishes. For instance, some students chose E 做 (do) and A 是（is） while others opted D 看 (watch). All these alternatives were wrong because they were main verbs and the sentence already had the main verb 去 (go).

In item 6，the students were required to choose a main verb 看 (watch) as the correct answer. Most of the students did not know that the word 中国电影 (Chinese movie) is a noun functioning as an object and that it needed to be accompanied with the verb 看 (watch). They failed to differentiate between the noun phrase 中国电影 (Chinese Movie) and a noun 中国 (China). Hence some students opted B 去 (go) without knowing that it is used together with a noun of place. Others opted E 做 (do) because they failed to notice that 做 (do) can not be used with a noun phrase 中国电影 (Chinese Movie). It can be used with other objects that can be affected by a subject but not 中国电影 (Chinese Movie). Others opted C 想 (want) without knowing that 想 (want) is an auxiliary verb that is always accompanied with a main verb which, however, was not available in this question there was no main

verb. Extract 5.2 is a sample of the student's incorrect responses to question 5.

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五．  选合适的词写在指定的地方。第一题已给出.
         shì        qù        xiǎng       kàn          zuò          ba
      A 是    B 去    C 想     D 看     E 做      F 吧
      Nǐ shì kē xué jiā           ?
   1. 你是科学家（ F ）？
      Zhāng lì bù xiǎng      zuòjiā·
   2. 张 丽 不 想 （ B ）作 家。
      Wǒ bàba              yùndòngyuán·
   3. 我 爸 爸 （ A ）运 动 员 。
      Tā          nǎr  dǎ lánqiú·
   4. 他（ E ）哪儿 打 篮 球?
      Lǐ Xiǎolóng           qù yùndòngchǎng·
   5. 李 小 龙 （ D ）去 运 动 场 。
      Mǎlì zài jiā         Zhōngguó diànyǐng·
   6. 玛 丽 在 家（ C ）中 国 电 影 。
```

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

In Extract 5.2, the student wrote incorrect answer in all items.

The data indicates that 235 (15.1%) students had good performance as they scored from 7 to 10 marks. They knew the meaning and the uses of the given words. For example, in item 2, the students were required to identify the verb which is used together with the noun 作家 (Author). Most of the students chose the correct answer 做 （become） because they noted that the verb 做 (become) collocates with the noun 作家 (Author). They also identified the auxiliary verb 想（want） which is always used before the main verb.

In item 3, the students were required to fill in the blank with the verb to be 是 (is) which goes together with the noun 运动员 (Athlete). Most of students chose the correct answer B 是 (is) because they knew that the noun 运动员 (an athlete) is accompanied with the verb to be 是 (is).

In item 4, the students identified the correct answer B 去 (going) because they mastered well the use of an adverb of place 哪儿 (where) which is always used with a verb 去 (going).

In item 5, the students were supposed to choose the auxiliary verb 想 (want) and used it to fill in the blank. Those who chose the correct answer knew that an auxiliary verb 想 (want) is always accompanied with a main verb to show somebody's wishes. They noted that a main verb 去 (going) had to be combined together with an auxiliary verb 想 (want) to indicate wishes. Therefore they chose the correct answer C 想 (want).

In item 6, the students were required to choose 看 (watch) as the correct answer. The students who scored full mark knew that the word 中国电影 (chinese movie) is an object which needed to be accompanied with the verb 看 (watch). Thus they wrote the correct answer D 看 (watch). Extract 5.3 is a sample of the student's correct responses to question 5.

五． 选合适的词写在指定的地方。第一题已给出．

　　shì　　　　qù　　　　xiǎng　　　　kàn　　　　zuò　　　　ba
　A 是　　B 去　　C 想　　　D 看　　　E 做　　　F 吧

　Nǐ shì kē xué jiā　　　　?
1. 你是科学家（ F ）？

　Zhāng lì bù xiǎng　　　zuòjiā·
2. 张丽不想（ E ）作家。

　Wǒ bàba　　　　yùndòngyuán·
3. 我爸爸（ A ）运动员。

　Tā　　　nǎr　dǎ lánqiú·
4. 他（ B ）哪儿打篮球？

　Lǐ Xiǎolóng　　　qù yùndòngchǎng·
5. 李小龙（ C ）去运动场。

　Mǎlì zài jiā　　　Zhōngguó diànyǐng·
6. 玛丽在家（ D ）中国电影。

Extract 5.3: A sample of the student's correct responses to question 5.

In Extract 5.3, the student wrote correct answer in all items.

2.2.4 Question 6: Completing the Sentence by Using the Words Given in the List

The question had 5 items where each item had 2 marks, making a total of 10 marks. The students were required to choose the correct answers and fill in the blanks provided. The question was set from the topic of Jobs and Hobby. The question tested the students' ability to understand and use Chinese vocabulary. The question was as follows:

六． 选合适的词写在指定的地方。第一题已给出．

tiāntiān	àihào	jié mù	diànnǎo	wǎngqiú	Běijīng
A 天天	B 爱好	C 节目	D 电脑	E 网球	F 北京

Wǒ qù
1. 我去（ F ）。

Bàba de　　　shì tīng yīnyuè·
2. 爸爸的（　）是 听 音乐。

Nǐ xǐhuan　　　yóuxì ma？
3. 你喜欢（　）游戏 吗？

Gē ge huì dǎ
4. 哥哥 会 打（　）。

Jīntiān diànshì　　　hěn hǎokàn·
5. 今天 电视（　）很 好看。

Wǒ　　　kàn diànyǐng·
6. 我（　）看 电 影。

A total of 1,561 (100%) students attempted the question, out of whom 584 (37.4%) scored from 7 to 10 marks showing a good performance, 574 (36.8%) students scored from 3 to 6 marks which is an average performance, and 403 (25.8%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1,158 (74.2%) students scored 30% or above. Figure 6 summarizes the students' performance in question 6.

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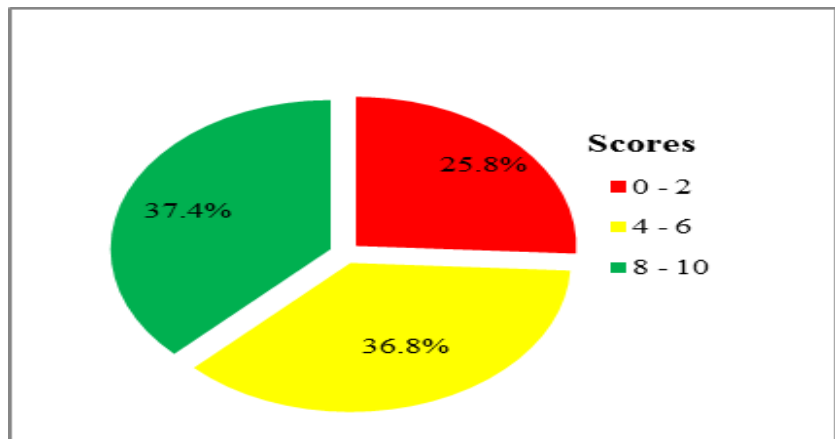
Figure 6: *The Percentages of the Students' Performance in Question 6*

The data analysis shows that, 584 (37.4%) students had good performance as they scored from 7 to 10 marks. These students had sufficient knowledge of Chinese vocabulary. Thus they managed to choose the correct answers. For example, in item 2, the students chose the correct answer B 爱好 (hobby) because they knew how to talk about someone's hobby. They were also familiar with the word 爱好（hobby）and 音乐 (music) which were used in the sentences.

In item 3, the students who scored full mark understood the meaning and uses of the words 电脑 (computer) and 游戏 (game). In item 4, the students who responded well identified the meaning of the word 打 (play) which collocates with the noun 网球 (play). Thus, they chose alternative E 网球 (Tennis) which was the correct answer.

In item 5, the students who scored full mark knew that the word 节目 (program) goes together with the word 电视 (Television) to mean TV Program. This implies that they had sufficient knowledge pertaining to the use of Chinese vocabulary. Thus, this enabled them to choose the correct answer C 节目 (program).

In item 6, the students who got full mark identified the uses of the adverb 天天 (every day) which is used before or after a noun or a personal pronoun and followed by a verb to show daily

routine in doing something. Extract 6.1 is a sample of the student's correct responses to question 6.

```
六．选合适的词写在指定的地方。第一题已给出．
        tiāntiān      àihào      jié mù      diànnǎo      wǎngqiú      Běijīng
    A 天天    B 爱好    C 节目    D 电脑    E 网球    F 北京
        Wǒ qù
    1. 我去（ F ）。
        Bàba de                  shì tīng yīnyuè·
    2. 爸爸的（ B ）是 听 音乐。
        Nǐ xǐhuan                  yóuxì ma？
    3. 你喜欢（ D ）游戏 吗？
        Gē ge huì dǎ
    4. 哥哥会打（ E ）。
        Jīntiān diànshì              hén hǎo kàn·
    5. 今天 电视（ C ）很 好 看。
        Wǒ          kàn diànyǐng·
    6. 我（ A ）看 电 影．
```

Extract 6.1: A sample of the student's correct responses to question 6.

In Extract 6.1, the student wrote correct answers in all items.

Further data analysis shows that 574 (36.8%) students had an average performance. They scored from 4 to 6 marks. These students answered correctly some items and failed in other items. They were familiar with the uses of few vocabulary. For example, in item 2, the students were required to express hobby whose correct answer was alternative B 爱好 (hobby). Some students opted D 电脑 (computer), they did not know that it is a machine having games (called computer games (电脑游戏) in which someone can be interested in. Others opted C 节目 (program) without knowing that it is a sequence of broadcasting shows for a day, a week or a month.

In item 6, the students failed to use an adverb of time 天天 (every day) because they did not know its meaning and uses in the sentence. Some students chose wrong alternatives D 电脑 (computer) and C 节目 (program) because they did not

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understand their meanings and their uses. Extract 6.2 is a sample of responses from a student with an average performance.

六．选合适的词写在指定的地方。第一题已给出.

| A | 天天 tiāntiān | B | 爱好 àihào | C | 节目 jié mù | D | 电脑 diànnǎo | E | 网球 wǎngqiú | F | 北京 Běijīng |

Wǒ qù
1. 我去（F）。

Bàba de   shì tīng yīnyuè
2. 爸爸的（B）是听音乐。

Nǐ xǐhuan   yóuxì ma？
3. 你喜欢（D）游戏吗？

Gē ge huì dǎ
4. 哥哥会打（A）。

Jīntiān diànshì   hěn hǎokàn
5. 今天电视（E）很好看。

Wǒ   kàn diànyǐng
6. 我（C）看电影。

Extract 6.2: A sample of responses from a student with an average performance in question 6.

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

Furthermore, the data analysis indicates that 403 (25.8%) students had weak performance as they scored from 0 to 2 marks. These students did not master well the vocabulary given and their uses. For example, in item 2, the students who scored 0 did not know how to talk about someone's hobby. Most of them choose C 节目 (program) which can not be used to express someone's hobby. Others opted E 网球 (Tennis) because they did not realize that 网球 (Tennis) is a hobby like 听音乐 (Listening music) which was wrong.

In item 3, the students who scored 0 could not identify an answer 电脑 (computer) because they did not know that the word 游戏 (game) collocates with the word 电脑 (computer). Some of them opted for A 天天 (every day) which does not refer

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to any kind of games. Others left the question unanswered and few of them opted B 爱好 (hobby) which was also wrong.

In item 4, the students were required to fill the blank using a noun of a game which goes with a verb 打 (play). Some students who scored zero opted D 电脑 (computer). They did not know that you can not play 电脑 (computer). Others opted C 节目 (Program) because they did not know that you can not play program. This reveals that these students were not aware of the use of these vocabulary items.

In item 5, the students who scored 0 did not know the meaning of the word 节目 (Program). Most of the students in this category confused this word with the words 电脑 (computer) and 网球 (Tennis).

In item 6, the students who scored 0 did not know the meaning and the use of an adverb 天天 (every day). Some students left the question unanswered while others chose the answer randomly. Some of them opted B 爱好 (hobby) which is a noun and not an adverb of time. Others opted E 网球 (Tennis) which was also wrong. Extract 6.3 is a sample of incorrect responses to question 6 from a student with weak performance.

六. 选合适的词写在指定的地方。第一题已给出.

tiāntiān	àihào	jiémù	diànnǎo	wǎngqiú	Běijīng
A 天天	B 爱好	C 节目	D 电脑	E 网球	F 北京

Wǒ qù
1. 我去（ F ）。

Bàba de　　　shì tīng yīnyuè
2. 爸爸的（ E ）是 听 音乐。

Nǐ xǐhuan　　　yóuxì ma?
3. 你喜欢（ A ）游戏 吗?

Gēge huì dǎ
4. 哥哥 会 打（ D ）。

Jīntiān diànshì　　　hěn hǎokàn
5. 今天 电视（ C ）很 好看。

Wǒ　　　kàn diànyǐng
6. 我（ B ）看 电影。

In Extract 6.3, the student wrote incorrect answer in all items.

2.2.5 Question 7: Writing Chinese Characters of the Given Pinyin

The students were required to write the correct Chinese characters to fill in the blanks provided according to the given pinyin. The question was set from the topic of Hobby. Each item carried 2 marks which made a total of 10 marks. This question examined the students' ability to write Chinese characters. The question was as follows:

七. 根据拼音写汉字。

例如： Lìrú Wǒmen jīntiān kāishǐ xué xí Fǎyǔ
我们 今天 开始 （ ） （ ） 法语。

1. Jiějiě xǐhuan kàn Zhōngguó diàn yǐng·
姐姐 喜欢 看 中国 （ ） （ ）。

2. Nǐ huì shuō Hàn yǔ ma?
你 会 说 （ ） （ ） 吗？

3. Wǒ hé bàba zuò qì chē lái Běijīng·
我 和 爸爸 坐 （ ） （ ） 来 北京。

4. Tā jiā zài Yīng guó·
他 家 在 （ ） （ ）。

5. Tāmen qù cháng chéng·
他们 去 （ ） （ ）

答案

Lìrú 例如：		1		2		3		4		5	
xué	xí	diàn	yǐng	Hàn	yǔ	qì	chē	Yīng	guó	Cháng	chéng
学	习										

The data analysis indicates that 1,561 (100%) students attempted the question, out of whom 84 (5.4%) scored from 7 to 10 marks showing good performance, 1,336 (85.6%) students scored from 3 to 6 marks which is an average performance, and 141 (9.0%) students scored from 0 to 2 marks which is a weak

performance. The general performance in this question was good, since 1,420 (91.0%) students scored 30% or above. Figure 7 summarizes the students' performance in question 7.
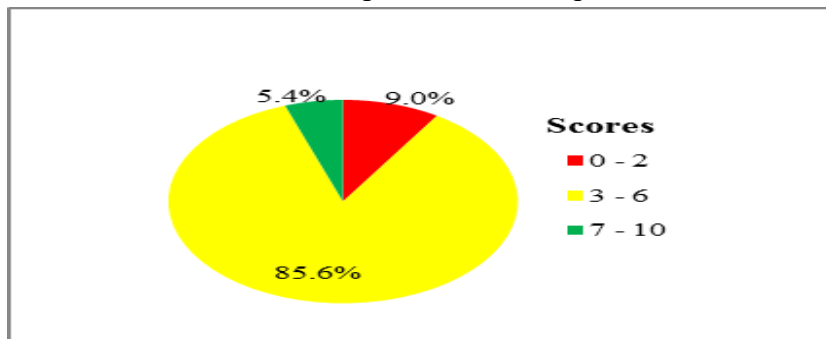
Figure 7: *The Percentages of the Students' Performance in question 7*

The data analysis shows that 84 (5.4%) students had good performance. These students scored from 6 to 10 marks. They were able to write Chinese characters correctly by adhering to rules and regulations. They also knew well the pinyin given. This implies that they had adequate knowledge of writing Chinese characters. For example, in items 3, 4 and 5 the students wrote correct answers 汽车 (cars), 英国 (United Kingdom) and 长城 (great wall), respectively. This reveals that the students had sufficient knowledge of writing Chinese character. Extract 7.1 is a sample of the student's correct responses to question 7.

答案											
Lìrú 例如:		1		2		3		4		5	
xué	xí	diàn	yǐng	Hàn	yǔ	qì	chē	Yīng	guó	Cháng	chéng
学	习	电	影	汉	语	汽	车	英	国	长	城

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

In Extract 7.1, the student wrote correct characters in all items

Moreover, a total of 1,336 (85.6%) students performed averagely because they scored from 3 to 6 marks. These

students were able to write some characters correctly but failed to write some of them. Some students either added or dropped some Chinese strokes while others confused the pronunciation of Chinese characters. For example, in item 3, the students were asked to write 汽车 (car) but some of them wrote 旗车 the first character 旗 means (flag). They were confused with the pronunciation *qí*, since both characters have the same initials and finals but they have different tone markers with different characters.

In item 2, some students among those who scored 0 failed to write the character 语 as they dropped the upper stroke heng 一 which resulted into an incorrect character. Few of them failed to differentiate between the pronunciation of the pinyin *yu* of rain and *yu* of language, hence they wrote 汉雨 instead of 汉语.

In item 4，the students were required to write 英国 (United Kingdom) but most of them wrote a meaningless characters 影国 in which the first character 影 means (film). These students failed to distinguish between the character 英 and 影. Extract 7.2 is a sample of responses to question 7 from a student with an average performance.

答案										
Lìrú 例如:		1		2		3		4		5
xué	xí	diàn	yǐng	Hàn	yǔ	qì	chē	Yīng	guó	Cháng	chéng
学	习	电	景彡	汉	语	去	吃	羊	国	常	柱

Extract 7.2: A sample of responses from a student with an average performance in question 9.

In extract 7.2, the student wrote correct character in items 1 and item 2 but failed in others.

The data analysis shows that 141 (9.0%) students had weak performance as they scored from 0 to 2 marks. These students

wrote correct answers in some items but failed in others. Some of them were able to write correctly either one character or a part of a character. These students had insufficient knowledge of writing Chinese characters. They also could not observe the rules of writing Chinese characters. Some students confused the characters which have same pronunciation while others failed to write some strokes and radicals correctly. For instance, in item 1, the students were required to write the pinyin *diànyǐng* (movie) in Chinese character. Some students in this category were able to write the first part 电 which was not correct because they confused the stroke ∟ and ∟. Other students wrote incorrectly the left part of the character 电影 which is 影 and whose components are 日，京 and 彡. Thus, they confused the upper part of this character as they wrote 口 instead of writing 日 which was not correct.

In item 2, most of students skipped the first and the second part of the question as they wrote 雨 (rain). These students did not notice that they were required to write 语 (language). Some students could not write the radical 氵 of the character 汉. They wrote radical 冫 instead of radical 氵.

In item 3, the students who scored 0 were not able to write the characters. Some students wrote 去吃 (go to eat) which they confused with the word 汽车 (car). Others wrote 医生 (doctor) whose pinyin *yīshēng* and *qìchē* are quite different. This means that these students were unfamiliar with these pinyin.

In item 4, some students were able to write a left part of the character 英国 (United Kingdom) while others wrote 美国 (America) instead of 英国 (United Kingdom). They were confused about the meaning of the character. For instance, some students were confused about the pronunciation *yīng* of right part of the character, thus they wrote 影 instead of 英.

In tem 5, the students were required to write great wall in Chinese character. Some students were not able to write this character as they ended up copying a character with the same pronunciation as the character 长城 (great wall) from the

question paper. Some students wrote 常程 and few of them wrote 常常 (often) all were wrong answers. Extract 7.3 is a sample of the student's incorrect responses to question 7.

答案

Lìrú 例如:		1		2		3		4		5	
xué	xí	diàn	yǐng	Hàn	yǔ	qì	chē	Yīng	guó	Cháng	chéng
学	习	点	景	又	吾	七	禾	景	国	常	程

Extract 7.3: A sample of the student's incorrect responses to question 7.

In Extract 7.3, the student wrote incorrect character in all items.

2.2.6 Question 8: Writing the Pinyin for the Given Chinese Characters

The question comprised 5 items which required the students to write the correct pinyin of the given Chinese characters to fill in the blanks provided. Each items carried 2 marks, making a total of 10 marks. The question was set from the topic of Housing. This question tested the students' ability to write the pinyin with their respective tones, initial and finals. The question was as follows:

八． 给 汉字 标注 拼音。

Lìrú
例如： 中国 **Zhōngguó**

1. 桌子.......................................。
2. 客厅.......................................。
3. 睡觉.......................................。
4. 书桌.......................................。
5. 房间.......................................。

The data analysis indicates that 1,561 (100%) students attempted the question, out of whom 135 (8.6%) scored from 7 to 10 marks showing good performance, 637 (40.8%) students scored from 3 to 6 marks which is an average performance and

789 (50.5%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 772 (49.5%) students scored 30% or above. Figure 8 summarizes the students' performance in question 8.
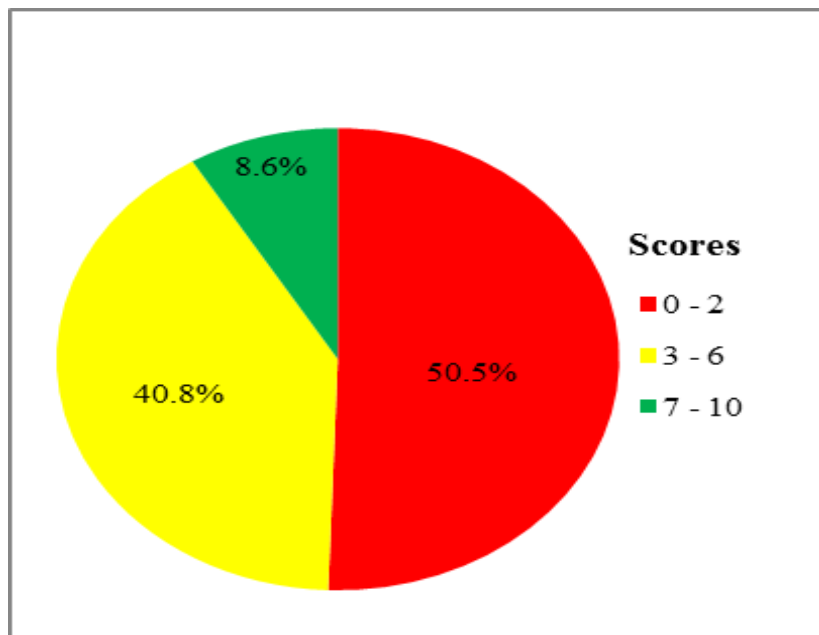
Figure 8: *The Percentages of the Students' Performance in Question 8*

The data analysis reveals that 637 (40.8%) students had an average performance as they scored from 3 to 6 marks. Most of students managed to write pinyin of characters in some items but failed in other items. Some students were able to write correct initials and finals but failed to mark the correct tone. For example, in item 3, the students failed to write pinyin of the given characters because they did not recognize them. One of them wrote pinyin of the character 睡觉 as *kāoshì*. This shows that these students guessed the answers.

In item 4, the students were given the word 书桌 (desk) and they were aware with the pinyin *shū* of the left character, but they failed to write pinyin *zhuō* because they did not recognise it. One of them wrote *shūzhō* instead of *shūzhuō*. Extract 8.1 is a sample of responses to question 8 from a student with an average performance.

八． 给 汉字 标注 拼音。

Lìrú
例如：中国 **Zhōngguó**

1. 桌子…Zhōuzi…………………………………。
2. 客厅…Kèmu………………………………。
3. 睡觉…… Kǎoshì………………………
4. 书桌……Shūjiā… shūshōu……………。
5. 房间…fáng jiān…………………………。

Extract 8.1: A sample of responses from a student with an average performance in question 8.

In Extract 8.1, the student wrote correct characters such as *zhuōzi* and *fángjiān*.

Further data analysis shows that 789 (50.5%) students performed weakly as they scored from 0 to 2 marks. Some students failed to write the correctly tones of the pinyin while other students wrote wrong initial and final. Other students left the blank space unfilled while others copied pinyin from the question paper and wrote them as answers. For example, in item 1, one of the students wrote wrong final and tone. Some of them wrote pinyin *zhōzì* which was incorrect because the final *u* in pinyin *zhō* was omitted and pinyin *zì* was not supposed to be marked with a tone.

Some students in this category wrote pinyin which were totally wrong and had not any relation with the given characters. For example in item 2, one of them wrote *kēmu* or *miàntiáo* which was wrong as they supposed to write *kètīng*. In item 3, the students wrote *shujia* which is incorrect pinyin and he/she did not mark any tone. The correct answer was supposed to be *shuìjiào*. Extract 8.2 is a sample of the student's incorrect responses to question 8.

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八． 给 汉 字 标注 拼音。

Lìrú
例如： 中国 **Zhōngguó**

1. 桌子 …… xiáyǔ …………………… 。
2. 客厅 … Miàntiáo …………………… 。
3. 睡觉 … hǎixiān ……………………… 。
4. 书桌 … Nǒmen ………………………… 。
5. 房间 …… diànyǐng ………………… 。

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

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

The data analysis indicates that 135 (8.6%) students performed well this question as they scored from 6 to 10 marks. They were able to identify characters, write pinyin correctly and mark tone in an appropriate position in all items. This shows that they had sufficient knowledge about recognising characters and mastered well the rules of writing pinyin. Extract 8.3 is sample of the student's correct responses to question 8.

八． 给 汉 字 标注 拼音。

Lìrú
例如： 中国 **Zhōngguó**

1. 桌子 …… zhuōzi …………………… 。
2. 客厅 … kètīng ……………………… 。
3. 睡觉 … shuìjiào …………………… 。
4. 书桌 …… shūzhuō …………………… 。
5. 房间 …… fángjiān ………………… 。

Extract 8.3: A sample of the student's correct responses to question 8.

In Extract 8.3, the student wrote correct answers in all items.

2.2.7 Question 9: Jumbled Sentences

The question had 5 jumbled sentences which the students were required to re-arrange into a meaningful paragraph. The question was set from the topic of Food. The question tested the students' ability to express likes and dislikes. 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 dì di  yě bù xǐhuan hǎixiān·
     A  我 弟弟 也 不 喜欢 海 鲜 。

        Wǒ xǐhuān chī miàntiáo·
     B  我 喜欢 吃 面 条 。

        Wǒ bù  xǐ huan hǎixiān·
     C  我 不 喜欢 海 鲜 。

        Wǒ jīnnián sānshí suì .
     D  我 今年 三十 岁 。

        Wǒmen ài chī mǐ fàn·
     E  我们 爱吃 米 饭 。

        Wǒ jiào Guō hǎi yuè·
     F  我 叫 郭 海 跃 。
```

The data analysis indicates that 1,561 (100%) students attempted the question, out of whom 797 (51.1%) students scored from 8 to 10 marks showing good performance, 349 (22.5%) students scored from 4 to 6 marks which is an average performance, and 415 (26.6%) students scored from 0 to 2 marks which is a weak performance. The general performance in this question was good, since 1146 (73.5%) students scored 30% or above. Figure 9 summarizes the students' performance in question 9.
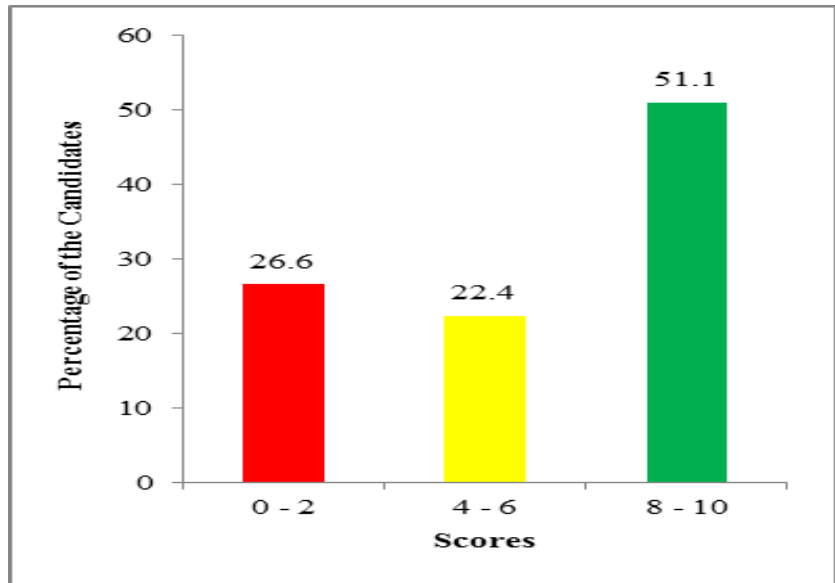
Figure 9: *The Percentages of the Students' Performance in question 9*

The data analysis reveals that 797 (51.1%) students had good performance as they scored from 8 to 10 marks. These students were able to re-arrange the given sentence correctly. They organized them into a meaningful paragraph. These students had sufficient vocabulary which helped them to understand the meaning of the given sentences. Extract 9.1 is a sample of the student's correct response to question 9.

答案:					
1	2	3	4	5	6
F	D	B	C	A	E

Extract 9.1: A sample of the student's correct responses to question 9.

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

Furthermore, the analysis of data shows that 349 (22.5%) students had an average performance as they scored from 4 to 6 marks. These students were able to re-arrange some sentences correctly but failed in others. Most of the students re-arranged correctly items 2 and 3 but failed in item 4, 5 and 6.   Sentence

A and C required the students to know the uses of 也 (also) and E demanded the students to conclude the information of sentences A and C. This shows that the students had partial knowledge about organizing ideas of the given sentences as well as grammatical pattern and vocabulary. Extract 9.2 is a sample of responses to question 9 from a student who performed this question averagely.

答案:					
1	2	3	4	5	6
F	D	B	E	C	A

Extract 9.2: A sample of responses from a student with an average performance in question 9.

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

Further data analysis shows that 415 (26.6%) students had weak performance as they score from 0 to 2 marks. These students failed to re-arrange sentences because they did not understand the meaning of the sentences. Some of them failed to identify the relations among sentences. Other students failed to identify the sequence of sentences A&E and B&C. Sentences B&C required the student to identify what the writer like and does not like while A&E required the students to connect the information of B&C and conclude with sentence E. This implies that the students had partial knowledge of organizing information. Extract 9.3 is a sample of the student's incorrect responses to question 9.

答案:					
1	2	3	4	5	6
F	E	D	B	C	A

Extract 9.3: A sample of the student's incorrect responses to question 9.

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

2.3 Section C: Writing a Composition

2.3.1 Question 10: Writing a Composition

This question comprised 5 guiding questions set from the topic of Time. The students were required to use them to write a composition in Chinese characters. The question examined the students' ability to use simple Chinese sentences to describe weather. The question was as follows:

```
十． 根据所给提示用汉字写一篇短文。
        Yì nián yǒu jǐ gè jìjié    jiào shénme？
    1.  一 年 有 几 个 季节？ 叫 什 么 ？

        Nǐ zuì xǐ huan shénme   jìjié？
    2.  你 最 喜 欢  什么 季节？

        Nǎ gè  jì jié shì zuì lěng de？
    3.  哪个 季节 是 最 冷  的？

        Nǎ gè  jìjié  chángcháng xiàyǔ？
    4.  哪个季节 常   常   下 雨 ？

        Nà shénme jìjié  nǐ xǐ huan qù wàimian wánr？
    5.  那 什么季节你喜欢 去 外 面  玩儿？
```

A total of 1,561 (100%) students attempted the question, out of whom 5 (0.3%) students scored from 10 to 15 marks which is a good performance, 32 (2.1%) students scored from 4.5 to 9.5 marks which is an average performance, and 1,524 (97.6%) students scored from 0 to 4.0 marks which is a weak performance. The general performance in this question was weak, since only 37 (2.4%) students scored 30% or above. Figure 10 summarizes the students' performance in question 10.
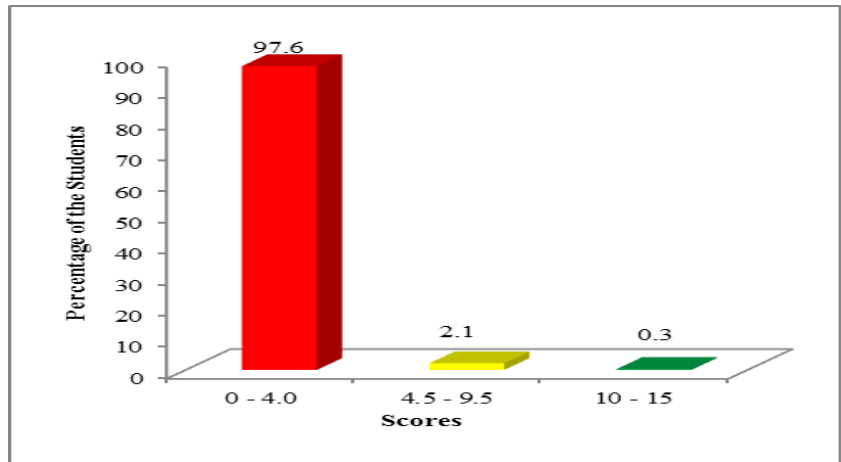
Figure 10: *The Percentages of the Students' Performance in question 10*

The data analysis shows that 1,524 (97.6%) students performed weakly by scoring from 0 to 4.0 marks. Most of the students did not understand the requirement of the question. Some of them copied some words from other questions in the question paper and others wrote incomprehensible sentences. Few of them responded by using pinyin which resulted into incomprehensible sentences. There were some students who left the blanks unfilled. This reveals that the students failed to compose a composition. Extract 10.1 is a sample of the student's incorrect responses to question 10.
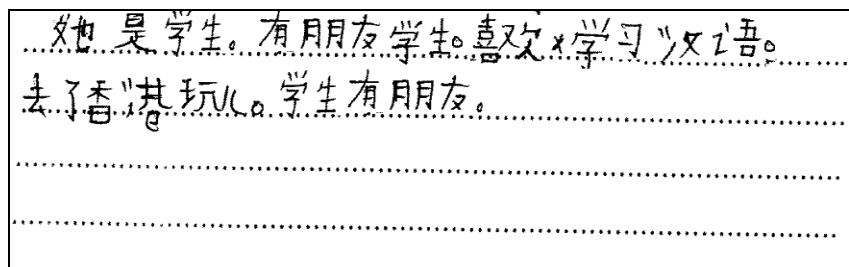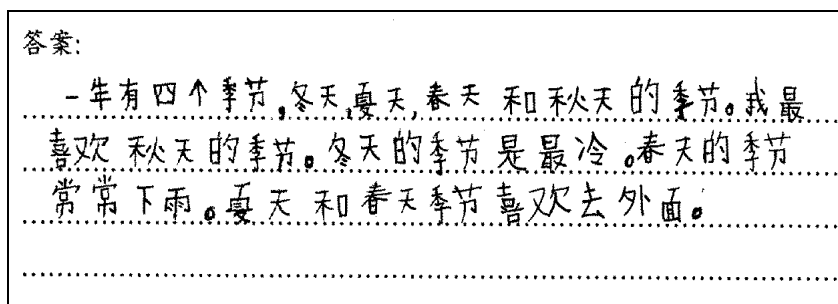

Extract 10.2: A sample of the student's incorrect responses to question 10.

In Extract 10.2, the student wrote an unrelated Chinese word which was contrary to the demand of the question.

Further data analysis indicates that 5 (0.3%) students had good performance because they scored from 7 to 10 marks. These students wrote good compositions in Chinese characters because

they had sufficient vocabulary which enabled them to express themselves in Chinese. This reveals that they also mastered the Chinese Language Characters and sentence structure. However, the students failed to score full marks because their responses contained few errors. Extract 10.2 is a sample of the student's relatively correct responses to question 10.

答案:
　一年有四个季节,冬天,夏天,春天 和秋天 的季节。我最喜欢 秋天 的季节。冬天的季节 是最冷。春天的季节常常下雨。夏天 和春天季节 喜欢去 外面。

Extract 10.2: A sample of the student's relatively correct responses to question 10

In Extract 10.2, the student wrote a good composition by using Chinese characters.

3.0 STUDENTS' PERFORMANCE IN DIFFERENT TOPICS

The analysis of the students' performance in the topics which were assessed in Chinese Language subject for the year 2022 indicates that the performance was good in two topics and weak in one topic. There was no any topic with an average performance. The summary is shown in the Appendix.

The topic which was performed well is *Vocabulary Use*. The good performance in this topic denotes that, the students had sufficient knowledge, skills, and competence in Chinese structure grammar and ability to answer the questions according to the requirements of the question.

The students performed weakly in the topic of *Writing a Composition*. The weak performance was attributed to the students' insufficient vocabulary. The analysis of the students' responses shows that they failed to express themselves by using Chinese characters.

4.0 CONCLUSION

The students' performance in the Form Two National Assessment in Chinese Language for the year 2022 was good because 89.8 per cent of the students passed. There are questions which were performed well and one of them was question 1 on which 99.1 per cent of the candidates passed. Further analysis shows that there were students who had weak performance in question 10. 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. Additionally, they were unable to apply the Chinese grammatical rules and principles. For example, the topic of *composition* (question 10) was weakly performed as 97.6 per cent of students failed. This was due to the fact that the students had insufficient vocabulary and knowledge about writing Chinese characters.

5.0 RECOMMENDATIONS

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

(a) Teachers should guide students on how to write compositions by giving them pictures, time table, cards, maps and simple titles.

(b) Teachers should encourage students to read more passages for better improvement of their vocabulary and grammar by giving them simple texts.

(c) Teachers should guide students on how to write pinyin especially the tone marking rule, initials, finals and syllables by giving them more writing exercises.

(d) Teachers should guide students on how to write basic strokes while writing Chinese characters by giving them more writing exercises.

APPENDIX: Summary of the Students' Performance per Topic in Chinese Language Assessment - FTNA 2022

S/N	Topic	Question Number	Percentage of Students who Passed in Each Question	Percentage of Students who Passed in Each Topic	Remarks
1.	Vocabulary and Expressions	1	99.1	96.6	Good
		2	94.1		
2.	Language Use	3	78.0	65.2	Good
		4	33.5		
		5	56.9		
		6	74.2		
		7	91.0		
		8	49.5		
		9	73.5		
3.	Composition	10	2.4	2.4	Weak