



*Let the mind manage the body  
Que l'esprit gère le corps*

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

**NCE 2020-2021  
GRADE 9**

**Chinese**

Subject code: N650

***EXAMINERS' REPORT***

APRIL 2022

**NCE ASSESSMENT REPORT 2021**  
**MODERN CHINESE**  
**(SUBJECT CODE: N650)**

## Key Messages

- Almost half of the candidates have not achieved the required levels when it comes to basic vocabulary, basic grammar, basic reading and basic writing.
- Candidates are advised to read widely to build up their vocabulary in Chinese.
- In grammar, candidates are still having difficulty with the following:
  - Sentence structure.
  - Negative / affirmative forms.
  - Use of the interrogative forms.
  - Measure words.
  - Correction of the wrong words.
- In Reading Comprehension,
  - Many candidates have problem to understand the text.
  - Questions assessing higher-order reading skills like making inferences, offering personal responses and guessing the meaning of words in context.
- In Writing,
  - Candidates should pay closer attention to their use of grammar, spelling and punctuation.
  - Weaker candidates have serious difficulties on using good vocabulary.
  - Candidates could not organize their ideas properly leaving behind grammatical and spelling mistakes.
  - The sentence structures are very simple and lack fluency.

## General Comments

The National Certificate of Education (NCE) assessment in Modern Chinese aims at being beneficial to learners in different ways. Firstly, it encourages the teaching and learning of the key competencies and skills in Modern Chinese. It also provides feedback to learners and stakeholders in general about the overall proficiency level achieved. By assessing functional literacy through a series of authentic tasks, as well as assessing more traditional academic tasks, it aims at providing a firm grounding in Modern Chinese as students' progress through the system, whether they wish to continue to the academic stream or move to the technical/vocational stream.

The main purpose of the NCE Assessment is to measure and certify learning that has taken place at the end of the Nine-Year Continuous Basic Education (NYCBE) cycle.

The Modern Chinese NCE assessment focuses on the following areas:

- |   |                      |
|---|----------------------|
| 1. Reading Comprehension (25%)              | 2. Writing (25%)     |
| 3. Grammar and Use of Target Language (40%) | 4. Translation (10%) |

The 2021 Modern Chinese NCE Question Paper was based on the prototype paper set by the Mauritius Examinations Syndicate. It is the first time for the Grade 9 students sat for the NCE Assessment, as part of the ongoing Nine-Year Continuous Basic Education reform.

On the whole, there were 59.1% of the candidates who passed the examinations, 8 of the candidates who got grade 1. Nevertheless, there were still 41.9% of the candidates who were unable to attain a pass mark in the subject. Teachers should give greater consideration to this, and should investigate into its causes in order to improve performance.

## Comments on Specific Questions

### **Question 1 – Basic Grammar**

This question assesses knowledge of basic Modern Chinese grammar, spelling and punctuation. Multiple-choice items, fill-in-the blanks, ticking the right option and open-ended items were set to elicit the required information from candidates. It carries a total of 15 marks. The majority of candidates could not cope well in this exercise, Among the 44 candidates, 28 of them scored 0 -7 marks. Many candidates made mistakes in questions 11-15 as they did not understand the meaning of the questions well.

**Item 1** This item tested the use of the verb “叫” ( to ask ) and was well attempted.

**Item 2** This item tested the use of the Preposition. Candidates were expected to know that the Preposition “离” (away from) that used between places. This basic grammatical concept in Chinese was well attempted by some students.

**Item 3** tested the use of the measure word. Candidates were expected to know that the measure word “家” (used for organization) that matched “医院” (hospital). A common wrong answer

was “双” instead of “家” , as some candidates did not understand the meaning of “医院” 。

**Item 4** tested the use of the preposition word “比” ( used to make comparison ). Many candidates still have difficulties with the use of the preposition of “比” , so they wrongly gave “北” 、 “跟” or “比较” as an answer.

**Item 5** This item tested the use of the adjective “久” and was well attempted.

**Item 6** This item tested the use of the time adverb “大约” . Many candidates chose “近” and “少” as answer.

**Item 7 to 10** These items assessed candidates’ ability to choose the correct grammar sentence. There were 4 sentences in each group and only one was correct. Some candidates could not recognize the words so they lost marks.

**Item 11** This item required candidates to transform the negative sentence “马修不会说汉语” into its affirmative form. This remains a very basic task and most candidates managed to do it correctly. The expected answer was “马修会说汉语。”

**Item 12** This item required candidates to transform the affirmative sentence “李立有三本书和四支笔” into its negative form. This was also a very basic task and most candidates managed to do it correctly. The expected answer was “李立没有三本书和四支笔。”

**Item 13** This item required candidates to transform the sentence “她每天坐公共汽车去学校” into its interrogative form by use “怎么” . To be able to do so, candidates had to use the correct syntax, grammar and agent. The expected answer was “她怎么去学校?”

**Item 14** This item required candidates to rewrite the sentence “夏天、冬天，爷爷都起得很早” by use “无论.....还是.....” . Again, candidates had to use the correct syntax, grammar and agent. The expected answer was “无论夏天还是冬天，爷爷都起得很早。”

**Item 15** This item required candidates to transform the declarative sentence “毛里求斯的海水很蓝” into its exclamatory sentence by use “真.....啊！” This was also a very basic task and most candidates managed to do it correctly. The expected answer was“毛里求斯的海水真蓝啊！”

## Question 2 – Basic Vocabulary

This question assesses knowledge of basic vocabulary in Modern Chinese in context. Many kinds of vocabulary were tested through multiple-choice items in this question. The use of adjective, preposition, adverb, measure word and the verb forms were assessed. Some candidates attempted these questions with confidence. The poor performance in this question revealed pupils' poor knowledge of Chinese grammar. It consists of 5 multiple choice questions and carries 5 marks.

### The best done items were:

**Item 1** 我不能买东西，因为我把钱忘在家里了。

**Item 2** 爸爸的车很脏，他要洗车了。

**Item 5** 老师问：“你为什么没有做作业？”

### The following items were found challenging:

**Item 3** 莎莎是个安静的女孩，她从来不在教室里说话。Some candidates wrongly gave “漂亮”、“生气” as they did not understand the meaning of the 2<sup>nd</sup> part of the sentence.

**Item 4** 哥哥住院了，妈妈很担心。Some candidates wrongly provided “高兴” or “兴奋” as answer. It seems that the candidates could not understand the meaning of the words and they just picked an answer at random. Hence, they could not score good marks.

## Question 3 – Basic Reading Comprehension

This question assesses functional reading at a basic level. Candidates were required to read a short note or short notes / letter / e-mail / poster / message and show understanding by locating explicit information from the given text(s). Two passages were given for this question.

The 1st given passage was an e-mail with simple words. Candidates were required to fill-in-the blanks. Since the passage was in conformity with the learners' interest, the overall performance was good. However, in questions **2 & 3**, it seems that a few candidates could not understand the meaning of “地方” and hence they could not score maximum marks. It carries 5 marks.

The 2nd given passage was a short note. Candidates were required to answer the questions. In this kind of task, the importance of brief and accurate answers is essential. Most candidates lost marks in question 4: “活动几点开始？” The expected answer was “上午九点。” Some candidates wrongly gave “上午九点到下午四点” as an answer.

### **Question 4 – Word Formation**

This question assesses candidates’ knowledge and ability to write Modern Chinese characters based on the Chinese pinyin provided. A short paragraph was set and candidates had to complete the text by filling the blanks with the correct answer.

Some candidates demonstrated excellent understanding of the short paragraph and scored maximum marks. This question carries 5 marks. There were 18 candidates who got (3-5) marks.

#### **The well done items were:**

**Item 1** 所以 (měinián) 每年一到三月十二日，许多人就会到路易港

**Item 3** 文艺表演内容 (hěnduō) 很多，有魔术，塞卡歌舞等。

#### **The following items were found challenging:**

**Item 2** 许多人就会到路易港 (guānkàn) 观看升旗仪式和文艺表演。Many candidates could not differentiate “观” and “欢” and wrongly gave “欢” as answer, hence they lost marks. **Item 4** (tīng shuō) 听说今年的国庆节..... Some candidates wrongly gave “斤斤悦” as an answer. **Item 5**.....还会有直升机 (Zhíshēng jī) 表演。Some candidates wrongly gave “直生机” or “直升旗” as an answer.

### **Question 5 – Error Hunt**

This question assesses candidates’ ability to deal with grammar and writing of Chinese characters in context. A short paragraph containing five items with grammatical and Modern Chinese characters mistakes were set and candidates were required to correct these mistakes. Some candidates had difficulties in writing the right Chinese characters, hence they lost marks. This question carries 5 marks.

There were 15 candidates who got (3-5) marks.

**The best done items were:**

Item 1 爸爸送了找（我）一件特别的礼物。

Item 2 机器狗的样子跟真狗一羊（样）。

Item 3 它不且（但）会跳舞.....。

**The following items were found challenging:**

Item 4 而且还会听懂（懂）不同国家的语言。Some candidates did not understand the meaning of the sentence, and some did not know how to write “懂” properly, all these students lost marks.

Item 5 你只要告斥（诉）做什么.....。In fact, this question was simple and easy, but some candidates wrongly gave “折” and “拆” as answer, hence they lost marks.

## **Question 6 – Cloze Text**

**Question 6** was split into two parts: **6A** and **6B**.

### **Question 6A**

This task is a closed Cloze Text. Candidates were required to complete a text with 5 gaps using one suitable word to be chosen from a given list. It carries 5 marks. There were only 12 candidates who got (3-5) marks.

The passage set was based on the story of a dog saw a piece of meat on the ground, it picked the meat immediately and ran to home, as it was afraid of other dogs coming to steal the meat. When the dog was about to cross a bridge, it saw another one dog was looking at him in the river, and there was a piece meat in its mouth.

A good number of candidates did not earn full marks in this question. They lost marks because they could not fill in the words: “另”、 “偷” and “树” in the appropriate blanks. However, many candidates could not understand the meanings of “另” and “偷” .

## Question 6B

This task is an open Cloze text - a higher order reading task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). Candidates were required to complete a text with 5 gaps using one suitable word. No list was given. Many candidates found this task challenging. Items 1, 2 and 5, in particular were found difficult by candidates. It carries 5 marks. There were only 10 candidates who got (3-5) marks.

The passage set was based on the story of 6A. It's a continuation of 6A.

The best-done items were:

Item 1. 它没有想到/发现/意识到河里的狗就是它自己。

Item 4. 可是肉已经从它的嘴里掉下来了。

Item 5. 它只好难过地从河里出来。

The following items proved to be problematic to some candidates.

Item 2. 它想要另一只狗的那块肉，所以它跳进河里去了。

Some candidates wrongly answered “可以”、“不”、“出”。

Item 3. 当它明白其实没有别的狗时，它很难过/伤心。

Some candidates wrongly answered “高兴”、“生气”、“快乐”。

## Question 7 – Functional Writing

Question 7 is the basic writing task, with candidates required to write a short text of 50-60 words on a functional task. They are essentially assessed on their ability to write using accurate G/S/P and complete the task properly to show their accurate use of Modern Chinese. This question carries 10 marks.

In this session, candidates were asked to write a letter to one of his/her friends telling him/her an interesting place where you visited. This purpose and situation proved to be very straightforward for the majority of candidates. A successful answer had to include the following information:

- 你去哪儿了？
- 为什么那个地方很有意思？
- 你在那里做了什么？
- 你为什么觉得你的朋友会喜欢那个地方？



亲爱的\_\_\_\_\_：

Performance on this question was, on the whole, below expectations. Some candidates indeed produced good pieces of writing in a satisfactory way. There were only 18 candidates who got (5-10) marks. 23 of candidates did not attempt this question and did not score any mark. This showed that candidates had not mastered the skills for writing functional task.

For bullet point 1, it was necessary to mention the place where you did visit. Many candidates took the 1<sup>st</sup> reading comprehension of Question 3 as answer. They wrote about Seven Coloured Earth at Chamarel. Some wrote about Blue Bay, the Capital Port Louis, the zoo, a mountain or a new restaurant.

For bullet point 2, candidates were required to write about why the place was interesting. The most successful candidates were able to describe the places by used good vocabulary. Such as “五颜六色”、“雄伟壮观” for Chamarel; people can “浮潜”、“看珊瑚”、“钓鱼” at Blue Bay; There were “数不清的” birds in the zoo.

For bullet 3, candidates had to write about the activities they participated there. Some candidates wrote “拍照留念”、“浮潜看珊瑚”、“钓鱼”、“给动物投食”.

For bullet 4, candidates were required to write about why their friends liked the place. The most successful candidates gave the best reasons such as “风景优美”、“动物园里有各种各样的可爱的动物”、“饭店里饭菜既便宜又可口”.

The following sample of functional writing is an illustration of the strengths and weaknesses encountered in this year’s paper.

Example 1:

**Functional writing 1 (9—10 marks)**

亲爱的丽娜:

我今天去了动物园。那个地方很有意思，那里有很多可爱的小动物。我去看了狮子、猴子、象龟，还有数不清的小鸟。我觉得你会喜欢那个地方，因为人们可以向小动物投食。

你的朋友: 露露

This functional writing is a good piece of work. All required points developed in detail. G/S/P and syntax very accurate. The vocabulary is accurate and appropriate. The sentence structures are varied, this demonstrates the candidate's skill to use different types of sentences for particular effects.

Example 2:

**Functional writing 2 (6—8 marks)**

亲爱的莎莎:

你好。昨天我去了爬山。那个地方很有意思，因为我看了一只狗。我在爬山因为我想。我觉得你会喜欢那个地方，因为我知道你很喜欢狗。

你的朋友: 马丽

The functional writing is relevant to the topic. All points developed. G/S/P and syntax essentially accurate. The vocabulary is accurate. The sentences show some variety in structure and length. However, on linguistic aspects, one can find a few mistakes.

Example 3:

**Functional writing 3 (3—5 marks)**

亲爱的莎莎:

作天，我参观了一个很有意义的地方。我在参观七色土。那个地方很大和美丽，景色很漂亮极了。大家和我在那里吃饭，唱歌。我非常高兴我去过七色土。

你的朋友: XXX

This functional writing showed some awareness. Required points addressed but lack of detail. Grammar and syntax accurate enough but errors are noticeable. The vocabulary is simple, some coherence in the flow of ideas.

### **Question 8 – Extended Reading Comprehension**

The extended reading comprehension task assesses comprehension skills in a more varied way and at different levels than the basic reading. Candidates were assessed, inter alia, on their ability to locate explicit information, make inferences, synthesise information, explain the meaning of words as used in the given context, follow the chronology of events, identify main ideas and offer personal response.

Candidates' ability in reading comprehension was assessed through their understanding of the extended passage. The narrative passage set was about a twelve years old boy named Zhanghua, who helped villagers to drive away elephants.

Candidates are reminded of the following:

- Lifting is acceptable if the question does not ask candidates to answer in their own words, but must not contain excess information.
- Excess information in an otherwise correct answer is not given credit.
- Grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

There were only 11 of the candidates demonstrated excellent understanding of the passage and scored maximum marks. As usual, weaker ones had difficulties in reading with understanding. Thus, they lost marks. A good number of candidates made mistake in question (三) 村子里的人有什么样的问题? as they could not understand of the meaning of this question, and they got the same difficulty in question (十三)。

The following items are worthy of comment:

**Item 3** 村子里的人有什么样的问题?

Expected answer: 一群大象正在往他们村子里去。/往他们村子里去。

However, many candidates did not understand the meaning of the question, they wrongly gave “他们手里拿着木棍。/村子里的人都拿着木棍到处跑。/村子里的人在到处跑。/村子里的人问张华帮他找到大象。/他们都拿着木棍。” as answer.

**Item 12** 课文的最后，为什么村子里的人为张华感到高兴？

Expected answer: 因为张华是他们的保护者。/因为张华是他们的保护者。/因为张华保护了他们。

Again, many candidates misunderstood the question and they wrongly gave “因为张华没有伤害大象，所以大象离开了。/因为张华慢慢从树上爬下来。” as answer.

**Item 13:** Candidates were required to explain the meaning of the given words.

群 (line 5), the expected answer was: 很多大象在一起。Many candidates wrongly gave “个/只/大象的词语/很多在一起/大象的家人在一起” an answer.

害怕 (line 15), the expected answer was: 很怕。Many candidates did not know how to answer and left it blank.

## **Question 9 Translation**

**Question 9** was split into two parts: **9A** and **9B**.

This question assesses candidates' ability to translate common English words into the target language. Candidates were required to translate five words from Chinese into English. The majority of candidates did not do well in this exercise. The common errors found in scripts were:

A watch: 看点/小点/手点      delicious: 直好吃/完美      A library: 员书/小书

To dance: 跳 (Many candidates did not know how to write 舞)

### **Question 9 B: (5 marks)**

This question assesses candidates' ability to translate a short paragraph from English into the target language. Candidates were required to translate a passage from English into Chinese and a good number of candidates was not able to do this question well. The common errors found in scripts were:

Went fishing...            he found...            place...  
Close...            started...            after a while...            caught...

### **Question 10 Essay writing**

This question assesses candidates' ability to produce an extended piece of writing of about 150-175 words. They will be required to write one composition out of a choice of a narrative or descriptive topics. It assesses higher order writing skills, especially, candidates' ability to develop a given storyline creatively and coherently, use accurate grammar to express themselves, their ability to use varied sentence structures and the richness and appropriateness of the vocabulary used. This question carries 15 marks.

The narrative topic was:

(一) 描写学校的一个特别的活动。(如颁奖典礼、音乐节等)

And the descriptive topic was:

(二) 写一个故事(故事要用上下列句子)

“他们、她们互相看着，但是一句话都没有说。”

Performance on this question was, on the whole, far below expectations. But there were still some candidates producing good pieces of writing in a satisfactory way. There were only 14 candidates who got 8-15 marks. A good number of below average candidates did not attempt this question and did not score any mark, the majority of their compositions were full of grammatical errors. Inappropriate use of case-endings, wrong words, inappropriate verb-tense usage and sentence writing were noted. This showed that candidates had not mastered the skills for writing an essay.

The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper.

## Examples:

### Composition 1 (Band 1: 13—15 marks)

今天我们学校举行了一年一度的运动会，我们班里的同学都很兴奋，所有人都报名参加了比赛。很多家长都来观看。比赛项目很多，比如有跳绳、长跑、跳高等等。我选择参加长跑。到了长跑的时候，我有点紧张，但是当我听到我的母亲在旁边为我加油的声音的时候，我感到热血沸腾，我跑得很快，成功地拿到了第一名。过了一会儿，所有的比赛都结束了，我们班的金牌比别的班多，得了第一名。其他班的同学很伤心，但是我们跟他们说：下次加油，别灰心！然后大家有说有笑地回家了。

This composition is a good piece of work. The candidate made a noticeable attempt to narrate the sports meeting. The grammar and overall Chinese expression are good. The vocabulary is wide and precise. The sentence structures are varied, this demonstrates the candidate's skill to use different lengths and types of sentences for particular effects.

### Composition 2 (Band 2: 10—12 marks)

昨天我的学校有个特别的典礼。这个典礼是音乐节。每个学生都可以参加。每位老师也可以参加。

这天我的学校很漂亮。天气很好，天是蓝色的，云是白色的，这是一晴天。学校的园满了学生。音乐节开始在九点钟。每个学生都很激动。也很开心。我看到我的好朋友唱歌，很好听的歌：中文歌、韩语歌和日本歌。那天的气氛很热闹。我们都很激动。

我们都很喜欢这个音乐节！

This composition is relevant to the theme set in the examination paper. Sentences show some variation in length and style, including the confident use of complex sentences. However, a few errors were noticeable.

### Composition 3 (Band 3: 7—9 marks)

她们互相看着，但是一句话都没有说。她们是很名的人。她们是这个但是她们一句话都没有说。

但是，她们的爸爸妈妈有正工。我们不知道为什么她们都没有说。为什么她们会不一样？她们很漂亮，她们的眼睛是蓝色的。她们很高，每个男生都很喜欢她们。

她们很漂亮，但是她们都不说话。她们的性格也很好。

The composition is relevant but elementary content. The sentences show some variety in structure and length. However, on linguistic aspects, one can find a few spelling mistakes.

### Composition 4 (Band 4: 4—6 marks)

在五月十六日，我在学校参加了一个活动。这活动，我们去公园。那里，我听到了鸟唱歌。这地方要漂亮。但是有很多拉及，坏景很脏。我和朋友们见着拉及。现在，公园不脏了，然后我们吃饭因为我们饿了。我们就玩，上午了，我们去坐公共汽车回家。

From this composition, we could see that there some relevant content, the narratives are very simple, and the descriptions lack detail. The sentences structures are generally simple. And a few grammatical and spelling mistakes were identified.

### Composition 5 (Band 5: 1—3 marks)

三月十二日的每年，每个学校是有国庆节。我中文学生参加活动了是很好。我们吃了蛋糕和水，很高兴。有唱歌。有很多人。我们高高兴兴回家。

This composition is incomplete, and it contains many grammatical mistakes. The sentence structures are very simple and lacks fluency.