



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2023
GRADE 9
Modern Chinese**

Subject code: N650

EXAMINERS' REPORT

November 2023

NCE ASSESSMENT REPORT 2023

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 2023 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 72.7% of the candidates who passed the examinations, 8 of the candidates who got grade 1. Nevertheless, there were still 27.3% 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 66 candidates, 45 of them scored 0 -7 marks and 21 of the candidates scored 8-15 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 negative forms “不” and “没/没有”.The answer is “不会”. The majority of candidates could cope well in this question.

Item 2 This item tested the use of the Personal Pronouns. Candidates were expected to know the singular and the plural forms of the personal pronouns “我、你、他” (I, you and he/him). The answer is “我”. The majority of candidates could cope well in this question.

Item 3 tested the use of the date. Candidates were expected to know that the labour day is in which date in Chinese. The answer is “五月一号”. The majority of candidates could cope well in this question as well.

Item 4 tested the use of the interrogative word “怎么” (how). Some candidates still have difficulties with the use of “怎么”, so they wrongly gave “谁”、“哪儿” or “什么时候” as an answer.

Item 5 This item 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 “到”、“从” or “离” as an answer. .

Item 6 This item tested the use of the particles “的、地、得”. “的” is used after nouns. The answer is A. The majority of candidates could cope well in this question as well.

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 “上个星期刘冰没参加学校运动会” into its affirmative form. This remains a very basic task and most candidates managed to do it correctly. The expected answer was “上个星期刘冰参加了学校运动会。”

Item 12 This item required candidates to rewrite the sentence “他弟弟十二岁了” by use “多大” (how old). The expected answer was “他弟弟多大了?” The majority of candidates could cope well in this question.

Item 13 This item required candidates to rewrite the sentence “青菜很贵，妈妈还是买了” by use “虽然.....但是.....”. Again, candidates had to use the correct syntax, grammar and agent. The expected answer was “虽然青菜很贵，但是妈妈还是买了。”

Item 14 This item required candidates to rewrite the sentence “我在蓝湾坐了玻璃底船。” by use “Verb +过”. Many candidates made mistakes in this question as they didn't understand the meaning of the sentence. The expected answer was “我在蓝湾坐过玻璃底船。”

Item 15 This item required candidates to rewrite the sentence “兰兰是法国人。” by use “她” . This was also a very basic task and most candidates managed to do it correctly. The expected answer was “她是法国人。”

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. Among the 66 candidates, only 24 of them scored 3 - 5 marks and 42 candidates scored 0-2 marks.

The best done items were:

Item 1 外面下大雨，安娜不能出去，因为她忘了带她的伞。

Item 4 请问现在几点了？我的手表坏了。

The following items were found challenging:

Item 2 苹果坏了，你要把它扔了。Many candidates wrongly gave “吃” as they did not understand the meaning of the sentence.

Item 3 我们要从银行取钱。Some candidates wrongly gave “医院”、“商店” or “学校” as they did not understand the meaning of “取钱” .

Item 5 爷爷病了要赶快带他去看医生。Some candidates wrongly provided “突然” or “很少” 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

Question 3 was split into two parts: **3A** and **3B**.

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

Question 3A was a short text with simple words. Candidates were required to answer the questions. Since the passage was in conformity with the learners' interest, the overall performance was good. It carries 5 marks. Among the 66 candidates, 54 of them scored 3 - 5 marks. There were only 12 candidates scored 0-2 marks as they could not understand of the meaning of the questions and they got the same difficulty in reading the text, hence they lost marks.

Question 3B was a dialogue. 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 **item 3**: “安妮要怎么去城里？” The expected answer was “坐公共汽车。” Some candidates wrongly gave “冬冬要不要跟安妮一起去” as an answer. In **item 4**: “如果还有时间，安妮和冬冬可以一起做什么？” The expected answer was “去看电影。” Some candidates wrongly gave “如果还有时间，安妮和冬冬可以一起去城里” as an answer. Among the 66 candidates, 44 of them scored 3 - 5 marks and only 22 candidates scored 0-2 marks.

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.

The majority of candidates couldn't cope well in this question and scored they lost marks. This question carries 5 marks. There were only 12 candidates who got (3-5) marks and 48 of candidates did not attempt this question and did not score any mark.

The well done items were:

Item 1 父母 (jiào) 叫小白不要到处跑，他就是不听话。

Item 3 结果他发现自己迷路了，不 (zhīdào) 知道回家的路。

The following items were found challenging:

Item 2 等天 (hēi) 黑了，小白想回家。Many candidates could not know how to write “黑” and they wrongly gave other words as answer, hence they lost marks. **Item 4** 他就

帮小白（zhǎodào）找到了回家的路。Some candidates wrongly gave “早道” as an answer. Item 5 小白跟父母直升机（jiǎng）它迷路的事。Many candidates didn't have any idea for this question and just left a blank.

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 only 10 candidates who got (3-5) marks and 33 of candidates did not attempt this question and did not score any mark.

The best done items were:

Item 3 早上十点，我们丛（从）家里出发。

Item 5 中牛（午）我们一边吃午饭一边聊天。

The following items were found challenging:

Item 1 爸爸准备了各中（种）饮料。Some candidates did not understand the meaning of the sentence, and some did not know how to write “种” properly, all these students lost marks.

Item 2 妈妈准备了很多好吃的，有电（点）心，也有水果。Again, some candidates did not understand the meaning of the sentence and did not give the properly answer. They lost marks.

Item 4 我们先找了个好地放（方）坐下来。This question was simple and easy, but some candidates wrongly gave “在” and “会” 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 16 candidates who got (3-5) marks and 20 of candidates did not attempt this question and did not score any mark.

The passage set was based on the story of a boy named Liwen who was always late for school. This made his teacher angry. One day, Liwen told his friend Liubing the reasons he was late:

He woke up at six , he would lie in bed for a while to get up. After got up, he then prepared school bag, he had to look for the ruler and the pens. Sometimes the milk was too hot to drink, he had to wait till cool. On the way to school, he would play with the puppy for a while. He then arrived at school at eight thirty.

A good number of candidates did not earn full marks in this question. They lost marks because they could not fill in the words: “不好意思”、“热” and “学校” in the appropriate blanks. However, many candidates could not understand the meanings of “床” and “热” .

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 and 50 of candidates did not attempt this question and did not score any mark.

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

The best-done items were:

Item 2 你每天都要早点儿睡觉，这样你就可以早点儿起床/起来。

Item 3 每天晚上睡觉前，你都要准备好你的/自己的书包。

The following items proved to be problematic to some candidates.

Item 1 “你浪费太多时间了，你要改变你的习惯。”

Item 4 早上/上学路上/在路上你不要跟小狗玩，下午放学后，你才跟它玩。

Item 5 如果你听我的话/建议，你就可以准时到学校。

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 his/her friend who was angry and didn't talk to him/her. Although this purpose and situation proved to be very straightforward for candidates, many candidates did not try their best and lost marks. A successful answer had to include the following information:

- 为什么你的朋友生气了？发生什么了？
- 你的朋友不跟你说话，你感到怎么样？
- 向你的朋友道歉。
- 为了跟你的朋友和好，你会怎么做？

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 20 candidates who got (5-10) marks. 32 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.

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)

亲爱的草哥：

我知道你现在很生气因为我把你的手表玩坏了。你一直不跟我说话让我感到伤心。

我为我的行为向你道歉，请你原谅我。为了和好，到时候我会买一个新的手表送给你，还请你一定要收下。

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。你最近好吗？你生气了因为我忘记了你的生日对不对？你还不跟我讲话，我感到很不开心和难过。对不起啊，我以后再也不会忘记你的生日了。

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 spelling aspects, one can find a few mistakes.

Example 3:

Functional writing 3 (3—5 marks)

亲爱的莎莎:

你好！你最近好吗？我写信给你因为你生气了。我不高兴因为你和我是很朋友，我们的讲话不一样然后 我们喜欢玩，吃鱼，看电影。为了跟你和好，我会去酒店和海边游泳。我们去吃鱼。

你的朋友：XXX

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

Example 4:

Functional writing 4 (1—2 marks)

亲爱的方方:

你好！我的生气了，你不跟我讲话了。因为你决定写信，你不跟我讲话了。我感到生气。我的道歉，为了跟我的朋友和好，我会很高兴。你是来了。

你的朋友：美丽

This functional writing showed no real sense of audience and purpose. Points briefly addressed and lack of detail. G/S/P and syntax errors are noticeable. The vocabulary is simple, some coherence in the flow of ideas.

Example 5:

Functional writing 5 (0 mark)

亲爱的朋友:

我最好的朋友叫张华。他今年是十四岁了。因为张华很诚实所以我很喜欢他。张华喜欢做饭。我去看他时他总是做好吃的菜给我。

你的朋友: 美丽

This functional writing showed meaningless and irrelevant. Just copied of the 1st reading comprehension of Question 3A as answer.

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 a story about the Prince in India named Lili who advised the King to build a reservoir to prevent drought.

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 3 of the candidates demonstrated excellent understanding of the passage and scored full marks, 20 of the candidates got 9-14 marks. 13 of candidates did not attempt this question and did not score any mark. As usual, weaker ones had difficulties in reading with understanding. Thus, they lost marks. A good number of candidates made mistake in question (一) 印度出了什么问题? Many candidates gave “印度出了个问题” as answer as they could not understand of the meaning of this question, and they got the same difficulty in question (八) and (十一)。

The following items are worthy of comment:

Item 5 请从文中找出一句能够说明王子是个有爱心的人。

The expected answer: 因为王子看不下去老百姓受苦。所以他也开始想起办法来。

However, many candidates did not understand the meaning of the question, they wrongly gave “李立王子喜欢和国王坐在一起听大家的建议” as answer.

Item 6 为什么国王没有听王子的话?

The expected answer: 因为国王觉得王子太年轻。

Many candidates did not understand the meaning of the question, they wrongly gave “李立王子想和国王说说他的想法” as answer.

Item 10 谁帮王子实现计划了?

The expected answer: 印度的年轻人/年轻人。

Again, many candidates misunderstood the question and they wrongly gave “大臣们/王子/国王。” as answer.

Item 13 candidates were required to explain the meaning of the given words.

办法 (2nd paragraph), the expected answer was: 方法。Many candidates wrongly gave “法国人/没有办法” an answer. Some candidates didn't answer this question.

水库 (4th paragraph), the expected answer was: 存水的地方/水坝。Many candidates did not know how to answer and left it blank.

暴雨 (6^h paragraph), the expected answer was: 大雨/很多雨。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.

Question 9A assesses candidates' ability to translate common English words into Chinese. Candidates were required to translate five words from English into Chinese. It carries 5 marks. The majority of candidates did not do well in this exercise. There were only 11 candidates who got (3-5) marks and 46 of candidates did not attempt this question and did not score any mark.

The common errors found in scripts were:

to run: 踢/走/足 garden: 化园/院子

elephant: 大样/大 (Many candidates did not know how to write 象)

fear: 哭 (Many candidates did not know how to write 害怕) /不开兴

now: 马上/正在/先在

Question 9 B assesses candidates' ability to translate a short paragraph from English into Chinese. 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:

On time... 准时/按时 the classroom...教室 attentively...认真地/专心低

Their homework 功课/作业 succeed...通过了/成功 Examinations 考试

Question 10 Essay writing

This question assesses candidates' ability to produce an extended piece of writing of about 150 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. There were only 10

candidates who got (12-15) marks and 38 of candidates did not attempt this question and did not score any mark.

The narrative topic was:

(一) 下午，放学铃响后，请描述一下这个时候的学校。（请写你看到了什么，听到了什么，学生的行为及气氛）

And the descriptive topic was:

(二) 写一个故事（故事要用上下列句子）

“我从来没想到过自己会收到这样一份礼物。”

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 1 candidate who got 15 marks and 4 of candidates who got 14 marks. A good number of below average candidates did not attempt this question and 48 of candidates 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)

十六岁那年，我从来没想到过自己会收到这样一份礼物。

那天我像往常一样走在回家的路上。到家后，我发现爸爸妈妈都不在，只有一个放在门口的礼物和一张纸条。纸条上面写着：“阿忍，爸爸跟妈妈去出差了。礼物里有惊喜。吃的和的都准备好了，希望你喜欢。”看完后我拆开了礼物，里面有一台电脑和其他的电子产品。我惊呆了！没想到爸爸会买一台电脑给我！就这样，我有了我人生中的第一台电脑。

This composition is a good piece of work. The candidate made a noticeable attempt to describe why and what did he get, it was a real surprising and unexpected for him. 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)

我一直想要一台苹果手机，可是我的父母一直不同意。还跟我说什么小孩用什么这么好的手机。因该好好学习才对。从那以后我再也没跟他们题这件事。

我开始每天用心地学习，每次考式都是第一名。终于在我十五岁生日那天爸爸给我买了一台我心心年年的苹果手机。我都不赶相信自己的眼睛，我从来都没想过自己会收到这样一份礼物。

我感谢了我的父母。从那天起，我开始更加努力的学习。

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, some spelling errors were noticeable.

Composition 3 (Band 3: 7—9 marks)

这个星期五，大家很开心。天是蓝色的，天是很美丽！有很多鸟，红色的，蓝色的鸟。鸟们很美丽。下午放学铃响后，我看到很多学生和很多老师，她们很美丽。我也看到很多学生们在做作业。他们和老师都很开心。学生们在吃面包，面包是很好吃。我还听她们说喝水。学生们的行为和氛围很好。

最后，二点二十分，学生们和老师们都回家。

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

Composition 4 (Band 4: 4—6 marks)

我从来都没有想到过自己会收到这样一份礼物。

我最好的朋友叫张华。我们一直在同一个班学习。我们要从学校取钱，我到处找不到笔和尺子，他给我买了笔和尺子。我的问题得到了解决。

From this composition, we could see that there some relevant content, the narratives are very simple, and the descriptions lack detail. The sentence structures are generally simple. Some sentences were taken from the previous reading comprehension.

Composition 5 (Band 5: 1—3 marks)

下午，放学铃响后，我看到了，很多学生在学校里。我的朋友是李文。我听到很多学生和我的朋友玩了。学生的行为及氛围很高兴。这天很好的天。

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