



PSAC 2021-2022

Modern Chinese

Subject code : **P200**

Examiners' Report

PSAC ASSESSMENT REPORT 2021/2022

MODERN CHINESE

(SUBJECT CODE: P200)

INTRODUCTION

A 5th cohort of Grade 6 students sat for the Primary School Achievement Certificate (PSAC) Examination in 2022, as part of the ongoing Nine-Year Continuous Basic Education (NYCBE) reform.

The Modern Chinese assessment focuses on the following areas:

1. Reading Comprehension (40%)
2. Writing (30%)
3. Grammar and Vocabulary (30%)

These assessment objectives are in line with the goals and objectives of the National Curriculum Framework (NCF) for Primary Education. A variety of tasks were set at different levels to allow students from the whole spectrum of the ability range to demonstrate their proficiency levels.

General Comments

50.2% of the candidates passed the examinations, among which 17.2% of the candidates got grade A. Nevertheless, there were still 49.8% of the candidates who were unable to attain a pass mark in the subject. Teachers should give greater consideration to this, and should investigate its causes in order to improve pupils' performance.

Specific Comments

Question 1A

The purpose of this question is to assess candidates' knowledge of common vocabulary. It relates to the labelling of 5 pictures and carries a total of 5 marks. Most candidates did not perform well in this exercise. Many candidates were unable to write “猴子/动物”, “耳/耳朵/听” and “杯子”. Many candidates gave “东西” as answer which is considered to be too vague, obviously they did not score any mark. Some candidates wrote “风” and

“书店” which are wrong answers too. It can be said that basic vocabulary is not mastered by a great number of candidates and more work should be done in this area.

Question 1B

The purpose of this question is to assess candidates' reading comprehension ability at a basic level. It is done through tasks which require candidates to match a sentence to the corresponding picture. It carries 5 marks. Many candidates did very well here, with an important number of the candidates scoring full marks.

Question 2A

A range of grammatical structures was tested through multiple-choice items in this question. This year, the use of conjunction (连词), complement of result (结果补语), measure word reduplication (量词重叠), adverb (副词), aspect particle (动态助词), opposites (反义词), interrogative pronouns (疑问代词), adjective reduplication (形容词重叠), the verb forms (动词) and nouns (名词) were assessed.

On the whole, candidates performed poorly on this question, revealing pupils' poor knowledge of Chinese grammar. It consists of 10 multiple choice questions which carry 1 mark each.

The best-done items were:

Item 1 爸爸一回到家就看报纸。

Item 4 姐姐买的故事书本本都很有意思。

Item 7 北京的冬天很冷，但是夏天很热。

Item 8 李立：你叫什么名字？

林文：我叫林文。

The following items were found challenging:

Item 2 马修在路上捡到一个钱包。Many candidates still have difficulties to differentiate the verbs followed by the complement “到”,so they wrongly gave “听到”, “吃到” and “扔到” as answer.

Item 3 下午四点半，运动会终于结束了。

Many candidates chose “先”，“然后”and “最后” as answer when the correct answer was “终于”. This means that the candidates do not know the meaning or the use of the adverb “终于”.

Item 5 老师站着上课。Many candidates gave “了” and “过” as answer. Many candidates still cannot differentiate when to use “了, 着, 过”. The particle “了” may be used after the predicate verb to indicate the completion of an action, whereas the particle “过” is placed immediately after the verb to indicate that verb was done or experienced in the past. Here the correct answer is “着” as the particle “着” is used to indicate the continuous aspect.

Item 6 刘芳：暑假，你们一家人在中国玩得怎么样？

马丽：我们玩得很开心。

Many candidates wrongly provided “睡得，唱得，看得” as answers. It seems that candidates did not know the meaning of “玩得”. In fact, there were enough clues in the item to help candidates. Should candidates read this question well, they would have answered it correctly.

Item 9 过年的时候，孩子们都穿得漂漂亮亮的。Some candidates still have difficulties with the use of reduplication of adjectives which indicates the state of degree is high. They wrongly chose “漂亮” and “漂亮亮” as answers. “漂亮” is the general form of the adjective beautiful. Should it be the correct answer, before the adjective there should be words like “很，非常”. The reduplication of two syllables adjectives “AB” should take the form of “AABB” and are usually followed by “的”, therefore “漂亮亮” and “漂漂亮” are wrong.

Item 10 老师用粉笔在黑板上写字。

Many candidates wrongly provided “铅笔” and “毛笔” as answer. It seems that candidates do not know the meaning of “黑板” or they do not understand the sentence itself, so they chose the vocabulary word which they are most familiar with.

Question 2B

For this task candidates were required to deal with vocabulary in context, through multiple-choice items. Most candidates had problems in choosing the right answers, hence they scored fewer marks.

The best done items were:

Item 1 爸爸在厨房里准备午饭。

Item 4 叔叔的汽车很旧了，他想买一辆新车。

The following items were found challenging:

Item 2 今天我很累，我要早点睡觉。

Many candidates wrongly gave “看见” as answer. Most candidates had problems in choosing the right answer. It seems that the candidates did not understand the meaning of the sentence as well as the vocabulary “看见”, “睡觉”, “游泳” and “跑步”. Teachers are advised to practise more vocabulary related to action verbs.

Item 3 请给我一把椅子，我想坐一会儿。 Many candidates had difficulty in choosing the right answer. Instead of choosing “椅子”, they chose “铅笔”. Either the candidates did not recognize and understand the meaning of “椅子”, or they simply did not understand the meaning of the given sentence. Teachers are advised to teach their students how to look up for key words in the sentence. Here the measure word “把” and the verb “坐” are key words which are helpful to choose the right answer.

Item 5 我把本子放到书包里。

Many candidates gave “尺子, 手巾” as answer. Teachers are advised to teach and consolidate basic vocabulary words with their students as the provided possible answers are all common vocabulary words.

Question 3

Question 3 assesses candidates’ ability to read with understanding a text pitched at intermediate level, and also be able to locate explicit information from the text. In general, candidates performed rather satisfactorily. The passage set was about Ma Xiaoyun writing a letter to her friend Shasha about her holidays in Hainan, China, and also to inform her friend that she would be back to Mauritius on 14th July at 7pm, and lastly she would be back to school on 16th July. In this question, candidates were required to answer 10 questions of 1

mark each. Marks were not awarded to the candidates who wrongly drew information from the text and the candidates who gave more than one answer were also penalised.

The following items were found challenging for the candidates.

Item 5 海南岛的气候怎么样？

The expected answer was: 海南岛的气候太热了。/海南岛的气候很热。

Many candidates wrongly gave “但是你不喜欢海南岛的气候。”.

Item 6 写出马小云在海南岛做的两件事。

The expected answers were:

(i) 游泳

(ii) 买东西

Some candidates wrongly provided “因为它是一个很漂亮的小岛。” and “因为太热了。” as answers. It seems that the students did not understand the meaning of “做的两件事”, therefore they just followed the structure of the question in the text to give their answers.

Item 9 马小云几月几号回到学校？

The expected answer was: 七月十六日。 or 七月十六号。

Many students gave “七月十四日” or “七月十四” as answer which is wrong as it is the date Ma Xiaoyun would be back from Mauritius. Some candidates even provided “我们到时候见。” as answer, they did not score any mark. If the candidates read the short text carefully, they could have scored marks.

Question 4

Question 4 was split into two parts: **4A** and **4B**.

This type of comprehension passage is of higher order compared to that of Question 3. Candidates' ability in reading comprehension was assessed through their understanding of the extended passage. The narrative passage set was about a girl called Liu Fang who came back on holidays from Rodrigues with her family. Upon reaching home, dad decided to cook the dinner. Unexpectedly when the family got into the house, there was a bad smell. The bad smell came out from the kitchen's refrigerator. Dad found out that there was a power

cut in the house a few days back and all the food stored in the refrigerator had gone bad. Finally, dad threw away all the rotten food and cleaned up the refrigerator.

Very few candidates demonstrated excellent understanding of the passage and scored full marks in question 4. Weaker ones had problems in reading with understanding, so they scored very few marks.

Question 4A

Question 4A assesses candidates' ability to locate explicit information from the passage through multiple-choice items. It consists of 5 multiple choice questions, carrying 1 mark each.

Some candidates did not understand the questions; hence they could not score maximum marks.

The best-done items were:

Item 1 刘芳和家人离开家一个星期。

Item 4 妈妈打开冰箱的时候，他们都捂着鼻子。

Item 5 课文的最后，爸爸扔了坏的东西。

The following items were found challenging:

Item 2 刘芳想吃炒饭。Some candidates wrongly gave “面包/鸡蛋” as answer as they did not read carefully or they simply did not understand the story. May be they chose “面包/鸡蛋” because they saw these words in the text and they did not understand the word “炒饭”.

Item 3 臭味是从厨房来的。Some candidates wrongly provided “房间” or “花园” as answer. It seems that candidates failed to understand the story and they picked up an answer at random since these two vocabulary words also appeared in the text. Hence, they could not score good marks.

Question 4B

Question 4B assesses candidates' ability in reading comprehension. This extended reading comprehension task goes beyond literal understanding of a text and a range of reading

comprehension skills are assessed. Candidates were required to identify central themes and ideas, infer the meaning of unfamiliar words, locate explicit information and provide a personal response to the text. This question carries 10 marks. Many candidates lost marks in the last item question number 7 where candidates had to label the sentences based on the chronological order of the story. Also, there was a considerable number of candidates who left this question unanswered.

The following items were found challenging by candidates.

Item 1 刘芳和家人去了哪儿？

The expected answer was: 罗岛。/海外。/刘芳和家人去了罗岛。

Some candidates answered by “刘芳和家人回到了家。/他们去了厨房。”. These answers are wrong. It is advised to inform candidates that questions are being asked based on the order of events in storyline, i.e., answer for item 1 is usually found before the answer for item 2.

Item 2 谁做晚饭？

The expected answer was: 爸爸。/父亲。/爸爸做晚饭。

Many candidates provided “妈妈” as answer. We believe that the candidates answered wrongly because they did not really understand the story and answered the question based on their personal experience as in many cases it is mum who prepares the meal at home.

Item 4 为什么冰箱里面的东西都坏了？

The expected answer was: 停电。/家里停电。/因为几天前家里停电。

This question was rather challenging for the candidates. Some candidates answered by “因为这是热了。冰箱里面很热。” hence they could not score any mark for this question.

Item 7 按照故事情节的发展排列顺序。

1. 刘芳跑了出去。4
2. 爸爸把冰箱擦干净了。5
3. 妈妈打开了冰箱。2
4. 他们走进屋子。1
5. 刘芳拿起一个鸡蛋。3

The expected answers are as shown above.

Candidates provided all kinds of wrong answers as they did not understand the meaning of the story, for example 他们走进屋子。；刘芳跑了出去。；爸爸把冰箱擦干净了。；刘芳拿起一个鸡蛋。；妈妈打开了冰箱。 , and common answers which were provided and were partly correct are: 他们走进屋子。妈妈打开了冰箱。；刘芳跑了出去。；刘芳拿起一个鸡蛋。；爸爸把冰箱擦干净了。 , here we believe that these candidates were rather careless, as without knowing the egg was rotten how come Liu Fang would run away.

Question 5

Question 5 was split into two parts: **5A** and **5B**.

This question evaluated candidates' knowledge of grammar in writing at sentence level.

Question 5A

In this question, the candidates required knowledge of syntax in writing the sentences through re-arranging jumbled words. It is to be noted that the candidates had to answer correctly to score 2 marks in each item. If for one item, candidates got the answer partially correct, no marks were allocated. Teachers are advised to practise more exercises related to jumbled sentences to improve students' skill of writing sentence.

(一) 六号、莎莎的、十月、生日、是

The expected answer was either “十月六号是莎莎的生日。” or “莎莎的生日是十月六号。”

Many candidates wrong answers such as “莎莎的六号生日是十月。/莎莎的生日六号是十月。/十月是莎莎的六月生日。/莎莎的是十月六号生日。”. It seems that some students mixed “是” and “十”, for example “十月是六号莎莎的生日。”. It is recommended that teachers emphasize how the date is expressed in Chinese language in class, for example by writing the date on whiteboard every time there is Chinese class.

(二) 走、路易港、去、请问、怎么

The expected answer was: 请问去路易港怎么走?

This item was found challenging by candidates as two verbs were provided.

Some candidates wrongly wrote “请问去路易港怎么走？/怎么去路易港走请问？/请问怎么走路易港？” amongst others.

The most common wrong answer was “请问去路易港怎么走？”, where the candidates failed to put the verb “走” after the interrogative pronoun “怎么”. It seems that the candidates are very familiar with verbs followed by nouns, that is why they put the interrogative pronoun “怎么” after the verb “走”.

Question 5B

As for question 5B, the candidates had to complete the given sentences. This question also assessed candidates’ writing at the sentence level. Knowledge of syntax was assessed through the sentence completion task. This question carries 6 marks. It is advisable that teachers practice more this kind of exercise in class.

Item 1 is to assess if the candidates could understand the meaning of “天气太热了” which was given in the first part of the sentence. Some candidates did not understand the meaning of the provided part therefore they either provided a wrong answer, for example “生日” or left this item blank. Some candidates provided answers which contain syntax and/or vocabulary issues, for example “天气太热了，我 he 了多水。”.

Some good answers given by candidates: “我想去海边。” or “我想去游泳。” or even “我们要多喝水。”.

Item 2 assessed whether candidates could understand the meaning of “……的时候” to complete the sentence. Some candidates did not understand the meaning of the given phrase; therefore, they were unable to complete the sentence. Examples of wrong answers written by candidates are given below.

上课的时候，我们都回家。

上课的时候，我的书。

上课的时候，我的朋友没有来了。

上课的时候，我们去教室。

上课的时候，老师给我们的本子。

Item 3 assessed candidates using the conjunction word “因为” to provide a reason. The first part of the sentence is given. Some candidates gave the following wrong answers:

昨天我没有去学校，因为我是生病了。

昨天我没有去学校，因为我不好。

昨天我没有去学校，因为我们去医生。

昨天我没有去学校，因为在很多下雨。

昨天我没有去学校，因为每天是我的生日。

A few examples of good answers written by candidates are “昨天我没有去学校，因为我病了。”，“昨天我没有去学校，因为我不舒服。” amongst others.

Question 6

The cloze-test is a higher order reading task assessing the use of language which requires the ability to rely on the context to guess the suitable word for filling the blanks. It aimed at assessing the candidates' ability to read with understanding. Candidates had to fill in the blanks with appropriate words from the list of words given. This question carries 10 marks.

This year, the passage set was based on the following story: “One evening, Lili and his family decided to have dinner in their garden. Since Lili was scared of the dark and dad lit up candles. Lili usually watches TV at night, but that night dad told Lili a beautiful story. The family sang and danced in the garden, and also had dinner together. They enjoyed good moments till it was time for bed.”

Many candidates lost marks because they could not fill in the words: “害怕”、“点亮”、“天上”、“高兴”、“休息”、“一起” and “那个” in the appropriate blanks. Some candidates could not recognise the word “唱歌” or did not understand the meaning of “又……又……”， which means “both do A and do B”.

Question 7A

This question assessed candidates' ability to deal with spelling in context. Five short sentences containing spelling mistakes were set and candidates were required to correct these mistakes. Some candidates had problems in writing the right Chinese characters, hence they lost marks. This question carries 5 marks. Very few candidates managed to score full marks in this question.

The best-done items were:

Item 1 他海（每）天都给妈妈打电话。

Item 5 今天姑妈要来毛里求斯，晚上我去机场接他（她）。

The following items were found challenging:

Item 2 姐姐毛（手）里拿着一本书。

Item 3 爷爷在公园里丢矢（失）了他的眼镜。

A considerable number of candidates did not understand the meaning of the sentences at all thus they could not write the correct answers.

Item 4 林雪静送给我一牛（件）礼物。Here the candidates were expected to write the measure word for gift/present. It seems that candidates are not familiar with measure words or did not simply understand the meaning of “礼物”.

Question 7B

This question assessed candidates' ability to write the appropriate Chinese character according to the provided Chinese Pinyin in the given context. This question carries 5 marks. 21 candidates demonstrated excellent understanding of the sentences. 29.3% of the candidates got 3 to 5 items correct.

The well-done items were:

Item 1 孩子们都喜欢过春节（jié）。

Item 2 妹妹非常不好意思，脸一下（xià）子红了。

Item 4 杨洋的爱好（hào）是踢足球。

The following items were found challenging:

Item 3 我们都喜欢玩电（diàn）脑游戏。Some candidates could not differentiate between “点”, “天” and “电”, and wrongly gave “点” or “天” as answer, hence they lost marks.

Item 5 妈妈买了一条围巾（jīn）。Many candidates either did not understand the meaning of the sentence or could not recall how to write word “scarf” in Chinese language.

Finally they answered wrongly by writing “今” or “镜”. There were also some candidates who left this item unanswered.

Question 8

This question assesses candidates' ability to write grammatically correct and meaningful sentences based on pictures and five given pairs of words. The different sentences should be linked together with the given words to make up a coherent short story. This question carries 10 marks.

A number of issues were noted:

- In some cases, candidates wrote sentences by adding only a subject and a noun.
- A considerable candidates did not know how to use the given pair of words in item 2 “每天——浇水” and item 5 “很热——树”, therefore they were unable to write a correct sentence.
- Some candidates could not use the verbs “种” and “爬” properly.
- Many candidates did not use punctuation. For example, they did not put any full stop at the end of the sentence.

Item 1 一天 —— 种

For many candidates this item was quite challenging. It was partly answered, eventually candidates lost some marks. For example, the following mistakes were noted:

一天我在种

一天文文种

一天刘芳种。

一天我花园里种。

一天爸爸种芒树。

一天我的爸爸种了一个树。

Candidates who scored full marks for this item wrote simple sentences such as:

一天王先生在公园里种下了一棵树苗。

一天，爸爸在花园里种一棵树。

Item 2 每天 —— 浇水

This item seemed challenging for many candidates as they wrote sentences which contained grammatical issues:

爸爸每天浇水树。

每天，爸爸浇水小树。

每天他浇水他的个树。

每天他浇水的树。

Candidates produced simple sentences such as:

爸爸每天浇水

每天，我浇水。

每天，她去浇水。

Item 3 几年后 —— 果子

This item posed difficulty to some candidates as they did not understand the meaning of “果子” hence they could not write good sentences and lost marks. Some candidates produced good sentences such as:

几年后，树有果子。

几年后，有很多果子在树上。

There were also many sentences containing syntax errors, for example:

一年后他有一个大果子。

几年后的树在果子。

我几年后果子。

几年后树果子。

Item 4 有时 —— 爬

This item posed some difficulty to candidates. They had to struggle to find the right vocabulary to write grammatically correct sentences. Some candidates produced good sentences such as:

有时，他的儿子会去爬树。

有时，小孩子们会爬上那棵树。

有时王先生的儿子王晓明会来这里爬树。

There were also many sentences containing syntax errors:

我们有时爬。

有时我爬芒果。

有时，李立爬水果。

有时工文爬水果。

妈妈和李立有时爬果子。

Item 5 很热 —— 爬

This item also posed some difficulty to many candidates. They had to struggle to find the right vocabulary words to write grammatically correct sentences. Good sentences produced by candidates were:

天气很热时，他们会坐在树下休息。

因为天气很热，所以我们坐在树下吃水果。

夏天的时候很热，但是坐在树下就不热了。

In some cases, candidates did not use “很热” properly, they produced wrong sentences such as:

很热我去下树

很热我们坐树

我们很热树。

一天有很热家人坐下树。

因为天气的很热，所以我们在下边的树坐和吃芒果。

Question 9

This question tests the ability of candidates to write a coherent piece of continuous prose of about 100 words based on a given canvas. 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 10 marks.

The following prompts had been given to guide the candidates:

- 坏人走进教室。
- 他拿了什么东西？
- 你和你的朋友看到了坏人。
- 你们是怎么做的？
- 最后怎么样？

Performance on this question was, on the whole, below expectations. Some candidates indeed produced good pieces of writing in a satisfactory way. However, a good number of below average candidates did not attempt this question and did not score any mark and the majority of their compositions were full of grammatical errors. Inappropriate use of case-endings, wrong words, inappropriate verb-tense usage and wrong syntax 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 by candidates.

Composition 1 (9—10 分)

现在是中午十二点，休息时间到了，所有学生都开心地跑出了教室。我和我的朋友小红决定去赛跑。几分钟后，我们就有点想喝水，所以就准备回教室。忽然，我们看到了一个坏人在教室里，他手里拿着一把小刀和老师的钱包和手机。看到这，我和小红都很害怕，而且不知道该怎么办。不一会儿，我就想到了老师说过，如果出了什么事，她不在学校就可以去校长办公室。所以我们马上去告诉校长。校长听到后，赶快去抓坏人。因为坏人没跑远，所以校长一下子就把他抓住了。今天做了一件好事，我很高兴！

This composition is a good piece of work. The candidate made a noticeable attempt to develop the storyline. 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 (7—8 分)

上个星期一上午九点，我们在教室里上课。突然，一个坏人走进教室里。他拿了老师的手机。

我和我的朋友看到了坏人。我们马上叫校长有一个坏人拿着老师的手机，他马上打电话给警察局。不一会儿，警察车来了。接着，他们带这个坏人去警察局。最后，我给了老师她的手机。她对我说：“谢谢你。”我说：“不用谢。”

那天，我真开心因为我做了一件好事。

This composition is relevant to the theme set in the examination paper. The writer has described while he was in the classroom, he saw a thief stealing the teacher's mobile phone. He was able to narrate what he did to get thief arrested. Sentences show some variation in length and style, including the confident use of good vocabulary words “突然, 叫, 警察局, 不一会儿” and “最后”. However, a few errors were noticeable.

Composition 3 (5—6 分)

一天，我是在学校里跟我的朋友一起玩。我们是在教室里玩，教室里的老师是买东西了。

突然有一个大孩子来到教室里，他拿走了我们老师的東西！我们是看到他的时候他都走了。因为他是坏人，我们是要给办公室说。所以我们去了办公室，说了是有一个坏人拿走老师的東西。

过了两个天后，办公室是找到那坏了，他们给那个坏孩子的爸妈打了电话。他的爸妈知道这个事，一定会打他的。

From this composition, we can see that the candidate made a noticeable attempt to develop the storyline. The story is organised and contains enough relevant details. A variety of simple and complex sentences were used. However, some grammatical and spelling mistakes were identified.

Composition 4 (3—4 分)

一天，一个坏人走进教室。他拿了一本故事书。我和我的好朋友看到了坏人。我看哪儿这个故事书是屋子。我去了屋子看的故事书，因为坏人去了那里。我和好朋友找这本故事书。我们回教室给这本故事书老师。老师说：“谢谢你们。”我和好朋友很高兴。

This composition is incomplete. In fact, the story is a basic one with little development. It contains many grammatical mistakes. The sentence structures are very simple and lack fluency.

Composition 5 (1—2 分)

今天我在海边。孩子们在水里玩。孩子们是高兴。一个还在喊救命。他吃饭前去水里。最后李立去在水里和孩子们是不喊救命。他去到医生。我们去家和我们很高兴。

This composition can be categorised as very basic story with very little development. The vocabulary used is simple and inaccurate. Many grammatical mistakes have been noticed throughout the story. A few sentences are meaningless.

Recommendations:

The following recommendations can improve the teaching of Modern Chinese as a foreign language to Mauritian students in primary schools:

1. Teachers should create a better learning environment in classrooms by making use of blended-learning methodology and interactive strategies.
2. The use of other languages like English, French and Creole should be avoided as far as possible while teaching Chinese.
3. More emphasis should be laid on vocabulary, grammar, and their application in sentence writing.
4. Students should be motivated to develop their listening and speaking skills by communicating in Chinese language as much as possible.

Conclusion

Most of the candidates did not have a basic knowledge of the Chinese Language. With regards to this, teachers should make an investigation into its causes in order to adopt proper teaching and learning methods. This is the only way to enhance pupils' interest and improve performance.