



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2024
GRADE 9
Modern Chinese**

Subject code: N650

EXAMINERS' REPORT

INTRODUCTION

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.

The Modern Chinese NCE assessment focusses on the following areas:

1. Reading Comprehension (25%)
2. Writing (25%)
3. Grammar and Use of Modern Chinese (40%)
4. Translation (10%)

General Comments

It was disappointing to see a drop in performance in Modern Chinese with a pass rate of 72.7% in 2023 to 57.1% in 2024. The attention of Educators is drawn to this so that measures are taken to improve performance.

Include a section on **KEY MESSAGES**

Specific Comments

Question 1

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.

Most candidates could not perform well in this question. Among the total of 84 candidates, only 19% of them scored 10-15 marks. Many candidates were unable to answer items 11-15 and it seems that a few candidates did not understand the meaning of these items. For example, for item 11, the candidates were required to “write the sentence in the interrogative form. Some candidates had difficulty to write “吗”. For Item 12, candidates were required to write the sentence in the negative form.

Some candidates were confused with the negative forms “不” and “没有”. As for Item 14, some candidates positioned “除了..... 以外” wrongly. Thus, leading to loss of marks.

Question 2

This question assesses knowledge of basic vocabulary in Modern Chinese in context. Many kinds of vocabulary words were tested through multiple-choice items in this question. The use of noun, adjective, the verb phrase and the proper noun were assessed this year. It consists of 5 multiple choice questions and carries 5 marks. Only 17% of them scored 4-5 marks. One fourth of candidates did not attempt these questions well. The poor performance in this question revealed pupils' poor knowledge of Chinese vocabulary. For example, the fourth item "We go to ____ to buy vegetables every Sunday." The correct answer should be "vegetable market". But some candidates wrongly gave "cinema" as the answer, maximum marks which shows that development of basic vocabulary words is much warranted.

Question 3

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 and an advertisement. They had to show understanding by locating explicit information from the two given texts.

The first given passage was a notice with simple words. Candidates were required to answer the questions. It consisted of 5 items and carried 1 mark each. Since the passage was in conformity with the learners' interest, the overall performance was good. 54% of the candidates scored 4-5 marks. However, in item 5, it seems that a few candidates did not understand the meaning of the question "这次演讲将会怎么帮助学生?". Hence, they could not answer this question properly and lost marks.

The second given passage was a short advertisement. Candidates were required to answer the questions. It was seen as more challenging than the first passage. 48% of the candidates scored 4-5 marks. A few candidates failed to answer the third and fourth items as they did not understand the meaning of the questions.

Question 4

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. However, a majority of candidates could not score highly. This question carries 5 marks. 30% of the candidates scored between 3 and 5 marks.

The well-done items were:

Item 1 (zuò) 坐公共汽车。

Item 2 国家图书馆 (hǎo) 好大啊!

Item 4 (lǐ miàn) 里面有各种各样的书。

Item 5 (zhōng wén) 中文书等。

The following item was found challenging:

Item 3 (qǐ chuáng) 虽然人很多。Many candidates struggled with spelling of the word

“虽然”and wrongly gave “突然”as answer. Hence, they lost marks.

Question 5

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. Many candidates did not understand the meaning of the text. Hence, they could not cope with this question well. This question carries 5 marks. Only about 16% of the candidates got 3-5marks.

The best-done items were:

Item 1 我们学校举行了很多活动庆祝这个节目（日）。

Item 3 同学们听的的（得）很认真。

The following items were found challenging:

Item 2 学校请了几位做（作）家来我们学校读书。Some candidates did not understand the meaning of the sentence. Hence, they did not know what to write.

Item 4 老师请每位学生到教师（室）前面……。Many candidates did not know the noun “教室” and did not answer this item.

Item 5 同学们都准（准）备得很好。Many candidates did not know how to write the Chinese character “准” and wrongly gave “佳” and “难” as answer. Hence, they lost marks.

Question 6

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. The majority of candidates did not attempt this question well and, there were only 29% of the candidates who scored between 3 and 5 marks.

The passage set was based on “We were all waiting for the final result of the drama competition. When the results were announced, I didn't expect our school would win. As the captain of the drama group, the group members asked me to go on stage to receive the award. My friends were very happy. The parents were also proud of our results. We put in a lot of effort for this competition. In the end, we won the competition.” Many candidates did not attempt this question. Thus, they did not score any mark. Some candidates lost marks because they could not fill in the words: “高兴”、“家长们” and “付出” in the appropriate blanks. However, some candidates did not understand the meaning of “奖” and “付出”。

Question 6B

This task is an open Cloze Text. Candidates were required to complete a text with 5 gaps using one suitable word. No list was given. It carries 5 marks. There were only 17% of the candidates who got 3 to 5 marks.

Some candidates could score the maximum marks because a range of answers was accepted: They could fill “But/Fortunately” in the Item, “Everybody/Many people/Friends” in the Item and “that day/that event/that moment/that scene” in the item. However, candidates who were not able to fill in the blanks properly did so as they did not understand the meaning of the short text, or struggled to find the appropriate word which suited the context.

Question 7

This question assesses functional writing. Candidates were required to write 50-60 words on a given task – writing a short letter. They were assessed on their ability to complete the task properly and their accurate use of Modern Chinese. This question carries 10 marks.

The following prompts had been given to guide the candidates:

- 你是什么时候去医院的？
- 为什么你去了医院？
- 李医生是怎么帮你的？
- 李医生是怎么对你的？
- 感谢李医生

亲爱的_____:

On the whole, there were some candidates produced good pieces of writing in a satisfactory way. However, there were 68% of the candidates did not attempt this question and did not score any mark. This showed that many candidates have 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.

Functional writing 1 (9—10 分)

李医生：

你好！

上个星期五，我因为好奇塞了一个灯泡在嘴里而进了医院。您耐心地用一把小锤子把灯泡弄碎。谢谢您，我现在能说话了，而且我再也不会做这样的事情了。

谢谢您！

您的病人：小明

This functional writing is a good piece of work. All required points are developed in detail. G/S/P and syntax are 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. This could only score highly.

Functional writing 2 (6—8 分)

李医生：

你好！

您最近好吗？上个星期一，我要来医院。因为我觉得我身体不好，但是您说我只有感冒。在您的建议下，我吃了药喝了很多水。我开始越来越舒服了。我感谢您。

谢谢您！

您的病人：立夏

The functional writing is relevant to the topic. All points are developed. G/S/P and are 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 which places it in a 6-8 band.

Functional writing 3 (3—5 分)

李医生：

你好。

今天我去医院。因为我很生病了。您给了我药，我吃了您的药，现在我有好了。谢医生。

谢谢您！

您的病人：Julin

This functional writing showed some awareness of the intended task. Required points are addressed but lack of detail can be noted. G/S/P and syntax are accurate enough but errors are noticeable. The vocabulary is simple. The work lacks some coherence in the flow of ideas. This implies that it can only score average marks.

Functional writing 4 (1—2 分)

李医生：

你好。

今天，我去医院。因为我不是好。所以我去医院看您。

谢谢您！

您的病人：莎莎

This functional writing showed no real sense of audience and purpose. Required points are addressed briefly. G/S/P and syntax are erratic. The vocabulary is simple and inaccurate, placing it in a band of 1 to 2 marks.

Question 8

This reading comprehension assesses candidates' ability to read an extended passage of a narrative type.

The narrative passage set was about the friendship between two students named Zhuanghua and Nisha. They were in the same class of G8. Their personalities were different. But they had many common interests, especially in studies. Their story made the classmates realise that two people with different personalities could also be good friends.

Some candidates demonstrated excellent understanding of the passage and scored good marks. As usual, weaker ones had trouble in reading with understanding. There were also some who were not able to express the key ideas when answering the items.

The following items were found challenging by the candidates.

Item 3 妮莎想跟张华一起完成作业吗？为什么？ The expected answer was 不想。

因为张华太聪明了。/妮莎不想跟张华一起完成作业，因为张华太聪明了。
Some candidates gave the wrong answer as they did not understand the meaning of the question.

Item 4 老师是怎么说服妮莎跟张华一起完成作业的？ The expected answer was 在张华那里她会学到很多东西。/老师说服妮莎：“在张华那里你会学到很多东西。” Many candidates wrongly wrote ‘我能不能和别的同学一起完成作业？’ It seemed that many candidates could not understand the question word 说服 and hence could not attempt this item.

Item 8 张华在困难中怎么得到妮莎支持？ The expected answer was 妮莎每天都去医院看他。 Some candidates wrongly answered 就这样张华得到了妮莎的支持。 as they did not understand the meaning of the question.

Item 10 后来同学们对友谊意识到了什么？ The expected answer was 两个性格不同的人也可以成为好朋友。 Some candidates wrongly wrote 同学们也开始跟张华做朋友 as the answer, resulting in loss of marks.

Item 12 assesses knowledge of vocabulary in context. A majority of candidates did not attempt this question.

The best-done items were:

Item 1 张华和妮莎都上几年级？ The expected answer was 八年级。

Item 2 为什么张华和妮莎从来没有说过一次话？ The expected answer was 因为他们俩的性格不同。

Item 5 在一起的时候，张华和妮莎发现了什么？ The expected answer was 他们有很多共同点。

Item 6 张华开始时对交朋友感到怎么样？ The expected answer was 害怕。

Item 7 为什么妮莎羡慕张华？ The expected answer was 因为张华学习很用功。

Question 9

Question 9 A assesses candidates' ability to translate common English words into Modern 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 question. There were only 19% of the candidates who scored 4 to 5 marks.

The common errors found in scripts were:

shop: 商店/店

famous: 有名/出名/著名/大家都知道

suddenly: 突然/忽然

Question 9 B assesses candidates' ability to translate a short paragraph from English into Modern Chinese. A good number of candidates were not able to do this question well. It carries 5 marks. Only 25% of the candidates scored between 4 and 5 marks.

The common errors found in scripts were:

during holidays: 假期的
时候

delicious: 可口/好吃的

seaside: 海边

to see: 看

Food: 食物

watch movies: 看电影

Question 10

This question assesses candidates' ability to produce an extended piece of writing of about 150 words. They were required to write one composition out of a choice of 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) 请你描述一个你经常喜欢去的地方。(请写你看到了什么、听到了什么、人及氛围。)

And the descriptive topic was:

(二) 写一个关于下列内容的故事:

“我找不到它，我很担心。”(请写是什么东西找不到了、后来你做了什么、最后怎么样。)

On the whole, candidates' performance was far below expectations. But there were still some candidates who produced good pieces of writing in a satisfactory way. Only 18% of the population got 10-15 marks. A good number of left this question unattempted. It was alarming to see 73% of the candidates did not score any mark. Many candidates' compositions were full of grammatical errors. Inappropriate use of case-endings, wrong words, inappropriate verb-tense usage and sentence writing were noted. This shows that candidates have not mastered the skill for writing an essay.

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

Composition 1 (Band 1: 13—15 分)

上个星期五，天气很好，风和日丽，阳光明媚。我在家里准备去工作时，发现手机不见了。

我到处找都找不到它，我很担心，不知道该怎么办。姐姐帮我找也找不到。爸爸也帮助我们，妈妈上我房间也没找到。大家都要去上班了，只有我自己一个人留在家里找手机。我后来也放弃了，去上班了。九点四十五分我才到上班的地方。上班的地方也找了，没有！老板也不高兴因为他打了十次电话给我，我没接。我想告诉他原因但是他就是不想听。他还说：“从今天起，你不要在这里工作了。”

回到家，我看到手机在弟弟手里。我很生气，但是我告诉自己不能打弟弟！我从来没有想到，因为一部手机，我的工作没了！

This composition is a good piece of work. The candidate made a noticeable attempt to narrate what happened when he could not find his mobile phone, he was worried, then his parents helped him look for it but failed. Then he was late for work and the boss fired him. He then came back home. And he saw his younger brother was playing his mobile phone! It was a very interesting story. 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 types of sentences for particular effects. Such writing can only deserve to be in Band 1.

Composition 2 (Band 2: 10—12 分)

上个星期一，我的爸爸妈妈带我去图书馆，因为我喜欢看书。国家图书馆是很大。有各种各样的书，有英文书、法文书和中文书。我喜欢中文书。妈妈说我买一本中文书，但是我找不到它，我很担心。妈妈也帮我找，她也找不到，她也很担心。妈妈说不找了。我很生气因为我很喜欢这本书，我哭了。

我的妈妈说我后来去国家图书馆买中文书。我是很高兴。我爱我的妈妈因为她很好。

This composition is relevant to the theme set. Some variety in sentence structures can be seen, including the confident use of complex sentences. Reader's interest is generally sustained. However, lack of vocabulary and a few errors were noticeable which places it in Band 2.

Composition 3 (Band 3: 7—9 分)

我最喜欢的地方是我的房间。

我的房间有很多的书。有一个电视和我的桌子。我的房间是我最喜欢的地方因为我在那里看书和学习。我也可以在那里睡觉。

我的房间有很多的颜色。我很喜欢房间有很多颜色。我最喜欢我的房间。

The composition is relevant but has elementary content. The sentences show some variety in structure and length. However, on linguistic aspects, one can find multiple errors hindering fluency and understanding.

Composition 4 (Band 4: 4—6 分)

上个星期天，家人们在家里。我的家有四口人，爸爸，妈妈，姐姐我。中午的时候，我的妈妈让我去外外面在院子足球。第一次，姐姐对我说：“让我们一起玩。”

二十分钟后，姐姐对我说：“AhAh!”她哭极了。一点儿，我来了，我看到她坐下面。因为我找不到它，我很担心，所以姐姐不哭了。爸爸和妈妈走了外面，他们对我说：“什么事呢？姐姐为什么哭？而且对为什么她不高兴。”

后来爸爸带我和姐姐去超市买一个新的足球。姐姐高兴极了。在超市里，爸爸也买我们灯面吃。最后，我们一起开心了。

From this composition, we could see that there is relevant content, the narratives are very simple, and the descriptions lack detail. Moreover, the story is very simple. Also, spelling mistakes are noticeable. With thorough revision and fewer mistakes, this essay could have scored better marks.

Composition 5 (Band 5: 1—3 分)

我叫安阳。我在 Flacq.我喜欢去的地方是我吃饭的地方。我喜欢要去到这个地方。地方是很大。这个地方很 piao liang . 这是一个多，因为是很 expensive.我结束。

This composition is incomplete, and it contains numerous grammatical mistakes. The candidate used both English and Pinyin to replace the words, they did not know in Chinese. The sentence structures are very simple. The essay in general lacks fluency, placing it in Band 5.