



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

**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2025
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%) |

Key Messages

- Most candidates have 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:
 - Write in negative form (*不 and 没/没有)
 - The interrogative words (* 妹妹多大十二岁了。)
 - The usage of the three words “的”、“地” and “得”
- In Reading Comprehension,
 - 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 grammar, spelling, punctuation and syntax (sentence structure).
 - Weaker candidates have serious difficulties with vocabulary.
 - Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide-ranging vocabulary to sustain the reader's interest.
 - Descriptive essays require candidates to show a very wide range of vocabulary to create an atmosphere. Far too often narrative essays were produced instead of descriptive ones.

General Comments

Approximately 59.4% of the candidates passed the examinations. The attention of Educators is drawn to the decline in performance so that measures are taken to improve performance.

Specific Comments

Question 1

This question usually 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 69 candidates, only 36.2% 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 affirmative form. The question is “小白没去过七色土。”

Some candidates did not understand the meaning of the question and gave the wrong answer. 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”. For Item 13, candidates were required to write the sentence in the interrogative form. Some candidates were confused and just added “多大” before “十二岁了”. As for Item 15, some candidates positioned “以后” wrongly. Thus, leading to loss of marks.

Question 2

This question normally 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. Only 26% of them scored 4-5 marks. Half of the candidates did not attempt these questions well. The poor performance in this question revealed pupils' poor knowledge of Chinese vocabulary. For example, the 2nd item “There has a _____ on the road, and we need to contact the police.” The correct answer should have been “traffic accident”. But some candidates wrongly gave “postman” and “meeting” as the answer; For the 5th item “Please use this _____ to dry your hands”. The correct answer should have been “towel”. However, some candidates wrongly gave “watch” and “bottle” as the answer.

Question 3

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

This question usually assesses functional reading at a basic level. Candidates were required to read an advertisement and a poster. They had to show understanding by locating explicit information from the two given texts.

Since the passage was in conformity with the learners' interest, the overall performance was good. 45% of the candidates scored maximum. However, in item 3, it seems that a few candidates did not understand the meaning of the question “要每周几工作？”. Hence, they could not answer this question properly and lost marks.

The second given passage was a poster. It was seen as more challenging than the first passage. 33% of the candidates scored maximum marks. A few candidates failed to answer the second and third 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 task and scored maximum marks. However, a majority of candidates could not score highly. This question carries 5 marks. Only 25% of the candidates scored between 3 and 5 marks.

The well-done items were:

Item 3 (dà) 大蛋糕。

Item 5 (kāixīn) 开心地说。

The following items were found challenging:

Item 1 (miàntiáo) 面条。 Many candidates did not know how to write “条”。

Item 2 同学们（sòng）送给他一张生日卡。 Many candidates struggled with spelling of the word“送”and wrongly gave “进”as answer.

Item 4 李明切（miàn tiáo）完蛋糕后。 candidates struggled with the spelling of the word“完”and wrongly gave “玩” and “晚”as answer. Hence, they lost marks.

Question 5

This question usually assesses candidates' ability to deal with grammar and writing in context. A short paragraph containing five items with grammatical and Modern Chinese characters with 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 17% of the candidates scored between 3 and 5 marks.

The best-done items were:

Item 3 小白很 (很) 难过。

Item 5 机器人友 (又) 动了起来。

The following items were found challenging:

Item 1 会 (唱) 歌。 Some candidates did not understand the meaning of the sentence. Hence, they did not know what to write.

Item 2 机器人环 (坏) 了。 Many candidates did not know the word “坏” and did not answer this item.

Item 4 方 (放) 心吧。 Many candidates did not know how to write the Chinese character “放” and wrongly gave “房” and “仿” 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 blanks 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 30% of the candidates who scored between 3 and 5 marks.

The passage set was based on “On Monday morning, when Zhang Wenyuan woke up, he heard the sound of rain. He looked out of the window and saw dark clouds filling the sky. Worried that he might get soaked on his way to school, he quickly grabbed an umbrella. Once he was ready, Zhang Wenyuan set off for school.”

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: “淋湿”、“很快地” and “出发” in the appropriate blanks. However, some candidates did not understand the meaning of “淋湿” and “出发”。

Question 6B

This task is an open Cloze Text. Candidates were required to complete a text with 5 blanks using one suitable word. It carries 5 marks. There only 15% of the candidates managed to score 3 to 5 marks.

Some candidate scored maximum marks because a range of answers was accepted. They could fill “classroom/school” in Item 1, “speak/talk/say” in Item 2 and “several minutes /one minute/one hour/after a while” in Item 5. 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 usually assesses functional writing. Candidates were required to write 50-60 words on the 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:

- 生日会什么时候举行？
- 生日会在哪儿举行？
- 生日会几点开始？
- 还请了谁参加生日会？
- 生日会那天会有什么活动？

亲爱的_____：

On the whole, there were some candidates who produced good pieces of writing. However, 63% of the candidates did not attempt this question and did not score any mark. This showed that many candidates have not mastered the skills of 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)

亲爱的小潼：

你好！

下个月十号是我的生日，我想请你来参加我的生日会，地点就在我家。生日会下午两点开始。小马和小佳也会来。那天我们可以一起唱歌跳舞。

你一定要来哦！等你！

您的朋友：小宇

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 and the candidates demonstrates the ability of writing to use different types of sentences for particular effects. This piece of work could only score highly.

Functional writing 2 (6—8 分)

亲爱的小明：

我想请你来参加我的十五岁生日会。我会在二月十四号，仁和大饭店举行生日会。生日会在晚上八点左右开始。我还请了小光和啊华来。那天会有很多活动。像电子游戏啊，还有鬼爪人等活动。我们生日会上见。

你的朋友：李大华

The functional writing is relevant to the topic. All points are developed. G/S/P and syntax are essentially accurate. The vocabulary is accurate. The sentences show some variety. However, on linguistic aspects, one can find a few mistakes which places it in a 6-8 band.

Functional writing 3 (3—5 分)

亲爱的丽丽：

你好。我想请你，我的生日会是七月七日。生日会在我家。上午十点到下午两点。小华还参加生日会。

我想看你在我家。

你的朋友：李文

This functional writing shows 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)

亲爱的少少：

我的生日会是 03 月 03 日时候举行。我的生日会在课和吃。我喜欢我的生日会。我的生日会 15：00 开始。我很多高心我是 16 岁多天了

你的好朋友：妈妈

This functional writing shows 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 question assesses candidates' ability to read an extended passage of a narrative or informative type. Candidates are assessed, including 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.

The narrative passage set was about a brother and sister who lived together in the countryside. When the brother was eighteen and the sister was fifteen, their parents passed away, leaving the two siblings to depend on each other. The brother took on the responsibility of caring for his sister. The brother was diligent and eager to learn, while the younger sister was obedient and sensible. When the brother graduated from high school, he was ranked first in his class and earned a government scholarship to study abroad. However, he was worried that if he left, there would be no one to look after his sister. Just when he felt completely stuck, a neighbour stepped in to help. She agreed to take care of the sister, easing the brother's worries and allowing him to pursue his studies abroad.

Some candidates demonstrated excellent understanding of the passage and scored good marks. As usual, weaker ones showed difficulties 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 2 阿里是希亚的哥哥，他还是希亚的什么？ The expected answer was (i) 父母/爸爸妈妈。(ii) 最好的朋友。

Some candidates gave the wrong answer as they did not understand the meaning of the question or they gave only 1 answer instead of 2 answers.

Item 5 老关于高中毕业考试成绩，阿里得到了什么好消息？ The expected answer was

他在高中毕业考试中取得第一名，获得了出国留学的奖学金。” Many candidates wrongly wrote ‘阿里来到学校，他静静地等待成绩结果出来。’It

seemed that many candidates could not understand the question 好消息 and hence could not attempt this item.

Item 7 为什么阿里去给法蒂玛女士打工？ The expected answer was 为了多挣点钱。 Some candidates wrongly answered 因为阿里去给法蒂玛女士打工。 as they did not understand the meaning of the question.

Item 9 说一说以下两个人的性格： The expected answer was (i) 阿里是个有负责心的哥哥。 父母过世后，他每天都会到店里打工，挣钱养家。阿里还刻苦学习，为了参加高中毕业考试，他每天晚上都会学到很晚。

(ii) 希亚是个很懂事的小女孩。虽然她还小，但是她也会做饭、打扫房子。

Some candidates wrongly wrote (i) 阿里和妹妹希亚住在乡下； (ii) 没有其他人照顾希亚。 as the answer, resulting in loss of marks.

Item 10 assesses knowledge of vocabulary in context. A majority of candidates did not attempt this question. (ii) 不但 (From Paragraph 1) : The expected answer was 不仅。 Some candidates wrongly answered 于是/而且。 (iii) 高兴 (From Paragraph 2) : The expected answer was 开心/快乐。 Some candidates wrongly answered 开兴/高中。 (iv) 忽然 (From Paragraph 3) : The expected answer was 突然。 Some candidates wrongly answered 照顾/成绩。 Hence, they lost marks.

The best-done items were:

Item 1 阿里和希亚住在哪儿？ The expected answer was 乡下。/乡村。/阿里和希亚住在乡下。/阿里和希亚住在乡村。

Item 3 上学前阿里都会先做什么？ The expected answer was 因先到店里打工。/上学前阿里都会先到店里打工。

Item 4 希亚在家里是怎么帮忙的？请写出两个答案。 The expected answer was (i) 做饭。 (ii) 打扫房子。

Item 6 为什么阿里担心出国留学的事？ The expected answer was 阿里担心他出国时，谁会照顾希亚。/阿里担心他出国时，没有人照顾希亚。

Item 8 阿里答应希亚什么？ The expected answer was “我以后一定会回来照顾你的。”/他以后一定会回来照顾希亚的。

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 12% of the candidates who scored 4 to 5 marks.

The common errors found in scripts were:

banana: 香蕉

slowly: 慢慢地

to sleep: 睡/睡觉

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. 35% of the candidates scored between 4 and 5 marks. Many candidates lost marks due to incorrect spelling:

The common errors found in scripts were:

yesterday: 昨天

market: 市场

were buying: 买

different: 不同的

vegetables: 蔬菜/青菜

fruits: 水果

returned home: 回家

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 descriptive topic was:

- (一) **记叙文**：请你描述在海边度过的一个好时光。（请写你看到了什么、听到了什么、人及氛围。）

And the narrative topic was:

- (二) **叙述文**：请用上下列句子来写一个故事

“看到最好的朋友跑过来的时候，他很高兴。”

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 20% of the population got 10-15 marks. A good number of candidates left this question unattempted. It was alarming to see 60% 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 of 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)

阳光明媚，天高云淡，正是去海边度假的绝佳机会啊！

由于今天是星期天，海边人山人海。人们有的有用，有的吃饭，每个人都眉开眼笑。

我和爸爸妈妈在人群中艰难的行走，走了好久才找到一个空地。一家人在一起，在暖暖的沙滩上围坐畅谈。我们一边看风景一边喝着冰凉的果汁，太爽了！

我们坐在沙滩上。海风轻拂，不仅吹起了我的衣角，更是吹散了我的忧愁。抬眼望去，远处的大海如同夜晚的星辰，闪闪发光，构成了衣服迷人的画卷。

This composition is a good piece of work. The candidate made a noticeable attempt to aptly describe the scenery of the seaside and the feelings of his family when they arrived at the beach. It is a good piece of work with descriptive elements. 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)

一天，有两个朋友，林文和丽丽。

每天，他们互相说，做作业，一起吃饭。他们是最好的朋友。

逐渐地，他们长大了。他们去中学的时候，他们要去不同的学校。他们不想，但是也不可以做什么。虽然他们不可以互相见面，他们经常联系。他们写短信。很多年过了，林文和丽丽毕业考试以后，他们想看对方，所以丽丽去接林文。

看到最好的朋友跑过来的时候，他很高兴。

This composition is relevant to the theme set. Some variety in sentence structures can be seen, including the confident use of complex sentences. The 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)

我十二岁的生日，我请了大家，我的学校朋友，我的哥哥的朋友。

我要请我的好朋友，我请他来我的生日会。他不能来，我很不高兴。在我的生日会，我不会舞蹈和朋友，我只坐，我只看。我的爸爸妈妈说：“你不和朋友玩是吧？”我不说，我要回家。

我坐的时候，我看到我的好朋友来了，在门口。看到最好的朋友跑过来的时候，他很高兴。他说的我多，我们很开心。我舞蹈多。我们吃生日的食吃。我喜爱的第十二生日会。

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)

我跟爸爸一起去海边。

我一到海边就去游泳。在游泳的时候，看到最好的朋友跑过来的时候，他很高兴，我也很高兴。我让他们：“你们会游泳吗？”他们告诉我因为他们病了。他们的名字是张华，莎莎和希亚。

我们去买了 ice cream 然后去买面包。这是的最好的天。

From this composition, it can be seen that although there is relevant content, the descriptions are very simple and, 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)

我在去海边度过的一个好时光。我看海，沙和水。听到了什么人和氛围。
海边是好。那一好天气。海边有人和东西。

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.

Recommendations

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

1. Educators are advised to 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 Kreol Morisien should be avoided as far as possible while teaching Chinese.
3. More emphasis should be laid on vocabulary, grammar, and the application in sentence writing.
4. Students should be motivated to develop their listening and speaking skills by communicating in the Chinese language.