



**NCDC**

*NATIONAL CURRICULUM  
DEVELOPMENT CENTRE*

**End of Year Sample  
Assessment Items for S.1 and S.2**

**CHINESE**

**2022**

# 乌干达中学中文考试

## 第一班

### Guidance to the Teacher

The purpose of providing these sample items is to guide the teacher on setting the end-of-year assessment items for learners of Senior One. The standard Chinese Examinations is divided into two papers. Paper 1 assesses listening and speaking competences while Paper 2 assesses reading and writing competences. However, what is provided in this document is only a sample, not a standard full examination paper.

### Note:

1. *There are two sections in this document, one is Listening and the other is Speaking.*
2. *The skills have been integrated per item, for example, listening and writing.*
3. *There is one short response item and one extended response item.*
4. *A learner is expected to spend 1-2 minutes on each short response item for each response and 5-10 minutes on an extended response item.*
5. *Also included are learning outcomes which are integrated and assessed per item and guidelines on how to score the learner's responses.*
6. *The page numbers indicated for different items in this document are from the Chinese Language Lower Secondary Syllabus.*

**NOTE:** *The items in this document are samples you may use to set others for the full paper.*

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## ITEM 1: EXTENDED RESPONSE

### Listening:

*Listen to the audio and write the answers to the questions that follow. The audio will play thrice for each number.*

Nǐhǎo WǒshìMǎlì Wǒjīnniánshí sì suì Wǒxǐhuān xuéxízhōngwén  
1. 你好，我是玛丽，我今年十四岁。我喜欢学习中文。

Wèn tí Tājiàoshénme  
问题：她叫什么？



Integrated learning outcomes from the Chinese language Lower Secondary Syllabus:

2. Know a range of words and simple phrases for inquiring about someone's identity.  
(Page 19)

**NOTE:** When preparing the full examination paper, the section on listening should have at least 2 items; one short response item with at least three questions, and one extended response item. The short response item above has a stimulus to help the students imagine their meeting with Mali or bring it closer to real life. You may also develop your own items to assess listening, however, avoid multiple-choice items; instead, integrate the skills. The learner may respond by writing or speaking.

## ITEM 2: EXTENDED RESPONSE

### Speaking:

*You and your family have met a Chinese person at one of the tourist sites in Uganda. To create a friendship with him, introduce yourself, and your family and inquire more about him.*

Integrated learning outcomes from the Chinese language Lower Secondary Syllabus:

1. Know a range of words and simple phrases for inquiring about someone's identity.  
(Pg.19)

2. Tell relationships among members of nuclear and extended families in simple Chinese and introduce family members to others. (Pg. 24)
3. Know the Chinese words used to inquire about the relationships between members of the family. (Pg. 24)
4. Know simple words and expressions to give and ask for information about family members politely. (Pg. 24)

**NOTE:** The section on speaking should have at least 2 items, one short response item with at least three questions and one extended response item. Use the item above for guidance in creating items for assessing the speaking skill. Item 2 requires a learner to generate extended and free responses (at least 5 sentences) to be scored as shown on the assessment grid below. Avoid multiple choice items, instead, integrate the skills.

**RACE:**

Out put	Basis of evaluation	Relevance	Accuracy	Coherency
<b>Sentence</b> “她叫玛丽”	<b>ITEM 1:</b> <b>Content</b> <b>Language</b>	<p>A learner scores 3 for mentioning the name of the speaker in a full sentence focusing on words that relate to the question like “叫”.</p> <p>A learner scores 2 for mentioning the name of the speaker and another word that relates to the question like “叫”.</p> <p>A learner scores 1 for mentioning the name of the speaker.</p>	<p>A learner scores 3 for using the correct tones to write the pinyin for each word.</p> <p>A learner scores 2 for using the tones to write the pinyin of some words.</p> <p>A learner scores 1 for using the tones and pinyin for some words.</p>	<p>A learner scores 3 for writing a logical sentence following the sentence structure <i>Subject+ Verb+ Object</i></p> <p>A learner scores 2 for writing the sentence following the sentence structure <i>Subject+ Verb+ Object</i>.</p> <p>A learner scores 1 for writing a sentence in Chinese.</p>
<b>Speech</b>	<b>ITEM 2:</b> <b>Content</b> <b>Language</b>	<p>A learner scores 3 for 5-10 sentences that are relevant to introduction of self and others.</p> <p>A learner scores 2 for 3-4 sentences that are relevant to</p>	<p>A learner scores 3 for 5-10 sentences that are correctly pronounced and intonated with words combined following the correct structures of Chinese language.</p>	<p>A learner scores 3 for 5-10 sentences that are logically produced and are chronological in relation to how one introduces himself and others.</p>

Out put	Basis of evaluation	Relevance	Accuracy	Coherency
		<p>introduction of self and others.</p> <p>A learner scores 3 for 1-2 sentences that are relevant to introduction of self and others.</p>	<p>A learner scores 2 for 3-4 sentences that are correctly pronounced and intonated with words combined following the correct structures of Chinese language.</p> <p>A learner scores 1 for 1-2 sentences that are correctly pronounced and intonated with words combined following the correct structures of Chinese language.</p>	<p>A learner scores 3 for 3-4 sentences that are logically produced and are chronological in relation to how one introduces himself and others.</p> <p>A learner scores 3 for 1-2 sentences that are logically produced and are chronological in relation to how one introduces himself and others.</p>

**NOTE: Excellence Score**

A learner will get an additional score (1) when he/she responds and exceeds what is expected of him/her, for example, using characters more than pinyin in writing.

# 和二乌干达中学中文考试

## 第二班

### Guidance to the teacher

The purpose of providing these sample items is to guide the teacher on setting the end-of-year assessment items for learners of Senior One. The standard Chinese examinations are divided into two papers. Paper 1 assesses listening and speaking competencies while Paper 2 assesses reading and writing competencies. However, what is provided in this document is not a standard full examination paper.

### Note:

1. There are two sections in this document, one is Writing and the other is Speaking.
2. The skills have been integrated per item, for example, reading and writing.
3. There is one short response item and one extended response item.
4. A learner is expected to spend 1-2 minutes on each short response item for each response and 5-10 minutes on an extended response item.
5. Also included here are learning outcomes which are integrated and assessed per item and guidelines on how to score the learner's responses.

**NOTE:** The items in this document are samples you may use to set others for the full paper.

### ITEM 1: SHORT RESPONSE ITEM

#### Writing:

#### 1. Complete the dialogue below.

Today is Amuli's mother's birthday. She wants to make her a surprise dinner however, there are no foodstuffs at home to make the dinner she has in mind before her mother comes back. The nearest supermarket is owned by a Chinese. How will she converse with the Chinese shopkeeper with the right replies and questions?

Duìhuà

DIALOGUE 对话

Nǐhǎo

AMULI: 你好!

CHINESE MAN: .....

Wǒjiào

AMULI: 我叫 AMULI.

Nǐhuìshuōzhōngwén Nǐshìzhōngguórénmá

CHINESE MAN: 你会说中文, 你是中国人吗?

AMULI: .....

Nǐjiāzài nǎer

CHINESE MAN: 你家在哪儿?

AMULI: .....

.....

Wǒjiào Lǐlóng

CHINESE MAN: 我叫李龙。 My English name is James.

Nǐde yīngyǔ hěn hǎo

AMULI: 你的英语很好。

Nǎlǐ nǎlǐ Nǐjīnnián jǐsuì

CHINESE MAN: 哪里哪里, 你今年几岁?

AMULI: .....

Nǐyào mǎi shénme

CHINESE MAN: 你要买什么?

AMULI: .....

.....

Miàntiáo qìshuǐ shuǐguǒ miànbāo jīdàn hé dāngāo gěi nǐ

CHINESE MAN: 面条, 汽水, 水果, 面包, 鸡蛋和蛋糕给你。

AMULI: .....

Búkèqì zàijiàn

CHINESE MAN: 不客气, 再见!

AMULI: .....

Integrated learning outcomes from the Chinese Language Lower Secondary Syllabus:

1. Know a range of words and simple phrases for inquiring about someone's identity. (Pg. 19)
2. Tell relationships among members of nuclear and extended families in simple Chinese and introduce family members to others. (Pg. 24)
3. Know the Chinese words used to inquire about the relationships between members of the family. (Pg. 24)
4. Know simple words and expressions to give and ask for information about family members politely. (Pg. 24)
5. Recognise and use appropriate Chinese words, set phrases and questions related to food. (Pg. 26)

**NOTE:** The section on writing should have at least 3 items, two short response items and one extended response item. Use the item above for guidance; it requires a learner to

generate free but short responses to be scored as shown on the assessment grid below. Avoid multiple choice items, instead, integrate the skills; here the reading and writing skills have been integrated. Encourage the learners to write characters more than pinyin.

## ITEM 2: EXTENDED RESPONSE

### *Speaking:*

A visiting team from China is at your school, and the head teacher has asked you to tell them about your school and the activities the students at your school take part in during the week. What can you say about the school time table below and what more can you say to them about your school beyond that?

DAY OF THE WEEK	MORNING	BREAK		LUNCH		EVENING
MONDAY	Chinese		Science		P.E.	Sports-Tennis
TUESDAY	History		Science		English	Sports-Basketball
WEDNESDAY	French		Social Studies		Chinese	Sports-Football
THURSDAY	Mathematics		Science		P.E.	Sports-swimming
FRIDAY	English		Music		Dance	Sports

Integrated learning outcomes from the Chinese language Lower Secondary Syllabus:

1. Use appropriate expressions to greet people in a polite way. (Pg 18)
2. Use appropriate greetings at different times of the day (morning, evening, bidding farewell). (Pg 18)
3. Know a range of words and simple phrases for inquiring about someone's identity. (Pg 19)
4. Use a range of words and expressions for introducing oneself, stating name, town and country. (Pg 20)
5. Know the names of the subjects in Chinese and inquire/give information about the subjects taught at school. (Pg 28)
6. Know the days of the weeks to understand the school routine.
7. Know the names of various locations at school.
8. Know different sporting activities that people engage in. (Pg 40)

**NOTE:** The section on writing should have at least 3 items; two short response items and one extended response item. Use the item above for guidance; it requires a learner to generate free but short responses to be scored as shown on the assessment grid below. Avoid multiple choice items, instead, integrate the skills; here the learner may respond by speaking and even



writing in case you change the target skill to be assessed. Encourage the learners to write characters more than pinyin.

**RACE:**

Output	Basis of evaluation	Relevance	Accuracy	Coherency
<p><b>A complete dialogue</b></p>	<p><b>ITEM 1:</b> <b>Content Language</b></p>	<p>A learner scores 3 for writing (6-9) replies to questions in the dialogue and writing all questions that relate to the answers of the Chinese man focusing on using words that relate meaningfully to the entire dialogue.</p> <p>A learner scores 2 for writing most (3-5) replies to questions in the dialogue and writing most questions that relate to the given answers of the Chinese man focusing on words that relate meaningfully to the entire dialogue.</p> <p>A learner scores 1 for writing some (1-2) replies to questions in the dialogue and writing questions</p>	<p>A learner scores 3 for using the correct tones to write the pinyin for each word and writing (6-9) correct sentences.</p> <p>A learner scores 2 for using the correct tones to write the pinyin for most of the words and writing (3-5) correct sentences.</p> <p>A learner scores 1 for using the correct tones to write the pinyin for some of the words and writing (1-2) correct sentences.</p>	<p>A learner scores 3 for writing (6-9) logical sentences and relating the sentences well by placing them meaningfully and matching them with the given sentences for the chronological flow of ideas in the dialogue.</p> <p>A learner scores 3 for writing (3-5) logical sentences and relating the sentences well by placing them meaningfully and matching them with the given sentences for the chronological flow of ideas in the dialogue.</p> <p>A learner scores 3 for writing (2-1) logical sentences and relating the sentences well by placing them meaningfully and matching them with the given sentences for the</p>

Output	Basis of evaluation	Relevance	Accuracy	Coherency
		that relate to the answers of the Chinese man focusing on words that relate meaningfully to the entire dialogue.		chronological flow of ideas in the dialogue.
<b>Speech</b>	<b>ITEM 2:</b> <b>Content</b>  <b>Language</b>	<p>A learner scores 3 for 6-10 sentences that relate to daily routine and school/classroom activities. The sentences should be generated from the timetable given as a support. The learner is also free to add any more information that is beyond the given timetable that relates to his school life.</p> <p>A learner scores 2 for 3-5 sentences that relate to daily routine and school/classroom activities. The sentences should be generated from the timetable given as a support.</p> <p>A learner scores 1 for 2-1 sentences that relate to daily</p>	<p>A learner scores 3 for 6-10 sentences related to activities at school/ in class, that are correctly pronounced and intoned with words combined following the correct structures of Chinese language.</p> <p>A learner scores 2 for 3-5 sentences related to activities at school/ in class, that are correctly pronounced and intoned with words combined following the correct structures of Chinese language.</p>	<p>A learner scores 3 for 6-10 sentences related to activities at school/ in class that are logical and are in chronological order.</p> <p>A learner scores 3 for 3- 4 sentences related to activities at school/ in class that are logical and are in chronological order.</p> <p>A learner scores 3 for 1-2 sentences related to activities at school/ in class that are logical and are in chronological order.</p>

Output	Basis of evaluation	Relevance	Accuracy	Coherency
		routine and school/classroom activities. The sentences should be generated from the timetable given as a support.	A learner scores 1 for 1-2 sentences related to activities at school/in class, that are correctly pronounced and intonated.	

**NOTE: Excellence Score**

A learner will get an additional score (1) when he/she responds and exceeds what is expected of him/her, for example, using characters more than pinyin in writing.

