

# The 95th intermediate school for Girls Competition Final Report



## Memory Master: Chinese Vocabulary Challenge 汉字小达人：中文词汇记忆挑战赛



### 1. Objectives of the Competition

- To strengthen students' Chinese vocabulary retention and character writing accuracy.
- To motivate students through gamified assessment and friendly competition.
- To provide an engaging platform for showcasing students' Chinese learning achievements.
- To foster healthy class spirit and academic collaboration.

### 2. Target Participants

- All Grade 7 (First-Year Middle School) students studying Chinese in Term 3.
- Students of beginner level with basic familiarity with vocabulary from Terms 1 – 3.

### 2. Competition Format

- Task: Write as many correct Chinese characters from memory as possible within 30 minutes.
- Scoring: 1 point per correct character.
- Bonus: Students scoring over 20 points received bonus points.
- Recognition:
  - Top 10 students across the grade received certificates and prizes.
  - Top 3 classes (based on average score) received group certificates.

### 3. Participation & Results Overview

#### Class Participation and Average Scores

Class	Number of Students	Average Score
Class 1	29	18.74
Class 2	29	<b>21.80</b>
Class 3	31	18.50
Class 4	18	19.40

#### Top 10 Student Performers

- Highest Individual Score: 64 points (achieved by 2 students)
- Remaining top performers ranged from 36 to 64 points.

### 4. Awards and Recognition

Individual Awards:

- Top 10 scorers received:
- Principal-signed certificates
- Themed prizes (stationery)
- Bonus points added to their Chinese subject grade

Class Awards:

- Top Class by Average Score: Class 2 (21.80 points)
- All members of the top 3 classes received a Group Certificate for outstanding collective performance.

## **5. Student Feedback & Teacher Observations**

Strengths Observed:

- High motivation and participation from all classes
- Excellent memorization shown by top performers
- Strong engagement with review materials and Pleco app

Challenges Identified:

- Common mistakes included:
- Incorrect stroke order
- Character structure errors (e.g., misplacement of radicals or components)
- Over-reliance on rote memorization without contextual understanding
- Some students confused similar-looking characters or forgot basic strokes under time pressure.

## **6. Suggested Follow-up & Improvements**

To address the observed issues and support long-term literacy development, the following strategies will be implemented in future lessons:

1. Increased focus on character writing in class
  - Weekly practice dictation drills
  - Handwriting warm-up activities
2. Character decomposition and structure explanation
  - Teach radicals and how characters are formed
  - Highlight common confusion patterns
3. Gamification of writing practice
  - Team-based writing games
  - Stroke order competitions
  - Small incentives to reward progress
4. Integrated review routines using digital tools

- Continued use of the Pleco app
- Recording reading and writing logs

## **7. Conclusion**

The “Chinese Memory Master” competition successfully provided students with a meaningful opportunity to apply their character learning in a high-energy, focused environment. While scores showed room for growth, especially in writing accuracy, the event revealed clear learning patterns and will help inform more targeted teaching in upcoming terms.

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## **8. Attachments link**