



中文

CHINESE



ZHO3000W
WRITING PORTFOLIO GUIDE
NCEA LEVEL 3

CHINESE WRITING PORTFOLIO

NCEA LEVEL 3

Expected time to complete work

This work will take you about 15 hours to complete.

You will work towards the following standard:

Achievement Standard 91537 (version 1) Chinese 3.5

Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives

Level 3, Internal assessment

5 credits

In this guide you will focus on:

Developing a writing portfolio in which you will gather evidence of your ability to write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives.

1 INTRODUCTION

This assessment activity for Achievement Standard 91537 requires you to **submit at least two pieces** of writing in a writing portfolio, showing your ability to write a variety of texts in Chinese to explore and justify varied ideas and perspectives.

There are three separate tasks for you to choose from in this guide.

You can submit up to three pieces of writing, from which you will then choose at least two for your final submission.

Your **two** pieces of writing will add up to a combined total of about **500 Chinese characters**. At all times quality is more important than quantity.

The following instructions provide you with a way to structure your work to demonstrate what you have learned to allow you to achieve success in this standard.

INSTRUCTIONS

- You should complete the corresponding module first before you attempt the writing task. For example, do module ZHO3002 first, and then do the writing assessment ZHO3002Y1.
- You have one opportunity to get general feedback from your teacher and improve on your writing on each task you submit.
- You should aim to complete the writing tasks (including any reworking after receiving feedback from you teacher) by the **end of September**.

2 CONDITIONS

- All the work that you include in your writing portfolio **must be entirely your own work**. Extracts from external sources should not be included without acknowledging the sources. Any extracts from external sources will not be considered in the final achievement judgement.
- You can use relevant resources such as the course materials, vocabulary lists, grammar summaries and a range of commonly used real life resources, including the internet, which may be used to support drafting and reworking.
- As you are expected to be able to work consistently at the level of language you display in your portfolio writing, we strongly advise you to **only** use the Chinese you have learnt during this course, or Chinese you know to be correct, and to use any additional resources with caution. The course material provides sufficient language for you to gain Excellence in this standard.
- Chinese from the Chinese language samples in the assessment schedule may not be used unless it is significantly reworked.
- There are **no reassessment opportunities** for this standard, so make sure you choose your best two pieces and let your teacher know before the end of August. If you are in doubt, you may discuss your choice with your Te Kura Chinese teacher.
- **The work you submit must be your own.** You may not copy or otherwise reuse Chinese that has been created by someone else. You may not ask someone else to do any writing for you.
- Plagiarism detection software may be used to check this is your own work.

SUPERVISOR REQUIREMENTS

- Supervision is not required for this assessment
- Upload your draft and writing submissions to the **ZH3000W Writing dropbox**.

3 PORTFOLIO TASKS

OVERVIEW

The following three writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91537.

Each task has separate instructions. You will find these below.

ZHO3002Y1	An after school job – write an article
ZHO3004Y1	Advice to an exchange student – write an email
ZHO3006Y1	A memorable event – write a blog entry

You may also submit other authentic writing in Chinese that you have done. This might be some writing that you have done in addition to the writing portfolio tasks e.g. a letter to apply for a Chinese cultural immersion program. However, you **must** discuss this with your Te Kura Chinese teacher first, to ensure you are providing the best evidence possible.

ZHO3002Y1: AN AFTER SCHOOL JOB

TASK 1: WRITE AN ARTICLE FOR YOUR SCHOOL MAGAZINE ABOUT THE PROS AND CONS OF DOING AN AFTER-SCHOOL JOB

You could write on the following points:

- What benefits students can get and what social skills they can learn from having work experience.
- How having an after-school job could impact on students, e.g. study time, extracurricular activities and other possible impacts.
- What your parents' opinion might be about your having an after-school job and their reasons behind those opinions.
- Your own experience/views/suggestions on having an after-school job.

You could also include your own original thoughts. Justify and support your viewpoint with examples. Your article will be more interesting to read if you include more examples and personal experience.

ZHO3004Y1: ADVICE TO AN EXCHANGE STUDENT**TASK 2: WRITE AN EMAIL GIVING ADVICE TO AN EXCHANGE STUDENT**

Shengjian (胜健) is a Chinese student. He is coming to New Zealand as an exchange student next year. He has a lot of concerns and doubts about life in New Zealand so he sent an email to you asking for some advice.

There may be some new words in his email. Read the glossary first before you read Shengjian's email.

紧张	jǐn zhāng	nervous
国际学生	guójì xuéshēng	international students
当地家庭	dāngdì jiāting	local family
独生子	dúshēngzǐ	the only child
娇惯	jiāoguàn	spoilt
家务	jiāwù	house chores
打扫房间	dǎsǎo fángjiān	tidy up/clean up the room
沟通	gōutōng	communicate
提高英语	tígāo yīngyǔ	improve (his/her) English
建议	jiànyì	suggestions, suggest

你好

马上就要去新西兰上学了，我很紧张，怕自己不习惯新西兰的生活。我听说国际学生都在新西兰当地家庭住或者住公寓。我真的有点怕。我是独生子。爸爸妈妈很娇惯我。我从来没有在外面住过，什么家务都不会。在我家，洗衣服，打扫房间，做饭等等都是爸爸妈妈做。我比较内向，喜欢自己一个人看书或上网。我没有什么朋友，所以很少出去玩也不会什么运动。

听说很多新西兰家庭有两三个孩子，这样很好。如果跟他们住一起，我就能马上有很多兄弟姐妹，那一定很好玩。你住过公寓吗？我觉得住公寓也一定很有意思。你觉得我应该住当地家庭还是应该住公寓？如果找公寓，你觉得我找什么样的公寓比较好？跟别人合租公寓好还是自己住比较好？

还有我的英语很差。我怕跟新西兰同学不能沟通。你有什么好办法帮我提高英语吗？请给我一些建议。谢谢你。祝好

胜健

Read Shengjian's email carefully and write a response addressing his concerns. You can:

- give your opinion about homestay and flatting (comparing the two options)
- suggest a type of accommodation for Shengjian and explain why you think it is a better option
- suggest things Shengjian should do to be a good guest in the home stay (or what he should do to be a good flatmate)
- remind him of certain house rules or expected behaviour of a house guest/flatmate
- suggest activities/things Shengjian could do with the host family/flatmate to learn more about the Kiwi culture and lifestyle
- give your opinion about how to learn a foreign language effectively using an example from your personal experience to support your point of view
- suggest things Shengjian can do to improve his English and/or gain more cultural knowledge.

You could include ideas such as the above, but take time to think of something original as well. You can justify and support your point of view by examples. Your reply will be more interesting to read if you include more examples and personal experience.

ZHO3006Y1: A MEMORABLE EVENT

TASK 3: WRITE A BLOG ENTRY ABOUT A CULTURAL EVENT

Write a blog entry about a cultural event which you attended/participated in. This could be a visit to your Chinese friend's home, a birthday party of a Chinese person, a Chinese New Year celebration or a Chinese Cultural Day.

You could write on the some of the following points:

- Describe the event (what, when, where, who, etc.).
- Give examples of interesting/different cultural practices of the Chinese during the event.
- Give an example from your own experience to demonstrate the importance of cultural awareness.
- Give your opinion about the different cultural behaviours and explain why you like it/ don't like it.
- Explain what cultural knowledge you've gained from this event and how your understanding and perceptions of some Chinese culture practices has changed.

You could include ideas such as the above, but take time to think of something original as well. You can justify and support your point of view by examples. Your article will be more interesting to read if you include more examples and personal experience.

Note: If you are of Chinese origin, you could write about an event you participated in New Zealand and what New Zealand cultural practices or knowledge you have learned through the event.

4 TIPS FOR SUCCESSFUL WRITING

Key things you need to do to gain this standard:

- Submit two pieces of writing. The total length of your writing is about **500 Chinese characters**.
- Remember quality is more important than quantity.
- Communicate information, and express and justify ideas and opinions
- Communicate overall, despite any inconsistencies in language

If you are aiming for Merit or Excellence, take careful note of what you need to do by looking at the standard and explanatory notes in the next section of this guide.

Other useful tips:

- Read the instructions, the topic, the assessment schedule and any other details.
- Go back through the modules of the ZH3000 course and take note of any relevant information e.g. useful vocabulary or structures, advice on how to develop and/or sequence your information/ideas/opinions.
- Use a range of the vocabulary and structures that you have learnt and are familiar with especially those from ZH3000 course. Remember to refer to ZHO3000A – the Vocabulary Supplement module and the Module Texts, Word List and How Chinese Works links in your online modules.
- Brainstorm your ideas or make a mind map, then write/type a draft. Edit it carefully as many times as you like, and, once you have received global feedback on your draft, incorporate suggestions for improvement into your final version. Handwrite your final version on the paper provided, or type it.
- Make sure that your writing is structured in a way that fits the task (e.g. by using paragraphs, or by starting and finishing a letter appropriately) and that your information/ideas and/or opinions flow logically. Where appropriate, start a new paragraph for each new idea or example.
- Write using full sentences if appropriate, and explore and justify your ideas and perspectives as fully as you can.
- You've learnt how to communicate in many ways in Chinese, such as giving a description, an explanation, a suggestion, a request, an example and so on. Show that you know how to do these things in your texts.
- Giving details and examples of your own experience will make your text more interesting to read. It is also evidence that you can explore and justify your ideas and perspectives with higher level Chinese language.
- Although the quality matters more than the length, if your texts are very short you may not have shown off your language ability enough to be awarded Merit or Excellence.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.
- You can handwrite or type in Chinese. **You should only use characters that you are familiar with.** If you handwrite, your Chinese script needs to be legible.

5 THE STANDARD AND EXPLANATORY NOTES

ACHIEVEMENT STANDARD 91537 (VERSION 1) CHINESE 3.5)

Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives

Level 3, Internal assessment

5 credits

This achievement standard involves writing a variety of text types in clear Chinese to explore and justify varied ideas and perspectives.

ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives.	Write a variety of text types in clear convincing Chinese to explore and justify varied ideas and perspectives.	Write a variety of text types in clear effective Chinese to explore and justify varied ideas and perspectives.

EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages learning area, Communication strand, Curriculum Level 8 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Languages*, Ministry of Education, 2012.

2. Achieved

Write a variety of text types in clear Chinese involves organising text in a linguistically and culturally appropriate format and style, and organising informed content which is fit for purpose and audience. Communication is achieved overall, despite inconsistencies such as:

- format
- spelling
- lexical choice
- level of formality
- language conventions
- language features.

Merit

Write a variety of text types in clear convincing Chinese involves developing ideas and perspectives in Chinese which is generally credible and connected. A range of language and language features are selected and used that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

Excellence

Write a variety of text types in clear effective Chinese involves developing ideas and perspectives in Chinese which is controlled and integrated. Language and language features are capably selected and successfully used that are fit for purpose and audience. Communication is not hindered by inconsistencies.

3. *Variety of text types* refers to a range of different text types which have been created for different audiences and purposes.
4. *Clear* refers to language that gives no doubt as to intended meaning.
5. *Explore and justify varied ideas and perspectives* involves evaluating and giving explanations or evidence to support own ideas and perspectives as well as supporting or challenging those of others.
6. The quality of the texts, considered as a whole, is more important than length.
7. Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
8. Look this link for clear, simple explanations about how to do this standard. www.nzqa.govt.nz/ncea/subjects/languages/clarifications/3/writing/

6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>In clear Chinese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 500 Chinese characters.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by:</p> <ul style="list-style-type: none"> evaluating and giving explanations or evidence to support their own ideas and perspectives supporting or challenging the ideas and perspective of others. 	<p>In clear, convincing Chinese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 500 Chinese characters.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using Chinese that is generally credible and connected to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas. 	<p>In clear, effective Chinese, at least two written texts of various types for the agreed scenarios have been produced. The total length of the texts is approximately 500 Chinese characters.</p> <p>Across the texts, varied ideas and perspectives are explored and justified. This is done by using Chinese that is controlled and integrated to:</p> <ul style="list-style-type: none"> evaluate and give explanations or evidence to support their own ideas and perspectives support or challenge the ideas and perspectives of others.

<p>Writing:</p> <ul style="list-style-type: none"> is organised in a linguistic and culturally appropriate format and style consists of content that is informed and fit for the purpose and audience makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>我已经学习中文四年了。我想去中国，因为我可以和中国人说中文，这对我很有用。</p>	<p>Writing:</p> <ul style="list-style-type: none"> demonstrates use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>我已经学习中文四年了。如果我可以去中国，我不仅可以练习说中文，而且可以交中国朋友。我也想学习一些中国文化。我觉得中国文化很有意思。</p>	<p>Writing:</p> <ul style="list-style-type: none"> demonstrates capable selection and successful use of a range of language and language features that are fit for the purpose and audience is organised in a linguistic and culturally appropriate format and style makes appropriate use of New Zealand Curriculum level 8 communication skills, language and cultural knowledge, for example: <p>我已经学习中文四年多了。如果我可以去中国，除了可以练习我的中文以外，我也可以有机会交很多中国朋友，这样我的中文就会进步很快。对我来说中国文化也非常有意思。如果我可以去中国，我也可以学到更多中国文化。</p>
<p>Communication is achieved overall despite inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p>	<p>Communication is not significantly hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p>	<p>Communication is not hindered by inconsistencies (such as format, spelling, lexical choice, level of formality, language conventions, or language features).</p>
<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>	<p>The examples above are indicative samples only.</p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the achievement standard.

7 SUBMITTING YOUR TASKS AND PORTFOLIO

SUBMIT EACH TASK

Once you have completed each writing assessment task (e.g. ZHO3002Y1), upload it to the **ZH3000W Writing dropbox**.

Your teacher will give you **general feedback** about your writing to support your learning. You may then rework and improve it. Make sure you name your file with the task code e.g.:

ZHO3002Y1_(your first name)_(your surname)_your ID

ZHO3004Y1_(your first name)_(your surname)_your ID

After it is returned to you, keep your writing in a safe place (e.g. a folder or file on your computer) as you may choose to submit this piece as part of your final writing portfolio for AS91537.

CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and explored and justified varied ideas and perspectives
- communicated overall despite inconsistencies
- written Chinese characters accurately (if you have hand written your passage) or chosen characters that you are familiar with (if you have typed your passage)
- spelt the Pinyin correctly and included the correct tone marks?

Any questions about this, ask your Te Kura teacher.

SUBMIT YOUR PORTFOLIO

Before you finalise your portfolio with your teacher, check you have:

- completed at least two tasks
- acted on the general feedback and guidance given by your Te Kura teacher to improve your writing. Your Te Kura teacher will also be happy to give you advice and guidance about your final choice of two texts, but the choice you make is ultimately your responsibility
- named the digital files appropriately with the task code, your name and student ID number.
- uploaded them to the **ZH3000W writing dropbox**
- notified your teacher of the two tasks you want to include in your portfolio. Do this **well before** the final submissions are due so that you have time to consider and choose the best examples of your writing skills.

The date for final submission of portfolios is the **end of September**.

ZHO300OW HANDWRITTEN TASK

Name _____ Student ID _____

School _____

- Use these pages if you are handwriting any of your tasks.
- Print a **separate set of pages for each task** you will be handwriting.
- Use a **blue** or **black pen** (or very dark pencil) as you will need to scan your work before uploading to the My Te Kura dropbox.
- **Tick which task** you are writing about:
 - ☐ **ZHO3002Y1 Task 1:** An after school job (magazine article)
 - ☐ **ZHO3004Y1 Task 2:** Advice to an exchange student (email)
 - ☐ **ZHO3006Y1 Task 3:** A memorable event (blog entry)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

15

[illegible][illegible][illegible]

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

75

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

90

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

105

[illegible]

															135
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	------------

ZHO3000W HANDWRITTEN TASK

																150
																165
																180
																195
																210
																225
																240
																255
																270
																285
																300
																315
																330
																345