



中文  
**CHINESE**



**ZH01000W**  
**WRITING PORTFOLIO GUIDE**  
**NCEA LEVEL 1**

# CHINESE PORTFOLIO WRITING

## NCEA LEVEL 1

### **Expected time to complete work**

This work will take you about 15 hours to complete.

### **You will work towards the following standard:**

Achievement Standard 90872 (version 2) Chinese 1.5

**Write a variety of text types in Chinese on areas of most immediate relevance**

Level 1, Internal assessment

5 credits

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# 1

## INTRODUCTION

The Achievement Standard 90872 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 on areas of most immediate relevance.

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

You will select **two of your written texts** for your final submission. The two texts will add up to a combined total of about **300 characters**. At all times quality is more important than length.

The following instructions provide you with a way to structure your work so you can 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 ZHO1004 first, and then do the writing assessment ZHO1004Y1.
- 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 ZH1000 course materials, vocabulary lists, language functions materials 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 September**. 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 language 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 final writing submissions to the **ZH1000W Writing dropbox**.

# 3 WRITING PORTFOLIO TASKS

## OVERVIEW

The following writing portfolio tasks will help you provide evidence for Achievement Standard 90872. They are organised in broad themes and contain a number of tasks each.

You will need to choose a minimum of two tasks from the following and submit writing texts that have a combined length of approximately **300 characters**.

- ZHO1004Y1**      **A diary entry about your weekend**
- ZHO1005Y1**      **An email reply to David**
- ZHO1007Y1**      **Turning down an invitation**

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 a Chinese friend. However, you **must** discuss this with your Te Kura Chinese teacher first, to ensure you are providing the best evidence possible.

### ZHO1004Y1 A diary entry about your weekend

Write a diary entry about your weekend. You may include some of the following details:

- Describe what the weather was like.
- Discuss where you went.
- Explain how you got there.
- List what you bought at the place you visited and why.
- Discuss what you had for lunch.
- Describe some interesting things you did (e.g. went to the movies, saw a play, went swimming, met some friends, went skiing, went shopping).
- Explain how you enjoyed the weekend and why.
- Mention what you plan to do next weekend.

Remember to include the dates. Write in characters whenever you can.

Possible vocabulary and structures you could use include:

上星期天 / 上星期六 / 上周末	last Sunday/last Saturday/last weekend
那天的天气 ...	the weather that day was ...
我去了 ...	I went to ...
我们吃了 ... /看了	... We ate .../watched ...
下午我和	... In the afternoon, ... and I ...
去了/买了/吃了	... went to/bought/ate ...
我最喜欢 ... 因为/所以	... I like(d) ... the most because/so ...
我觉得	I think ...

## WRITING PORTFOLIO TASKS

... 真有意思	... was really interesting.
... 玩得很高兴	... had a good time.
下周末/下星期六/下星期天	next weekend/next Saturday/next Sunday
我还要 ...	I'll ... again.

### ZHO1005Y1 An email reply to David

Yesterday you received an email from your friend David. David asked you about your school routine and what you like to do in the weekend. Today you are going to prepare an email to send back to David. **Your email** may include some of the following details. Say hello and:

- tell David about your school routine
- compare two subjects at school, say which subject you enjoy and which subject you don't enjoy and why
- tell David what you usually do in the weekend
- tell him what you plan to do this coming Saturday
- ask David at least two questions
- say goodbye.

Remember to include your name at the end. Write in characters whenever you can.

Possible vocabulary and structures you could use include:

我的学校叫	my school name is ...
我最喜欢的课是 ...	my favourite
我最不喜欢的课是 ...	my least favourite subject is ...
很有意思/很没意思 ...	is interesting/is boring
比 ... 难/比 ... 简单 ...	is harder than/easier than ...
没有 ... (那么) ...	... is not as ...
学得好/学得快 learning	... well/learning ... fast
很喜欢周末	... like the weekend
因为	because
可以 ...	can ...
这星期六我想...	This Saturday, I want to ...

### School subjects

中文课/汉语课	Zhōngwén kè/Hànyǔ kè	Chinese
英语课	Yīngyǔ kè	English
数学课	Shùxué kè	Mathematics
物理课	Wùlǐ kè	Physics

化学课	Huàxué kè	Chemistry
体育课	Tǐyù kè	Physical Education
历史课	Lìshǐ kè	History
地理课	Dìlǐ kè	Geography
艺术课	Yìshù kè	Art

**ZHO1007Y1 Turning down an invitation**

Your friend Xiǎo Míng sent you an email and asked you to go to a movie tomorrow. You can't go because you'll be extremely busy tomorrow. **Your email reply** to Xiǎo Míng could include some of the following details:

- greet Xiǎo Míng and thank him for the email
- tell him you can't go to the movie tomorrow and explain why
- mention at least three activities you plan to do tomorrow. Suggest you and Xiǎo Míng both go somewhere together or do something together soon (suggest a time and place)
- ask Xiǎo Míng to phone you tomorrow
- say goodbye.

Remember to include your name at the end. Write in characters whenever you can.

Possible vocabulary and structures you could include:

对不起	sorry
不能去	can't go
看电影	watch a movie
忙极了	will be extremely busy
因为	because
... 打算	... plan to
... 先 ...	... first ...
然后	then
我要	I will
... 你有空吗?	Will you be free on ...?
如果 if 我们 ... 好不好?	Shall we ...?
可以 can 给 ... 打电话	give ... a ring

## 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 **300 characters**. Remember quality is more important than length
- communicate basic personal information, 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 and any other details carefully.
- Go back through the modules of the ZH1000 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 the ZH1000 course. Remember to refer to your online modules and the Vocabulary Supplement ZHO1000A.
- Brainstorm your ideas or make a mind map, then write a draft. Edit it carefully as many times as you like, and then write your final version in PDF or Word format.
- 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 and develop your information/ideas/opinions as fully as you can. Some parts of a task – such as the recipe ingredients – will not require full sentences.
- Show that you know how to use language in a variety of ways and use language that is fit for the purpose and audience, e.g. use formal language if addressing the principal.
- Proofread your work very carefully to make sure that understanding is not hindered by inconsistencies.



# 5 THE STANDARD AND EXPLANATORY NOTES

Achievement Standard 90872 (version 2) Chinese 1.5

**Write a variety of text types in Chinese on areas of most immediate relevance**

Level 1, Internal assessment

5 credits

## ACHIEVEMENT CRITERIA

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Chinese on areas of most immediate relevance.	Write a variety of text types in convincing Chinese on areas of most immediate relevance.	Write a variety of text types in effective Chinese on areas of most immediate relevance.

## EXPLANATORY NOTES

1. This achievement standard is derived from the Learning Languages Communication Strand Curriculum Level 6 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, 2010 at <http://seniorsecondary.tki.org.nz>.
2. Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
3. Definitions

*Write* refers to composing and organising text in a linguistically and culturally appropriate format and style, and may include:

- drafting
- reworking over a period of time.

*Write on areas of most immediate relevance* refers to using language, related to basic personal information and past, present, and/or future experiences, in order to express personal information, ideas and opinions in culturally appropriate written Chinese.

Communication is achieved overall, despite inconsistencies, such as:

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

*Convincing* means that there is development of the information, ideas and opinions which is generally credible and connected. The writer selects and uses a range of language and language features that are fit for purpose and audience. Communication is not significantly hindered by inconsistencies.

*Effective* means that there is development of the information, ideas and opinions which is controlled and integrated. The writer capably selects and successfully uses language and language features that are fit for purpose and audience. Communication is not hindered by inconsistencies.

*Variety* refers to texts selected from a range of different text types, which have been created for different purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.

4. Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
<p>The student writes a variety of text types in Chinese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 characters</b>.</p>	<p>The student writes a variety of text types in <b>convincing</b> Chinese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 characters</b>.</p>	<p>The student writes a variety of text types in <b>effective</b> Chinese on areas of most immediate relevance.</p> <p>The student provides a collection of at least two examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about <b>300 characters</b>.</p>
<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show <b>development</b> of the information, ideas and opinions that is generally <b>credible and connected</b>.</p> <p>The student <b>selects</b> and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>	<p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show <b>development</b> of the information, ideas and opinions that is <b>controlled and integrated</b>.</p> <p>The student <b>capably selects</b> and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.</p>
<p>The student <b>achieves communication overall</b>, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p>	<p>Inconsistencies <b>do not significantly hinder</b> communication.</p>	<p>Inconsistencies <b>do not hinder</b> communication.</p>

## ASSESSMENT SCHEDULE

<b>Example</b> 我喜欢打乒乓球因为很好玩。	<b>Example</b> 我喜欢打乒乓球因为很好玩。我每天都练习打乒乓球。	<b>Example</b> 我的爱好是打乒乓球。我每天放学以后都练习打乒乓球球所以我打得很好。我觉得打乒乓球很好玩。
The examples above are indicative samples only.	The examples above are indicative samples only.	The examples above are indicative samples only.

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 PORTFOLIO

Before you send your portfolio to your teacher, check you have done the following:

- 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 writing topic, your name and student ID number
- uploaded them to the **ZH1000W 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.

You should aim to complete the writing tasks (including any reworking after receiving feedback from your Te Kura teacher) by the **end of September**.

# ZH01000W 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:
  - ZH01004Y1:** A diary entry about your weekend
  - ZH01005Y1:** An email reply to David
  - ZH01007Y1:** Turning down an invitation

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ZH01000W HANDWRITTEN TASK

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