



中文

**CHINESE**



**ZHO2000W**  
**WRITING PORTFOLIO GUIDE**  
**NCEA LEVEL 2**

# CHINESE WRITING PORTFOLIO

## NCEA LEVEL 2

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

This work will take you about 15 hours to complete.

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

Achievement Standard 91112 (version 2) Chinese 2.5

**Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts**

Level 2, 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 communicate information, ideas, and opinions in genuine contexts.

Cover image: College Student, iStock 155385639.

Copyright © 2019 Board of Trustees of Te Aho o Te Kura Pounamu, Private Bag 39992, Wellington Mail Centre, Lower Hutt 5045, New Zealand. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without the written permission of Te Aho o Te Kura Pounamu.

# 1 INTRODUCTION

This assessment activity for Achievement Standard 91112 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 communicate information, ideas, and opinions in genuine contexts.

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 **400 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 ZHO2002 first, and then do the writing assessment ZHO2002Y1.
- 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 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 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 **ZH2000W Writing dropbox**.

## 3 PORTFOLIO TASKS

### OVERVIEW

The following three writing tasks will help you provide evidence for the writing portfolio submission for Achievement Standard 91112.

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

**ZHO2002Y1 The most beautiful place**

**ZHO2005Y1 An email to a friend**

**ZHO2006Y1 An interesting event**

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.

### ZHO2002Y1: THE MOST BEAUTIFUL PLACE

Write an article about your city/town or a place you have been before.

Your writing must include some of the following:

- a brief introduction of the place (e.g. name, location, population, facilities, etc.)
- why this place is popular
- the best season to visit this place and why
- the choices for food and accommodations
- what popular activities people enjoy doing there
- suggestions of things to try while in this place.

#### Possible vocabulary and structures you could use

是个 ... 的好地方	is a good place for ...
最喜欢	favourite
因为	because
季节	season
有意思	interesting
好玩	(it's) fun
饭馆	restaurant
旅馆	motel
便宜	cheap
干净	clean
方便	convenient

## PORTFOLIO TASKS

你可以	you can
所以	so/therefore
常常	often
我觉得	I think
你应该	you should

### ZHO2005Y1: AN EMAIL TO A FRIEND

Your friend lives in a famous city/town where you've never been before. You want to visit the place during the holidays. Write an email to your friend.

Your email should include some of the following:

- greet your friend and ask about his/her life and family
- say you want to visit his/her city and explain why
- tell your friend what you plan to do when you get there
- what kinds of accommodation you prefer
- ask your friend to book a hotel for you
- ask your friend if you can visit him/her when you get there
- leave your contact number or address and ask your friend to contact you
- say goodbye and sign off.

**Possible vocabulary and structures you could use.**

假期	school holidays
听说	I heard
从来没	have never
打算	plan to
有意思	interesting
好玩	(it's) fun
但是/可是	but
你能帮我...吗?	Can you help me to ...?
旅馆	motel
离...近	close to
便宜	cheap
如果	if
我可以...吗?	can I ...?
我的电话是 ...	my phone number is ...
请你	please ...

## ZHO2006Y1: AN INTERESTING EVENT

You are going to write about an event you have been to in New Zealand or in China. It could be a festival, a cultural event, a holiday, a birthday party etc.

In your writing, you should cover some of the following:

- what the event was
- when/where the event was
- describe what you did during the event (give examples)
- what you enjoyed most about the event and why
- how you felt about the event/ your opinions
- what you think you will do in the future.

**Possible vocabulary and structures you could use.**

... 的时候	When ...
去年/上学期/上个月/上星期	last year/last term/last month/last week
以前从来没	have never ... in the past
第一次	the first time
有意思	interesting
教我	teach me
给我做了	made ... for me
我学会了/我做了/我吃了	learned to/I made/I ate
我还参加了	I also participated in
不但...而且	not only ... but also
我觉得	I feel/think
最重要的是	the most important is that
以后/下学期/明年	later/next term/next year
如果有机会	If I have an opportunity
我还要	I will ... again

## 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 **400 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 ZH2000 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 ZH2000 course. Remember to refer to ZHO2000A – 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 communicate information, and express and justify ideas and opinions as fully as you can. Show that you know how to use Chinese in a variety of ways.
- 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 91112 (VERSION 2) CHINESE 2.5

Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts

Level 2, Internal

5 credits

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in convincing Chinese to convey information, ideas, and opinions in genuine contexts.	Write a variety of text types in effective Chinese to convey information, ideas, and opinions in genuine contexts.

## EXPLANATORY NOTES

- This achievement standard is derived from the Level 7 Communication, Language Knowledge, and Cultural Knowledge strands in the Learning Languages Learning Area 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>.
- Write* refers to organising text in a linguistically and culturally appropriate format and style, and may include:
  - drafting
  - reworking over a period of time.

*Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts* involves writing texts that fulfil communicative intents that are as realistic as possible, and that communicate information, and express and justify ideas and opinions. Communication is achieved overall, despite inconsistencies, such as:

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

*Write a variety of text types in convincing Chinese to convey information, ideas, and opinions in genuine contexts* involves developing and connecting information, ideas, and opinions in Chinese that is generally credible. 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.

## THE STANDARD AND EXPLANATORY NOTES

*Write a variety of text types in effective Chinese to convey information, ideas, and opinions in genuine contexts* involves developing and integrating information, ideas, and opinions in Chinese that is controlled. A range of language and language features that are fit for purpose and audience are capably selected and successfully used. Communication is not hindered by inconsistencies.

3. *Variety refers to a selection made from a range of different texts created for different audiences and purposes. At all times the quality of the texts in the selection, considered as a whole, is more important than length.*
4. *Genuine contexts refers to real-life rather than contrived or artificial situations. Where situations involve simulation, the simulation should be as realistic as possible: ie plausible, rather than contrived.*
5. *A range of commonly used real-life resources may be used to support drafting and reworking.*
6. *Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.*
7. *Look at this link for clear, simple explanations about how to do this standard. <https://www.nzqa.govt.nz/ncea/subjects/languages/clarifications/2/writing/>*

## 6 ASSESSMENT SCHEDULE

Achievement	Achievement with Merit	Achievement with Excellence
Chinese is used to communicate and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Convincing Chinese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.	Effective Chinese is used to develop and justify opinion(s) and/or information, and/or ideas in at least two different text types with genuine purposes.
The texts fulfil the communicative intents of the tasks and are characterised by the selection of language and language features fit for the task and audience. Cultural conventions are used where appropriate.	Opinions, information, and ideas are generally expressed in a credible and connected way. A range of language and language features are used that fit the specific purpose and audience for each text type, using cultural conventions where appropriate.	Opinions, information, and ideas are expressed in a controlled and integrated way. A range of language and language features are capably selected and successfully used to fit the specific purpose and audience for each text type, using cultural conventions where appropriate.
Communication is achieved overall, although there may be inconsistencies in choice and use of language features.	Communication is not significantly hindered by inconsistencies in choice and use of language and language features.	Communication is not hindered by inconsistencies in choice and use of language and language features.
The overall selection of text types is approximately 400 Chinese characters.	The overall selection of text types is approximately 400 Chinese characters.	The overall selection of text types is approximately 400 Chinese characters.

## ASSESSMENT SCHEDULE

<p><b>Example</b></p> <p>放学以后，新西兰学生参加课外活动。中国学生有很多功课，所以不参加课外活动。</p>	<p><b>Example</b></p> <p>放学以后，新西兰学生可以参加很多课外活动，比如篮球队，足球队等。中国的学生不一样。他们有很多的功课，所以没有时间参加课外活动。</p>	<p><b>Example</b></p> <p>放学以后，新西兰学生可以参加学校的课外活动，比如篮球队，足球队等等。新西兰学生觉得课外活动和学习一样重要。但是中国的学生不一样。他们不但上学的时间很长，而且有很多的功课。中国学生觉得学习比课外活动重要。</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. ZHO2002Y1), upload it to the **ZH2000W 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.:

**ZHO2002Y1\_(your first name)\_(your surname)\_your ID**

**ZHO2005Y1\_(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 AS91112.

### CHECKLIST

Have you:

- written on the topic
- organised your writing in an appropriate format and style
- communicated information, and expressed and justified ideas and opinions
- 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 **ZH2000W 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.

Aim to complete the final submission of your portfolio by the **end of September**.

# ZHO2000W 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:
  - ☐ **ZHO2002Y1:** The most beautiful place
  - ☐ **ZHO2005Y1:** An email to a friend
  - ☐ **ZHO2006Y1:** An interesting event

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

15

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

30

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

45

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

60

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

75

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

90

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

105

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

120

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

135

ZHO2OOOW HANDWRITTEN TASK

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

150

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

165

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

180

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

195

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

210

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

225

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

240

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

255

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

270

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

285

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

300

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

315

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

330

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

345