

## Achievement Standard

**Subject Reference** Spanish 1.5

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

**Level** 1      **Credits** 5      **Assessment** Internal

**Subfield** Languages

**Domain** Spanish

**Status** Registered      **Status date** 9 December 2010

**Planned review date** 31 December 2014      **Date version published** 9 December 2010

This achievement standard involves writing a variety of text types to communicate in Spanish on areas of most immediate relevance.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write a variety of text types in Spanish on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in convincing Spanish on areas of most immediate relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in effective Spanish on areas of most immediate relevance.</li> </ul>

### Explanatory Notes

- 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>.
- Curriculum Level 6 includes the communication skills, language and cultural knowledge needed to write a variety of texts on areas of most immediate relevance.
- 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 Spanish.

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 [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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### Replacement Information

This achievement standard replaced unit standard 12164, unit standard 12165, AS90129 and AS90130.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233