

## Achievement Standard

<b>Subject Reference</b>	Japanese 2.5		
<b>Title</b>	Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts		
<b>Level</b>	2	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Languages		
<b>Domain</b>	Japanese		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves writing a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in convincing Japanese to convey information, ideas, and opinions in genuine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts.</li> </ul>

### 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 Japanese 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 Japanese to convey information, ideas, and opinions in genuine contexts* involves developing and connecting information, ideas, and opinions in Japanese 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.

*Write a variety of text types in effective Japanese to convey information, ideas, and opinions in genuine contexts* involves developing and integrating information, ideas, and opinions in Japanese 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>.

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### Replacement Information

This achievement standard replaced AS90488, AS90489 and unit standard 12078.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233