

## Achievement Standard

<b>Subject Reference</b>	Japanese 1.3		
<b>Title</b>	Demonstrate understanding of written Japanese related to everyday contexts		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	External
<b>Subfield</b>	Languages		
<b>Domain</b>	Japanese		
<b>Status</b>	Approved	<b>Status date</b>	March 2023
<b>Planned review date</b>	December 2028	<b>Date version published</b>	March 2023

### Purpose Statement

Students are able to demonstrate understanding of written Japanese related to everyday contexts.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of written Japanese related to everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sound understanding of written Japanese related to everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate thorough understanding of written Japanese related to everyday contexts</li> </ul>

### Explanatory Notes

1 *Demonstrate understanding of written Japanese related to everyday contexts* involves:

- identifying the meaning of relevant aspects of information, ideas, and opinions in written Japanese
- communicating understanding despite inconsistencies.

*Demonstrate sound understanding of written Japanese related to everyday contexts* involves:

- connecting the meaning of relevant aspects of information, ideas, and opinions in written Japanese with supporting detail
- communicating understanding that is not significantly hindered by inconsistencies.

*Demonstrate thorough understanding of written Japanese related to everyday contexts* involves:

- interpreting the meaning from a comprehensive selection of relevant information, ideas, and opinions in written Japanese with precision
- communicating understanding that is not hindered by inconsistencies.

2 *Everyday contexts* relate to events or experiences that are familiar and relevant to the student's immediate environment. Everyday contexts will reflect appropriate cultural contexts such as Japanese, te ao Māori, the Pacific, and Aotearoa New Zealand.

Examples of everyday contexts could include:

- school
- family
- hobbies
- holidays.

3 *Written Japanese* related to everyday contexts refers to:

- language appropriate to Curriculum Level 6
- language expressing simple information
- language expressing events or experiences in the present and beyond the immediate context.

4 *Inconsistencies* are points of misunderstanding, omission or addition which hinder the overall meaning or clarity of response.

Examples could include:

- incorrect information, ideas, and opinions
- missing information, ideas, and opinions
- additional information, ideas, and opinions that are not based on the evidence provided.

5 *Interpreting* involves applying knowledge of Japanese vocabulary, grammar, and cultural references to understand the context, audience, and purpose of written Japanese.

6 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

7 This achievement standard is intended to assess students who are acquiring skill in Japanese. The level it describes is designed to be accessible to those who only begin formal study of the language in junior secondary school.

This achievement standard is derived from the Learning Languages Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

**Replacement Information**

This achievement standard, AS91956, AS91957, and AS91959 replaced AS90893-AS90897.

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**Quality Assurance**

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

Consent and Moderation Requirements (CMR) reference 0233

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