

## Assessment Schedule – 2020

### Samoan: Demonstrate understanding of a variety of written and/or visual Samoan texts on familiar matters (91146)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and / or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></i> involves expanding on relevant information, ideas, and / or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

**N0** = No response; no relevant evidence.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 14	15 – 20	21 – 24

## Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

FIRST TEXT: O suiga i le sua fa'atamali'i / Changes to the <i>sua fa'amatali'i</i>				
Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding the comparison between <i>Sua Taute</i> in the past and present.	<ul style="list-style-type: none"> <li>• It still has drink, food and lavalava.</li> <li>• The food types have been changed (adapted).</li> <li>• The food types now suit the resources available in New Zealand / modern times.</li> <li>• Traditions are still maintained and acknowledged, but the objects change.</li> </ul>	Identifies a connection between the past and present <i>Sua Taute</i> .	Explains how the past and present <i>Sua Taute</i> are connected.	Explains, in detail, how the present <i>Sua Taute</i> is both similar and different to the past.
(b) (i) Shows evidence of understanding why changes have been made to the <i>Sua Fa'atamali'i</i> . (ii)	<ul style="list-style-type: none"> <li>• To follow / adapt to modern times.</li> <li>• To cater for the demands of a changed world.</li> <li>• Not many people are farming, or close to coconut trees, so buying a drink bottle is easier.</li> <li>• Buying a box / tin of corned beef is a lot easier than buying and looking after cows.</li> <li>• People are busier (with work, school, church etc.) so purchase products to save time.</li> </ul>	Identifies a reason why <i>Sua Fa'atamali'i</i> has changed.	Explains why <i>Sua Fa'atamali'i</i> has changed to meet people's needs.	Explains, in detail, why the <i>Sua Fa'atamali'i</i> has changed AND discusses why this is a good or bad idea.

<b>SECOND TEXT: O le toe mana’o o lo’u tamā (My father’s last wish)</b>				
<b>Question TWO</b>	<b>Sample evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a) <i>Shows evidence of understanding the writer’s problem.</i>	<p>The writer:</p> <ul style="list-style-type: none"> <li>believes he is not fully aware of Samoan life and culture</li> <li>believes he is incapable because he was born and raised in New Zealand</li> <li>believes he did not get to experience an authentic Samoan life</li> <li>believes he did not get to experience Samoan duties (umu, planting taro, attending village meetings, cooking Samoan food, etc.)</li> <li>does not feel prepared to take a <i>matai</i> title.</li> </ul>	Describes why the writer feels incapable.	Explains TWO reasons why the writer feels incapable.	Explains, in detail, how the writer feels unprepared to take a <i>matai</i> title, because he has missed out on an authentic Samoan life.
(b) <i>Shows evidence of understanding the writer’s view on the Matai title.</i>	<p>The writer believes:</p> <ul style="list-style-type: none"> <li>New Zealand is not Samoa</li> <li>New Zealand does not have a village system</li> <li>people don’t care as much about / place less value on the <i>matai</i> title in New Zealand.</li> </ul> <p>The writer does not believe that:</p> <ul style="list-style-type: none"> <li>people and families still recognise and honour <i>matai</i></li> <li><i>matai</i> names are still used in the workplace</li> <li>some MPs and sportspeople use the title to show status</li> <li>it acknowledges Samoan identity and culture in New Zealand.</li> </ul>	Identifies the writer’s view about <i>matai</i> .	Explains an opinion of why <i>matai</i> is or is not useful in New Zealand / outside of Samoa.	Explains, in detail, how the <i>matai</i> title is treated differently in Samoa and in New Zealand.
(c) <i>Shows evidence of understanding which of the father’s statements is most convincing and why?</i>	<p>I agree with the statement “<i>e maota tau’ave Samoa</i>” because:</p> <ul style="list-style-type: none"> <li>being Samoan is about identity, and that does not change depending on where you are</li> <li>you always carry your family name, which indicates that you are Samoan</li> <li>you will always represent your family, village, church and country through your name, heritage, and culture.</li> </ul> <p>I disagree with the statement because:</p> <ul style="list-style-type: none"> <li>New Zealand is a different environment to Samoa</li> <li>much of the village life is non-existent in New Zealand</li> <li>in New Zealand, there are other cultures that do not always realise and value the same customs as in Samoa.</li> </ul>	identifies a statement and describes why they agree or disagree with it.	Explains why the candidate agrees or disagrees with a statement.	Explains, in detail, the father’s statements. For example, acknowledges the differing perceptions of culture and identity.

<p>(d) <i>Shows evidence of understanding what advice the writer might need.</i></p>	<ul style="list-style-type: none"> <li>• The writer should obey his father and take up the Matai name.</li> <li>• The writer should be truthful and honest in all they do, especially in caring for the parents.</li> <li>• Taking on the matai name is a family rite, and the writer should keep it in the family.</li> <li>• The writer should learn the Samoan culture first by living in Samoa for at least 5 years before taking the Matai title.</li> <li>• The writer should take the opportunity to learn how to plant taro, scrape and straining the coconut, and learn how to do the umu in order to experience traditional Samoan life before becoming a matai.</li> </ul>	<p>Identifies advice the writer might need.</p>	<p>Explains what the writer might need and why.</p>	<p>Explains, in detail, with insight into the writer's dilemma.</p>
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<p><b>THIRD TEXT: <i>O le Vai o le Ola (The water of life)</i></b></p>				
<p><b>Question THREE</b></p>	<p><b>Sample evidence</b></p>	<p><b>Achievement</b></p>	<p><b>Achievement with Merit</b></p>	<p><b>Achievement with Excellence</b></p>
<p><i>Shows evidence of understanding each of the four waters.</i></p>	<p>The following types of water are ranked in any order:</p> <ul style="list-style-type: none"> <li>• <b>Water</b> (from the tap)</li> <li>• <b>Kemble water</b> (processed in a machine)</li> <li>• <b>Water coolers</b> (in the workplace)</li> <li>• <b>VOV</b> (is like a business)</li> </ul> <p><i>See below.</i></p> <p><i>Sample answer:</i></p> <ol style="list-style-type: none"> <li>(1) <b>Water</b> (tap water), is free and accessible because it is in the home. It is uncontaminated. I drink this water regularly and prefer it over the others.</li> <li>(2) <b>Kemble water</b> can help to purify water. It is proven to change physique and muscle growth. It can be installed at home, which is accessible, but you might have to pay for it. It is not free like tap water.</li> <li>(3) <b>Water coolers</b> are free for workers at companies. Companies purchase and invest in these bottles of water knowing that it is purified and healthy for their workers to drink. This is rarely available outside of the workplace.</li> <li>(4) <b>VOV</b> sounds like money and time. People go to someone's house to drink the water that can help you lose weight. It is a business and the company are trying to make money by marketing healthy alternative water. Why drink it when other water is equally as healthy for you?</li> </ol>	<p>Ranks and describes THREE of the waters.</p>	<p>Ranks and explains how THREE of the waters are used.</p>	<p>Explains, in detail, the pros and cons of all FOUR waters in relation to health and accessibility.</p>

***Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***

