

## Assessment Schedule – 2020

### Samoan: Demonstrate understanding of a variety of spoken Samoan texts on familiar matters (91143)

#### 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 – 7	8 – 13	14 – 18	19 – 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 PASSAGE: O la'u filifiliga mo le 2020 / My personal goal in 2020				
Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the changes that the speaker wants in his life.</i>	The speaker: <ul style="list-style-type: none"> <li>wants a healthier lifestyle</li> <li>wants to be more active in church</li> <li>wants to be more active in fitness training</li> <li>has made a promise / New Year's resolution.</li> </ul>	Identifies a change that the speaker wants to make.	Describes the changes that the speaker would like to make in his life.	Explains, with supporting detail, WHY the speaker wants to change.
(b) <i>Shows evidence of understanding how the speaker will achieve these changes.</i>	The speaker aims to: <ul style="list-style-type: none"> <li>be more active in youth practices</li> <li>participate in a choral and dance competition in April</li> <li>go to rugby training to improve fitness.</li> </ul>	Identifies a step that the speaker will take to achieve their goals.	Describes ALL the ways that the speaker will achieve their goals.	Explains in detail, how each of the speaker's goals will be accomplished including time-of-year and frequency of practices.
(c) <i>Shows evidence of understanding why the speaker feels sad.</i>	The speaker is sad because: <ul style="list-style-type: none"> <li>of the PM's announcement about lockdown</li> <li>lockdown will mean he won't be able to accomplish his goals</li> <li>his efforts will be in vain as he will not be able to continue with / complete his goals</li> <li>he will be stuck at home and become lazy again.</li> </ul>	Identifies that the speaker has to go into lockdown.	Describes why lockdown will prevent the speaker from accomplishing his goals.	Explains how lockdown has affected each of the speaker's goals, AND explains what will happen to the speaker.

(d) <i>Shows evidence of understanding of what young people could learn from listening to the speaker's experience.</i>	<ul style="list-style-type: none"> <li>You can exercise at home</li> <li>You can learn dances at home (make a 'TikTok' video)</li> <li>You can use chores for fitness (e.g. mowing lawns, gardening and cleaning)</li> <li>You can make different goals (e.g. cooking / improving speaking Samoan)</li> <li>You can value spending more time with family.</li> </ul>	Identifies TWO things the speaker will do during lockdown.	Describes how the speaker will achieve his goals during lockdown.	Explains, in detail, the ways the speaker can still achieve his goals, and the new goals he has made, and what young people could learn from his attitude.
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**SECOND PASSAGE: Sua Fa'atamali'i**

Question TWO		Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<i>Shows evidence of understanding of the importance of Sua Fa'ata'mali'i in Samoan culture.</i>	<ul style="list-style-type: none"> <li>It is a high form of respect in Samoan culture.</li> <li>It is a custom that acknowledges people.</li> <li>It is a traditional part of important Samoan events (funerals, weddings, conferring of titles, birthdays, graduations, baptisms, etc).</li> </ul>	Identifies how <i>Sua Fa'ata'mali'i</i> is important.	Explains the way <i>Sua Fa'ata'mali'i</i> is valued.	Explains, in detail, how <i>Sua Fa'ata'mali'i</i> is an integral part of Samoan culture.
(b)	<i>Shows evidence of understanding of the similarities and differences between Sua Taute and Sua Talisua.</i>	<p>Similarities:</p> <ul style="list-style-type: none"> <li>Both are types of food.</li> <li>Both are presented as the highest form of respect shown to a person.</li> <li>Both are accompanied by a cloth or fine mat.</li> <li>Both are presented similarly.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>The types of food are different.</li> <li>The types of food are intended to be eaten at different times (as the name suggests).</li> <li>The mats presented with it are different.</li> <li>There are only two items in the <i>Sua Talisua</i>, whereas <i>Sua Taute</i> has many (including a coconut to quench thirst).</li> <li><i>Sua Taute</i> has smaller portions than the <i>Sua Talisua</i>.</li> </ul>	Identifies ONE similarity and ONE difference.	Explains TWO similarities and TWO differences.	Explains, in detail, the meaning of each including the similarities and differences between them.

(c) (i)	<i>Shows evidence of understanding why food is used to present the Sua Fa'ata'mali'i.</i>	<ul style="list-style-type: none"> <li>• It is easily available.</li> <li>• Coconuts and chickens are easy to find in Samoa.</li> <li>• Food is easily and quickly prepared for visitors.</li> <li>• There is no need to spend money on the resources, which is good when money is scarce.</li> <li>• <i>Taisi</i> (taro) can be stored and kept safe for unexpected visitors.</li> </ul>	Identifies the availability of the food.	Explains why the food is presented.	Explains, in detail, the types of food that are often used in <i>Sua Fa'ata'mali'i</i> , and why it is used.
(ii)	<i>Shows evidence of understanding whether food is an appropriate gift.</i>	<p>Yes:</p> <ul style="list-style-type: none"> <li>• Gifting food maintains tradition.</li> <li>• Gifting food is a tradition passed down by our ancestors, and it would be a shame to change it.</li> <li>• The tradition should be maintained to save money for other things.</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>• We should change the system because times are different now.</li> <li>• We should adapt the system to things that are accessible nowadays.</li> <li>• Food is not the only accessible gift; there are other means to show respect.</li> <li>• Other gifts show more value than coconuts, taro, chickens, or cows.</li> <li>• Not many families own farms these days, so the environment for this tradition has changed.</li> </ul>	Describes a reason for maintaining the tradition.	Explains why food should or should not be used in this system.	Explains, in detail, why the tradition should or should not be maintained in modern times.

THIRD PASSAGE: O fa'aaloaloga a atunu'u o Fa'alavelave (Cultural practices of <i>Fa'alavelave</i> )				
Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding which cultural practice they preferred.	<ul style="list-style-type: none"> <li>Palagi culture is very simple, and money is not gifted. The gesture and sentiments are symbolised in the gift.</li> <li>Māori culture acknowledges respect through performance (singing, speeches and dance).</li> <li>In Rarotongan culture, items that have high value are presented.</li> <li>In Tongan culture, gifts acknowledging respect are presented. There is no need to reciprocate the gift.</li> <li>In Samoan culture, gifts (e.g. fine mat or money) are presented. The family walk and present gifts together. Custom is to reciprocate to denote the acknowledgement and return of the <i>sii</i>; and is done with love, and honours the <i>va</i> and relationship.</li> </ul> <p><i>Other responses possible.</i></p>	Identifies a preferred cultural practice, and states why.	Identifies a preferred cultural practice and provides a clear explanation of why with an example.	Provides an effective explanation as to why they prefer one (or more) of the cultural practices. Compares how one cultural practice may be different from another.
(b) Shows evidence of understanding the significance of <i>fa'alavelave</i> in Samoan culture.	<ul style="list-style-type: none"> <li>It is important to do a <i>sii</i>.</li> <li>Gifts are reciprocated to show respect.</li> <li>Fine mats and usually gifted, and the <i>Sua Fa'atamali'i</i> is reciprocated.</li> <li>Samoan culture is about family gathering.</li> <li>Gifts are shared to show love and support for the family.</li> <li>Gifts acknowledge and honour the relationships with the person and family.</li> </ul>	Identifies a reason for <i>fa'alavelave</i> being significant in Samoan culture.	Explains the importance of gift giving and reciprocation as part of a <i>fa'alavelave</i> .	Explains, in detail, how <i>fa'alavelave</i> is an important part of Samoan culture through the meanings the gifts carry.

<p>(c) <i>Shows evidence of understanding the speaker's opinion about the young generation.</i></p>	<p>I <b>agree</b> with the speaker because:</p> <ul style="list-style-type: none"> <li>• the culture should be understood by youth</li> <li>• young people need to know how to continue traditions in the future</li> <li>• young people need to understand the cultural values and importance of gift giving</li> <li>• understanding the <i>fa'alavelave</i> will prevent other cultures influencing Samoan practices.</li> </ul> <p>I <b>disagree</b> with the speaker because:</p> <ul style="list-style-type: none"> <li>• the cultural practices should change</li> <li>• the younger generation should be able to make changes to these customs</li> <li>• cultural practices should adapt to the generation</li> <li>• young people might want to be influenced by other lifestyles.</li> </ul> <p><i>Other responses possible.</i></p>	<p>Describes why they agree or disagree with the speaker.</p>	<p>Explains why they agree or disagree with the speaker.</p>	<p>Discusses, in detail, how Samoan culture is connected to the young generation and cultural practices such as <i>fa'alavelave</i>.</p>
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***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.***