

## Assessment Schedule – 2023

### 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
0–07	08–12	13–19	20–24

### 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.

Question ONE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Mrs Leafa's thoughts on change in Samoa may include:</i></p> <ul style="list-style-type: none"> <li>• She was surprised by the use of English language in schools and workplaces.</li> <li>• She felt that the use of English was more widespread than the last time she had visited Samoa.</li> <li>• She was concerned that people were speaking Samoan, their native language, less during her recent visit.</li> </ul>	Describes a change that Mrs Leafa noticed in Samoa.	Connects changes that Mrs Leafa has noticed in Samoa to describe Mrs Leafa's thoughts in detail.	
(b)	<p><i>Mrs Leafa's thoughts on the future of Samoa and those affected may include:</i></p> <ul style="list-style-type: none"> <li>• She is worried that Samoan language will be relegated to the status of a second language in Samoa.</li> <li>• She is concerned that the decrease of Samoan language use will impact customs, culture, and traditions.</li> <li>• She believes that if the Samoan language is not in day-to-day use, it may be less valued and deemed less important.</li> </ul>	Describes Mrs Leafa's thoughts for the future of Samoa.	Explains Mrs Leafa's thoughts about change and how it may affect Samoa and the Samoan people	Draws conclusions about Mrs Leafa's concern for the future of Samoa and its people, including the links between language, status of language, lost knowledge, and culture.
(c)	<p><i>Mrs Leafa's advice and why it is important may include:</i></p> <ul style="list-style-type: none"> <li>• Mrs Leafa believes young people are the key to preserving the language as well as Samoan culture and customs throughout the generations.</li> <li>• Mrs Leafa is advising the class of her observations in the hope of preserving a strong sense of identity in her students.</li> </ul>	Identifies Mrs Leafa's advice to her students.	Explains why Mrs Leafa is giving advice to her students.	Draws conclusions about why Mrs Leafa's advice is important for young people to understand.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Sera’s ideas about why vāfeāloa’i is important for children to understand may include:</i></p> <ul style="list-style-type: none"> <li>• <i>Vāfeāloa’i</i> defines the relationship between people – especially between younger and older people.</li> <li>• <i>Vāfeāloa’i</i> establishes respect between people where younger people will listen and follow the instructions of older people.</li> <li>• If Iosefa had listened in class to the teacher and followed <i>vāfeāloa’i</i> then he would have learned why it is important.</li> <li>• <i>Vāfeāloa’i</i> is important to teach responsibilities that come with age, and also to respect younger people even though they’re expected to follow your lead.</li> </ul>	Identifies a reason that social relationships are important to understand.	Explains why <i>vāfeāloa’i</i> is important for young people to understand.	<p>Draws conclusions about why children understanding <i>vāfeāloa’i</i> is important in society / customs / culture.</p> <p>(Discusses the wider benefits of <i>vāfeāloa’i</i>.)</p>
(b)	<p><i>Sera’s thoughts when she talks about the relationship “o lē tasi tagata ma le isi tagata” may include:</i></p> <ul style="list-style-type: none"> <li>• Standards of behaviour are connected to what age you are.</li> <li>• Standards of behaviour affect all relationships, e.g. in the family and at school.</li> <li>• People are expected to respect one another regardless of their age – even though it is expected that younger people will follow the lead set by older people.</li> </ul>	Identifies a characteristic Samoan relationship from the text.	Explains how people interact together, using examples from the text.	Presents a thoughtful overview of Sera’s understanding about the way people are expected to interact through standards of respect / behaviour.
(c)	<p><i>Ways that Iosefa may have been influenced by Sera may include:</i></p> <ul style="list-style-type: none"> <li>• He may be influenced to listen to the teacher to understand important information – thus learning more and achieving better at school.</li> <li>• He may improve his behaviour, and respect his elders rather than getting in to trouble with them.</li> <li>• He may become a role model to younger people because Sera has influenced him to respect younger people. This would enhance his self-esteem.</li> <li>• He may decide to be more helpful to others.</li> </ul>	Describes a way that Iosefa’s might be influenced.	Makes predictions about how Iosefa’s behaviour might be influenced.	Discusses what Iosefa may have learned from his conversation with Sera and draws conclusions about how the conversation may have influenced Iosefa’s future behaviour.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>The ant's thoughts about the bridge may include:</i></p> <ul style="list-style-type: none"> <li>• The bridge is dangerous because it is long, and it has spaces between the planks.</li> <li>• The bridge is wide and shaky. There is a steep drop below.</li> <li>• When on the bridge, the ant enjoys the feeling of being up high and feeling the wind.</li> </ul>	Describes the bridge as dangerous.	Explains how the ant feels about the bridge.	<p>Discusses the ant's journey with the bridge.</p> <p><i>OR</i></p> <p>Discusses that the bridge represents a challenge.</p>
(b)	<p><i>The elephant's role in the story may include:</i></p> <ul style="list-style-type: none"> <li>• The elephant lets the ant ride on their back as transport across the bridge.</li> <li>• The elephant is a supportive friend who is not frightened of the bridge.</li> <li>• The elephant is a positive friend who is determined to get to the other side of the bridge and doesn't let the negatives detract from the positives.</li> </ul>	Identifies one of the elephant's roles in the story.	Explains how the elephant is supportive, using information from the text.	Draws conclusions about the value of the elephant and their role in relation to the ant and the ant's challenges.
(c)	<p><i>Messages the author is trying to convey to the audience may include:</i></p> <ul style="list-style-type: none"> <li>• It is a children's story about an ant and an elephant who cross a bridge.</li> <li>• It is a lesson about overcoming challenges.</li> <li>• It is a lesson about supporting others and gaining support from others to overcome challenges.</li> <li>• It is a symbolic story where a friend helps another friend to overcome a big challenge. The bridge represents the challenge, as in proportion to the ant it is enormous, but to the elephant it is not difficult. Both the ant and the elephant have their own strengths.</li> </ul>	Identifies the story as an ant and an elephant crossing a bridge.	Explains how the features of the story deliver a message.	Draws conclusions about the story, and that it is teaching children a moral or important message.

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