

Assessment Report

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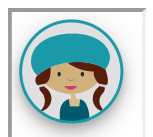
Standards [91143](#) [91146](#)

Part A: Commentary

The candidates who had a deep understanding of the prescribed vocabulary in contexts were able to work with the language used in the texts and passages of Level Two external assessments. These candidates justified their opinions by giving concrete evidence from the texts.

The most successful candidates were able to draw justified conclusions from the information provided, while also demonstrating a firm grasp of the language structures appropriate for this level. A few candidates found it difficult to relate to a text or passage outside their own experience; It may be helpful for many candidates to reread their own responses, to ensure that they make sense.

Candidates are reminded to ensure their answers should be based on information from the text, rather than prior knowledge and personal opinion which is not supported. Quoting or direct translation alone are not sufficient evidence of thorough and clear understanding of the text.



Part B: Report on Standards

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

Examinations

The questions covered the requirements of the 2021 assessment specification. The examination had three passages with questions relating to each passage. The questions allowed for differentiation of candidate responses.

Observations

Candidates need to carefully listen to the comprehension texts and use the planning page to take notes and not rely on memory. Many candidates answered based on their own knowledge and not on what they heard. Many responses contained too much inference and not enough facts. Candidates who gave general answers did not gain Merit or Excellence grades. Candidates also need to read the questions carefully to ensure their answers are linked to the specific aural text. Candidates who used the planning page could demonstrate the understanding of spoken Samoan texts. Their answers were justified by showing a full understanding of the text using examples to support their critical thinking.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed basic understanding of vocabulary and structures
- made some reference to the text when giving opinions
- demonstrated general understanding of the gist of the passages / texts
- some candidates attempted to provide extended answers not entirely related to the question or based on their own opinion or general knowledge does not imply a Merit or Excellence.

Candidates who were awarded **not Achievement** commonly:

- provided very little knowledge of the text
- did not demonstrate any understanding of the questions or text.

Candidates who were awarded **Achievement with Merit** commonly:

- provided more detail and connected relevant information from the text to support their understanding of some complex language
- attempted to give implied meanings but these were often based on their opinion or general knowledge rather than from the texts.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated comprehensive understanding of the text by writing full answers with most, or all, details correct
 - used information understood from the text that was implied and not directly stated
 - justified their ideas unambiguously using evidence from the text.
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91146: Demonstrate understanding of a variety of written and/or visual Samoan texts on familiar matters

Examinations

This examination included three questions. Candidates were required to respond to all three. The questions covered the requirements of the 2021 assessment specification, which was for three written texts related to ideas and opinions on topics of personal and / or community interest. The questions required candidates to read and respond to three written texts representative of different text types.

Observations

Candidates need to carefully read and understand the question in both target language and in English. Candidates who answered based on their own knowledge, ideas and opinions did not answer the question, received a lower grade. Candidates awarded a higher grade demonstrated their knowledge of nuance and meaning not directly stated from the text.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated they had understood the gist of the texts

- made general points based on the text with some textual reference in their answers
- understood the text well and were able to make very good assumptions and come to some conclusions, however, their responses lacked the text evidence to back up their ideas
- showed understanding of the vocabulary and structures in the texts but did not show that they were able to select relevant information, ideas and/or opinions from the texts by answering the question
- gave some conclusions but did not include supporting evidence from the text

Candidates who were awarded **not Achievement** commonly:

- provided very little understanding of the text
- did not demonstrate any understanding of the question
- did not include enough supporting evidence or examples from the text to justify their answers
- made assumptions based on visual resources provided
- misunderstood the vocabulary or did not know enough of the language in the text to understand the general meaning of the text
- left responses incomplete or provided incorrect information.

Candidates who were awarded **Achievement with Merit** commonly:

- provided responses that were more developed and explained compared to the achievement-level responses
- provided valid examples and made clear links and references to the text, to support their ideas and explanations
- were able to read between the lines but lacked examples from the text to justify their answers.
- referred to specific details and examples from the texts to justify their answers
- did not repeat information from part (a) in their part (b) answer

Candidates who were awarded **Achievement with Excellence** commonly:

- justified with critical thinking, clear links and references to the text to support their ideas and explanations
- gave multiple reasons in their answers and showed comprehensive understanding of the content and underlying meaning of the text
- inferred and understood nuances and meanings not obviously stated in the text.

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Previous years' reports

[2020 \(PDF, 209KB\)](#)

[2019 \(PDF, 214KB\)](#)

[2018 \(PDF, 100KB\)](#)

[2017 \(PDF, 40KB\)](#)

[2016 \(PDF, 230KB\)](#)