

Assessment Report

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Part A: Commentary

Overall, most candidates did well. The candidates' understanding of the social, cultural, linguistic, and contextual aspects of texts was evident through references of responses and examples. Candidates who used their language skills to explain their answers and used the texts to provide details and unpack the implied meanings to justify their answers demonstrated that they had command of the language and good answering techniques. Candidates with cultural knowledge could relate and understand the text and provided more rounded answers.

Candidates need to be aware that it is important to answer all parts of the assessment. Reliable vocabulary knowledge is the key here. In the listening standard (91563), candidates should listen attentively and take notes to aid memory. In the reading standard (91566), frequent re-reading and reference to the text are helpful, especially when dealing with more complex sentences that involve nuanced or implied meanings.

It is important for candidates to read the question carefully to understand what is required. Candidates who answered questions using their own opinions and ideas that are not related to the question resulted in lower grades. It is vital to



paraphrase and use supporting details in the response, and not copy directly from the text.

Part B: Report on standards

91563: Demonstrate understanding of a variety of extended spoken Samoan texts

Examinations

The examination included three questions and were aligned with the Assessment Specifications. Candidates who used the planning page to take notes as they listened were able to structure and provide evidence specifically to the question. Thus, providing a robust answer that was clear, succinct, and awarded higher grades. Candidates who took some or no notes lacked examples and details to support their answers. Some candidates were disadvantaged when they repeated passages from the audio verbatim without putting their response into their own words.

Observations

Many candidates were able to demonstrate their understanding through the depth in which they explained, discussed, and illustrated their points. It was clear that some candidates did not have the vocabulary to articulate concisely the point they wanted to make. Candidates who took notes as they were listening tended to achieve higher grades.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- communicated some of the general meaning of the text
- communicated the main ideas of the texts and justify theses with some very basic details, translated from the listening texts
- gave some detail to justify the points they made but were unable to translate the specific detail needed to demonstrate a clear understanding.

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

- gave no, or few pieces of correct evidence but not enough to justify correct answer
- did not give meaningful responses
- did not give examples
- did not communicate the general understanding and meaning of the text.

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

- provided responses that were more developed and clear compared to Achievement-level responses.
- provided more meaningful explanations, rather than interpreting the text
- showed a good level of understanding of the passages
- gave examples to illustrate their points, although inconsistently
- communicated most of the main points by selecting and using relevant supporting detail from the text.

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

- showed understanding of nuances in meaning
- showed thorough understanding and communicated some of the implied meanings by providing supporting detail from the text to justify conclusions
- showed understanding of the fine details of the text in a comprehensive manner, at times impressively, with justifications for their responses.

91566: Demonstrate understanding of a variety of extended written and/or visual Samoan texts

Examinations

The examination included three questions and candidates are required to respond to all three. Candidates should read the questions carefully before attempting an answer. Avoid quoting directly from the text without justifying the implied meaning; they are expected to interpret the text.

Candidates who read the text carefully were able to structure and provide evidence specifically to the question. Thus, providing a robust answer that was clear, succinct, and gained a higher grade. Candidates who received a lower grade, used the text with no reasons implied or justified.

Observations

The assessment included three unfamiliar reading text which candidates were required to respond to. The assessment required candidates to apply their understanding of the written texts and express it in their written responses. A critical response from the perspective of the reader was required, which involved the development of ideas and using examples from the text to support their discussion. It is important that candidates attempt all parts of all questions, so they provide sufficient evidence of their knowledge.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed understanding of the gist of the text but answers were limited
- identified key vocabulary

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

- showed minimal or no understanding of the ideas in the texts
- made very little or no attempt to develop a point in their responses
- did not give meaningful responses
- did not give examples.

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

- demonstrated a good level of understanding of the texts, and used this understanding to expand on ideas and concepts in responses
- showed understanding of concepts, but did not explain them fully
- gave examples to illustrate their points, although these were not used consistently throughout
- provided detailed responses which directly answered questions and identified key points from the text

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

- discussed ideas that were in the texts, supporting their discussion with examples
- went beyond the text, often including their own experiences
- gave responses that were in-depth, yet concise.
- responded fully to each part of the question using all relevant pieces of information from the text as evidence

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