

2024 NCEA Assessment Report

Subject:	Samoa
Level:	2
Achievement standard(s):	91143, 91146

General commentary

Candidates who answered the questions with depth, made clear statements, and used detail from the texts / passages to justify their responses did well in these standards. It was important for candidates to link ideas and draw conclusions from the texts. Candidates need to remember that direct quotes do not provide evidence of understanding. The candidate must expand upon and clarify the meaning of the quotation within the context of the text.

Report on individual achievement standard(s)

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

Assessment

The assessment included three passages with familiar contexts that candidates were required to respond to. Candidates could answer in English, Samoan, or te reo Māori.

Commentary

Candidate responses to the three questions highlighted their ability to answer with clarity and provide an understanding of the themes throughout the assessment.

Many responses demonstrated a solid understanding of the listening passages. Candidates were able to grasp the main themes, particularly the concept of wisdom, which was referenced throughout the answers in Question One. However, there was some repetition in the answers, suggesting that while the candidates understood the content, they might have struggled to present their ideas in a varied and concise manner. This could indicate a need for more practice in articulating ideas without repeating ideas or possibly a tendency to overemphasise one aspect without exploring other relevant elements relevant to the question.

In response to Question Two, the majority of candidates provided adequate answers. For part (a), most responses were at a basic level (Level 1 and 2), offering the main message of the conversation. Some candidates progressed further by mentioning resources discussed in the conversation, but unfortunately these resources were repeated in their responses for part (c). This suggests that candidates had a good understanding of the content but lacked the ability to differentiate between the two question parts, leading to some overlap in their responses. In part (b), candidates successfully identified the differences between the two speakers, demonstrating a clear comprehension of the context and a strong ability to compare and contrast the perspectives presented in the conversation.

For Question Three, most candidates discussed how Samoan songs help individuals learn the Samoan language. The responses largely focused on how song lyrics aid in learning. While this point was important, some candidates simply responded with statements like, “because they like Samoan songs”, which did not fully address the question of how songs contribute to the preservation and thriving of the Samoan language. This suggested that candidates may need to be more specific in drawing connections between language preservation and the cultural context of songs. Despite this, many candidates successfully discussed how songs help youth remember history, understand specific messages, and preserve Samoan culture, which are critical insights. However, some answers were repetitive, indicating a need for candidates to avoid restating similar ideas in multiple forms.

Overall the candidates exhibited a good level of understanding across the questions. To enhance their responses, candidates should focus on avoiding repetition and providing more specific explanations. They demonstrated the ability to engage with the material, and with further practice, they can improve their ability to differentiate between concepts and articulate ideas with greater clarity and precision.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided one word answers (e.g. to describe the journey the songwriter is referring to)
- provided responses that were repetitive but correct
- compared differences but did not explicitly provide examples from the conversation
- gave basic responses.

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

- provided clear examples directly from the passage to support their responses
- used their own knowledge to respond (e.g. for "Why is the advice important?")
- explained how specific resources can support language learning.

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

- provided responses that indicated an excellent knowledge of structures and vocabulary
- explained the importance of learning lyrics of Samoan songs which can help the Samoan language and culture survive and thrive
- referred to their own knowledge and experience
- provided correct key messages within the culture from the examples (Ava, Tatau, Afi songs)
- referred to ancestors and how songs hold stories of the past and why this is important for young people.

Candidates who were awarded **Not Achieved** commonly:

- missed questions
 - wrote random answers
 - used evidence from the passage but for the incorrect question
 - wrote partial responses that only answered some of the question.
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Achievement standard 91146: Demonstrate understanding of a variety of written and / or visual Samoan text(s) on familiar matters

Assessment

The assessment included three written texts and a range of questions that candidates responded to. The texts were on familiar matters to candidates. Candidates could answer in English, Samoan, or te reo Māori.

Commentary

Candidates must understand that to successfully answer the questions, they first need to thoroughly comprehend the texts provided. While many responses demonstrated a solid understanding, there were areas where their answers lacked specificity or missed the intended focus of the questions.

In Question One, candidates generally understood that climate change and rising sea levels are critical issues. Many responses correctly mentioned the role of scientists, the main islands that will be affected, and some research on the causes of climate change. However, while referencing the importance of scientific research, candidates often did not provide practical or specific examples from the text of what is being done to lessen the impact. The most common answer centred on the need for education, with several candidates highlighting the importance of integrating climate change into school curricula.

In response to Question Two regarding the differences between New Zealand and Samoan students, many of the responses gave general answers but did not delve into specific differences that were expected in the question. For example, while some candidates acknowledged that life in Samoa is generally more challenging due to limited opportunities, they failed to discuss specific contrasts in lifestyle, education, or daily activities between students from both countries.

Question Three, which asked candidates to reflect on the identity of the rugby league players, seemed to cause some confusion. Many candidates interpreted the question as focusing on personal traits that define their identity as a rugby league player rather than exploring their background, as the question intended (“fa’asinomaga”). Several answers focused on personal characteristics as players of the sport.

In conclusion, while many candidates displayed a solid understanding of the questions asked, there were areas where their responses lacked depth or specificity. To improve their answers, candidates could focus more on providing concrete examples from the texts and create nuanced meaning to demonstrate better understanding.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed a general understanding or gave the gist of the passage
- answered the questions without any further elaboration (e.g. Which Pacific Islands are likely to be most affected by climate change? Why? – “Tuvalu, Kiribati, and the Solomon Islands, because of the rising sea levels”).

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

- used relevant evidence from the text
- answered the questions and elaborated on their answers using significant details from the text
- referenced specific actions rather than providing vague generalisations (e.g. instead of education, candidate refers to teaching students in school about recycling, renewable energy etc.)

- provided succinct answers using clear and precise answers (e.g. “Rising sea levels are a significant concern for island nations like Kiribati, as they are already experiencing land loss due to flooding. This is directly linked to climate change”).

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

- responded by interpreting language and content and justifying conclusions about texts
- expanded on ideas by explaining why something was important, how it connected to other ideas or its implications (e.g. elaborated on how climate change affects specific communities and what steps can be taken to mitigate these effects)
- identified and selected relevant information from the text and synthesised important points from the text and brought them together cohesively
- understood the implied meaning and expressed it succinctly (e.g. education being the key to lessening the impact of climate change).

Candidates who were awarded **Not Achieved** commonly:

- missed questions
 - answered using only the text (word for word)
 - only answered part of the question.
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