

2025 NCEA Assessment Report

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

General commentary

Most candidates were able to generally understand what the spoken passages and written texts were about. Many candidates could identify the main ideas and included relevant details from the texts to support their answers. This helped them clearly explain the general meaning of the text.

Candidates should ensure that they are able to explain hidden or implied meanings, such as ideas about shared responsibility, learning between generations, or social consequences to gain Merit or Excellence. They need to fully justify their conclusions with clear evidence and give detailed explanations.

Candidates should listen to the entire passage and read carefully, focus on implied meaning as well as stated facts, and use clear evidence from the text to support and explain their ideas and conclusions. This will help candidates move from Achievement to Merit and Excellence in both standards.

Report on individual achievement standard(s)

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

Assessment

There were three questions based on three listening passages. The passages were about:

- *kirikiti*
- tourism in Samoa and the effect tourism has on the environment
- the advantages of learning another language.

Commentary

Most candidates reached Achievement or above, showing that they understood the main ideas in the spoken passages. Candidates identified the main points and included relevant details from the passages. This helped them to clearly explain the general meaning. Candidates were good at understanding information that was clearly stated. However, moving from Achievement to Merit or Excellence was harder. This was often because responses did not explore implied meanings. Responses lacked depth or evidence-based conclusions.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified key ideas or main points from the passage (e.g. Sione gained confidence or that tourists littered on the beaches)
- communicated the general meaning of the passage and questions clearly (e.g. learning another language helps develop thinking skills or that *kirikiti* helps students bond and develop a good attitude)
- selected the relevant supporting details from the passage to justify their responses (e.g. mentioning Sione's role as captain or that students are learning to follow the rules of *kirikiti*)
- demonstrated basic understanding of relationships or outcomes (e.g. linking Sione's confidence to leadership or connecting littering by tourists to environmental impact)
- responded appropriately to both parts of multi-part questions though usually at a general level without fully exploring implied meanings
- responded to Question Two with information on the language but did not indicate the advantages of learning or knowing another language.

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

- demonstrated clear understanding of the passage beyond just the main points (e.g. responses explained how learning another language connected to identity or how *kirikiti* developed teamwork and confidence)
- communicated most of the meaning (e.g. noting that *kirikiti* helps students develop respect or that learning a language preserves culture and links generations)
- selected and used relevant supporting detail from the passage to justify conclusions (e.g. Sione leading songs and dances or specifying tourists harming coral and beaches)
- stated that tourists' behaviour led to environmental damage or showing how *kirikiti* participation can influence academic commitment
- provided some explanation or reasoning for their responses, rather than simply listing information (e.g. explained that teaching tourists to follow rules helps protect the environment and improves their experience).

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

- demonstrated a thorough understanding of the passage, including both explicit content and implied meanings
- explained how *kirikiti* builds cultural values, leadership, and academic growth or how language preservation is tied to identity and intergenerational knowledge
- communicated most or all the intended meaning clearly and coherently made connections across ideas
- linked tourists' behaviour to both environmental damage and social consequences or showing how solutions benefit both locals and visitors
- provided well justified conclusions using specific supporting detail from the passage
- referenced Sione leading songs and dances as evidence of confidence or citing statistical or textual evidence about language speakers
- were able to interpret and analyse implications or broader consequences
- explained that loss of language leads to cultural erosion.

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

- were unable to identify key ideas or main points from the spoken texts
- struggled to recognise basic information
- could not communicate the meaning of the passages
- provided responses often giving vague, incomplete, or off-topic responses or own prior knowledge with not relevance to the passage
- provided responses that lacked coherence or were not clearly linked to the questions or passages
- misinterpreted or ignored implied meanings failing to demonstrate understanding beyond surface-level content
- attempted to write responses without listening to the passage – many of the Not Achieved scripts indicated candidates did not attempt to listen to all the passages or only listened to one part of the passage.

Achievement standard 91146: Demonstrate understanding of a variety of written and / or visual Samoan text(s) on familiar matters

Assessment

The three reading texts were about:

- cycling
- friendship
- *tautua, va fealoai*, and *tofi mai anamua* (a poem).

Commentary

There was a range of achievement levels across the assessment. Most candidates were able to show understanding of the Samoan texts. Strengths were the ability to identify main ideas and cultural concepts such as *tautua, va fealoai* and *tofi mai anamua*. Responses generally recognised environmental and lifestyle observations from the text on cycling in Samoa and clear understanding of challenges in friendships and some reasonable suggestions for resolving the issues identified in the texts.

There was a clear demonstration of satisfactory to high understanding of the Samoan texts, and stronger candidates were able to unambiguously communicate meaning and provide text-based justification aligning with Merit and Excellence descriptors. Candidates in the Achievement bracket communicated general meanings and showed some understanding but needed to add more evidence to reach high levels.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified basic and main ideas and concepts in the texts, such as *tautua, va fealoai*, and *tofi mai anamua* from the poem
- described events and observations in the texts
- recognised challenges and identified the challenges clearly and provided general suggestions for resolving the issues
- communicated some of the general understanding of the texts and the meanings of the questions often summarising ideas in their own words
- had limited supporting evidence from the text and general reference rather than details.

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

- identified and explained key ideas and cultural concepts in the texts, such as *tautua*, *va fealoai*, and *tofi mai anamua* with clarity
- provided relevant supporting evidence from the text to justify their responses going beyond simple statements or summaries
- interpreted events and observations in the narrative (e.g. recognising how cycling allowed the writer to reconnect with the environment and local communities)
- communicated understanding of implied meanings, such as relationships, respect, or social dynamics, though sometimes not fully explored
- described challenges in friendships and offered plausible suggestions for resolution, showing awareness of character feelings and motivations.

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

- demonstrated thorough and insightful understanding of key ideas and cultural concepts, such as *tautua*, *va fealoai*, and *tofi mai anamua*, showing a deep grasp of their significance
- selected and used detailed and relevant textual evidence to fully justify their conclusions and interpretations
- interpreted implied meanings and subtle nuances in the texts, including relationships, social dynamics, and cultural values
- explained observations and events from the texts with clarity, linking these to broader understandings of lifestyle, environment, and community
- analysed challenges in friendships and proposed thoughtful text that supported strategies for resolving them, showing empathy and insight into character motivations
- communicated ideas unambiguously and coherently demonstrating strong command of language and clear expression of understanding.

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

- demonstrated limited understanding of texts, often identifying only basic or brief responses
- provided minimal to no supporting evidence from the text to justify their answers
- misinterpreted or overlooked implied meanings in the texts, leading to incomplete or inaccurate conclusions
- struggled to explain cultural concepts and linking it to the texts and evidence
- gave brief or underdeveloped responses
- missed at least one part for each question.