

2025 NCEA Assessment Report

Subject:	Samoa
Level:	3
Achievement standard(s):	91563, 91566

General commentary

Candidate performance across both standards was steady, with many candidates able to identify main ideas and provide relevant information drawn from the spoken passages and written texts. Those who achieved higher grades supported their responses with clear examples and strong evidence, showing comprehension, interpretation, and analysis appropriate to Level 3.

Candidates who performed well took time to read and listen carefully, addressing all aspects of the questions and organising their responses logically. Successful responses demonstrated independent expression rather than relying on copying or paraphrasing from the source materials.

Approximately 35% of candidates responded in gagana Sāmoa and the remainder in English. Responses in gagana Sāmoa often showed thoughtful understanding of cultural context, and with more developed expression, candidates would be able to communicate these ideas even more clearly. English responses were generally fluent and, again, with more clarity and precision, candidates may attain the level required for Excellence.

Time management continued to be an issue for many candidates. Responses were often strong in the early sections of the standard but decreased in quality or remained incomplete in the later questions.

Report on individual achievement standard(s)

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

Assessment

Candidates were required to respond to questions based on three different spoken passages. The passages were about:

- future study at either university or Polytech
- the history of Polyfest
- Brianna Fruean, a Samoan youth advocate for climate change.

Each passage was played once as a whole and then again in sections. Candidates are reminded to listen to all three recordings.

Commentary

Most candidates demonstrated a general understanding of the main ideas in each passage. Stronger responses showed both comprehension and an ability to interpret the speaker's intent, tone, and viewpoint. Candidates who made notes during the listening stage used them effectively to support their answers.

A recurring concern was the tendency for candidates to reproduce or paraphrase the recordings too closely instead of answering the question in their own words. Some relied heavily on restating points rather than analysing or explaining them in full using evidence from the passage.

Candidates who chose to respond in English demonstrated confidence in communicating their ideas. To further strengthen their responses, candidates can focus on expressing their ideas more clearly and fully, making sure their meaning is easy to follow. Developing stronger time-management strategies will also help, particularly for the later questions, so that all responses can be completed and expanded with relevant detail.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated a general understanding of the passages, identifying key ideas and supporting details
- provided basic explanations and examples but lacked depth or sustained analysis
- relied on summarising or partially paraphrased copies of information from the passages
- answered most questions correctly but responses were brief or inconsistently structured.

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

- provided detailed and clearly organised answers supported by specific examples from the passages
- demonstrated deeper understanding through explanation and interpretation of ideas
- linked points consistently and showed awareness of tone and purpose
- produced coherent answers though analysis was not always fully developed.

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

- produced comprehensive and well-structured responses with clear evidence and justified conclusions
- demonstrated understanding of both explicit and implicit meanings within the passages
- used valid examples to support answers and analysed how meaning and emotion were conveyed
- provided thoughtful and perceptive responses connecting ideas effectively.

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

- offered opinions not linked to the passages or reproduced information without interpretation
- failed to show understanding of key points or how they related to the questions
- provided incomplete or irrelevant answers
- struggled with clarity and organisation of ideas.

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

Assessment

Candidates answered questions based on three written texts. The texts were about social media, a mother and a son (poem), and changes in communication. Candidates were expected to locate, interpret, and analyse information and justify their conclusions with supporting evidence from the texts.

Commentary

Candidates demonstrated confidence and responded well to the social media question (Question One). Most were able to identify key ideas about the positive and negative effects of social media. Higher-level responses discussed implications with insight, linking examples clearly to the writer's perspective. Lower-level responses tended to summarise without analysis.

The poem (Question Two) explored the changing relationship between a Samoan mother and her son after studying overseas. Strong responses interpreted both emotional and cultural shifts; weaker responses simply retold events. In Q2(b), many candidates gave personal reflections instead of identifying lessons drawn from the text. Stronger responses focused on respect, humility, and pride in one's language and heritage.

Candidates found Question Three the most challenging. Some misinterpreted the text or repeated social media points from Question One. A few left it unanswered due to time constraints. The highest-achieving candidates recognised the writer's comparison between traditional letter writing and modern online communication, and analysed how the writer conveyed the loss of emotional connection in rapid communication today.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the general meaning of the texts and key ideas
- provided basic explanation and limited analysis
- used some evidence but without clear linkage to conclusions
- gave brief or only partial responses to the question.

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

- provided more developed and clearly expressed responses with relevant examples
- demonstrated a good level of understanding and some analytical insight
- linked ideas appropriately but did not consistently sustain depth of analysis.

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

- demonstrated thorough understanding, including subtle or implied meanings
- used detailed evidence from the texts to justify conclusions effectively
- produced insightful and well-organised responses, showing critical thinking and interpretation.

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

- provided limited or no appropriate evidence
- relied on personal opinions or copied text directly
- displayed little understanding of the main ideas
- provided responses that were vague, repetitive, or incomplete.