

Assessment Schedule – 2012

Samoan: Demonstrate understanding of a variety of written and/or visual Samoan texts on familiar matters (91146)

Evidence Statement

<p>Question One: You are preparing a speech for the village mayor to give in a community meeting aimed at raising awareness around rivers. a. The problem b. The cause c. The effects – 1. Environment 2. People most affected 3. Other related factors</p>							
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about how covering all factors	E8 A fully justified answer about how covering all the factors and mentioning related factors aswell.
<p>Specific evidence: This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</p>							
<p>The problem – not enough water contained in rivers and waterways in the country causing draughts. Water seems to be decreasing in waterways, especially rivers. The cause – the felling and clearing of trees for plantations has meant that the trees along the banks of the rivers held the banks together. So when they cleared them the banks became easily eroded and they weakened. When there was rain the water would go right through the rivers The effects</p> <ol style="list-style-type: none"> Environment – not enough water, not enough trees, decline in wildlife etc causing droughts. People most affected – farmers that depend on the river, people that use the river recreationally, children same reason mentioned previously, families that depend on the river Other related factors – cause death because of flash floods 							

Question Two: You have been instructed by the mayor to devise a plan of action for the village for the improvement of river conditions.							
Shows no or limited understanding of the text Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Shows understanding/is able to make meaning of the text Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text. Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about how to recover the river banks	E8 A fully justified answer about how to recover the river banks factoring all parties affected and responsible
Specific evidence: This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.							
Recommendation – stop clearing for plantations Farmers and plantation owners that cleared should replace the trees that were cleared in the first place. Planting scheme to replace the trees. Get the right type of trees in place. Have goals around when the banks will be restored Have signs warning people about cutting the trees and also about the flash floods that could occur in times of rain.							

N Ø No response or no valid evidence

Question Three: Give reasons from the reading to show that mother feels this issue is very important.							
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about how mother felt this issue was important	E8 A fully justified answer about how mother felt this issue was important with examples.
Specific evidence: This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.							
“Si a’u kama-e fa’alogo fa’alelei mai ou kaliga i la’u kala o le ‘a fai aku! Maga maga mai a’u kala gei e! E fai aku lava a’u kala gei oga o le alofa e le o se isi lava kulaga. Ou ke le maga’o ‘ia kou uia ala ga ou sopo mai ai fo’i a’u ia. Ua makua’i ‘ou salamō gei i le lē kele gaugau o fa’amaguiaga ga i ai, ‘ae e le’i mauaiga o le mau avagoa ga mafai oga ou mauaiga i lega vaikaimi. Aue! ga o puapuaga ga o’o mai ‘iga ua mavae aku fo’i fiafiaga sa ‘ou i ai ma le faia lava o le loko o le kagaka ia. Si a’u kama-e e le kaufa’akoguina ‘oe, ga ua e iloa le mea lea ou ke maga’o ai.							

N Ø No response or no valid evidence

<p>Question Four: Using examples from the passage to suggest the issue mother is giving advice for. Explain how in the reading mother’s upbringing was different to her daughter/son. What were the difference between the daughters and the mother’s up-bringing. Give all the reasons why the mother was not successful in her time.</p>							
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Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about how mother felt this issue was important.	E8 A fully justified answer about how mother felt this issue was important making links with the right examples
<p>Specific evidence: This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</p> <p>It would be for schooling – a scholarship application – “la e ola kauivi ma e gaugau i le magui”. “Ou ke le maga’o ‘ia kou uia ala ga ou sopo mai ai fo’i a’u ia” It would be if the child is going away for a long time to live over seas – “ la e ola kauivi ma e gaugau i le maguia” It would be for a job opportunity – “la e ola kauivi ma e gaugau i le maguia” Ou ke le maga’o lava e va’ai aku i se isi o la’u fagau o ola fālōlō. la aveva ma lu’i i lou loko ma o se mea e makua’i kiga i ou maka le lē ausia o fa’amoemoe ua e aveiga” It would be for a performance or competition of some sort – It would be for a sporting match – Difference in how they were taught – daughter with words, mother with stones, walking stick She was not successful because she mucked around and did not use all the opportunities presented to her, she did what she wanted to do.</p>							

N Ø No response or no valid evidence

<p>Question Five: Give examples from the poem to explain the following statement. “Ai ia ola...E le o le ola i le ‘ai” According to the poem why do young people like fast food? Explain in your own words the meaning of the last line in stanza 3. “Fa’ato’a manatua le tulafono ina ua gase i faiga a le tama o lololo”</p>							
Shows no or limited understanding of the text		Shows understanding/is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within the text.	
Has some lexical information correct but has not understood the gist of the text or is logically inconsistent indicating misunderstanding of the gist of the text.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer which shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information and an attempted valid explanation	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about how the relevant examples given.	E8 A fully justified answer about how the relevant examples would be given and the last saying explained.
<p>Specific evidence: This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.</p>							
<p>“Ai ia ola, ‘ai ia ma’ona, ‘ai ia malosi. E le o le ola i le ‘ai ‘aue e vave o’o mai ai le oti” “Ia tausami i taimi ua tatau ai, ‘ae le o le fa’alausoso’o O le manuia o le soifua e fa’alagolago lea i au filifiliga” “E i ai tagata e le fiafia i a’ano o manufasi E taumafa i latou fuala’au ma laula’au ua fai ma masani. E aoga i totoga ma vaega o le tino” Young people like the look of fast food – it just looks good on the outside. You will only remember – Oh! The crackling...all good decisions are forgotten. Irresistible, there is no self-control. You only remember the rules once the fatty parts has dealt with you. – you will be enticed by how nice something is and you lose all self control and forget what you had intended except that when its consumed and it arrests you – then you remember how bad it is.</p>							

N Ø No response or no valid evidence