

**Assessment Schedule – 2013**

**Samoan: Demonstrate understanding of a variety of spoken Samoan texts on familiar matters (91143)**

**Evidence Statement**

<b>Question One: Do you think this plan will be successful? Provide examples from the passage to support your answer.</b>							
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>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> A justified answer about how this plan would be / would not be successful	<b>E8</b> A fully justified answer about how this plan would be / not be successful

**N Ø** No response or no valid evidence

<b>Specific evidence</b>
<p><i>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.</i></p> <p>The unpredictable weather and natural disasters – has affected the economy especially food.</p> <p><b>Yes</b> – encourages sustainable living. People are able to be self-sufficient. It is good to eat food that you grow in your own back yard so that people are not dependent on imported processed goods from the stores. This encourages the use of the land and its development in order for families to support themselves – vegetable gardens on nearby available lands. They are good healthy foods – protein – chickens.</p> <p><b>No</b> – If people become self-sufficient, then the government will lose out on aid money. These kinds of foods are seasonal, and so vegetable gardens are seasonal. Once the season is over, reliance will fall back onto food stores. Peoples’ diets have not adapted enough to the changes – limited vegetable options. Not accustomed to eating a wide range of vegetables and fruit.</p>

This information is question-specific.

<b>Question Two: <i>Why do you think this saying is used today? Use examples from the story to support your answer.</i></b>							
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>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> A justified answer about how women are able to complete a task. Connections are made to the story	<b>E8</b> A fully justified answer about how women are able to complete a task and drawing on the examples from the story.

**N Ø** No response or no valid evidence

**Specific evidence**

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Legends are stories that are passed on from generation to generation. This one is remembered because it celebrates the ability of women to accomplish something that men are known to be good at. Nafanua was a famous figure in Samoan legend – her stories remain and are told today.  
Women will like this example to be remembered because it demonstrates how women are able to excel in a field where men are well known to be experts. There is a proverbial saying attached to this story that is often quoted when females do something well. The men's incomplete project stands as a reminder that it is never too late to finish something that you did not complete. The idea is that if you commit to something that you may not be good at but you can still achieve it.

This information is question-specific.

**Question Three: List in order the different people in church who would be afraid of the three old ladies from LEAST to MOST. Provide a reason for each of your answers based on the reasons in the passage.**

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<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation	<b>M5</b> Explanation supported by information from the text. There is evidence of order from least to most.	<b>M6</b> Full explanation supported by information from the text. There is evidence of order from least to most.	<b>E7</b> A justified answer about the people that would be most afraid/least afraid. Reasons are given. There is evidence of order from least to most.	<b>E8</b> A fully justified answer about the people that would be most afraid/least afraid. There is evidence of order from least to most.

**N Ø** No response or no valid evidence

**Specific evidence**

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- MOST**
- young people who misbehave – they would be told off
  - wear inappropriate clothing – the three old ladies would direct their criticism and opinion straight to that person
  - people who may have secrets to hide – the three old ladies could circulate their secrets
  - someone who decides to marry outside the church 'pulega' – the three ladies will have opinions on their choice in spouse
  - people who have a habit of being late to church – they would be told off
  - faifea'u when he forgets an announcement – their criticism is not direct and it is pretty low-key, but it could be distracting and annoying to the flow of the service
  - people that pile up their food – their food could be measured
  - choir – it is only the opinion of these women there are more people in the choir, and so they would not be directly affected by their opinions
  - other older people – they would be friends with the old ladies
- LEAST**

This information is question-specific.

<b>Question Four: Explain ways these three old ladies can have a positive impact on the church. Base your answer on examples from the passage.</b>							
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>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information and an attempted valid explanation	<b>M5</b> Explanation supported by information from the text	<b>M6</b> Full explanation supported by information from the text	<b>E7</b> A justified answer about how they regulate behaviour.	<b>E8</b> A fully justified answer about how these old ladies impacted the church positively.

**N Ø** No response or no valid evidence

**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.

They regulate peoples' behaviour in church by making sure that 'their' rules are followed. They set the standard for appropriate behaviour. They maintain order and make sure things run according to these rules. They are the source of any information. They teach the younger generations about how to behave etc.

This information is question-specific.