

Assessment Schedule – 2014

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

Evidence Statement – *O Mātua o Mātua*

Question One: Who do you think had the stronger argument? Give reasons for your answer based on the information in the passage.							
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 – <i>just examples given</i>	A4 A range of valid information and an attempted valid explanation – <i>several examples given and explanation</i>	M5 Explanation supported by information from the text	M6 Full explanation supported by information from the text	E7 A justified answer about <i>how either / both arguments present their positions.</i>	E8 A fully justified answer about how either the old lady OR the old man argue for their positions.

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.

Old Lady – her argument for the old man to be at fault was stronger because of the following reasons:

The old man should not have overslept.

The old man was snoring too loudly (reference to thunder) well into the morning (reference – to the roosters).

It was a Sunday morning, when their normal routine does not happen.

It was Sunday morning, so church preparation happens and not a day to be sleeping in.

He ignored her and pretended to be asleep.

She is trying to get things organised and the Sunday preparations are under way, but he is not helping.

Old Man – his argument for sleeping in was stronger because of the following reasons:

The old lady always ‘goes on and on’ at him for no reason.

The old lady never wants him to rest (reference to itchy).

Rest is a good thing – in fact, it’s ordained by God (Biblical references) – when God created the earth, He rested on the 7th day. If God rests, why is it she finds it hard for him to rest?

She does not read the Bible; if she did, she would know and would not bother him about sleeping in.

She makes all the noise about him sleeping – he knows exactly what she says about him.

This is the only time that he can rest and he works hard all week – deserving of a little break.

N Ø No response or no valid evidence

This information is question-specific

Question Two: Do you agree or disagree with this statement: “E alofa le toea’ina i le lo’omatua ma e alofa le lo’omatua i le toea’ina.” Provide reasons from the passage to support your answer.

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	M6 Full explanation supported by information from the text – <i>a connection is made</i>	E7 A justified answer	E8 A fully justified answer

Specific evidence.

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Yes, they love each other because:

- *even though they argue and fight, they are just a typical old couple.*
- *they have spent years and years together, and that is a sign in itself that their love has survived that long.*
- *what they argue about are things that any loving wife would be anxious about, eg getting ready for church*
- *he pretends to sleep, keeps the excitement in their relationship.*

No, they do not love each other because:

- *they continually fight, and all the people in the house know about their bickering*
- *they bicker so much that even the neighbours know about it, too*
- *she mocks him and is fed up with his lack of co-operation*
- *he deceives her on purpose in order to antagonise*
- *she is critical of his every move*
- *these are the sure signs that this couple do not love each other.*

N Ø No response or no valid evidence

This information is question-specific

Question Three: What are possible immediate effects and long-term effects of the old lady’s treatment of Aleki? Give reasons for your answer based on the information in the passage.

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 all factors	E8 A fully justified answer about all factors

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>IMMEDIATE EFFECT</p> <ul style="list-style-type: none"> • <i>envied by his siblings because of all his money</i> • <i>well liked by his siblings because of all his money</i> • <i>he is self-centred and does not share his money with others</i> • <i>resented for being the only one who knows how to fix the radio</i> • <i>resentful toward grandparents for showing favouritism</i> • <i>others are learning how to fix the radio</i> • <i>Aleki will be out of a job as soon as the others know, and this may cause friction among the siblings</i> • <i>hated by others because he did not share his knowledge or his earnings</i> <p>LONG-TERM EFFECT</p> <ul style="list-style-type: none"> • <i>Aleki has no love and respect for his grandparents</i> • <i>Aleki will not have the caring and helping attitude</i> • <i>Aleki has no love for the other children</i> • <i>No love for the grandparents</i>

N Ø No response or no valid evidence

This information is question-specific

Question Four: Give FOUR examples from the passage of situations when people say ‘selau pasene’. For each example, give a reason why this expression is used, based on the information in the passage. What is the author’s opinion on giving money to the church? Explain why you agree or disagree with the author’s opinion. Base your answer on evidence from the text.

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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	E8 A fully justified answer

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.

1. Completion of a building project to an excellent level
 2. the successful completion of tattooing a Malu or Pe’a
 3. when the cook finishes making his dish and tastes it
 4. when all answers in an exam are correct
 5. interest on borrowed money
 Author’s opinion – even if you give a little – if it’s all you have, it’s more than if you give a lot yet it’s only a percentage of what you have. This is not fair when in churches families with different financial abilities are required to give a set amount. They should give according to what they can instead of a blanket amount for everyone because families are all at different stages.
 People should give their best and what they can give. The little that some families give should not be compared or criticised with what more financially able families give.
 People have different understanding of 100%

N Ø No response or no valid evidence
 This information is question-specific

Cut Scores

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 16	17 – 24	25 – 32