

Assessment Schedule – 2014

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

Evidence Statement

First Text – O le feiloa’iga i le tinā moni

Question One: Do you think reuniting Filipo with his Sāmoan family was an appropriate thing to do? Give reasons from the text 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 – just examples given, ie was adopted out, should meet his family	A4 Identifies 2 valid reasons to support that reuniting Filipo with his Sāmoan family was appropriate / inappropriate – an attempted valid explanation[s]	M5 Identifies 2–3 valid reasons, supported by information from the text Most explanations given show clear understanding/ detail	M6 Identifies 3–4 valid reasons, supported by information from the text. Explanations given show clear understanding/ detail	E7 3-4 justified reasons supported by information from the text. Explanations given with clear / thorough understanding for most reasons	E8 4 fully justified reasons supported by information from the text. Explanations given with clear / thorough understanding for most reasons

N Ø No response or no valid evidence

Specific evidence
<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><u>Achievement:</u> Identifies two valid reasons to support that reuniting Filipo with his Sāmoan family was appropriate / inappropriate: Possible reasons:</p> <ul style="list-style-type: none"> • Na fa’atautaia le vaetamaga o le ali’i o Filipo a’o pepe, i le fa’ato’ā 6 masina • Ua 11 nei tausaga talu ona vaetama atu o Filipo • Na manatu / lagona e mātua Amerika o Filipo e tāua tele le iloa e Filipo o lona tupu’aga ma lona fa’asinomaga. • Na taumafai mātua Amerika o Filipo “mai lona la’itiiti ia iloa e Filipo le Fa’asamoa ma ia malamalama i le atunu’u e sau o ia” • Ina ia maua le feso’ota’iga ma lona tinā moni ma ona tei e to’afitu • E tele fuafuaga a lenei aiga i le lumana’l ina ia mafai ona fa’aaau lenei feso’ota’iga • E lē manana’o matua o Filipo e nanā se fa’amatalaga/ mea mai le la tama <p><u>Merit:</u> Explanations can include:</p> <ul style="list-style-type: none"> • Filipo’s heritage and identity – by reuniting with his Sāmoan family he can learn and connect with his Sāmoan heritage / learn his background / genealogy / understand Sāmoan culture / Fa’asamoa. • Connection with his mother / family – this is important for Filipo to meet his birth / Sāmoan family, Filipo’s Sāmoan mother would benefit / be grateful to reunite with Filipo, Filipo would get to know his Sāmoan siblings • Future for Filipo – So that he could continue the relationship with his family and his culture / heritage <p><u>Excellence:</u></p> <ul style="list-style-type: none"> • Filipo’s understanding / learning of his Sāmoan culture / heritage will strengthen / build his confidence in his identity, he will feel comfortable as a Sāmoan, he will want to learn more about his culture / heritage

- Reuniting with his family can benefit Filipino and/or his Sāmoan family: be part of both families, can help support his Sāmoan mother/family in the future as he is the only person living outside of Sāmoa, his mother supports her children alone, mother would be grateful to see how her son had been cared for and thank the American parents for the medical treatment for Filipino's legs that she may not have been able to get.
- Reunion with his birth mother is something that his American parents wanted for him as they didn't want to hide anything from him

This information is question-specific.

Question Two: List the people in order of LEAST to MOST affected by this meeting. Provide a reason for the effect on each person based on the information in the text.							
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 3 people listed correctly with an attempted explanation/ some information from the text	M5 3–5 people listed correctly. Most explanation[s] show clear understanding/ supported in detail	M6 3–5 people listed correctly. All explanation[s] show clear understanding/ supported in detail	E7 5–6 people listed correctly. Justified explanation[s] show thorough understanding/ supported in detail	E8 6–7 people listed correctly. Fully justified explanation[s] show thorough understanding/ multiple examples are given with supporting detail

N Ø No response or no valid evidence

Specific evidence <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>	
Order of least to most affected	Reason(s)
Aiga o Filipino i Samoa	Happy to meet Filipino, May see him less than immediate family, Relationship can grow between family & Filipino when he visits Samoa, teach him about Fa'asamoa / his family
Aiga o Filipino i Amerika	Happy that Filipino has met his Sāmoan family, May worry/ be threatened that Filipino might move to Samoa, may not have the same relationship with Filipino if he chooses to spend more time with Sāmoan family
Fanau to'afitu a Mareta	Filipino's siblings will be reunited with Filipino and will be happy to get to know him, rebuild their family connection, become close, teach him about Fa'asamoa and their family.
Tinā Samoa / Mareta kapeten	Finally would get to meet her son who she hasn't seen for 11 years, find out about him and how he's been raised, build a relationship with her son, thank Filipino's American parents for caring for him, teach him about Fa'asamoa and his heritage / family background.
Tinā / Tamā Amerika o Filipino (These two people can be in any order / combined)	Tinā Amerika o Filipino: Loves Filipino and happy that Filipino will now be able to learn about his heritage and culture as this was most important for him to know, "O ia o le Samoa ma le ma taumafaiga mai i lona la'itiiti ia iloa le Fa'asamoa ma ia malamalama i le atunu'u e sau ai o ia"
Tamā / Tinā Amerika o Filipino (These two people can be in any order / combined)	Tamā Amerika o Filipino: Loves Filipino and happy that he could be reunited with his Sāmoan mother. They never tried to hide anything from Filipino so that he knew he was adopted and that they wanted him to meet his Sāmoan family because they believed that this was important for Filipino's identity
Filipino	Filipino was most emotional / crying when his father told him that he would be reunited with his Sāmoan mother which shows how important this was for him. He would be able to meet her and his family after 11 years and learn about his culture and family / identity that his parents had worked so hard to encourage/ sustain for him. He can now choose to continue to get to know his Sāmoan family and be part of both families/ both cultures

This information is question-specific.

Question Three: What views about 'Aulavou' are presented in the text? Provide a reason for each answer based on information in the text.							
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 of writer's overall view of aulavou.	M5 1–2 reasons supported by information from the text. A valid connection between reasons and the writer's overall view of aulavou.	M6 2–3 reasons supported by information from the text. Clear understanding of writer's overall view of aulavou shown through supported explanation	E7 Justified reasons given supported by information from the text. Thorough understanding of writer's overall view as shown through supported explanation	E8 Fully justified reasons and thorough understanding of writer's overall view as shown through supported explanation.

N Ø No response or no valid evidence

Specific evidence

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Negative: Aulavou is a place where the youth go looking for husbands/ wives. 'Sa'iliga avā ma su'ega tane' which means that some attend just to form relationships or get a boyfriend/ girlfriend which can lead to other problems. Eg; O le teineitiiti na lē iloa faita'a ae tēte'i matua i le tū ma le fa'afafa.' Too much time is spent on games/sports/having fun but not enough time is spent at home helping with chores. 'Na o le o i ta'aloga, ae ua lē aogā i fe'au. This can be frustrating for parents because their children are not learning to help/work/serve their families.

Positive: 'E leaga lava o le tagata ae lē o le mafutaga.'

Aulavou is good because youth can fellowship/learn and understand how to interact respectfully, to share and support each other. This teaches them to behave respectfully/ appropriately. There are a lot of teenagers in Aulavou who show good behaviour such as humility, respect and good manners. 'E mafuta ai le to'atele o le tupulaga ma malamalama ai le tasi i uiga o le isi i le va fealoa'i, fetufaa'i, ma felagolagoma'i. O le to'atele o ni isi e tausa'afia tele, amio maualalo ma agamalū i taimi uma, fa'atamali'i, tauagafau tu ma aga.

Aulavou helps to prevent youth from being tempted/drawn to behaviour/actions/activities of others. Eg: going to places where they shouldn't, doing things like smoking, drinking, partying etc.

Overall view of writer:

The writer seems to think that Aulavou is positive because although there are aspects that are negative, such as mising with opposite sex, too much fun/sports; the writer stresses that it is the individual not the aulavou that causes the problems.

If parents have raised their children the right way, their children will behave appropriately and interact with like minded youth. Eg 'O galuega lelei sa lūlū, sa lē mapu le tinā faupō, fauao.

Everyone is different but eventually they turn out all right. It is the way parents experienced life too. Eg: 'E tofu lava le fugala'au ma si ona sasala, a'o mea foi na ui mai ai mama ma papa'

This information is question-specific.

Question Four: How would these people and organisations be affected by this improved method of communication?							
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 3 people /organisations listed with valid explanations of the effect of ERN for them. All explanation[s] show clear understanding / supported in detail	M6 3-4 people /organisations listed with valid explanations of the effect of ERN for them. All explanation[s] show clear understanding / supported in detail	E7 Justified explanations about the effects of ERN for various people and organisations	E8 Fully justified explanations about the effects of ERN for various people and organisations

N Ø No response or no valid evidence

Specific evidence
<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>
Police Dept: Benefit from the ERN if there was an emergency affecting either the safety of people /a major crime that affected a lot of people as they would be able to be contacted or make contact wit remote villages
Fire Dept: If a fire or natural disaster happened in a village or other parts of the island /if phone lines were down because of these things, help could be called for and the Fire Dept could act quickly.
Prime Minister and his office: If any emergency was to affect the safety of the country eg war /if a state of disaster was to affect the country then the PM could get information quickly to all parts of Sāmoa at once.
Australia and New Zealand: Would be pleased and reassured that their money had been used to set up this form of communication 'E 13 nofoaga ese'ese mo nei feso'ota'iga' – to help Sāmoan people so they may continue to assist with setting up more stations /give more money or communications equipment for Sāmoa.
Sāmoan people: Feel relieved and secure that there is a reliable communication system to be used for emergencies and disasters especially after the recent natural disasters that have hit Sāmoa.

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