

**Assessment Schedule – 2016****Sāmoan: Demonstrate understanding of a variety of spoken Sāmoan texts on familiar matters (91143)****Evidence**

**Note:** What follows 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.

**First Passage – Amata A’oga Iuni Lakapi Sāmoa / Sāmoan Rugby Union Academy Begins**

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
Demonstrates <b>limited or no</b> understanding of the text. Some lexical information is correct. The candidate has not understood the general meaning (gist) of the text, or the response is logically inconsistent, indicating misunderstanding.		<i>Demonstrates understanding</i> and is able <b>to make meaning of the relevant information, ideas and/or opinions</b> from the texts. Lexical information is largely correct. The candidate has understood the general meaning of the text. The response is consistent.		<i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously. The candidate has developed an explanatory answer without fully understanding every nuance or fine detail.		<i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions within the text</b> .  The candidate and expands on relevant information, ideas, and opinions from the text, with supporting detail. The response shows understanding of nuance and meanings not obviously stated in the text.	
N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information and an attempted valid explanation; several examples given and some explanation provided.	A partially developed explanation supported by relevant details from the text, showing an understanding of the significance and / or benefits of the opportunity to Sāmoa and individuals.	Fully developed explanation of ideas showing a clear understanding of the significance and / or benefits of the opportunity to Sāmoa and individuals, with relevant examples from the text to support answers.	A justified answer to explain the significance of this opportunity and / or benefits to Sāmoa and individuals. Also demonstrates thoughtfulness and depth, with examples to support answers.	A fully justified answer demonstrating an in-depth understanding of underlying ideas, drawing conclusions as to the impact of the academy on overall success of the sport in Sāmoa and overseas.

**N0** = No response; no relevant evidence.

**Question One (a):** Fa'amatala mai le tāua o lenei avanoa ua tatalaina e le Luni Lakapī a Samoa. Fa'aaogā fa'ata'ita'iga mai le tala e lagolagoina ai au tali. *Explain the significance of the opportunity introduced by the Samoan Rugby Union Academy. Use examples from the text to support your answers.*

**Specific Evidence**

Possible answers:

*Better-quality players*

- We need young players to become more knowledgeable about the game, and more highly skilled.
- Need higher-quality performance, locally and at international level.
- Encourage competition at the highest level.
- Able to compete with the best on the world stage.

*Upgrade the development squad for both of the Manu teams*

This will provide a higher success rate for the Manu teams.

*The academy is for both boys and girls to develop their rugby*

Recognition of female players. Equal opportunity for both male and female players to achieve at their best in the sport.

*National pride*

Future growth of the game in Sāmoa. Motivation for young, talented players to aim high in rugby.

**Question One (b):** Filifili mai ni tagata po'o ni vāega o tagata se LUA mai le lisi o lo'o i lalo, o tagata o le 'ā fa'amanuiaina mai lenei a'oga fa'apitoa. Fa'amatala mai itū'āiga fa'amanuiaga maua e nei tagata. *Select TWO from the list of people, or groups of people, who would benefit from this academy. Explain the benefits for these people.*

**Specific Evidence**

Possible answers:

- Tama ma teine ta'a'alo lakapī/Male and female rugby players become more knowledgeable and skilled in the game.
- Encouraged and inspired to achieve excellence in the sport.
- Learn the culture of rugby.
- Mātua o tama ma teine ta'a'alo/Parents of male and female players – future well-being. Status. Proud of their children representing Samoa.
- Namulau'ulu 'Alama Ieremia – opportunity. Develop his profile as a coach. Able to help Samoan rugby succeed. Personal service to Samoa's development.
- Palemia o Sāmoa/Prime Minister of Sāmoa – brings country together. National pride. High profile for Sāmoa at international level. More income for Samoa when players are chosen to play at international level.
- Luni Lakapī a Sāmoa/Sāmoa Rugby Union – promotion of the union's reputation locally. Players can contribute to SRU when they are selected to play internationally.
- Tagata Sāmoa/Sāmoan people – unity and pride. Samoa's economy can benefit from successful rugby teams.

**Question One (c):** *E te lagolagoina pe lē lagolagoina le tatalaina o lenei a’oga fa’apitoa? Aumai ni māfua’aga e lagolagoina ai lau tali. Do you support or **not** support the opening of this new academy? Give reasons to support your answer.*

**Specific Evidence**

Possible answers:

Yes – to improve the skill of rugby.

To produce a first-class squad at international level. Become strong contenders for international competitions such as Rugby World Cup or 7s tournaments.

No – there are other academies in the country.

Yes – to improve the profile of rugby in Sāmoa.

It provides opportunity for both boys and girls to develop their rugby skills/talents and earn money for their families/country.

Develops the best in the country. More competition and less reliance on other Samoans outside of Samoa to represent Samoa.

Lifts the standard and appreciation of the game.

No – possible candidates are handpicked by the SRU – only a select few get in.

Yes – a highly skilled team and a higher success rate at international level instils national pride and brings the country together.

High recognition of women’s rugby in Sāmoa.

No – elitist and discriminatory.

The question of costs.

Men’s and women’s rugby teams should not be treated equally. Women need more support than men – more funding?

**Second Passage: *Tausoga Atamamai e To'atolu***

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates <b>limited or no</b> understanding of the text.</p> <p>Some lexical information is correct. The candidate has not understood the general meaning (gist) of the text, or the response is logically inconsistent, indicating misunderstanding.</p>	<p><i>Demonstrates understanding</i> and is able to <b>make meaning of the relevant information, ideas, and/or opinions</b> from the texts.</p> <p>Lexical information is largely correct. The candidate has understood the general meaning of the text. The response is consistent.</p>	<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously.</p> <p>The candidate has developed an explanatory answer without fully understanding every nuance or fine detail.</p>	<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions within the text</b>.</p> <p>Selects and expands on relevant information, ideas, and opinions from the text, with supporting detail. The response shows understanding of nuance and meanings not obviously stated in the text.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Very little valid information.	Little valid information.	Some valid information.	A range of valid information and an attempted valid explanation.	Explanation supported by information from the text.	Full explanation supported clearly by information from the text.	A justified answer addressing implied meanings and conclusions.	A fully justified answer addressing most implied meanings and conclusions.

**N0** = No response; no relevant evidence.

**Question Two (a):** Fa'amatala mai se fe'au tāua o lo'o momoli mai / ātagia i lēnei ata tīfaga e uiga i 'autū ta'itasi. Fa'aaogā ni fa'ata'ita'iga mai le tala e lagolagoina ai au tali. *Explain the message that this movie portrays about each theme. Use examples from the story to support your answers.*

**Specific Evidence**

Fa'asinomaga // *Identity* – Be yourself. Don't try to be someone you're not. Learn your culture – it is a part of who you are. Be true to yourself. Pride in your identity.

Olaga fa'asāmoa // *Sāmoan culture* – practice your culture in your everyday life.

Aiga – Honour your parents. Service.

'Āiga – Family sacrifices for each other.

Olaga fa'asāmoa // *Sāmoan culture (life)* Experience brings wisdom.

Tautua – *Duty /Service* Brings success and blessings. Hard work and sacrifice makes you wise and successful. Win respect.

Love – Understanding and practise love for family/ Love of parents to children/ Love of cousins – helping each other.

**Question Two (b):** Fa'amatala mai le tāua o le alofa i lēnei ata tīfaga. Fa'aaogā ni fa'ata'ita'iga mai le tala e lagolagoina ai au tali. *Describe the importance of love in this movie. Use examples from the story to support your answers.*

**Specific Evidence**

*Romantic love*

Adam's love for a girl takes him to Sāmoa.

*Adam's love for self*

Selfish – thinking only of his needs makes him oblivious to his parents' hard work to support him. Absence of true love – “serving and putting others first.” Changed from being self-centred to focusing on serving his parents / putting parents' needs before his own. Studying to get a good job to serve the family better. Working to support his parents.

*Parents' love for son*

Hard work and sacrifice. Persistent, patient, and did not give up. They persevered.

*Love of cousins for Adam*

Show concern for Adam's “artificial nature” / ignorance. Teaches him life's lessons the hard way. Motivates him to change. Got him more than he bargained for. Changed from a “plastic” (artificial) Sāmoan to a true Sāmoan taule'ale'a. Wins the heart of the girl. Their labour of love successfully transformed Adam to a true Sāmoan man – wise and humble.

**Question Two (c):** Fa'amatala mai pe 'aiseā ua fetau lelei ai le ulutala “*Tausoga Atamamai e To'atolu*” mō lēnei ata tīfaga. *Explain why “Tausoga Atamamai e To'atolu” is a good title for this movie.*

**Specific Evidence**

Adam gained wisdom from his cousins, and became wise himself. The two cousins taking their ignorant cousin under their wing and teaching him.

- Adam learnt from his cousins what it is to be a true Sāmoan, through practice and everyday life experience.
- The three cousins working together, the strong supporting the weak; teaching / modelling, practising; advising, listening and learning; imparting and gaining wisdom epitomises what love and family is all about in Sāmoan culture.

**Third Passage: Fa’asāmoa, ‘aua le nanu!**

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<p>Demonstrates <b>limited or no</b> understanding of the text.</p> <p>Some lexical information is correct. The candidate has not understood the general meaning (gist) of the text, or the response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and is able <b>to make meaning of the relevant information, ideas, and /or opinions</b> from the texts.</p> <p>Lexical information is largely correct. The candidate has understood the general meaning of the text. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously.</p> <p>The candidate has developed an explanatory answer without fully understanding every nuance or fine detail.</p>		<p><i>Demonstrates thorough understanding</i> of the <b>implied meanings or conclusions within the text.</b></p> <p>Selects and expands on relevant information, ideas, and opinions from the text, with supporting detail. The response shows understanding of nuance and meanings not obviously stated in the text.</p>	
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**N0** = No response; no relevant evidence.

**Question 3 (a):** ‘Aiseā na lē fa’atagaina ai e le Ofisa o A’oga i Sāmoa le fa’aaogāina o le Gagana Sāmoa i totonu o a’oga? Fa’aaogā fa’ata’ita’iga mai le tala e lagolagoina ai lau tali. *Why did the Department of Education in Sāmoa ban the use of the Sāmoan Language in schools? Use examples from the text to support your answer.*

**Specific Evidence**

Because of the popular belief that if you don’t speak English, you don’t know anything.  
 To make it easier for New Zealand administration, everything would have had to be in English. Perhaps the need to educate the people in this new language.  
 Because English was the official language. Perhaps it was a way to ensure the new language was acquired quickly for purposes of the administration. Reduce the status of Sāmoan.  
 A way of enforcing the acceptance of, and education in, the new language.  
 Language of education under New Zealand administration.

**Question Three (b):** Fa'amatala au'ilili mai le a'afiaga o le Gagana Peretania mo tamaiti o lo'o tusia i lalo: Fa'aaogā fa'ata'ita'iga mai le tala e lagolago ai au tali. *Describe how speaking English in schools affected the students listed below. Use examples from the text to support your answers.*

**Specific Evidence**

**Mose:** Nervous, frustrated, anxious, afraid of being ridiculed, people think of him as dumb. Intimidated and embarrassed "Don't know what to say." Fumbled. This would have affected his willingness and motivation to learn.

**Mose:** Isolated himself from everyone else in order to practice the language. Did not trust even his family.

Hid in the forest to practice, so he would not be ridiculed. Found it difficult to learn English and was reluctant to learn.

When John teased him, he never went to the forest again; showed how he gave in to the mockery. He would be a typical example of what a lot of students would have gone through at that time.

**Ioane:** Teased someone who was trying to practice the language. Made fun of Mose and threatened to tell the class.

Bullied Mose, because he was trying, which discouraged Mose from going back to the forest. (He probably went somewhere else instead?)

His behaviour was indicative of the times – perhaps a good representative of the status quo in schools then. Ioane's behaviour shows a sense of insecurity and low self-esteem because he himself cannot speak the language. However, rather than appreciate what Mose is doing and follow suit, he prefers to tease and discourage him from improving his English – probably typical of most kids then.

**Question Three (c):** E te lagolagoina pe lē lagolagoina le toe fa'atagaina o le Gagana Sāmoa i a'oga? Fa'aaogā fa'ata'ita'iga mai le tala e lagolagoina ai au tali. *Do you agree or disagree with Samoan language being used again in schools? Use examples from the text to support your answers.*

**Specific Evidence**

Yes:

It is the mother tongue of the land.

They are proficient in it.

A part of their identity and heritage. Strong link to culture.

It is the language of communication, education, religion, culture, etc. Very difficult to communicate without it.

No:

English viewed as a universal language – language of the powers that be at the time.

Country better administered if English is used.

No link to outside world.

Learn more about the world.

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 7	8 – 13	14 – 19	20 – 24