

Assessment Schedule – 2016**Sāmoan: Demonstrate understanding of a variety of written and/or visual Sāmoan text(s) on familiar matters (91146)****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 Text – O le Teine Kiuī Lauiloa i le Lalolagi – Parris Goebbel

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
<p>Demonstrates limited or no 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 make meaning of the relevant information, ideas, and/or opinions 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 implied meanings or conclusions within the text.</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.	Positive aspects/ challenges/ message are identified, with relevant examples, and an attempted valid explanation.	Positive aspects/ challenges/ message are identified, with clear examples. Some explanation.	Positive aspects, challenges and message are identified and explained. Explanation clearly connects aspects and evidence for all.	Justified explanation for aspects/ challenges/ message, supported by information from the text. Thorough understanding of text shown through explanation.	Fully justified explanation and thorough understanding of aspects/ challenges/ message, supported by information from the text.

N0 = No response; no relevant evidence.

Question One (a): O ā ni itū lelei se TOLU o le tulaga fa’amanuiaina i le siva? Fa’aaogā fa’ata’ita’iga mai le tusitusiga e lagolagoina ai au tali.

Based on the text, what are THREE positive aspects of being successful at dance? Support your answers with examples from the text.

Aspects (possible suggestions)	Example / Evidence
Career as a choreographer.	“Sa a’oina e Parris le tele o siva ...” Parris created and taught many of the dances ... this refers to her work with the stars which shows that she has built a very successful career as a choreographer for it to reach this stage. Her work is original.
Working with celebrities.	“Ua ‘avea lona talenia i le siva, ua a’oina ai siva mo tagata pepese lauiloa i le lalolagi”. Her talent in dance has enabled her to work with famous song artists from around the world. This shows how her talent in dance has offered her the opportunity to work with top celebrities in the music industry.
Being an ambassador for NZ.	“Ua ‘avea lona talenia i le siva ... ua ta’uta’ua ai Niu Sila i le siva Hip Hop.” Her talent in dance ... has made New Zealand popular in the Hip Hop dance world.
Developing relationships in the music industry.	“Ua ‘avea lona talenia i le siva, ua a’oina ai siva mo tagata pepese lauiloa i le lalolagi”. Her talent in dance has enabled her to work with famous song artists from around the world. She has developed good relationships with them.
Compete in world dance competitions.	“O ia fo’i na mauaina fa’alua le fa’ailoga siamupini o le Tama’ita’i Faisiva sili o le lalolagi”. Twice, she won Best Female Choreographer at an international competition.
Travel the world.	
Work in film.	“Step Up” and “Born to Dance”.
Form a dance group.	“ReQuest”.

Question One (b): E tusa ai ma fa'amatalaga a Parris, o ā ni lu'itau se LUA na feagai ma ia po o feagai pea ma ia? Fa'aaogā fa'ata'ita'iga mai le tusitusiga e lagolagoina ai au tali. <i>According to Parris, what are TWO challenges that she has faced or faces? Use examples from the text to support your answers.</i>	
Challenge	Example / Evidence
Work takes up the majority of her time.	O le tele o lo'u taimi 'ou te malaga solo ai i le lalolagi ma galue to'atasi e aunoa ma se mālōlōga." <i>A lot of my time I travel solo around the world, alone with no rest.</i> This shows how much is sacrificed in order to be successful at this level, and maintain it. This shows dedication and love for what she does, she is willing to put in the time and effort.
Little time with family.	E na o le tolu masina o lenei tausaga na 'ou fa'atasi ai ma lo'u 'āiga. <i>Only 3 months of the year I spend with family.</i> She stresses the importance of family – crucial support for her. They have her welfare at heart. Without her family's support, her career would not survive. Stays in contact with mother.
People take advantage of her success.	"I lenei pisinisi, e to'atele tagata e manana'o i se mea mai iā te a'u, e fesoasoani iā i latou, 'ae na o lo'u 'āiga e alofa fa'amāoni iā te a'u." <i>In this business, many people want something from me, to help them, but only my family truly loves me.</i> This shows she is very aware and is also wise. Her success has not gotten the better of her. A sign of humility – something she is most probably stressing about for the young ones who are dreaming of this kind of success. It's not easy, and it makes you vulnerable to all sorts of people.
A lot of people doubted that she could succeed at Hip Hop	"sa to'atele tagata sa lē talitonuina o le ā ou o'o i se tulagag maualuga i le siva." It seems that Parris faced the challenge of criticism and doubt from people. They didn't think that she would be successful because she was young, new to dance and possibly from a small country like New Zealand.

Question One (c): E tusa ai ma lenei tala e uiga i taumafaiga a Parris, i lou manatu, o le ā se a'oa'oga e aupito sili ona tāua mo tupulaga talavou? Fa'aaogā fa'amaoniga mai le tusitusiga e lagolagoina ai lau tali. <i>Based on Parris's experience, what do you think is the most important lesson for young people? Explain your answer using evidence from the text.</i>	
Message / Lesson	Example / Evidence
Follow your passion.	"Su'e le mea e te fiafia ma mana'o e fai – o se mea e te mo'omo'o iai i taimi 'uma." <i>Look for something you like or want to do – something you are passionate about.</i> Parris followed what she loved, and worked very hard to develop it. Made sacrifices. Believed in herself, e.g. created her own dances and worked with celebrities at still a young age. She is only 24 and has accomplished much. Reflects her passion for dance and her commitment to her career: "O le siva o lo'u olaga 'atoa" – <i>Dance is my life.</i>
Focus on your goal / dream / vision.	"La taula'i lou mafaufau ma lau va'ai i le taunu'uga o lo'o e taumafai i ai." <i>Focus your mind and your vision on the goal that you want to achieve.</i> This is important because without focus, nothing can be achieved, and young people find it hard to focus on one thing and develop it/see it through. Parris focused on her dance and worked hard to make it so young, having formed a dance group at the age of 15. She travelled the world by herself for most of the year, working with celebs with little rest. It would have been an intense schedule that required discipline and focus to see it through. The nature of her work requires focus. She was first in the world twice.
Work hard and be consistent.	"Ua māsani Parris i le galue mālosi ma le taumafai." Nothing can be gained without strong input. Hard work will achieve your goal. Parris would have worked a rigid schedule, since she has only a quarter of her time with family.
Family is your main, and sometimes your only, support.	"O le alofa fa'ale'āiga e lē maua i se isi mea ma o le alofa e lē 'uma/e lē fa'atuā'oa." <i>Family love cannot be found anywhere else. It is unconditional love.</i> Trust no one but your family, for they truly love you unconditionally. It is important to be close to family and keep in contact. Parris rang her mother when she needed her family, and was praised by her mother.

Second Text – Fānau

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
<p>Demonstrates limited or no 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 make meaning of the relevant information, ideas, and/or opinions 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 implied meanings or conclusions within the text.</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 on both themes. Examples only, with no explanations.	Valid information on both themes and an attempted valid explanation on one or more themes.	Covers both themes, supported by evidence / examples. Some explanations showing clear understanding / detail.	Covers both themes, supported by evidence / examples. Most of the explanations show clear understanding / detail. Ideas clearly linked to examples.	Both themes are thoughtfully explained, with examples and justified reasons. Explanations show a clear and thorough understanding of either of the themes.	Both themes are thoughtfully and confidently explained, with evidence / examples and justified reasons. Explanations show a thorough / in-depth understanding of both themes.

N0 = No response; no relevant evidence.

Question Two (a): E tusa ai ma fa'amatalaga mai le tusitusiga, fa'amatala mai ni 'auala a itiiti o se LUA o lo'o fa'aalia ai le alofa o mātua i a lātou fanau. Based on the text, describe at least TWO ways in which parents show their love for their children.

Specific Evidence

Possible answers:

Themes

Overall response should show an understanding of how the themes of love and conflict are portrayed through the struggles and experience of parents who migrate to a new country in search of a better future for their children, and the challenges they faced. The saying “It takes a village to raise a child” resonates strongly in this poem. Sāmoan cultural values and customs are fundamental to the life of a Sāmoan person. The village is a family, everybody has a role to play for the benefit of all, everyone is accountable for the welfare of all. Responsibility is shared – not just material things, but also success; the success of one is the success of all. This is the life the parents had left behind. Stanzas 2 and 3 reflect how this has impacted on their children.

(i) Alofa

- “O le tele o mātua ua tu'ua 'āiga ma nu'u talu fānau 'auā lo lātou lumana'i.” **Many parents have left behind their family and homeland for their children's future.** This decision to move indicates the extent of love and care they have for their children.
- Stanza One, lines 3–6: Details of what was given up, reinforcing the extent of parents' love for their children. Left the security and comfort of home and what was familiar to them for the sake of building a successful future for their children in a new country – sacrificial love.
- “E lē fa'atafa le tamā ma le tinā 'auā o au o mātua fānau.” **The father and the mother did not give in, for 'the children are the apple of the parents' eye'.** This shows how precious children are to their parents. The strength of parents' love enables them to persevere. It is their responsibility.
- “E moe i loimata maleifua mai i le tagi.” **Sleeps with tears and awakes crying.** Shows the worry and anxiety experienced by parents of wayward children. Love is expressed through their anxieties and worry for their children. Frustrated and helpless. Possibly even regretting their decision.
- “E 'ote le matua i le naunau ia lelei.” **The parents discipline [them] in the hope that they will be good.** Parents discipline their children because they care and only want the best for them. (The word “naunau” means desire). Discipline is important in raising a child; it is expected that the child listens, however in the text they are not. They rebel.

(ii) Conflict

- “Ua lē tutusa i aso nei mo fānau.” **Today it is not the same for children.** Conflict of the times and expectations. Dreams conflict with reality of change.
- “O le to'atele o tamaiti ua tata'a i le ala/eva solo/lē fia māfuta i 'āiga”. **Many of the children have ended up on the streets/roaming, not wanting to be with family.** This shows that the realities clash with their dreams.
- “Ai ona ua telē le sa'olotoga, pe 'aiseā?” **Maybe there is too much freedom – why is that?** Implies a difference in perspective. Parents question whether they've been too lenient or the culture they are living in, is. They wander the streets, lost, not wanting to be with family, asserting their independence. It's a wonder the parents ask “pe 'aiseā”? Life is different for their children, because they don't have the security and protection of their village; parents struggling to cope with this new culture and way of life.
- “E 'ote le matua i le naunau ia lelei/'Ae manatu le tama ma le teine e sesē.” **Parents tell them off for their own good, but they think the parents are wrong.** Conflicting ideas about life. Children rebelling against their parents' advice and wisdom. They think they know best. Indicative of clash in cultural values.

Question Two (b): Fa'amatala mai i ni au lava 'upu, uiga o fuai'upu nei ma po'o ā ni mea fa'aalia e ātagia ai le alofa po'o le fete'ena'i. Fa'aaogā ni fa'ata'ita'iga mai le solo e lagolagoina ai au tali. *Explain in your own words the meaning of these phrases, and what they show about love or conflict. Use examples from the text to support your answers.*

Specific Evidence

Possible answers:

<p>“E tutusa ‘uma tagata i le ōlaga manuia”</p>	<p>All people live a blessed life / Life is good for all people. The description in the first stanza suggests that all enjoy the simple, peaceful, easygoing life back home, free of restrictions. This could refer to village life, where land and property belonged to the people. All worked together to ensure the success and survival of all. Responsibility for the welfare of the children, for example, was shared by all.</p>
<p>“Ai ona ua telē le sa'olotoga, pe 'aiseā?”</p>	<p>Maybe due to too much freedom (independence) – why is that? The parents are confused as to why some children are successful and others are not, especially the majority. They wonder whether it is due to too much freedom, which could mean that children today are given more freedom than they can handle. “Pe 'aiseā?” Perhaps questioning why children are given so much freedom? OR Why are they rebelling and being disobedient? This suggests parents are unfamiliar with this behaviour – cultural environment/expectations/values/upbringing ... not the same as back home.</p> <p>Note: For excellence, candidate should suggest who the speaker is talking to, or who the writer's intended audience is here – could be parents, teenagers, schools, society, etc.</p>
<p>“O uō i aso 'uma a'o mātua i aso vale”</p>	<p>Friends for everyday, but parents for troubled days. This saying suggests that children referred to in the poem value their friends more than their parents, OR they acknowledge their parents only when they need them, or when they are in trouble.</p>
<p>“O le usita'i ma le alofa o pelu ma talitā ia”</p>	<p>Obedience and love: these are the sword and shield. This metaphor compares the values of obedience and love to a sword and shield – one to fight with: to attack the enemy and to defend against the enemy; the other to protect or shield one from danger. Obedience is always under attack, and therefore requires a lot of courage to swallow one's pride and obey. Love shields and protects from danger or harm. The poem illustrates the strength of parents' love to protect their children and ensure that their future is not jeopardised by their rebelliousness.</p> <p>Note: Students may come up with other valid explanations, so long as they are clear about what is being compared, and why. This allows them to share own experiences.</p>

Third text – Feso’ota’iga Fa’atekonolosi i Sāmoa

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
<p>Demonstrates limited or no 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 make meaning of the relevant information, ideas, and / or opinions 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 implied meanings or conclusions within the text.</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.	Reasons and valid explanations given. Explanation(s) mostly show clear understanding / are supported in detail.	Reasons and valid explanations given. All explanation(s) show clear understanding / are supported in detail.	Justified reasons and thorough explanations that demonstrate understanding of the problem and the situation that arose between schools.	Fully justified reasons and thorough explanations that demonstrate understanding of the problem –abuse of digital devices.

N0 = No response; no relevant evidence.

Question Three (a):

- (i) Fa’amatala mai le tūlaga ua o’o i ai Sāmoa, ua fai ma popōlega i le fa’aaogāina o feso’ota’iga fa’atekonolosi. *Describe the situation that is causing concern with communication technology devices in Sāmoa.*
- (ii) Fa’amatala mai le tali a Sāmoa i lenei matā’upu. *Describe Sāmoa’s response to this issue.*

Specific Evidence

Possible answers:

Problem

- E tele fa’afitāuli ma le vevesi ua tula’i mai ‘aemaise i le vā o a’oga ona o le felāfoa’i o fa’amatalaga tau fa’amata’u ma fa’amatalaga fāifāi e nisi taimaiti a’oga i isi. **There are many problems and friction caused by threatening texts, which resulted in a fight between schools. Around 50 students were arrested. One is still in custody. Misuse of cell phones at school. Promote or encourage education around the use of digital devices – become digital citizens.**

Situation

- O lo’o taofia pea lea taule’ale’a i le falepuipui e fa’atali ai le tula’i i luma o le fa’amasinoga e tali i lenei mōliaga. E sili atu i le to’a 50 fānau a’oga ua mōlia ona o vevesi e āfua mai i le fa’aaogāina o telefoni. **At this time, a boy from a particular college is in prison for making a threatening remark to attack another college. He remains in police custody, awaiting his court appearance to answer to this charge.**

Response

- “O a’oga i totonu o Sāmoa ua matuā faasāina le i ai o telefoni fe’āvea’i i fanau i taimi o le a’oga.” **Schools in Sāmoa have banned the use of cell phones during school hours. Ban the use of cell phones in school during school hours. Police Commissioner stated that restrictions needed to be put in place to warn students against further abuse of digital devices.**

Question Three (b): Tusi mai ni vāega se LUA o tagata e te manatu e ***sili ona a’afia*** i suiga fou tau feso’ota’iga fa’atekonolosi ma fa’amatala mai le a’afiaga mo i lātou. *Identify TWO groups of people who you think are **most** affected by the new restrictions, and explain the effect these changes will have on them.*

Specific Evidence

Possible answers:

Person	Effect
Student	<ul style="list-style-type: none"> • Will not have ready access to family and friends at any time during the school day. Will be inconvenienced. • Will not be able to use applications (in some cases) for work purposes. • Will not have easy access to digital learning programmes, or the net for assignments, etc. • May have to slightly change daily routine to accommodate the ban on use of cell phones during the day.
Parents	<ul style="list-style-type: none"> • Will have to make slight changes to daily routine, if needed to adjust for the loss of easy access to children during the school day, before and after school. All contact will go through the school office.
School administration team	<ul style="list-style-type: none"> • Enforce and monitor the restriction, meaning tighter rules and regulations in school. Inform the school community, etc. • Educate community on digital citizenship.

Question Three (c): ‘Aumai ni ou manatu i itū lelei ma le lē lelei o le fa’asāina o telefoni fe’āvea’i i itūlā o lo’o fai ai le a’oga. Fa’aaogā fa’amaoniga mai le tusitusiga, fa’apea ma sou lava iloa e lagolagoina ai lau tali.

Give your view on the positives and negatives of banning cell phones during school hours. Use evidence from the text, as well as your own experience, to support your answer.

Specific Evidence

Identifies some positives and/or negatives and expresses a view on the banning of cell phones during school hours, using evidence from the text, and may give some reference to own experience. Some examples are given below.

Positives	Negatives
<ul style="list-style-type: none"> • Reduce cyber bullying and text bullying, especially in schools, as most kids will not be able to use their phones. • Parents have more control over their children’s behaviour and whereabouts. • Cut down inter-school brawls. • Reductions in spending. 	<ul style="list-style-type: none"> • It would be difficult to monitor. • Takes away a child’s right to use a device that will keep them connected with family and friends, and therefore safe. • Parents under pressure by the law to give their consent to a ban on use of cell phones in New Zealand this year. • Too harsh – there is the restriction + proof of ID, plus note of consent from parents. • Cell phones are banned from school.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 –13	14 –19	20 – 24