

**Assessment Schedule – 2017**

**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 – Āiga o ananafi ma Āiga o aso nei**

Not Achieved		Achievement		Achievement with Merit		Achievement with Excellence	
Shows no or limited understanding of the text.		Shows understanding/is able to make meaning of the text.		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously.		Selects and expands on, with supporting detail and relevant information, ideas, and opinions from the text, and shows understanding of the implied meanings or conclusions within 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.		Has lexical information largely correct and has understood the gist of the text, without being able to develop explanatory answers – <i>demonstrates understanding.</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding.</i>		Has developed an answer that 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> Reasons and valid explanation(s) given. Explanation(s) mostly show clear understanding / are supported in detail.	<b>M6</b> Reasons and valid explanation(s) given. Explanation(s) show clear understanding / are supported in detail.	Demonstrates <b>thorough understanding</b> and <b>communicates some</b> of the implied meanings by providing <b>some</b> supporting detail from the texts which justifies conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most</b> of the implied meanings by providing supporting detail from the texts which fully justifies conclusions.
<b>N0</b> = No response; no relevant evidence.							

**Note:** Specific evidence shown for each question does not comprise 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.

**Question One (a):** Mai fa'amatalaga o tusitusiga, fa'atumu avanoa o le pusa o lo'o i lalo, e fa'atusatusa ai 'āiga Sāmoa o ananafi ma 'āiga Sāmoa o aso nei.  
Based on the information in the text, complete the table below to compare Sāmoan families of yesterday with Sāmoan families of today.

	<b>'Āiga o ananafi / Families of yesterday</b>	<b>'Āiga o aso nei / Families of today</b>
<b>Fa'atūlagaina / Structure</b>	<p>Sa nonofo i le fale Sāmoa fa'ata'alaelae (open Sāmoan fale). O le umukuka e i fafo o le fale.</p> <p>Sa nonofo, taumamafa, ma galulue fa'atasi le 'āiga potopoto.</p> <p>Sa ola felagolagoma'i tagata ma fetuafaa'l, e.g. "Alu e fa'anoi mai le sāmala a Tui".</p> <p>Sa a'oa'oina fānau i tū ma āga fa'asāmoa, "fafaga i 'upu ma tala": ina ia galue mālosi, e.g. "fa'amamāina o le fanua, galulue i ma'umaga/fa'ato'aga, fauga o fale".</p> <p>Sa a'oa'oina fānau ina ia iloa āga fa'asāmoa: "Aua le tautala tū, Aua le pisa i luma o le fale o matai, tautala fa'aaloalo".</p>	<p>E nonofo i fale Pālagi eg."E tolu potu moe o le mātou fale. E i totonu le umukuka." E nonofo fa'atasi tagata o le 'āiga potopoto i le fanua 'ae nonofo lava le 'āiga to'aitiiti i le lātou fale. "E soso'o le mātou fale ma 'āiga o le uso o le mātou tinā".</p> <p>E lē galuea'iina le ma'umaga i aso uma 'auā e a'o'oga ma faigaluega tagata o lenei 'āiga ma e na o le Aso Sa e fai ai le umu.</p> <p>"Ma te ō i le Aso To'ona'i e tapena mea 'ai mo le umu o le Aso Sa."</p> <p>Ua lē to'atele tagata o le 'āiga potopoto o lo'o nonofo fa'atasi. "o le to'atele o lo'o nonofo mamao i isi nu'u, fa'apea atunu'u i fafo".</p> <p>E fai muamua le lotu afiafi ona 'a'ai ai lea.</p> <p>E 'a'ai fa'atasi mātua ma le fānau.</p> <p>Se'i vaganā ua i ai ni mālō po'o se fa'atasiga a le 'āiga potopoto, ona 'a'ai mulimuli lea o tamaiti.</p> <p>Ua i ai lava mea tōtino a le 'āiga eg televise, moa vao, ta'avale, etc.</p>
<b>Mafutaga / Relationships</b>	<p>E fetusia'i ma felagolagoma'i le 'āiga potopoto, e.g. tausi tagata mātutua ma matai.</p> <p>Sa fai fa'atasi mea uma e le 'āiga potopoto, e.g. nonofo ma galulue fa'atasi.</p> <p>Fautua mātua ma a'oa'o a lātou fanau ina ia iloa tū ma āga fa'asāmoa.</p> <p>E fa'aaloalo tamaiti i tagata mātutua, e.g. "sa 'a'ai muamua tagata mātutua, fa'ato'ā 'ai lea o lo'u tuafafine, 'ae 'a'ai mulimuli mātou o tama." "Na sā ona 'a'ai toegā mea 'ai a tagata mātutua."</p> <p>E a'oa'i e mātua le fānau – e tausia le vā o le tama ma lona tuafafine 'auā o le feagaiga.</p> <p>E fa'apelepele le tama i lona tuafafine, e.g. "o lo'u tuafafine o le tamasā ma le feagaiga".</p>	<p>E fa'aaloalo le 'āiga i le matai Sa'o o le 'āiga, e.g. "o ia e faia uma fa'ai'uga mo le 'āiga potopoto.</p> <p>E ui ina nonofo 'ese'ese le 'āiga 'ae potopoto fa'atasi pe 'ā o'o ina fai fa'alavelave e le 'āiga pe fai se talanoaga.</p> <p>E feālofani le 'āiga 'auā e fa'asoa fe'au e fai, e.g. e kuka teine ma tinā.</p> <p>E laulau e le tuafafine la'iitiiti le mea 'ai i luga o le laulau.</p> <p>O 'āiga o lo'o nonofo i fafo o Sāmoa, e alolofa i o lātou 'āiga i Sāmoa ma e lafo tupe i o lātou 'āiga i Samoa 'auā le saogalemū o le lātou soifuaga.</p>
<b>Tofi ma tiute / Roles and responsibilities</b>	<p>E tele ina fai to'atele galuega a le 'āiga potopoto, mai galuega o le fanua se'ia o'o i le tausiga o tagata 'ese'ese ma le tautua i matai. (Note: Can use any examples from above.)</p> <p>O tama e faia galuega tetele ma galuega mamafa eg. galulue i ma'umaga/ fa'ato'aga, "gālulue i ma'umaga, saunia o umu ma isi mea taumafa.</p> <p>E fa'aaloalo tamaiti i tagata mātutua, e.g. "sa 'a'ai muamua tagata mātutua, fa'ato'ā 'ai ai lea o lo'u tuafafine, 'ae 'a'ai mulimuli mātou o tama." "Na sā ona 'a'ai toegā mea 'ai a tagata mātutua."</p> <p>"O le teine na te lē faia ni galuega mamafa, 'auā e fa'apelepele i ai le 'āiga".</p>	<p>E galulue lava le 'āiga to'aitiiti i le lātou ma'umaga. "E ō Peteru ma lona tamā i Aso To'ona'i i le ma'umaga".</p> <p>E tautua le 'āiga i le tausiga o le faife'au.</p> <p>O mea 'ai po'o taumafa e gāsese e le tuafafine/po o le tinā/e fa'aaogā 'ogāumu kesi.</p> <p>O 'āiga o lo'o nonofo i fafo o Sāmoa, e tautua i o latou 'āiga e 'auala i tupe lafo mo lātou 'āiga i Sāmoa.</p>

**Question One (b):** Mai au tali i le vāega (a), fa'amatala mai ni itū lelei ma ni itū lē lelei o itū'āiga o 'āiga ('āiga o ananafi po o 'āiga o aso nei), i lou manatu. Fa'aaogā fa'amaoniga mai le tusitusiga e lagolagoina ai lau tali.

*Based on your answers in part (a), what do you think are the main advantages and / or disadvantages of each type of family (yesterday's or today's)? Give evidence from the text to support your answer.*

	<b>Sample evidence</b>
<i>Fa'atūlagaina/ Structure</i>	<p>E tutusa lava 'āiga uma e lua i a lātou galuega e fai i le 'āiga, 'ae ua suia tagata e fa'atinoina. E.g. 'Āiga potopoto e galuea'iina le ma'umaga 'ae o aso nei ua na o tamā ma lona atali'i. O se itū lē lelei, 'afai e to'alāiti tagata i le 'āiga to'aitiiti, e faigatā ona galuea'iina le lau'ele'ele ma 'atonu e lē ola/fua tele ma'umaga o isi 'āiga.</p> <p>E ui ina 'ese'ese fausaga – e pei ona nonofo fa'atasi uma le 'āiga 'ae ua tofu lava le 'āiga ma le lātou fale. Ua lē māfuta ma feso'ota'i 'āiga potopoto i aso uma e pei ona māsani ai (nonofo ma 'a'ai fa'atasi).</p> <p>O ananafi – matai, sa'o, mātua ma isi, 'ae o lo'o fa'atāuaina lona lē fa'aaloalo. Ua fa'atāua fo'i i aso nei le lotu ma le faife'au.</p> <p>E leai se 'āiga o sili i le isi – e nā ona 'ese'ese o faiga, 'ae o lo'o tūmau le aganu'u fa'asāmoa, o le tūmau i le fa'aaloalo.</p>
<i>Mafutaga/ Relationships</i>	<p>E taumafai felagolagoma'i. E ui ina lē mimilo fa'atasi ma uso ma tuafāfine o mātua, ma le matai po'o le sa'o 'ae e potopoto fa'atasi pe 'ā o'o ina talanoaina ni fa'alavelave.</p> <p>Ua fa'atāuaina i aso nei le 'āiga to'aitiiti ma le mafutaga o mātua ma le lā fānau 'ae na o taimi o fa'alavelave e fa'apotopoto ai le 'āiga potopoto.</p> <p>Ananafi – le vā feāloa'i/feagaiga o le tuagane i le tuafafine, e.g. "o a'u e saunia lana mea 'ai ma 'ou te fa'atali se'ia uma ona ia 'ai, fa'ato'ā 'ou 'ai lea".</p> <p>Aso nei – ua lē toe fa'atino/fa'amamaluina leni āga ma ua tele ina tautua le teine i lona tuagane.</p>
<i>Tofi ma tiute / Roles and responsibilities</i>	<p>O tinā ma teine e kukaina mea 'ai i luga o le laulau. O le tamā ma lona atali'i e faia galuega o le ma'umaga.</p> <p>Ua sui tofi ma tiute o teine ma tama o le 'āiga ma e fōliga mai i le tala, e tele atu fe'au a le teine e fai nai lō le tama.</p> <p>Ananafi – sa matuā tāua i mātua le a'oa'oina e le fanau o tū ma āga fa'asāmoa ina ia iloa e le tamaitiiti lona tofi ma tiute i totonu o le 'āiga.</p> <p>Aso nei – e lē o fa'amamafaina le iloa o nei tulaga auā e lē o mafuta tagata e pei ona masani ai.</p> <p>Ua fa'atāuaina le tautua ma le tausiga o le faife'au.</p>

**Second Text – O vāega tāua e lima e fa’asino i taumafa saogalēmū**

**Question Two (a):** O ā ni fautuaga e te ‘avea i se tagata o lo’o fia fai le kuka o le sapsui ma le oka, ina ia saogalēmū le gāseseina o nei mea taumafa?

Fa’aaogā fa’amaoniga mai le tusitusiga e lagolagoina ai lau tali.

*What advice would you give to a person who wants to cook sapsui (chop suey) and oka (raw fish), to ensure safe food preparation of these dishes? Support your answer with evidence from the text.*

**Sample evidence**

*Example:*

- Sapsui – fafano lima/fufulu mamā le laupapa o le ‘ā tipiina ai le fasi povi, po’o le fasi moa.
- Tu’u ‘ese’ese pe tu’u mamao ma ia o le ...
- A uma ona tipitipi le fasi māmoe po’o le fasi povi ia fufulu mama.
- A fa’avela le fasi povi po’o fasi māmoe o le sapsui ia fa’avela lelei.
- A uma loa le gāseseiga o le sapsui ua vela, fufulu mamā mea faigaluega sa fa’aaogāina e pei o le naifi, o le laupapa tipi povi, etc.
- O i’a o le oka – ia tu’u lava i le pusa ‘aisa se’ia o’o ina o le ‘ā tipitipiina.
- Fufulu mamā lima ma mea faigaluega uma lava o le a fa’aaogāina – naifi, laupapa, ‘apa fafano, etc.
- Fufulu mamā fasi i’a ma tu’u i le ‘apa mamā pe ‘ā uma ona tipitipi.

**Question Two (b):** I le tusitusiga, o lo'o tūsia ai le fa'a'upuga leni: "O le iloa = Puipuia". Fa'amatala le feso'ota'iga o leni fa'a'upuga ma fa'amatalaga o lo'o ta'ua i le tusitusiga. Fa'aaogā fa'amaoniga mai le tusitusiga e lagolagoina ai lau tali.

*A statement from the text is: "O le iloa = Puipuia". Explain how this statement relates to the information in the text. Give evidence from the text to support your answer.*

#### Sample evidence

Ia iloaina e tāua tele mea 'ai i le soifua o tagata.

Ia mamā mea faigaluega, o lima o tagata 'auā le sāunia o mea 'ai 'auā e ono fe'āvea'iina e lima 'ele'elea siama e tutupu ai fa'ama'i.

Ia tu'u'ese'eseina 'a'ano o manu fasi e iai fasi povi, fasi māmoē, o moa ma ia tu'u i le 'aisa se'iloga ua o'o i le taimi e 'aumai ai e fa'avela.

O fasi i'a ia tu'u 'ese ma 'a'ano o manu fasi ina ne'i i ai ni siama e fe'āvea'i.

Afai ua tu'u i fafo 'a'ano o manu fasi, ia mautinoa o lo'o talafeagai le vevela o le 'ea (temperature).

Afai e te iloaina e ono māfua fa'ama'i mai mea 'ai pe 'ā lē lelei ona saunia, e tataua la ona puipuia le ono fe'āvea'i o siama e ono māfua ai fa'ama'i.

E i ai le 'upu fa'asāmoa: "E sili le puipuia nai lō le togafitia" / Prevention is better than cure.

A iloa ma mālamalama lelei tagata i tūlaga e fe'āvea'i ai siama pe pepesi ai fa'ama'i i le gāseseina o mea taumafa, e fa'pēnā ona iloa ai e le tagata puipui iā.

**Third text – O Michael Meredith, o se ali'i kuka lauiloa i Niu Sila**

**Question Three (a):** O ā itū'aiga lēsona na a'oa'oina e Michael i lona ōlaga tuputupu a'e, ma o le ā fo'i le aogā o nei lēsona iā te ia i lana galuega?

*What lessons did Michael learn growing up, and what use have these lessons been for him in his career?*

**Sample evidence**

Na ia a'o ma va'ai mai lona la'itiiti 'aemaise le maitauina o le faiga o umu fa'asāmoa fa'apea le tapēina o manu e pei o pua'a ma moa o le 'ā sāunia mo le fa'avelaina. O le va'ai ma le maitau lelei o le sāunia ma le gāseseina o mea 'ai na 'amata ai ona ia māsani i le matātā o le kuka.

Na ia a'oina le iloa e kuka mai le valu tausaga. O lona uiga, ua leva ona ia a'o ma fa'alelei lona poto māsani i le kuka fa'atasi ai ma le fa'amoemoeina o ia e lona tinā e mafai ona ia kukaina so'o se itū'āiga mea 'ai.

**Question Three (b):** O le ā le tāua o fa'ata'ita'iga a Metita ma le a'afiaga mo Michael? Fa'aaogā fa'amaoniga mai le tusitusiga e lagolagoina ai lau tali.

*What was the significance of Metita's influence on Michael? Use evidence from the text to support your answer.*

**Sample evidence**

Galue mālosi ma sogasogā – Na fa'ata'ita'e Metita le tāua o le galue mālosi i le faiga o lona fale 'aiga ma na sogasogā i le fa'aaogāina o fuālā'au 'aina ma meaola mai le lātou lava fanua (sustainable living). E lē fa'ama'imau se mea 'ai ma e lē fa'amoemoe i se isi e foa'i atu mea 'ai mo le lātou 'āiga.

Sa fa'atāuaina le ola i ona lava lima.

Sa va'aia le fa'atinoina o mea ua ia va'aia. O se fa'ata'ita'iga e pei ona tā'ua i le tala, sa a'o i ai e lona tinā le faiga o panikeke mo le fale 'aiga panikeke i le māketi.

**Question Three (c):** I lou manatu, o le ā se tūlaga aupito sili ona tāua iā Michael, ua ia 'ausia? Fa'aaogā fa'amaoniga mai le tusitusiga e lagolagoina ai lau tali.

*In your view, what would Michael consider to be his most important achievement? Use evidence from the text to support your answer.*

**Sample evidence**

- O le mafai lea e Michael ona fa'aaogāina lona iloa ma lona tomai i le kukaina o mea 'ai mai lava i lona la'itiiti i a'oa'oga a lona tinā, lea sa ia naunau ai lava e fa'alautele lona tomai ma le iloa i lea matātā/matāfaioi/tāleni ma o'o ai i le lunivēsitiē 'auā lona naunau ia lava sāunia o ia ma le fa'atāuaina o mea 'ai e pei ona a'oa'oina ai o ia e lona tinā.
- Atonu o lo'o i ai le talitonuga o Michael na te mafaia ma ia tinoū ai lava ia taunu'u lona fa'amoemoe. O se tūlaga pito sili ona tāua iā te ia o le fa'atūina o lona lava fale'aiga (e pei o lona tinā) ma fa'aaauu le matāfaioi a lona tinā (continue his mother's legacy) e lē gata i le kuka 'ae i le galue mālosi. E tele ni fa'aailoga tau fa'a-fale 'aiga na ia maua.
- Fai mai Michael, o se mea tāua ua ia 'ausia mai nei fa'amanuiaga uma, o le tūmau lea i le fa'avae na fa'avaeina ai lona ōlaga e ona mātua. Sa 'amata mai i le fale 'aiga panikeke, a'o lea ua tatala atu i isi mau itū'āiga mea 'ai 'ese'ese.
- "Afa'i e te galue mālosi, ma fa'asagatonu lou māfaufau i se mea lelei e te fia 'ausia, e fa'apēnā ona manuia lau taumafaiga."

**Cut Scores**

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