

## Assessment Schedule – 2019

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

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and / or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and/or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></i> involves expanding on relevant information, ideas, and/or opinions, with supporting detail, to show understanding of the meanings or conclusions implied within the texts.</p> <p>Responses as a whole show a <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and <b>communicates some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and <b>communicates the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously communicates most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and <b>communicates some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and <b>communicates most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> conclusions.

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

#### Cut Scores

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

## Sample Evidence

What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.

Quoting or direct translation alone are not sufficient evidence that the candidate understands the meaning of the text **clearly** or **thoroughly**.

The overall grade for a question must be judged after considering how much of the text as a whole has been understood, and to what depth. Refer to the Evidence statements above.

FIRST TEXT: Fa'amatalaga o tagata ta'uta'ua / Profiles			
Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Shows evidence of similarities between the two persons profiled.</i>	<p>ONE similarity is provided, e.g.:</p> <ul style="list-style-type: none"> <li>• both born in September</li> <li>• both born in Samoa and moved to Auckland</li> <li>• both look up to their parents.</li> </ul>	TWO–THREE similarities are provided.	FOUR similarities are provided.
<i>(b) Shows evidence of what makes these two figures prominent in New Zealand.</i>	<p>Fiao'o is a rugby player.</p> <p>Oscar is (any ONE of) an:</p> <ul style="list-style-type: none"> <li>• actor</li> <li>• television presenter</li> <li>• writer</li> <li>• director</li> <li>• comedian.</li> </ul>	<p>Fiao'o is a professional rugby player and has represented New Zealand in four world cups and captained the Black Ferns.</p> <p>Oscar is an actor, TV presenter, writer, director and comedian. <i>(Candidate acknowledges that Oscar has been in a number of roles.)</i></p>	<p>Fiao'o has represented New Zealand in four world cups and has captained the Black Ferns. She received a QSM to acknowledge her service to rugby. She is also a policewoman and is doing a lot of work in the community.</p> <p>Oscar is a multi-faceted celebrity with many talents in the entertainment industry including acting, writing, directing, TV presenting and comedian.</p>
<i>(c) Shows evidence of ranking four adjectives and explaining why they were ranked in this order based on the text.</i>	Adjectives are ranked with an explanation.	Adjectives are ranked with a clear explanation.	All four adjectives are ranked and the reasons for the order is effectively explained in detail.

<b>SECOND TEXT: Ne’l mea ane ua galo matua / Lest we forget parents</b>			
<b>Question TWO</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<i>(a) Shows evidence of explaining the meaning of “ou mātua, o lou pale, o lou tofi”.</i>	The songwriter suggests that parents are our crown and duty.	The songwriter suggests that parents are our crown and duty and that children have a responsibility to look after their parents.	The songwriter suggests that parents are our crown and duty and that children have a responsibility to look after their parents. Like a crown, children carry the dignity of their parents with them. It is important in the Samoan culture that children uphold their duty to look after their parents when they grow old. For example, taking them to church, preparing their meals, taking them to the doctors.
<i>(b) Shows evidence of whether the candidate agrees or disagrees with the idea that children will always return to their families with reference to the text.</i>	<p>Yes, wherever we go we always return to family.</p> <p>No, we must follow where life takes us.</p>	<p>Yes, wherever we go we always return to family. At the risk of enjoying the materialistic things of this world, family is where we must return.</p> <p>No, we must follow where life takes us. Happiness can be found elsewhere in the world. Money and material things can make us happy.</p>	<p>Yes, wherever we go we always return to family. At the risk of enjoying the materialistic things of this world and searching the globe to fulfil our needs, you don’t need money and material things to be rich. It is our family where we shall return.</p> <p>No, happiness can be found elsewhere outside the family. Happiness can be found in money, jobs and travelling the world. Family can hold us back from enjoying life.</p>
<i>(c) Shows evidence of what the songwriter suggests about love in verse 3, with explanations in detail referring to the text.</i>	The songwriter suggests that the love of parents should not be measured.	The songwriter suggests that we should not measure the love of parents. If it weren’t for our parents, we would not be alive today. The songwriter compares a parent’s love to priceless gold as it is invaluable.	As the songwriter suggests, a parent’s love is like priceless gold. It is invaluable as the many sacrifices they have endured have been done out of love. Sometimes as children we tend to forget the parents’ sacrifice, hard work and love. The songwriter warns of wasting our strength on lies and of thinking that we are wiser than our parents who raised us.

<p><i>(d) Shows evidence of why the songwriter refers to blessings coming from the mountains in verse 4, with detailed explanations and justification from the text.</i></p>	<p>Parents are like mountains.</p>	<p>Parent's blessings are like showers that come from the mountains. They are high and will fall onto children.</p>	<p>Parents are like mountains to children, they are role models and of great stature and status. Their blessings are like showers from mountains which will provide nourishment for trees. The showers represent the blessings and impact it will have on their children, providing them with nourishment and a brighter future.</p>
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<p><b>THIRD TEXT: O lo'u mana'o / My Desire</b></p>			
<p><b>Question THREE</b></p>	<p><b>Achievement</b></p>	<p><b>Achievement with Merit</b></p>	<p><b>Achievement with Excellence</b></p>
<p><i>(a) Shows evidence of what the writer enjoys doing and why.</i></p>	<p>The writer enjoys helping parents by doing chores.</p>	<p>The writer enjoys helping parents by doing chores and helping with family and church affairs, e.g. preparing and cooking food, cleaning the house and looking after their parents.</p>	<p>The writer enjoys helping parents by doing chores and helping with family and church affairs, e.g. the writer enjoys preparing and cooking food, cleaning the house and looking after their parents.  In Samoan culture, it is expected that young people will perform these duties and responsibilities.</p>
<p><i>(b) Shows evidence of why the writer feels inadequate.</i></p>	<p>The writer feels like they need to speak more Samoan language.</p> <p>The writer lacks confidence.</p>	<p>The writer feels incompetent in speaking the Samoan language and feels like they need to learn more of the language and cultural knowledge.</p> <p>The writer lacks confidence in speaking the language because they always reply in English when parents and elders speak to them.</p>	<p>The writer feels incompetent in speaking the Samoan language and feels like they need to learn more Samoan language and cultural knowledge. The writer needs to learn this to be able to respond to elders in Samoan respectfully and appropriately without embarrassment.</p> <p>The writer lacks confidence in speaking Samoan because they are more comfortable speaking in English. They mainly use English when responding to conversations, social media and listening to the radio.</p>

<p><i>(c) Shows evidence of whether the writer should get the tatau, with justification and examples from the text</i></p>	<p>Yes, the writer has the right to get the tatau because they are Samoan.</p> <p>No, the writer should not get the tatau because they cannot speak the language.</p>	<p>Yes, the writer has the right to get the tatau because they are Samoan and are engaging in Samoan culture by serving their family and church.</p> <p>No, the writer should not get the tatau because they cannot speak the language. A person with a tatau must know how to perform different roles such as folafola taumafa, folafola sua, and tufa 'ava.</p>	<p>Yes, the writer has the right to get the tatau because they are Samoan. and are engaging in Samoan culture by serving their family, church and community. Despite the lack of language, the tatau belongs to all Samoan people.</p> <p>No, A person with a tatau must know how to perform different roles such as folafola taumafa, folafola sua, tufa 'ava. The elders say, "ta muamua lou gutu ona ta lea o lau tatau" (tattoo your mouth before you tattoo your body).</p>
<p><i>(d) Shows evidence of what advice you would give to the writer, with justification and references to the text.</i></p>	<p>I would advise the writer to speak more Samoan language at home because they feel incompetent because they cannot understand enough Samoan to respond correctly.</p>	<p>I would advise the writer to speak more Samoan language to the family at home. The writer responds to their family in English, but if they communicate in only Samoan, the write will come to feel more familiar and competent in speaking the language.</p>	<p>I would advise the writer to speak more Samoan language to his parents when doing the chores, or making food at home, and to not reply in English like they currently do. This way the practice will become normalised. If the writer does this they will be less likely to feel ashamed in front of elders and they will not be afraid to try speaking Samoan at church and at family gatherings. I would also advise the writer to not be afraid of speaking Samoan to elders even if they do make mistakes.</p>

***Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.***

***Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.***