

Assessment Schedule – 2021**Samoan: Demonstrate understanding of a variety of spoken Samoan texts on familiar matters (91143)****Assessment Criteria**

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

Evidence

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

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 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 PASSAGE: <i>O le tala o le tau</i> (The weather forecast)				
Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding whether the speaker went fishing, and why.</i>	The speaker: <ul style="list-style-type: none"> • did not go fishing due to bad weather • planned to go fishing but could not because of strong winds and heavy rain • hopes to go fishing in the future when the weather is better. 	Identifies that the speaker has not been fishing.	Explains why the speaker has not been fishing.	Explains how the bad weather interrupted the speaker's plans to go fishing.
(b) <i>Shows evidence of understanding how the weather changed.</i>	<ul style="list-style-type: none"> • There was heavy rain, strong winds, and flooding over the past few days. • Today there is not much rain, and the winds are light. • The weather has changed from stormy, to light drizzle. • The waves swells lowered from 5 m to 1.5 m. • It is hoped the weather will remain calm for the next week. 	Identifies a correct change in the weather.	Describes the changes in weather.	
(c) <i>Shows evidence of understanding how families can prepare and protect themselves.</i>	<ul style="list-style-type: none"> • They should not drive because the roads are slippery. • They should not go out because it is foggy in the highlands and difficult to see long distances. • They should stay inside because they could be hit by debris blowing in the wind outside. • Those waiting to go fishing should stay home and wait patiently for a clear day. • They should look after their families during the bad weather. 	Identifies a way that families can prepare / protect themselves.	Explains how families can prepare / protect themselves and why.	Explains how the weather report is urging families to stay safe.

SECOND PASSAGE: <i>Oka mo se meataumafa</i> (Order for a meal)				
Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding of why takeaways were purchased.</i>	<ul style="list-style-type: none"> • Mother was tired from doing heavy work during the day. • Pula was tired because he just got home from a training session. • Mother is hungry, and nobody wants to cook. 	Identifies a reason that the family ordered takeaways.	Explains why the family did not want to cook.	
(b) <i>Shows evidence of understanding of how the family decided which takeaways to get.</i>	<ul style="list-style-type: none"> • Pula wanted takeaways from either <i>Taumafa Samoa</i>, or <i>Fetu's Pizza</i>. • Pula loves Samoan food, so decided to go to <i>Taumafa Samoa</i> takeaways. • Pula felt like eating chop suey, steamed taro, and raw fish, so <i>Taumafa Samoa</i> was the appropriate takeaways to choose. • Mother also wants pancakes. 	Identifies that the family decided to get Taumafa Samoa.	Explains why Pula or Mother selected Taumafa as their takeaway of choice.	
(c) <i>Shows evidence of understanding whether the family made the right choice to get takeaways.</i>	<p>Yes:</p> <ul style="list-style-type: none"> • Pula and his mother were too tired from a hard day, so it was convenient for them to get takeaways instead of cooking • Pula says that it is a good idea to save on electricity by not cooking and giving the oven a rest. <p>No:</p> <ul style="list-style-type: none"> • Pula asks his father to pay for the meal, when they could probably have cooked at home for cheaper. • They are not saving money, because it would have been cheaper to use the oven than to drive to the shops and buy ready-made dinner. 	Identifies a reason why getting takeaways was the right choice or not.	Explains why the family made the right (or wrong) choice to get takeaways.	Justifies why the family made the right (or wrong) choice to get takeaways by comparing options.

THIRD PASSAGE: <i>Tassie</i>				
Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how Tassie feels about her name.</i>	<ul style="list-style-type: none"> • Tassie doesn't like that her name is spelt with an extra S, I and E. • Tassie would prefer her name to be spelt as "Tasi". 	Identifies that Tassie does not like her name.	Explains why Tassie does not like her name.	Explains that Tassie is an unexpected spelling for Tasi.
(b) <i>Shows evidence of understanding how Tassie feels about her identity.</i>	<ul style="list-style-type: none"> • Tassie states that her reflection asks her who she's meant to be. • Tassie is Samoan, but also Kiwi. • Tassie is searching for her identity. • Tassie is conflicted that her culture lessens, the more book smart she becomes. • Tassie does not feel like she belongs. • Tassie proudly believes that she is a 'plastic Samoan'. • Tassie feels like a foreigner in her own country. 	Identifies an idea about Tassie's identity.	Explains how Tassie feels about her identity.	Explains how Tassie feels torn between two cultures.
(c) <i>Shows evidence of understanding what Tassie means by "palasitika Samoan".</i>	<ul style="list-style-type: none"> • Tassie feels like <i>palasitika Samoan</i> (plastic Samoan), which is a Kiwi-Samoan who doesn't fit in in Samoa. • Tassie feels like she is a Samoan in a "white" system. • Tassie feels that she has no authority or sense of belonging. 	Identifies what <i>palasitika Samoan</i> refers to.	Explains what Tassie means by the term <i>palasitika Samoan</i> .	Explains how Tassie refers to <i>palasitika Samoan</i> to describe her identity.

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgments are based on the level of understanding shown, rather than knowledge of individual lexical items.