

Assessment Schedule – 2021

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 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 TEXT: <i>La'ei fa'asamoa</i> (Samoan attire)				
Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding of what the writer thinks about Samoan attire.</i>	<ul style="list-style-type: none"> • It is very simple. • The writer does not have to worry about what clothes to wear in Samoa. • It is easy to wrap a sarong and wear a T-shirt inside the house. • At a function, the boys' <i>ie faitaga</i> and island shirt is the best look by far. • Girls look beautiful in a two-piece costume. • The traditional Samoan attire identifies a Samoan boy or girl. 	Identifies something the writer likes about Samoan attire.	Explains why the writer likes Samoan attire.	Explains what Samoan attire means to the writer.
(b) <i>Shows evidence of understanding what the writer thinks about style choice of the Samoan youth.</i>	<ul style="list-style-type: none"> • The pants are too short – they are revealing. • The writer does not like the European style. • The writer thinks that the young people are making poor style choices these days. • The youth look down on their Samoan clothes, and therefore their culture. • The youth will not be known as Samoans by their European style. 	Identifies something the writer dislikes about the style choices of Samoan youth.	Explains why the writer dislikes the style choices of Samoan youth.	Explains how the style choices of Samoan youth impacts on culture / identity.

SECOND TEXT: Talatu’u a Samoa (Legends of Samoa)				
Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding why the writer thinks that Samoan myths and legends are important.</i>	<p>Samoan myths and legends are important because:</p> <ul style="list-style-type: none"> • they hold the identity and culture of all Samoans • some people believe the stories to be true • they tell of times in the past • they inform things like place names, or how rivers and mountains formed • they influence matai names • they are wrapped in integrity and honour • they are a way to share significant moments of the culture, landscape, or history through storytelling. 	Identifies a reason, from the text, why myths and legends are important.	Explains why myths and legends are important.	Explains why, according to the writer, myths and legends are important, and what this means.
(b) <i>Shows evidence of understanding how the writer suggests that Samoan myths and legends are true.</i>	<ul style="list-style-type: none"> • Mount Vaea and the river “Tears of Apaula”, tell the legend of how Vaea was turned into a mountain, and where Apaula cried. • The story of Sina and the Tuna explains how the coconut came to be and why it is popular in the Pacific. • The stories recount the history of villages, and how some matai names are derived proving that the legends are true. • The writer may be correct that some legends come from truthful events. • The writer suggests some people believe the stories to be true, but it is not clear whether the writer believes this. 	Identifies evidence of how the writer suggests myths and legends are true.	Explains the ways the writer suggests that myths and legends are true.	Evaluates the writer’s suggestion that myths and legends are true.

THIRD TEXT: O se ali'i talavou ua lagona le agaga fa'afetai (A young teen feels thankful)				
Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the benefits of the song going viral, and why.</i>	<ul style="list-style-type: none"> • The student who created the song became famous on TikTok. • Because the song is viral on TikTok, people of all ages are making dances to it. • People are uploading their favourite videos to TikTok using the song. • The song brought families, young and old, together. • The song was heard by a well-known artist. • The student who produced the song was offered a music contract with a big-label company. • The student who produced the song is proud to show off his Pasefika talents to the world. • A lot of people who had heard the student's song supported him and his music rights. 	Identifies a benefit of the song going viral.	Explains why the song going viral was beneficial.	
(b) <i>Shows evidence of understanding the challenges of the song going viral, and why.</i>	<ul style="list-style-type: none"> • A well-known artist picked up the student's music and made out that the beats were their own. • The song did not go viral in 2019 when it was released on YouTube and was only popular during the 2020 lockdown. • Because the song went viral on TikTok, lots of people hear the music and copy it, or use it for their own purposes. 	Identifies a challenge of the song going viral.	Explains why the song going viral became an issue for the student.	
(c) <i>Shows evidence of understanding the important messages about young people in the text.</i>	<ul style="list-style-type: none"> • People should be wary and prepared for what they find and share on social media. • It doesn't matter where in the world you are from, if you use your talent and time wisely, you can produce high-quality work and become known for it. • People will support you if you're the original creator of something good, but not if you have ripped off someone else's creative work. 	Identifies an important message from the text.	Describes an important message that is stated in the text	Explains an important message that is implied from the text.

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.