

Assessment Schedule – 2022

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 – 7	8 – 12	13 – 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.

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	The main focus of the conversation may include: <ul style="list-style-type: none"> • Talking about their past exams, and their exams still to come. • The maths exam was difficult. • They are preparing for their Samoan exam. 	Identifies a main reason for Loto and Jane’s conversation.	Explains the purpose of Loto and Jane’s conversation, including reasons / evidence.	Explains that Loto and Jane are reflecting on their performance in the maths exam as preparation for their next exam.
(b)	Loto and Jane were concerned because: <ul style="list-style-type: none"> • failing the Level 2 exam may mean they are unable to enrol in Level 3. • Jane might fail, which could mean she won’t become a student leader next year. • Jane may not be able to fulfil her dream of becoming a Samoan interpreter. • Loto is not prepared for his maths exam • Loto might sleep in or miss the bus on the day of the exam. 	Identifies a concern for EACH of Loto and Jane.	Explains a reason why Loto and Jane are concerned.	Thoroughly explains Loto and Jane’s concerns.

(c)	<p>Loto and Jane’s relationship could be described as:</p> <ul style="list-style-type: none"> • They are friendly with each other, because of the language they use. • They are supportive, as they want each other to do well, e.g., they want to go to the exam together, and study together. • They help each other by providing support, e.g. they want to study together to prepare for their next exam. • They are familiar with each other, and are possibly family friends, as Jane is going to Loto’s house before catching the bus. 	<p>Describes an aspect of Loto and Jane’s relationship.</p>	<p>Explains how Loto and Jane interact with each other.</p>	<p>Explains in detail why Loto and Jane have a close relationship.</p>
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Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Mana’o is being interviewed to: <ul style="list-style-type: none"> • find out whose idea it was to produce the video • find out how the boys felt about their video going viral • to find out if it’s true that the success of the Manu Rugby Sevens team inspires youngsters across Samoa to pursue their dream for the blue jersey. 	Identifies a purpose for the interview.	Describes what the interviewer is asking Mana’o about.	Explains that the interview is to find out that the viral video’s purpose is to inspire youngsters across the country.
(b)	Mana’o may feel: <ul style="list-style-type: none"> • proud of their video, and the success that it has shown • proud to have been able to share the message of their video since it has gone viral • inspired by the Manu Rugby Sevens • aspirational to put on the blue jersey and become part of the team in the future. 	Describes how Mana’o might feel.	Describes how Mana’o might feel, <i>AND</i> provides reasons to explain why Mana’o feels that way.	Explains in detail, feelings that Mana’o might have, including specific evidence from the text.
(c)	Mana’o’s wishes for the future may include: <ul style="list-style-type: none"> • success for the Manu Rugby Sevens • to inspire youngsters (and others) around the country to support the team • to play hard and join the Manu Rugby Sevens team • to make another video • to inspire others to go hard, play fair, and never lose hope. 	Identifies a wish that Mana’o has for the future.	Describes one of Mana’o’s wishes for the future, with reference to the text.	Explains, with insight, the admiration and pride that Mana’o has for the team who uplift the profile of their country, Samoa.

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>The poet believes praying is important:</p> <ul style="list-style-type: none"> • because it is a way of communicating or talking to God alone without anyone listening • to thank God for the new day • to protect us while sleeping • to give us strength / wisdom / obedience and honesty • to heal when feeling sick. 	Identifies a reason for praying given by the poet.	Explains the importance of prayer according to the poet.	
(b)	<p>The poet gives advice such as:</p> <ul style="list-style-type: none"> • be a role model, even if Mum and Dad are lazy • enjoy praying • praying will give you energy each day. 	Identifies some advice given by the poet.	Describes the advice given by the poet, with reference to the text	Explains what the poet's advice is for, and why it is important, or directed at children.
(c)	<p>According to the poet, <i>tekenolosi fa'aleagaga</i> refers to the idea that prayer is like other forms of technology or social media, where you can communicate outwardly at any time available.</p> <p>The poet implies a comparison between prayer and social media, where prayer does not involve gossip.</p> <p>The poet also compares the use of media-based technology to prayer by pointing out that prayer doesn't require data, paying the bills, or the use of power / phone / or TV i.e., TV subscription.</p>	Identifies a meaning for <i>tekenolosi fa'aleagaga</i> .	Explains what the poet means by <i>tekenolosi fa'aleagaga</i> .	Discusses the poet's comparison of prayer with technology.

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.