

**Assessment Schedule – 2022****Samoan: Demonstrate understanding of a variety of written and/or visual Samoan texts on familiar matters (91146)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<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**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 7	8 – 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.

Question ONE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>The mother wrote the letter because she was unhappy / frustrated with:</i></p> <ul style="list-style-type: none"> <li>• the teacher for allowing problems to arise in class</li> <li>• the amount of money being spent on the uniform</li> <li>• her son losing time for sports</li> <li>• her son wasting too much time practising for Polyfest every day.</li> </ul>	Identifies a reason why the mother has written the letter.	Explains a reason why the mother has written the letter, with evidence from the text.	Explains, in detail, the intent behind the mother's letter, e.g., "The mother has decided to write directly to the teacher in charge to express her concern about class issues such as ..."
(b)	<p><i>Challenges identified in this letter may include:</i></p> <ul style="list-style-type: none"> <li>• problems arising every year during Polyfest preparation</li> <li>• overcoming time management, e.g., time wasted in Polyfest practices</li> <li>• her son is not active enough to do homework or chores</li> <li>• the affordability of the school uniform</li> <li>• finding the time for her son to attend the church programme</li> <li>• enabling her son to get in touch with his spiritual life, even though he no longer attends the church programme</li> <li>• the strained relationship between mother and son, due to the mother's dissatisfaction.</li> </ul>	Identifies a challenge that is presented in the text.	Describes a challenge presented in the text, with reasons and /or evidence from the text.	Explains the challenges that the mother has raised for her son's education.
(c)	<p><i>Evidence for what type of mother the writer is may include:</i></p> <ul style="list-style-type: none"> <li>• she wants the best for her child</li> <li>• she is determined to fix something when she sees that it is wrong</li> <li>• she is alert and attentive to her son's schooling</li> <li>• she is not afraid to argue, or to be confrontational</li> <li>• she is respectful and knows how to control her temper, as she begins her letter with "with respect and courtesy" and ends the letter with an apology despite her many challenging comments.</li> </ul>	Identifies a quality that the mother has shown in her letter.	Explains qualities that the mother has shown in her letter, with reasons and / or evidence from the text.	Explains various qualities that the mother has shown, using insight from the text to justify what type of person the mother is.

Question TWO	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>According to the text, Samoan customs are different to those of other countries because:</i></p> <ul style="list-style-type: none"> <li>• some parents continue to discipline their children even when they are married</li> <li>• everyone is expected to go to church on Sundays</li> <li>• children are not allowed to miss a day of school, including Sunday service</li> <li>• it is a stricter expectation that children must not answer back to their parents</li> <li>• the value of ‘respect’ is more engrained in the culture</li> <li>• culture and customs are taught from a very young age through to adulthood</li> <li>• despite being married, you will continue to be guided by your parents (whereas western cultures might view marriage as “leaving the nest”).</li> </ul>	Identifies any of the examples indicated.	Explains any of the examples indicated by using evidence from the text.	Explains, with insight, how Samoan customs are different from those of other countries, by providing an insightful comparison of customs.
(b)	<p><i>According to the writer, the way children should behave includes:</i></p> <ul style="list-style-type: none"> <li>• demonstrating respect and manners in public places.</li> <li>• expressing obedience and mutual understanding</li> <li>• listening to, and doing whatever parents tell you to do without complaint or answering back.</li> </ul>	Identifies the good manners stated in the text.	Explains what the writer believes is good behaviour.	Explains what the writer believes is good behaviour, and why.
(c)	<p><i>The writer is unhappy with children these days because:</i></p> <ul style="list-style-type: none"> <li>• many children no longer value traditional Samoan culture</li> <li>• children brought up outside of Samoa learn that they have a right to express their opinions, which in turn leads them to not listen to parental discipline</li> <li>• some children are unaware of the sacred space or relationship between child and parent. They do not understand the line that is drawn between these two roles as it is understood in traditional Samoan culture.</li> </ul>	Identifies a reason that the writer is unhappy with children these days.	Identifies why the writer is unhappy with children these days.	Explains with insight into Samoan culture and values, and the writer’s feelings, why the writer is unhappy with children these days.

Question THREE	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<p><i>According to the writer, technology and the internet affect the Samoan language by:</i></p> <ul style="list-style-type: none"> <li>• the decline of the written language</li> <li>• the spelling of words is poor</li> <li>• Samoan words are being used in combination with numbers, symbols, or pictures / emojis</li> <li>• more Samoans are speaking English.</li> </ul>	Identifies a way that technology and the internet are affecting the Samoan language.	Explains why technology and the internet are affecting the Samoan language.	Explains with insight how technology and the internet is affecting the Samoan language.
(a) (ii)	<p><i>This may impact speakers of Samoan language because:</i></p> <ul style="list-style-type: none"> <li>• many students have poor writing skills</li> <li>• handwriting is untidy and spelling is poor, so written communication becomes more difficult to understand</li> <li>• English is becoming a preferred language for communicating via social media</li> <li>• Samoan speakers may stop valuing their native language.</li> </ul>	Identifies an impact on Samoan speakers.	Explains the impact on Samoan speakers	Links the effect of technology and internet to the impact on speakers of the language.
(b)	<p><i>The risks outlined in the text can be minimised by:</i></p> <ul style="list-style-type: none"> <li>• schools can continue to use books and pens for schoolwork, instead of computers</li> <li>• schools could teach students not to mix Samoan words with numbers and symbols</li> <li>• spelling tests could be carried out regularly, especially at junior levels</li> <li>• increasing encouragement of communicating in the Samoan language, e.g. there could be posters designed.</li> </ul>	Identifies a way to help with the risks identified.	Explains how a risk identified in the text could be minimised.	Provides insight, with reference to the text, as to how the risks of technology and the internet to the Samoan language could be minimised.

***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.***