

Assessment Schedule – 2022**Samoan: Demonstrate understanding of a variety of extended spoken Samoan texts (91563)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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 – 18	19 – 24

Question One	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the purpose of the nifo oti, and how it has changed.</i>	<ul style="list-style-type: none"> • The <i>nifo oti</i> was a weapon of war. • It is now a tool at special events and occasions such as the <i>ta'alolo</i> for the opening of a church, school, or <i>maota</i>. • It is now used by the daughter of a high chief – she spins the <i>nifo oti</i> as part of a dance majestically and with choreography. • In the past the <i>nifo oti</i> could be used for traditional samoan weddings, but now it is more specific to <i>ta'alolo</i>. • The change shows the development of Samoa to modern times. • The change shifts the symbolism and mindset of the weapon of war to a symbol of peace and new beginnings / for special occasions. • The change in meaning for the <i>nifo oti</i> could be seen as tainting the traditional culture, and misinforming youth of what Samoan ancestors were like. 	Identifies the purpose of the <i>nifo oti</i> .	Explains how the <i>nifo oti</i> has changed.	Explains how the <i>nifo oti</i> has changed, and expresses a valid opinion about why the changes should or should not have been made.
(b) <i>Shows evidence of understanding the purpose of the 'ava bowl, and how it has changed.</i>	<ul style="list-style-type: none"> • The 'ava bowl are used as part of the 'ava ceremony. Members of the ceremony such as the high chief, and orators, bring the 'ava plant as part of recognising a travelling party / host village. • It was treated like a service or worship to thank the gods of Samoa. • The purpose of the 'ava bowl is now used to acknowledge travellers, confer titles, and start village meetings, as well as thanking God. • The change demonstrates a shift of Samoa becoming a Christian nation and being governed by Christian principles. • The change in purpose of these tools have fully changed Samoa. It has allowed colonisation to dictate traditional customs and protocols. 	Identifies the purpose of the 'ava bowl.	Explains how the 'ava bowl has changed.	Explains how the 'ava bowl has changed, and expresses a valid opinion about why the changes should or should not have been made.

Question Two	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what challenges the father faced.</i>	<p>The father would:</p> <ul style="list-style-type: none"> • wake up early • sweep old leaves under the breadfruit tree • prepare bread and tea for breakfast • make mother cocoa rice • sometimes walk to school hungry (five kilometres) • walk in the hot sun without an umbrella. 	Identifies challenges the father faced.	Explains why the father was challenged for his school day.	Explains the general challenge of life for the father. <i>(e.g. the father describes conditions of poverty that left him hungry or without items of necessity).</i>
(b) <i>Shows evidence of understanding the comparison between the father and child's access to education.</i>	<ul style="list-style-type: none"> • The child gets a ride in the car to school, but the father had to walk five kilometres. • The child is prepared for a day of school thanks to ready-prepared cereal from the packet. The father sometimes had no breakfast so was possibly hungry when at school. • The child's mother makes them breakfast, but the father had to prepare bread and tea, and help his mother prepare food. • The child gets a ride home from school in the comfortable conditions of the car. The father had to walk in the sun, which was less convenient. • The father had different experiences, such as swimming in the river due to being out in the hot sun with his friends. 	Describes a difference between the child and father's day.	Explains how the child and father had different experiences with reference to the school day.	Understands the different lifestyles of the child and father by drawing conclusions about their actions.
(c) <i>Shows evidence of understanding the valuable lessons from this passage.</i>	<ul style="list-style-type: none"> • Count your blessings. By hearing about the father's school day, the child now realises they are blessed by the things in their life. • Don't take things for granted. The child realises that the things he took for granted are actually blessings. • Communication between the father and child can teach lessons and make both of them grateful for their lifestyles. 	Identifies a key message in the passage.	Identifies a key message in the passage and explains why it is a valuable lesson.	Discusses how the child and father's interactions lead to valuable lessons.

Question Three	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how the grandfather counts.</i>	<ul style="list-style-type: none"> • The grandfather counts taro by using a traditional counting system. • The grandfather counts vegetables by using words that count in tens. • The grandfather uses different counting systems depending on what he is counting. • The grandfather understands the counting systems and can explain that you cannot say “<i>e tasi le selau mata talo ae lēa</i>” because it works in tens only. 	Describes the grandfather’s counting system.	Explains how the grandfather counts vegetables.	Discusses the grandfather’s thinking behind when to use different counting systems.
(b) <i>Shows evidence of understanding whether the grandfather’s counting system was useful, and why / why not.</i>	<ul style="list-style-type: none"> • The grandfather’s counting system is useful for the grandfather because he can count multiples of each taro at the market. • It is quicker and more convenient for the grandfather to count large quantities of vegetables in tens. • The counting system is not useful for the child because they cannot keep track of counting the people while they are moving and cannot count them ten at a time. 	Identifies a reason that the counting system was or was not useful.	Explains how the counting system was or was not useful.	Discusses that the counting system was useful for the grandfather, but not for the child.