

Assessment Schedule – 2023

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
0–07	08–12	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>Key messages of the article may include the following:</i></p> <ul style="list-style-type: none"> Using social media leads to teenagers feeling anxious or having low self-esteem. Social media is encouraging teenagers to compare themselves with people online, which can lead to unrealistic expectations of self-image. Teenagers may enhance their image (e.g. photo), which can contribute to poor self-esteem. Online communication lacks nuance such as body language and facial expressions, which can lead to misunderstandings and conflict. 	Identifies a key message in the article.	Describes key messages in the article.	
(b)	<p><i>Advice to parents to reduce negative effects of technology may include the following:</i></p> <ul style="list-style-type: none"> Parents can establish tech-free zones in the house to reduce the space that teenagers can engage with social media. Parents can give children their full attention more often rather than relying on technology to entertain / distract their child. Parents can encourage or facilitate sport and activities for their children that do not involve technology. 	Identifies a reason the article could help parents.	Explains how the article could help parents reduce the negative effects of using technology.	Uses evidence from the text to draw conclusions on how the article could help parents reduce the negative effects of using technology.
(c)	<p><i>The audience for this article, and reasons how we know may include:</i></p> <ul style="list-style-type: none"> It is for parents, as it indicates how they and their children can spend more time together. It can help parents to prevent technology use, and become more active with sports and other activities (physical fitness). It is for teenagers, who may be constantly receiving ideas about what they should look like – the article may improve self-esteem for them. 	Identifies the audience for the text. <i>“Parents” alone is not acceptable as this answer is already provided.</i>	Uses evidence from the text to explain who the audience could be.	Uses evidence from throughout the text to show how we know who the target audience for this article is.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>A visitor's plans to all three places in the brochure may include the following:</i></p> <ul style="list-style-type: none"> • People need to have money as some attractions have entry fees. • Being able to swim, and to have a swimsuit, would be an advantage to all attractions. • It is important to take care at these attractions as there are slippery rocks or ladders. • All three destinations require water safety. • To make the most of these attractions, people will have to be physically fit / able-bodied. 	Identifies something a visitor would have to plan for or be aware of.	Explains how a visitor would need to prepare, with reference to details in the text.	Discusses a visitor's plans and considers the visitor's needs and requirements in visiting all three places.
(b)	<p><i>Examples of who the brochure would be for may include the following:</i></p> <ul style="list-style-type: none"> • The brochure is for tourists, as it shows beautiful attractions from holiday destinations that they would want to see. • The brochure is for people who like the outdoors / people who want to be active, as all attractions are outside. • The brochure may be for wealthy people as some of them cost money and are targeted at people who are travelling across Samoa. 	Describes who the brochure might be for.	Describes, using details, who the brochure would be for.	Draws insightful conclusions about who would be using the brochure, and who the desired audience for the brochure would be.
(c)	<p><i>Comparisons of the three attractions, and recommendations for someone visiting Samoa may include the following:</i></p> <p>Lalomanu beach</p> <ul style="list-style-type: none"> • A good choice for someone who is active, enjoys swimming, cricket, or scuba diving. • A good choice for someone who is non-active if they want to lie on the beach in the sun or relax in the hut in the shade. • A good choice for someone who wants to stay somewhere for an extended period of time. <p>Alofa'aga</p> <ul style="list-style-type: none"> • A good choice for someone who is active / physically fit. They will be walking along the rocks to watch the blowholes. • A suitable choice for those who are willing to pay an admission fee to see something special. It is a special attraction to see while in Samoa that isn't seen very often. • This is not a long-term choice as it only takes part of the day. 	Makes a recommendation for a visitor to see one of the attractions and includes a reason for the recommendation.	Explains in detail how one of the attractions would be the best for a visitor to see.	Compares and weighs up the three attractions to make an informed recommendation.

	<p>Tō Sua Ocean Trench</p> <ul style="list-style-type: none">• A good choice for someone who is active / physically fit, or agile. They will have to climb a ladder to and from the swimming hole.• A good choice for someone who enjoys swimming (as it is a swimming hole).• A good choice for a tourist who wants to see a spectacle. The water is beautiful and clear and is a sight that would not be seen elsewhere.			
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Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Lessons that the writer learned from her mother may include the following:</i></p> <p>The writer learned:</p> <ul style="list-style-type: none"> • how to cook and serve food • there is a correct way to behave when serving guests / family • it is important to dress smartly • it is important to pay attention to what you're doing • elderly guests should have everything delivered to them and should not have to get up • serving food is symbolic of the relationships between the younger and older community. 	Describes a lesson that the writer learned.	Describes, in detail, lessons that the writer has learned from her mother.	Explains why the mother's lessons are important.
(b)	<p><i>Responses for why the writer should smile while doing her chores may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • The writer should smile to know that it is a privilege to serve others by doing chores. She should feel proud when serving food and receiving compliments. • The writer should smile to know they are contributing to the family and meeting the expectations of the parents. • The writer should smile so as not to show dissatisfaction with the work even if they are tired and hungry. • The writer should smile because by serving she can watch her mother cooking in the kitchen, and the writer loves doing this. • The writer is hungry and tired after serving for more than 90 minutes. She does not think that doing chores is fun or positive. Despite the writer's personal feelings, and despite finding it hard to smile, she learns from her mother that serving with a positive smile is a beneficial part of the family interactions. 	Describes a reason the writer should smile.	Explains why the writer should smile while doing chores, using evidence from the text.	Discusses why smiling despite being tired and hungry is an important part of family values while doing chores.
(c)	<p><i>Understanding of the relationship between the writer and her mother (child and parent) may include the following:</i></p> <ul style="list-style-type: none"> • The mother is trying to be a role model to her daughter by informing her how to behave and how to dress. • The mother is preparing her daughter for adulthood by teaching her duties. • The mother and daughter are bonding through their love for cooking. • The mother sees the daughter as a mirror that reflects her own family values. 	Identifies an aspect of the relationship between the writer and her mother.	Describes the relationship between the writer and her mother.	Draws conclusions about the relationship between the writer and her mother based on evidence in 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.

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