

Assessment Schedule – 2023

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
0–07	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) Shows evidence of understanding of the custom for Samoan performances in the taualuga.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Samoan performances always end with the <i>taualuga</i>. • The <i>taupau</i> is centre stage and has space to perform, displaying her abilities, skills, and talents. • The <i>aiuli</i> stands behind and cheers. 	<p>Identifies a custom of <i>taualuga</i>. (e.g. <i>it is always the last dance of a Samoan performance.</i>)</p>	<p>Explains what happens during a <i>taualuga</i>.</p>	
(b) Shows evidence of understanding of how changes have occurred to the taualuga.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Changes occurred because people do not understand correct etiquette. • People may be focused on themselves and their performance. • The <i>taupau</i> is at the back and the <i>aiuli</i> are in front of her. 	<p>Describes a change that has occurred to the <i>taualuga</i>.</p>	<p>Explains how these changes have occurred.</p>	<p>Draws conclusions about people's motivations not to follow correct etiquette.</p>
(c) Shows evidence of understanding of why it's important to follow proper etiquette.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Because it's important to uphold the covenant between brother and sister and a brother cannot lie down in front of his sister. • It can be offensive for people watching. • It is important for the <i>taupau</i> to show her skill and talents without anyone interfering. 	<p>Describes a reason it is important to follow correct etiquette.</p>	<p>Explains why it is important to follow correct etiquette.</p>	<p>Draws conclusions as to what the consequences are if correct etiquette is not followed.</p>

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding of how the economy, education, and society have been impacted by COVID-19 according to the poet.</p>	<p><i>Responses may include, but are not limited to COVID-19 impacting:</i></p> <p><i>Economy:</i></p> <ul style="list-style-type: none"> • uncertain future • businesses closing • impact on low income and poor families. <p><i>Education:</i></p> <ul style="list-style-type: none"> • inconsistent • erratic attendance • Ministry of Education provided laptops • students concerned about their health going back to school • face-to-face better than online because students can ask for help if they need it. <p><i>Society:</i></p> <ul style="list-style-type: none"> • lockdowns bring families together and give parents an opportunity to give guidance to their children. 	<p>Identifies things that the poet says have been affected.</p>	<p>Explains how all THREE categories have been affected, (economy, education, and society).</p>	<p>Discusses the impact overall for all THREE categories, including the wider implications for society.</p>
<p>(b) Shows evidence of understanding of why the poet has written the poem.</p>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • It is a reflection on the positive and negative effects of the virus and lockdowns. • It is a warning for the future that COVID-19 is still present and care needs to be taken. 	<p>Describes the main message from the poem.</p>	<p>Explains the main messages using detail from the poem.</p>	<p>Draws conclusions about the author's intent that may be implied but not explicitly stated.</p>

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding of what the students think about enrolling to vote.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Toetu thinks it's important to vote and have your say – he feels very lucky that people can vote in New Zealand when they are 18 and over. Also, by law everyone has to enrol when they are 18. • Eseta is reluctant to vote though – she is not enrolled because she has no understanding of politics. 	Describes what one student thinks about voting.	Explains how both students think about voting.	
(b) Shows evidence of understanding of what the students value in life and the evidence to support this.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Toetu values democracy and having a say in decision-making and issues. He emphasises how important it is to enrol and vote. • Eseta values family and parents' authority because she references her father's authority. 	Describes one student's possible values.	Explains the values of BOTH students, including evidence from the text.	Draws conclusions about wider family values and how they have influenced their opinions.
(c) Shows evidence of understanding by explaining which student they (the candidate) agree with and why.	<p><i>Candidate response will vary based on their opinions and how they link it to the student's views.</i></p>	Links their opinion to one of the student's views from the text.	Explains why they agree with the views of one student from the text, and what their own opinion is.	Draws conclusions about the student's views from the text, and their own values, justifying why / how they relate (are similar or different).

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.