

## Assessment Schedule – 2023

### Samoan: Demonstrate understanding of a variety of extended written / or visual Samoan texts (91566)

#### Assessment Criteria

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

N1	N2	A3	A4	M5	M6	E7	E8
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

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–06	07–12	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 why the students are talking about the players' decisions.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>It's a contentious issue whether young athletes / sportspeople represent their heritage country or New Zealand / Australia.</li> </ul>	Describes the students' discussion.	Explains why the students are talking about player decisions (e.g. <i>the issue is contentious.</i> )	Draws conclusions as to why this has become a bigger issue to the individual and wider community.
(b) Shows evidence of understanding of the perspectives of family members.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>It provides money and support for the family and, in turn, the wider community.</li> </ul>	Describes a perspective of family members.	Explains why player decisions are important for families.	Draws conclusions from multiple perspectives about how families might be affected by the players' decisions.
(c) Shows evidence of understanding how the students compare a sense of self to duty to others.	<p><i>Responses may include, but are not limited to:</i></p> <p><i>Sense of self:</i></p> <ul style="list-style-type: none"> <li>the right and prerogative of athletes to play sport</li> <li>the desire to earn money and provide for themselves and their families</li> <li>the right to further their own career where their individual needs are the most important.</li> </ul> <p><i>Duty to others:</i></p> <ul style="list-style-type: none"> <li>athletes make decisions that will best suit their families</li> <li>communities and country</li> <li>they put the needs of others before themselves.</li> </ul>	Describes sense of self OR duty to others.	Explains how the students discuss sense of self AND duty to others.	Draws conclusions about how players may feel about sense of self and their duty to others.

<p>(d) <i>Shows evidence of understanding and giving an opinion on whether loyalty to Samoa is more important than prioritising the individual and their family.</i></p>	<p><i>Candidate responses will vary based on their opinion and how they link it to what is stated in the text.</i></p>	<p>Refers to an example from the text that links to loyalty to Samoa vs prioritising person and family.</p>	<p>Offers an opinion on loyalty to Samoa vs prioritising person and family, and links it to the text.</p>	<p>Draws conclusions about loyalty to Samoa vs prioritising person and family, explaining how the text has led them to justify their opinions.</p>
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Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding of how COVID-19 has changed the school experience.	<p>Responses may include, but are not limited to:</p> <p>Before Covid-19 lockdowns:</p> <ul style="list-style-type: none"> <li>• there was enough money to buy things and prioritise education</li> <li>• education wasn't reliant on having a laptop</li> <li>• pen and paper were enough</li> <li>• if you had a slight cough your parents would still send you to school.</li> </ul> <p>After Covid-19 lockdowns:</p> <ul style="list-style-type: none"> <li>• the price of basics and petrol increased so many students had to go to school and work to support their families</li> <li>• lessons were online, but it was hard without a teacher to explain things face-to-face</li> <li>• students weren't able to play sport.</li> </ul>	Describes a change in school life since COVID-19 lockdowns from the text.	Explains how school life has changed before and after COVID-19 lockdowns.	Draws conclusions about how the school / student experience has changed due to COVID-19 lockdowns.
(b) Shows evidence of understanding of what the new change means in terms of having COVID-19 in the community.	<p>Responses may include, but are not limited to:</p> <p>“New normal” refers to:</p> <ul style="list-style-type: none"> <li>• The new way of doing things in a world where COVID-19 exists.</li> <li>• A situation that was not normal, now becoming something we live with every day.</li> </ul>	Describes a “new change”.	Describes a “new change” and explains why it is a “new normal”.	
(c) Shows evidence of understanding of how the writer feels about the future.	<p>Responses may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• The writer is unsure about the future because if another virus (or disease) comes along, there will be further significant changes.</li> </ul>	Describes the writer's feelings.	Explains why the writer feels the way they do.	Draws conclusions about the writer's feelings for the future that are implied but not directly stated in the text.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding of the arguments around whether Ta'isi was a troublemaker or not.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi could be considered a troublemaker for the colonial powers because he challenged their authority.</li> <li>• Ta'isi was proud of his identity and pushed back against their racist attitudes.</li> <li>• Ta'isi was a hero to the Samoan people because he protested for independence and autonomy, which would benefit the Samoan people.</li> </ul>	Describes Ta'isi.	Explains why / how Ta'isi was considered a troublemaker to some or a hero to others.	Draws conclusions about Ta'isi and the differing perspectives about whether he was a troublemaker or a hero.
(b) Shows evidence of understanding of Ta'isi's exact fight (and mau).	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Independence and self-governance.</li> <li>• Agitating for pride and confidence in a Samoa which could be self-determining.</li> </ul>	Describes Ta'isi's fight / mau.	Explains the purpose of Ta'isi's fight / mau (protest).	Draws conclusions about Ta'isi's fight / mau that are implied but not directly stated in the text.
(c) Shows evidence of understanding the reasons Ta'isi took on the fight with reference to the ideas of business, identity, chief system, freedom, and independence.	<p><i>Responses may include, but are not limited to:</i></p> <p><i>Business:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi was a wealthy and successful businessman but had to put up with racist attitudes from the colonial powers.</li> </ul> <p><i>Identity:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi was proud of his heritage, especially because he identified as being from mixed heritage.</li> </ul> <p><i>Chief system:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi was well educated and so had status as a chief.</li> </ul> <p><i>Freedom:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi formed a resistance to fight for greater political power and autonomy.</li> </ul> <p><i>Independence:</i></p> <ul style="list-style-type: none"> <li>• Ta'isi paved the way for an independent Samoa, and he formed the resistance because New Zealand was involved in all aspects of decision-making, from day-to-day life to politics.</li> </ul>	Describes a reason Ta'isi took on his fight.	Explains why Ta'isi took on the fight in reference to FOUR points.	Discusses Ta'isi's motivations for his fight overall.

**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.**