

Pilot Assessment Schedule – 2023

Gagana Sāmoa: Demonstrate understanding of written Gagana Sāmoa related to everyday contexts (92034)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <ul style="list-style-type: none"> identifying meaning of the relevant information, ideas, and opinions in the texts communicating an overall sense or intent of the text. 	<p><i>Demonstrating sound understanding</i> involves:</p> <ul style="list-style-type: none"> selecting evidence of ideas, information, and opinions to establish meaning in the texts connecting specific elements in texts to support meaning or intent in the texts. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <ul style="list-style-type: none"> interpreting language to make meaning that is precise and fully constructed showing awareness of the writers' choices of language and content that establish context and purpose.

N1	N2	A3	A4	M5	M6	E7	E8
Shows minimal understanding of language or meaning.	Shows a little understanding of language or meaning.	Shows understanding of elements of text language and communicates some meaning or intent.	Shows understanding of elements of text language to communicate general meaning or intent.	Shows understanding by selecting and connecting relevant ideas and language to support responses.	Shows understanding by selecting and connecting relevant ideas and language to confirm responses.	Shows detailed and accurate understanding. Responds by interpreting language and content and justifying conclusions about texts.	Shows detailed and accurate understanding. Responds fully by interpreting language and content choices and justifying conclusions about texts.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–07	08–13	14–18	19–24

Note for markers

- 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 **soundly** or **thoroughly**.
- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response. Errors of less impact should be disregarded.

Question ONE: O la'u uō (My best friend)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Ways the author describes his friend may include the following:</i></p> <ul style="list-style-type: none"> • Fono is family-oriented because he shows love for his family and cared for his siblings as the eldest child. He would stay home and look after his siblings because his parents relied on him. • Fono is intelligent because he was a hard-working student who spent a lot of his time reading and completing work in class. He would typically be top-of-the-class at every end-of-year school prizegiving. • Fono is funny and easy-going because people laugh at his simple laid-back ways. He is well-liked and always cheers people up. He is sociable, kind, and caring towards others, and loves to entertain people to make them feel comfortable. <p><i>Other responses may include Fono as loving, caring, responsible, well-mannered, focused, determined, goal-oriented, and a leader. Ideas must be backed using evidence from the text.</i></p>	Briefly describes Fono, the author's friend.	Describes Fono, the author's friend, using details from the text.	Discusses how the author describes his friend, drawing conclusions about the author's feelings towards Fono, and what kind of person Fono is.
(b)	<p><i>Lessons learned from Fono's life may include the following:</i></p> <ul style="list-style-type: none"> • Brotherhood is not just about family. The author describes Fono as a brother and they are treated like brothers in their lives and with each other's families, even though they are not related. • Laughter and happiness are integral to one's well-being. This is a message that Fono tells the author, and it shows in the fond way that the author describes Fono as a funny person who loves entertaining and making people comfortable. • Hard work and determination gets you places. Fono's attention to reading and schoolwork meant that he was successful in his qualifications and he became head prefect (student leader). <p><i>Other lessons may include ideas around being a good friend, living life, serving others through leadership, love, kindness, and passion for life.</i></p>	Briefly describes a lesson learned from Fono's life.	Describes a lesson learned from Fono's life using detailed evidence from the text.	Draws evidence from throughout the text to justify how the author's description of Fono carries a lesson.

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p><i>The author’s relationship with Fono may be described in the following ways:</i></p> <ul style="list-style-type: none"> • The author’s observations about Fono make it clear that he and Fono know each other well. They’ve known each other all their lives and they are as close as brothers. • The author looks up to Fono, and sees him as a leader, a role-model, a brother, and a friend. • The author’s description of Fono as “a brother for life” shows that their relationship is closer than simple friendship. They view each other more as family. 	<p>Describes the relationship between the author and Fono.</p>	<p>Describes, in detail, the relationship between the author and Fono, using evidence from the text to support the response.</p>	<p>Discusses the relationships between the author and Fono, drawing conclusions about their relationship supported by evidence from the text.</p>

Question TWO: *Fa'amalositino* (Exercise)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Samuelu is asking about exercise for the following reasons:</i></p> <ul style="list-style-type: none"> • There is an increase in the number of people suffering with mental health issues since COVID-19. • He has heard that exercise is a good way to make you feel better, and it gives you energy. • He wants his friends' opinions about which exercise option would suit his lifestyle. 	<p>Identifies a reason that Samuelu is asking about exercise.</p>	<p>Explains why Samuelu is asking about exercise.</p>	<p>Discusses Samuelu's motive for asking about exercise, including reference to the wider effects of COVID-19, health, and why he is asking his friends.</p>
(b)	<p><i>Exercise options that the candidate recommends for Samuelu may include:</i></p> <ul style="list-style-type: none"> • Walking – because it is easy to do and can be done at any time, it will suit Samuelu's busy lifestyle. It is free and Samuelu could do it with his friends, who he likes to talk to, to and from school. • Sports – because Samuelu likes to talk with his friends, he is probably a social person. Because sports are often played in teams, this would be a good option for Samuelu. Sports are often available during all seasons and last for a season or more, so Samuelu would be committed to the exercise. However, if the sports games are during the day or evening, Samuelu would not likely be able to attend due to his busy schedule. • Gym – because Samuelu wants to exercise for energy and to change his mood, the gym would be a good choice to work up a sweat and make him feel better. If Samuelu is willing to pay a membership, this option would be reliable as the weather doesn't affect whether you can do it. Depending on the gym, his option would probably be available at any time so Samuelu could fit it around his busy schedule. 	<p>Recommends an exercise for Samuelu and provides a reason for the recommendation.</p>	<p>Recommends an exercise for Samuelu using evidence from the text to justify the recommendation.</p>	<p>Recommends an exercise for Samuelu and provides a convincing rationale that compares Samuelu's lifestyle and needs with the exercise options.</p>

Question THREE: *Pu'eina o le pasi I Sāmoa* (Catching the bus in Samoa)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>The author's thoughts about Samoan buses may include the following:</i></p> <ul style="list-style-type: none"> • Samoan buses are fun to ride because on the inside the fabric is brightly decorated, and there is good music. • Riding a Samoan bus is a unique experience, unlike buses in other countries. This is because they are big, wooden, colourful, and give the rider an experience that is more than just transportation. • Samoan buses are eccentric, informal, and non-conventional as they are magnificent to look at due to the size, and the colours that are painted on the outside. 	Describes Samoan buses.	Discusses what the author thinks about Samoan buses.	Draws conclusions about the author's view of Samoan buses, based on details from the text.
(b)	<p><i>Advice for someone catching a Samoan bus for the first time might include the following:</i></p> <ul style="list-style-type: none"> • Do not search for bus stops, there are no bus stops in Samoa. Instead, you just wait on the side of the road and wave to an approaching bus for it to slow down and stop. When getting off the bus, you can pull a cord or tap the ceiling of the bus with a coin to signal for the bus to stop. • If the house you are staying at is across the road, you can wait outside your house on the side of the road and wave the bus down from there. • If you need to know where a bus is from / going, you can see the name of the bus is the village it is from. You can also ask the driver. • If you have a bag, be prepared for a <i>supakako</i> to jump off to put your bags on the bus first. • Typically, older people will sit at the front of the bus, so if you are young you should sit at the back to let elders sit at the front. If the bus is full, you should also be prepared to have a child sit on your lap. • Unlike other buses, you pay as you leave the bus. You should carry change (between 50 cents and twelve dollars) to pay. 	Identifies advice from the text about catching a Samoan bus.	Describes, in detail, advice that is relevant for someone who is catching a bus for the first time.	Draws conclusions about the etiquette of Samoan buses with a first-time rider in mind, and any surprises they should expect to encounter.

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p><i>Responses for whether catching the bus in Samoa or New Zealand may include the following:</i></p> <p>Samoa buses are better because:</p> <ul style="list-style-type: none"> • it is a unique island experience • it is convenient because you can signal for the bus to stop anywhere, as long as you are on the side of the road – you do not need to walk to a bus stop • it is convenient to stop the bus anywhere (by pulling a cord or tapping the ceiling) rather than signalling for the closest bus stop to your destination • you can enjoy the music that is played as well as the scenery • Samoan hospitality will help you with your luggage • it is cheap – in some cases only 50 cents. <p>New Zealand buses are better because:</p> <ul style="list-style-type: none"> • bus stops are created in safe spaces. In Samoa, standing on the side of the road can be dangerous • the buses are more comfortable because they're not made of wood and do not have uncomfortable wooden seats • they are more reliable as they have a regular timetable so you can manage your time better and not be late to your destination • it is not expected that a child will sit on your lap • it is quiet, and you can listen to your own choice of music if you have headphones, rather than the music provided on the bus • some buses can be paid for by card or pass rather than always needing to carry cash. 	Identifies a reason why a Samoan or New Zealand bus ride would be better.	Explains, using multiple reasons, why a Samoan or New Zealand bus ride would be better.	Discusses a thoughtful argument for why one bus ride may be more preferable for the rider over the other (Samoa or New Zealand).