

Pilot Assessment Schedule – 2023

Gagana Sāmoa: Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts (92035)

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 speakers' 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: Fa'atalanoaga i le uma ai o le ta'aloa (Post-game interview)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>The captain's feelings about the game may include the following:</i></p> <ul style="list-style-type: none"> • He felt proud of the results given it is the first time the team had won this tournament. • He was grateful and humbled for the support shown by the community in general. • He was satisfied with the outcome of the game and pleased to give back to the community for their support and paying for expensive tickets to watch the match. 	Describes a thought that the captain had about the game.	Explains how the captain felt overall, using details from the passage.	Draws valid conclusions about the captain's feelings in response to the game.
(b)	<p><i>Possible man of the match, providing reasons, which may include the following:</i></p> <ul style="list-style-type: none"> • Vini – he was a good winger, fast, and was always on full alert. He handled the ball well and was able to pass it (which signals that he was a team player who doesn't hold onto the ball). Although he was injured, he continued playing. • Miti – he was not initially picked (so he was very patient). When he was picked, he showed his different tactics on the field and was a strong team player. He has great kicking techniques and the team relied on him. • Captain – because of his ability to lead the team and praise them. He was observant of his team, based on his attention to details about the players and their strengths (proven by how he talked about them and what they can do). • <i>The candidate may also infer that the captain made the call to bring on Miti when Vini was injured so he has vision and was strategic with his plans.</i> 	Suggests a player for man-of-the-match and provides a valid reason.	Suggests a player for man-of-the-match and uses evidence from the passage to explain what that player did.	Uses a collection of evidence from the passage to draw conclusions about why one particular player is deserving of man-of-the-match. <i>(e.g. how as the player was tactical or strategic in the game).</i>

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)	<p><i>Possible reasons for why the game is memorable may include the following:</i></p> <ul style="list-style-type: none"> • The game had more than 100 spectators, and the team was victorious. It was the first time this team had won this tournament. • The game was eventful – including determination from the players, good footwork from the reserve, and injuries (for the winger). • Because the sport is a favourite of Samoans, and it is considered to some a national sport, it is likely people will remember this team’s first win. • The conditions were particularly difficult, as it was dirty and muddy, making the win all the more well-earned. • The team were considered the underdog – it was the first time they had won the tournament. 	Describes a reason the game was memorable.	Explains, with detailed evidence, why the game is memorable.	Links different aspects of the text to draw conclusions about how the game is memorable.

Question TWO: *Lauga fa'amavae* (Farewell speech)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>The purpose of the speech may include the following:</i></p> <ul style="list-style-type: none"> • The speaker is delivering a speech to say goodbye to the people they will miss when they leave the school. • The speaker is a teacher who is delivering final advice to people at their school as they leave. • The speaker is a teacher who is leaving school and is using the speech as an opportunity to show their students and colleagues how much they value them. 	Describes that the speaker is saying goodbye to their school.	Explains, with details, the message that the speaker is delivering to students and staff.	Discusses the intent of the speech as a teacher using the principal's invitation to deliver a speech that was an emotional farewell with uplifting messages to their students and colleagues.
(b)	<p><i>The speaker believes this is a happy occasion because:</i></p> <ul style="list-style-type: none"> • It is an opportunity to reflect on the years the teacher has spent at school with staff and students. • It is a time to celebrate the many years of working together as a team. • It is an opportunity to reminisce about happy times and celebrate the successes the staff and students have had together. • Despite saying farewell, the teacher has decided it should not be a sad occasion, and that they are moving forward with their life. They are grateful for the opportunity to teach, and for the school to benefit from their teacher's lessons. 	Provides a reason for why the speech is a happy occasion.	Explains, using details from the passage, why the farewell speech is a happy occasion.	Considers the speaker's beliefs and motivations for the speech to draw conclusions about why the speaker believes the farewell to be happy, despite farewells usually being sad.
(c)	<p><i>An important message from the speech may include the following:</i></p> <ul style="list-style-type: none"> • Education is an ongoing process wherever you go. • Education should be valued as it will prepare you for a brighter future. • Live in the moment, as this teacher has done, and value the present because people can leave, and the moment or experience can be gone forever. • Farewells can be done with grace and modesty, to inspire and uplift others. 	Describes a message from the speech.	Describes an important message from the speech, including details.	Discusses an important message from the speech and justifies why it is important.

Question THREE: *Talanoaga e uiga i le tau* (Conversation about the weather)

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Challenges that might prevent the competition from happening may include the following:</i></p> <ul style="list-style-type: none"> • The competition is on the field during lunch time, and rain or bad weather could make it unenjoyable. • People could get sick if they have to dance on the field in wind and rain. • The two students cannot find an available space to relocate the dance competition to that would be suitable. • Relocating the dance competition to the gym is not possible because it is being renovated. • The hall will not accommodate all the people. • The science lab will need time (a whole period) and effort to clear equipment and bring in chairs, so would require extra organisation to move the dance competition there. 	Describes a challenge that is presented in the passage.	Summarises the challenges from the passage, including detailed evidence.	Discusses why the students are having difficulty organising the competition, by inferring why the difficulty will prevent the competition from happening and drawing conclusions about their dilemma.
(b)	<p><i>Possible solutions for the competition to go ahead may include the following:</i></p> <ul style="list-style-type: none"> • The science room could be used to relocate the dance competition; however, this would require at least one period to tidy up the equipment and set up a new set of chairs before it could be used for the competition. • The students could ask for help or assistance to tidy the science room quicker, or to see if they can source another venue later in the day. They won't be able to return to the field because it will be muddy and not appropriate for dancing. • The competition could be postponed to another day, and clear instructions and thought put into accommodating for the weather so that this situation does not happen again. 	Describes a possible solution for the competition to go ahead.	Explains, using details from the passage, how the competition could go ahead, despite the challenges.	Discusses how the possible solutions for this competition would solve Ema and Mataio's dilemma.
(c)	<p><i>Candidate prediction of what might happen next may include the following:</i></p> <ul style="list-style-type: none"> • The competition would be postponed due to the lack of available spaces for the competition given the bad weather – rainy and cold and the ground is too muddy for a dance competition. <p><i>Other responses possible.</i></p>	Predicts a possible outcome.	Predicts a possible outcome and links details from the passage to support the outcome.	Draws conclusions about the whole situation, forming a reasoned prediction to justify what could happen next.