

## Assessment Schedule – 2024

### Samoan: Demonstrate understanding of a variety of spoken Samoan texts on familiar matters (91143)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, 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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Sufficiency Statement

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
0–7	8–13	14–18	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) <i>Shows evidence of understanding the malaga (journey) the songwriter is referring to.</i>	<ul style="list-style-type: none"> <li>The journey of life, the future, or growing up.</li> <li>The songwriter is referring to a journey into the future. The journey is a symbolic one that depicts going about life with good intentions – being kind to your family, others, and the world around you.</li> </ul>	Briefly describes the journey the songwriter is referring to.	Fully describes the journey the songwriter is referring to.	
(b) <i>Shows evidence of understanding the positives and negatives of wisdom.</i>	<ul style="list-style-type: none"> <li>Wisdom is positive as it will help you get everything you want and have no more worries.</li> <li>Wisdom can be used in a negative way because it may lead you to live a selfish life by doing ‘bad’ things to satisfy your desires.</li> <li>The songwriter explains that wisdom is a strong force and can be used with good, or with poor intentions. Some people use their wisdom to better themselves, others, and the world – whereas others keep their wisdom for their own desires.</li> </ul>	Describes a positive OR negative aspect of wisdom.	Explains how wisdom can be both positive AND negative.	Draws a conclusion about the songwriter’s message around positive and negative aspects of wisdom.
(c) <i>Shows evidence of understanding the advice the songwriter has for Samoan youth and why that advice is important.</i>	<ul style="list-style-type: none"> <li>The songwriter is empowering youth to:               <ul style="list-style-type: none"> <li>- act now and grow well</li> <li>- act wisely in their life to contribute to a better future</li> <li>- persevere through hard times.</li> </ul> </li> <li>The songwriter implies that once you have achieved success, you should remain humble and do the right things with the wisdom you’ve gained (not to use wisdom selfishly).</li> <li>The writer’s advice is important because the way youth behave and use wisdom in the future will contribute to and shape society. It is important for personal success, but the success of everyone must be kept in mind, as if it is not used to benefit one’s family and country, then wisdom is “useless”.</li> </ul>	Describes the advice given.	Explains why the advice is important.	Draws a conclusion about the outcomes of wisdom on society.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what the main message in the conversation is.</i>	<ul style="list-style-type: none"> <li>• Pati is looking for assistance to learn the Samoan language.</li> <li>• Pati and Neta are discussing where they were born, who they know, and how this has shaped their language understanding.</li> <li>• Neta is trying to provide resources to help Pati learn the Samoan language.</li> </ul>	Describes the main message of the conversation.	Explains the main message of the conversation.	Draws conclusions about the main message of the conversation.
(b) <i>Shows evidence of understanding of how Pati and Neta are different.</i>	<ul style="list-style-type: none"> <li>• Neta and Pati are different because of their upbringing and who they speak to. This has shaped their different proficiencies in speaking and understanding the Samoan language.</li> <li>• Neta was born in Samoa and came to New Zealand when she was older, so she speaks Samoan very well.</li> <li>• Pati was born in New Zealand and has parents who speak mostly English at home. Pati doesn't see her grandmother like Neta does to learn / practise speaking Samoan.</li> </ul>	Describes Neta and Pati individually.	Explains how Neta and Pati are different.	Compares how Neta and Pati are different based on their backgrounds / experiences.
(c) <i>Shows evidence of understanding how each resource will help Pati to learn Samoan.</i>	<ul style="list-style-type: none"> <li>• Family, especially grandparents, can be a resource as someone close and familiar to have conversations with – this can be a safe space when making mistakes.</li> <li>• Songs are a possible way for Pati to learn Samoan on their own. Pati loves hip hop songs, so may find this enjoyable.</li> <li>• The Ministry of Education website can allow Pati to self-learn by listening to online readings in Samoan.</li> <li>• Neta reminds Pati to attend church services / Sunday school. This is a place where Pati can listen to the Samoan language on a regular basis.</li> </ul>	Describes a resource.	Explains how a range of resources could be useful for learning Samoan.	Explains how Pati specifically might benefit from a range of suggested resources, considering Pati's family and interests.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding of how Samoan songs can help the Samoan language to thrive.</i>	<ul style="list-style-type: none"> <li>• An oral tradition, including songs, facilitates the passing down of knowledge.</li> <li>• Songs share knowledge about important historical events.</li> <li>• Songs are a method of teaching language.</li> <li>• Songs are known by many to maintain the language.</li> </ul>	Describes a feature of songs that help maintain language.	Explains how Samoan songs can help the language to survive.	Draws conclusions about the importance of songs to both language and culture.
(b) <i>Shows evidence of understanding of the importance of Samoan songs to the youth of today.</i>	<ul style="list-style-type: none"> <li>• Many young Samoans are talented singers, so it's important for them to sing the songs that are passed down from their ancestors.</li> <li>• Even if a young Samoan does not speak Samoan well, a song can be sung well by memorising the tune and practising the words.</li> <li>• Certain songs are used to teach young Samoans key messages within the culture, for example the "Tatau", "Ava", and "Afi" songs, sharing lessons from the past.</li> <li>• Using song is a method to help young people learn the language. It is implied that many young people have lost language proficiency and that songs could help them to regain pride in the language.</li> <li>• The messages and the language that are held in Samoan songs, if learned will not only help young people today, but will also be passed down to future generations, which will allow the culture to thrive for years to come.</li> </ul>	Describes a reason that Samoan songs are important.	Explains how Samoan songs are important for the youth of today.	Draws conclusions about the connections between Samoan songs and the youth of today by explaining how youth may use songs now and in the future.

<p>(c) <i>Shows evidence of understanding some of the specific messages in the songs, and why these messages are important.</i></p>	<ul style="list-style-type: none"> <li>• “Ava” communicates the importance of the kava ceremony and people involved in it – the song reminds those who sing and listen to it about the traditions and reasons behind cultural practices.</li> <li>• “Tatau” explains the historical meanings of tattoos, and why men were tattooed and not women. While women may get tattoos nowadays, this song provides a context for the past so that it is not forgotten.</li> <li>• “Afi” is a song about a lava eruption. It reminds us of a horrific event in history that burned the villages of Savai’i. It keeps our ancestors in our hearts and can provide a reminder of a time to learn from.</li> <li>• There are songs about land and sea creatures that are used to lull babies to sleep. These also maintain the stories passed down through generations that would be nice to pass on to future generations.</li> </ul>	<p>Describes a song and attempts to describe the importance of the message in the song.</p>	<p>Explains how the passage shows the importance of the messages in TWO songs.</p>	<p>Draws conclusions about TWO songs in the passage and how their messages are important for the teaching / sharing Samoan language / culture.</p>
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