

Assessment Schedule – 2024**Samoan: Demonstrate understanding of a variety of written and / or visual Samoan text(s) on familiar matters (91146)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions 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, ideas, and / or opinions 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, 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 comprehensive understanding of the content and underlying meaning 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 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
0–7	8–12	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) <i>Shows evidence of understanding of which Pacific islands are likely to be most affected by climate change and why.</i>	<ul style="list-style-type: none"> Tuvalu, Kiribati, and the Solomon Islands are likely to be the most affected by climate change because they are low lying, so will be submerged by rising sea levels. 	Identifies the countries that are likely to be most affected by climate change.	Explains why the 'at risk' countries are likely to be most affected by climate change.	
(b) <i>Shows evidence of understanding of why people in the Pacific islands are concerned about rising sea levels.</i>	<ul style="list-style-type: none"> Climate change could result in island nations being wiped from the map. People rely on land and sea for food and income, so if they lose land and the sea changes, their livelihoods will be affected. As sea levels rise, the daily lives of islanders will be affected by flooding. Economies rely on tourism, which will be negatively affected. 	Describes a concern of rising sea levels in general terms, e.g. flooding.	Explains why rising sea levels are of concern to people in the Pacific islands.	Draws conclusions about the effects of rising sea levels on the economy and society.
(c) <i>Shows evidence of understanding of what people are doing to lessen the impact of climate change.</i>	<ul style="list-style-type: none"> Updated curriculums in school and universities include information about climate change. 	Describes an action people are taking to lessen the impact of climate change.	Explains how people are attempting to lessen the impact of climate change.	Explains how people are attempting to lessen the impact of climate change and draws conclusions about why.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding of how life is different for Samoan and New Zealand students.</i>	<ul style="list-style-type: none"> Students in New Zealand typically travel to school by car or another vehicle. New Zealand is known as “the land of opportunity” where students may have more business aspirations at school. Students in New Zealand have access to “delicious” food. 	Describes a difference between students in Samoa and New Zealand as mentioned in the text.	Explains how life is different for students in Samoa and New Zealand as mentioned in the text.	Makes an insightful comparison about the lives of both types of students mentioned in the text.
(b) <i>Shows evidence of understanding the challenges the author faced and how they overcame them.</i>	<ul style="list-style-type: none"> The author lacks skills in English. The family wants the author to work in New Zealand to help them out. The author’s hard work and diligence helped them overcome these challenges. The author convinces the family that they could go to university and get a good job and that would help the family out even more. 	Describes a challenge that the author faced.	Explains how the author overcame a challenge.	Provides an insightful summary about the author, the challenges they faced in life, and how they overcame them.
(c) <i>Shows evidence of understanding the advice the author gave to the children of Samoa.</i>	<ul style="list-style-type: none"> Work hard. Do not be ashamed of broken English. Go to university. Get a good job. Help family. All these decisions lead to a successful life and career. 	Describes a piece of advice the author provided.	Describes the author’s advice insightfully and in their own words.	

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding of why each player chose to play for Toa Sāmoa.</i>	<p>(i) Brian Parents are Samoan, and he has always dreamed of playing for Samoa especially as it was so important to his maternal grandfather.</p> <p>(ii) Joseph-Aukuso Wants to represent his ancestors and family still living in Samoa.</p> <p>(iii) Chanel Is retiring in 2022 and wanted his last game to be for <i>Toa Sāmoa</i>.</p>	Describes the dreams of some players. (Allowance for some minor inconsistencies.)	Explains how or why each player chose to play for <i>Toa Sāmoa</i> .	
(b) <i>Shows evidence of comparing each player in talent and position, identity and history, and their region.</i>	<p>(i) Brian Brian is from Solosolo. He played for the Penrith Panthers in 2019 and won the rookie of the year award.</p> <p>(ii) Joseph-Aukuso Joseph-Aukuso is from Letogo ma Satitoa. He plays for the Sydney Roosters. At 17 he was the youngest player to play in major rugby league competition since 2010. In 2022 he was instrumental in wins over the Gold Coast Titans and Parramatta Eels.</p> <p>(iii) Chanel Chanel is from Afega, Sapapāli'i, and Fugalei. He played for the New Zealand Warriors, and won their award for player of the year in 2017. His maternal grandfather was also famous in the game.</p>	Describes the background of some players. (Allowance for some minor inconsistencies.)	Describes each player in detail.	Provides an insightful comparison of all three players, including drawing conclusions about their choices.