

**Assessment Schedule – 2024****Samoan: Demonstrate understanding of a variety of extended spoken Samoan texts (91563)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<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**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0–7	8–12	13–18	19–24

## Notes

- Inconsistencies are errors that impede overall meaning and therefore impact on the effectiveness of the response and the grade. Errors of less impact should be disregarded.
- Quoting or direct translation *alone* are not sufficient evidence that the candidate understands the meaning of the text soundly or thoroughly.
- The overall grade for a question must be judged after considering how the text as a whole has been understood, and to what depth. Detail is important when it is relevant to the question asked.
- What follows is not a complete list of all acceptable responses, nor is it an indication of the exact wording required.

## Sample Evidence

Question One	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the relationship between the father and grandfather.</i>	<ul style="list-style-type: none"> <li>• Worked in the family business together.</li> <li>• Respectful.</li> <li>• Fearful.</li> <li>• Controlling.</li> <li>• Imposition of father's values.</li> </ul>	Describes an aspect of the relationship.	Explains the relationship.	Draws conclusions about the nature of the relationship.
(b) <i>Shows evidence of understanding the issue around money vs love and expresses an opinion backed up by evidence from the text.</i>	<ul style="list-style-type: none"> <li>• Once you start your own family, you can be conflicted between your responsibilities to each family.</li> <li>• Raising your own family must be the most important – love is stronger.</li> <li>• To look after your family, your wife and daughter, you have to be able to provide for them financially – but you can still show love by providing for them in this way, even if you are physically distant to do so.</li> </ul>	Describes a viewpoint.	Explains why they have chosen that viewpoint.	Draws conclusions on the validity of the viewpoint and the wider implications.

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding why it is important for every Samoan to understand gagana fa'aaloalo.	<ul style="list-style-type: none"> <li>Using respectful language can resolve disputes.</li> <li><i>Gagana fa'aaloalo</i> represents a positive relationship between people and can build on that relationship in times of conflict.</li> <li><i>Gagana fa'aaloalo</i> can clear the way for better relationships.</li> <li><i>Gagana fa'aaloalo</i> represents a relationship with God.</li> </ul>	Describes why <i>gagana fa'aaloalo</i> is important.	Explains why <i>gagana fa'aaloalo</i> is important and gives examples.	Draws conclusions on the importance of <i>gagana fa'aaloalo</i> in reference to its effect on relationships and wider society as a whole.
(b) Shows evidence of understanding why the podcaster might not know there was a second Samoan language.	<ul style="list-style-type: none"> <li>If you don't speak Samoan, you won't be familiar with polite language conventions.</li> <li>People may not have grown up in a house / community where Samoan is the first language.</li> <li><i>Gagana fa'aaloalo</i> may not have been modelled in their house by their family.</li> </ul>	Describes a reason why people may not be familiar with <i>gagana fa'aaloalo</i> .	Explains why people may not be familiar with <i>gagana fa'aaloalo</i> .	Draws conclusions as to why people may not be familiar with <i>gagana fa'aaloalo</i> that goes beyond the learning of the language.

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding about why the ban was enforced.</i>	<ul style="list-style-type: none"> <li>The government thinks that many students are distracted by their phones in their classes, when they should be focused on their studies.</li> <li>Other measures have not been successful.</li> <li>Many students have not followed teacher instructions because they have been paying attention to their phones instead.</li> </ul>	Identifies the negative impact of cell phones in schools.	Explains why the ban was enforced.	Draws conclusions about why the decision was made to ban cell phones in schools.
(b) <i>Shows evidence of how Mr Tepa thinks the change will benefit the classroom environment.</i>	<ul style="list-style-type: none"> <li>Reduce distractions.</li> <li>Promote more focused learning among students.</li> </ul>	Identifies how the change will benefit the classroom environment.	Explains how the change will benefit the classroom environment.	Draws conclusions about how the change will benefit the classroom environment, for individual and collective learning, or interpersonally.
(c) <i>Shows evidence of how the implementation might impact students' learning in the long run.</i>	<ul style="list-style-type: none"> <li>Students could engage more deeply with their studies.</li> <li>Students may interact more with their peers, fostering a more focused and collaborative learning environment.</li> </ul>	Identifies how the change might impact students' learning in the long run.	Explains how the change might impact students' learning in the long run.	Draws conclusions about the long-term impact of the ban on the students' futures.