

Assessment Schedule – 2024

Samoan: Demonstrate understanding of a variety of extended written and / or visual Samoan texts (91566)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information and varied perspectives 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 and varied perspectives 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 and varied perspectives, and communicating 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>

Evidence

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	8–13	14–18	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 what the writer's parents were like.</i>	<ul style="list-style-type: none"> • The author's parents were concerned about their children's health, so they would not get sick and have time off school. • The author's parents prioritised education, so their children would achieve well at school and go on to tertiary education. • The author's parents valued punctuality. • The author's parents made sure the children were well fed before they went to school, so they wouldn't be hungry. 	Describes one aspect of what the parents were like.	Explains what the parents were like.	Draws conclusions about what the parents were like, and their values and aspirations for their children.
(b) <i>Shows evidence of understanding the challenges the writer faced growing up.</i>	<ul style="list-style-type: none"> • Cold, harsh winters with only thin shoes. • Walking 20 minutes to school in the wind. • Getting used to living in New Zealand. 	Describes a challenge faced by the writer.	Explains the challenges the writer faced.	
(c) <i>Shows understanding of the lessons learned from the challenges the writer faced.</i>	<ul style="list-style-type: none"> • Resilience, perseverance. • The value of education. • Strong work ethic. • Gratitude for the opportunities in New Zealand. 	Describes a lesson learned from the challenges faced.	Explains how and why the lessons occurred.	Draws conclusions as to the value of the challenges and lessons learned.

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what duties Tuiatua thinks Samoans should have.</i>	<ul style="list-style-type: none"> • Passing on the language and environmental values to subsequent generations. • To look after the environment is their duty from God. • Language is expressive of the environment and therefore connected to them. 	Describes a duty that Samoans should have.	Explains the duties that Samoans should have.	Draws conclusions as to why Samoans should have those duties.
(b) <i>Shows evidence of understanding why the writer has written the article.</i>	<ul style="list-style-type: none"> • To highlight the importance of conserving the environment. • To emphasise the importance of conserving the language, its integral link with the environment, and every Samoan's role in preserving that environment. 	Describes a reason the author has written the article.	Explains why the author has written the article.	

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the perception of dancing in the past.</i>	<ul style="list-style-type: none"> • <i>Siva</i> dancing was not promoted at school and there were no outlets for it beyond the home and church. • Parents were often too busy to teach their children, were getting used to the weather, and trying to balance work / home life. 	Describes a perception of <i>siva</i> in the past.	Explains the perceptions of <i>siva</i> in the past.	Draws conclusions as to why perceptions were held.
(b) <i>Shows evidence of understanding how the perception of dancing changed over time.</i>	<p>In the present:</p> <ul style="list-style-type: none"> • <i>Siva</i> is a part of school life and there are inter-school competitions. • NCEA credits awarded. • Tertiary qualifications for dancing. <p>In the past:</p> <ul style="list-style-type: none"> • <i>Siva</i> didn't play a big role in life, so there was more time for other things, like church and school. 	Describes the different perceptions of dancing.	Explains the different perceptions of dancing.	Explains the different perceptions of dancing, drawing conclusions about the wider impact of <i>siva</i> .