

## Assessment Schedule – 2024

### Gagana Sāmoa: Demonstrate understanding of written Gagana Sāmoa related to everyday contexts (92034)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves: <ul style="list-style-type: none"> <li>identifying meaning of the relevant information, ideas, and opinions in the texts</li> <li>communicating an overall sense or intent of the text.</li> </ul>	<i>Demonstrating sound understanding</i> involves: <ul style="list-style-type: none"> <li>selecting evidence of ideas, information, and opinions to establish meaning in the texts</li> <li>connecting specific elements in texts to support meaning or intent in the texts.</li> </ul>	<i>Demonstrating thorough understanding</i> involves: <ul style="list-style-type: none"> <li>interpreting language to make meaning that is precise and fully constructed</li> <li>showing awareness of the writers' choices of language and content that establish context and purpose.</li> </ul>

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
0–7	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) Shows evidence of understanding which shop Siutu should buy a Christmas present from.	<ul style="list-style-type: none"> <li>Siutu should buy her gift from <i>Lāei Sāmoa</i> because her mum likes <i>puleasi</i>, which are sold at this shop.</li> <li>Siutu should buy her gift from <i>Fale Tekonolosi</i> because her mum might like a new phone for online shopping, and she could win \$1,000.</li> </ul>	Describes which shop is most suitable.	Explains why that shop is the most suitable.	Draws conclusions about the shop and how it suits the needs of Siutu's mother.
(b) Shows evidence of understanding which shop Paulo should buy a Christmas present from.	<ul style="list-style-type: none"> <li>Paulo should buy his gift from <i>Lāei Sāmoa</i> because this shop offers the best discount.</li> <li>Paulo should buy his gift from <i>Fale Tekonolosi</i> because he could win \$1,000.</li> <li>Paulo should buy his gift from <i>Fale Se'evae</i> because he could buy his dad new shoes for doing exercise.</li> </ul>	Describes which shop is most suitable.	Explains why that shop is the most suitable.	Draws conclusions about the shop and how it suits the needs of Paulo's father.

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding how the writer spent time with their cousins.	<ul style="list-style-type: none"> <li>The cousins hung out at their grandparents' house: by the river, in the backyard, and around the bonfire.</li> <li>The cousins had a picnic in the backyard.</li> <li>The cousins had a swim in the river.</li> <li>At nighttime, the cousins sat around the bonfire, looked at the sky, laughed, sang songs, and ate marshmallows.</li> </ul>	Describes the cousins' day.	Explains the cousins' day, including where they went and what they did.	
(b) Shows evidence of understanding of how the writer felt about spending time with their cousins.	<ul style="list-style-type: none"> <li>The writer enjoyed being outside and in the sunshine with their cousins.</li> <li>The cousins made great memories together.</li> <li>The cousins laughed a lot together and had lots of fun.</li> <li>The writer felt warm and welcomed at the gathering of their cousins.</li> </ul>	Describes an aspect of how the writer felt about spending time with their cousins.	Explains how the writer felt about spending time with their cousins.	Explains how the writer felt about spending time with their cousins and draws conclusions about the value the writer placed on it.

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what Levi is trying to convince Tano to do.</i>	<ul style="list-style-type: none"> <li>Join the <i>kilikiti</i> team that Levi is part of.</li> <li>It's the <i>kilikiti</i> team.</li> <li>They are looking for players for the <i>kilikiti</i> team.</li> </ul>	Describes what Levi is trying to do.		
(b) <i>Shows evidence of understanding of how Levi addressed Tano's concerns.</i>	<ul style="list-style-type: none"> <li>Concern – he hasn't played in a while. Encouraged to come along as they will have a great time together.</li> <li>Concern about skill level – Tano says, "I'm not sure if I'm still any good at batting and bowling"; trainings twice a week will address this.</li> <li>Busy schedule – Tano mentions, "I'm also pretty busy during the week with work and family things."</li> <li>Levi is very understanding about family commitments and says he says can just come to one training.</li> </ul>	Describes how Levi addresses Tano's concerns.	Explains how Levi addresses Tano's concerns.	Draws conclusions about how Levi addresses Tano's concerns.
(c) <i>Shows evidence of understanding of how Tano may feel at the end of the conversation.</i>	<ul style="list-style-type: none"> <li>Apprehensive or uncertain due to his concern about not being good at batting and bowling, and his busy schedule. However, Levi's encouragement and the reassurance that the team values being together over winning could help alleviate some of his worries.</li> <li>Optimistic and motivated, with a sense of relief and eagerness to join the team if his schedule allows.</li> <li>Positive about the prospect of reconnecting with friends and participating in a fun, low-pressure activity.</li> <li>Flattered – considered good enough to play – as he said he's played before.</li> </ul>	Describes how Tano felt at the end of the conversation.	Explains how Tano felt at the end of the conversation.	Draws conclusions about how Tano felt at the end of the conversation.