

Assessment Schedule – 2024**Gagana Sāmoa: Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts (92035)****Assessment Criteria**

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

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) <i>Shows evidence of understanding what Maia should do to get to school earlier.</i>	<ul style="list-style-type: none"> • Avoid staying up late. • Avoid playing on phone, accessing social media, and playing games late at night. 	Describes a way that Maia could avoid being late to school.	Explains ways that Maia could avoid being late to school.	Explains ways that Maia could avoid being late to school and draws conclusions as to why they might work.
(b) <i>Shows evidence of understanding why the teacher's advice is important.</i>	<ul style="list-style-type: none"> • The government is stressing the importance of education by insisting that parents ensure their children attend school. • Students who attend school and are on time will achieve better and this will provide more opportunities in life. 	Describes why the teacher's advice is important.	Explains why the teacher's advice is important.	Explains why the teacher's advice is important. Draws conclusions about future opportunities.
(c) <i>Shows evidence of understanding how Maia and the teacher interact.</i>	<ul style="list-style-type: none"> • The teacher and Maia have a positive relationship. • They are honest with each other and make jokes. • Maia respects the teacher and takes on board the advice. 	Describes an aspect of how Maia and the teacher interact.	Explains how Maia and the teacher interact.	Draws conclusions about the interaction between Maia and the teacher.

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what factors influenced the speaker to pursue further education.</i>	<ul style="list-style-type: none"> • Wants to get a Master's degree at university. • Wants to learn about different cultures. • Wants the potential for citizenship in the future. 	Describes a reason why the speaker went to university.	Explains why the speaker went to university.	Draws conclusions about what the speaker hoped to achieve by going to university.
(b) <i>Shows evidence of understanding by giving advice to someone who is thinking about pursuing further education.</i>	<ul style="list-style-type: none"> • Pursue your passion and a field of study you are interested in. • It is important to contribute something to society. • Further study doesn't just involve acquiring more knowledge, it is about developing critical-thinking skills. 	Describes a piece of advice given to anyone going to university.	Explains the advice given to someone going to university.	Draws conclusions as to why the advice would be useful.

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the effects the new change had on the school.</i>	<ul style="list-style-type: none"> Phones are no longer a distraction in class. Students are focused on work. Students are interacting and playing more in break times. Computers may have taken the place of phones in terms of playing games and access to social media. 	Describes an effect of the policy.	Explains how the strategy has affected the school.	Draws conclusions on the new strategy and the impact it has had.
(b) <i>Shows evidence of understanding of how the school is enforcing the new change.</i>	<ul style="list-style-type: none"> If a student is on their phone at school, it will be taken off them and returned at the end of the day. The third time this happens, parents will be called in to collect the phone. 	Describes an enforcement of the policy.	Explains how the school is enforcing the new policy.	
(c) <i>Shows evidence of understanding what Mr Sanele means.</i>	<ul style="list-style-type: none"> Even if computers are banned, there is always the option to go back to using pen and paper. Schools and education existed before computers and phones, and there is always an option to go back to them if needed. 	Describes the meaning of what Mr Sanele has said.	Explains the meaning of what Mr Sanele said.	Draws conclusions as to the wisdom of what Mr Sanele said.