

## Assessment Schedule – 2025

### Samoan: Demonstrate understanding of a variety of spoken Samoan texts on familiar matters (91143)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and/or opinions 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, ideas, and/or opinions 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, 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 <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

N1	N2	A3	A4	M5	M6	E7	E8
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

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) Shows evidence of understanding the skills and important things Sione has learned while playing kirikiti.	<ul style="list-style-type: none"> <li>• <i>Kirikiti</i> acts as a link between Sione’s Pasefika culture and New Zealand life.</li> <li>• Sione’s living in New Zealand so feels close to Samoa.</li> <li>• The game helps Sione feel more rooted in his heritage by including traditional aspects like singing and chanting.</li> <li>• <i>Kirikiti</i> unites Sione and his friends / classmates, and gives them new knowledge.</li> <li>• Connects Sione to his culture.</li> </ul>	Describes a skill or important thing learned.	Explains a skill or important thing learned.	Draws conclusions about skills or important things learned.
(b) Shows evidence of understanding of the ways kirikiti impacts students’ lives.	<p>Students are impacted positively:</p> <ul style="list-style-type: none"> <li>• <i>Kirikiti</i> gives the students something to focus on outside of school.</li> <li>• The students show improved focus, social skills, and a stronger sense of community.</li> <li>• Older players can mentor younger ones, reinforcing positive values.</li> <li>• Students are more confident because, through playing <i>kirikiti</i>, they have learned new cultural skills and can help each other through mentoring.</li> <li>• By playing a competitive sport, the students are inspired to aspire to develop leadership skills, work as a team, and strive for excellence both on and off the field.</li> </ul>	Describes a way <i>kirikiti</i> impacts students’ lives.	Explains how <i>kirikiti</i> impacts students’ lives.	Draws conclusions about the impact kirikiti has on the students’ lives.

Question Two	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding of the advantages of learning or knowing another language, according to the passage.</p>	<ul style="list-style-type: none"> <li>• It expands your ideas or thoughts.</li> <li>• It improves problem-solving skills and understanding in difficult situations.</li> <li>• It helps connect the past to current events.</li> <li>• It makes you understand two different perspectives.</li> </ul>	<p>Describes an advantage of learning another language.</p>	<p>Explains how learning another language is an advantage.</p>	<p>Draws conclusions about the advantages of learning another language.</p>
<p>(b) Shows evidence of understanding of whether the podcaster would agree or disagree with the statement.</p>	<p><i>Candidates may agree or disagree but must use evidence.</i></p> <p>Podcaster agrees because:</p> <ul style="list-style-type: none"> <li>• he uses the quote in his podcast so he must believe in it; intrinsically culture and language are linked</li> <li>• it's a treasure that has been passed on by his ancestors; much of his learning has come from hearing songs, fables, folk stories, and Bible stories</li> <li>• language is not just words, it is linked to Samoan identity, and it is through learning a language that you will become closer to the stories of ancestors</li> <li>• young people need to use their language to help educate people and you need to start with small steps to bring people back to their culture</li> <li>• he uses a positive tone that there is hope and their culture is not doomed as he issues a challenge.</li> </ul> <p>Podcaster disagrees because:</p> <ul style="list-style-type: none"> <li>• even though 500,000 people worldwide speak Samoan, he is not sure about young Samoans who cannot speak the language</li> <li>• just because young people grow up hearing songs, fables, folk stories, and Bible stories does not mean they are linked to their culture</li> <li>• the fact that he is issuing a challenge – because of the world they live in – it's not a given that young Samoans will feel connected to their culture.</li> </ul>	<p>Describes why they agree or disagree with the statement.</p>	<p>Explains why they agree or disagree with the statement.</p>	<p>Draws conclusions about why they agree or disagree with the statement.</p>

Question Three	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding of how tourists have impacted the environment of Samoa.</p>	<ul style="list-style-type: none"> <li>• Too many tourists and people (in general) not looking after the environment.</li> <li>• Tourists are careless of the environment.</li> <li>• Tourists show disrespect towards the environment and villagers by littering on beaches, forests etc.</li> <li>• Tourists overuse the walking trails.</li> <li>• Tourists are not considerate of people who use the environment after them.</li> <li>• Tourism has brought in money (e.g. economy is booming), so there may be more money to protect the environment.</li> <li>• Tourists have put the environment at risk because of their attitudes towards the environment:                             <ul style="list-style-type: none"> <li>- carelessness</li> <li>- inconsiderate of the protocols of the village</li> <li>- ignorance of Samoan culture.</li> </ul> </li> </ul>	<p>Describes an impact of tourists on the environment.</p>	<p>Explains an impact of tourists on the environment and gives examples.</p>	<p>Draws a conclusion about the impact tourists have on the environment.</p>
<p>(b) Shows evidence of understanding what the possible solutions are, according to Tane and Lani.</p>	<ul style="list-style-type: none"> <li>• Educate people about not littering.</li> <li>• Cultural awareness around certain places (e.g. at sacred sites).</li> <li>• Educate people about how to protect the environment and the ecosystem.</li> </ul>	<p>Describes a solution.</p>	<p>Explains a solution and gives details.</p>	<p>Draws conclusions about what needs to be done to remedy the situation.</p>