

Assessment Schedule – 2025

Samoan: Demonstrate understanding of a variety of written and / or visual Samoan text(s) on familiar matters (91146)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves making meaning of relevant information, ideas, and / or opinions 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, ideas, and / or opinions 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, 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 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
0–6	7–12	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
<p>(a) Shows evidence of understanding of how <i>tautua</i> and <i>vā fealoa’i</i> are shown in the poem.</p>	<ul style="list-style-type: none"> • “<i>Tautua fiafia e lē mālōlō</i>” means serving your family without any reward; humbly serving your family because you don’t want them to go astray or suffer. • Understanding that the blessings you receive from your parents for looking after your family is far more important than having nice materialistic things and scraping through (financially). • In relation to <i>vā fealoa’i</i>: <i>mātua ma fanau</i> (parents and children); <i>matai ma le ‘āiga</i> (chief and family); <i>tuafāfine ma tuagane</i> (sister and brother) – <i>tuafāfine</i> is the brother’s <i>feagaiga</i> (covenant). The brother is to look after his sister and protect her from any harm. • There is a Samoan proverb: “<i>o le i’o i mata o le tuagane o lona tuafāfine</i>” (“The sister is the pupil of her brother’s eye”). The sister also needs to protect and look out for her brother. • Parents: to teach their children right from wrong; parents are their children’s first teachers. • Children: listen to and obey parents; help with chores around the house. • <i>Matai</i> to look after and lead their family to live good lives; be a great example to their family. 	<p>Describes how <i>tautua</i> and <i>vā fealoa’i</i> are shown in the text.</p>	<p>Explains how <i>tautua</i> and <i>vā fealoa’i</i> are shown in the text, gives examples.</p>	<p>Draws conclusions about <i>tautua</i> and <i>vā fealoa’i</i> that go beyond the poem.</p>
<p>(b) Shows evidence of understanding of what “<i>tiute mai anamua</i>” means.</p>	<ul style="list-style-type: none"> • Family is one way we build our identity. • Family is a core part of one’s identity, providing a sense of belonging, pride, and purpose. • Taking care of family, upholding traditions, and fulfilling duties are as essential to one’s identity. • Identity is shaped through responsibility and service. • Identity is not just personal but passed down through generations. • By continuing family values and traditions, individuals preserve and strengthen their cultural and familial identity. • Carrying on the <i>tautua</i>, you see your parents and ancestors do, and carry this on to your children and grandchildren. 	<p>Identifies what “<i>tiute mai anamua</i>” means.</p>	<p>Explains what “<i>tiute mai anamua</i>” means, gives examples.</p>	<p>Explains, in context, what “<i>tiute mai anamua</i>” means.</p>

Question Two	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding of what the writer notices about the environment and people's lifestyle from their cycling experience.</p>	<ul style="list-style-type: none"> • Cycling in Samoa is a fun and special way to enjoy the island's nature and culture. • Samoan culture is experienced by meeting friendly locals, experiencing the slow and relaxed lifestyle. • The Samoan lifestyle can be learned by seeing Samoan traditions like <i>fa'asāmoa</i> (the Samoan way of life) in local villages. • Cycling allows the writer to take in these things at a peaceful pace, making the experience more personal and meaningful. 	<p>Describes the environment and cultural lifestyle that the writer experiences.</p>	<p>Explains the environment and cultural lifestyle that the writer experiences, giving examples.</p>	<p>Draws conclusions about the environment and cultural lifestyle that the writer experiences.</p>
<p>(b) Shows evidence of agreeing or disagreeing that cycling is a way to reconnect with the environment and the community, and why.</p>	<p>Agree:</p> <ul style="list-style-type: none"> • Cycling allows individuals to experience their surroundings more intimately than other forms of transport. • The slower pace lets cyclists take in the sights, feel the warmth of the sun, and enjoy the ocean breeze, creating a deeper appreciation for the natural environment. • When cycling, you can notice small things, like the sound of waves, the feeling of the wind, and birds flying by. This makes you feel closer to nature. • Unlike traveling in a car or bus that speeds along roads, cycling can be at a more slow or leisurely pace. • Cycling allows you to stop to talk to locals, visit landmarks, or explore villages. • Connecting with locals creates opportunities for meaningful connections. • Cycling in new places allows you to be more involved with the environment and people. • Cycling makes the journey more enriching and memorable. • Cycling in Samoa provides a unique way to reconnect with both nature and the local community. • If I ever visit Samoa, I think cycling would be the best way to enjoy the island's beauty and culture. <p><i>Candidates may also disagree but must use evidence.</i></p>	<p>Describes why they agree or disagree that cycling is a way to reconnect with the environment and the community.</p>	<p>Explains why they agree or disagree that cycling is a way to reconnect with the environment and the community, giving examples.</p>	<p>Draws conclusions about why they agree or disagree that cycling is a way to reconnect with the environment and the community.</p>

Question Three	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding the challenges faced in each friendship.</p>	<p>Iakopo:</p> <ul style="list-style-type: none"> • Hasn't caught up properly with his best friend since he moved away. • He misses their friendship. He feels like his best friend, Liaina, is distant from him. <p>Ana:</p> <ul style="list-style-type: none"> • Has become friends with Paulo and her friend Rosa is somewhat jealous that she has a new friend. Rosa is starting to ignore her. <p>Luisa:</p> <ul style="list-style-type: none"> • Is annoyed at her best friend because she says bad things about other people. • She is also saying bad things about her too. She catches her friend back-stabbing her but her friend is embarrassed about what she has done. 	<p>Describes a challenge faced in each person's friendship.</p>	<p>Explains a challenge faced in each person's friendship, giving examples.</p>	<p>Draws conclusions about the challenges faced in each person's friendship.</p>
<p>(b) Shows evidence of understanding of how each person should try to resolve the challenges.</p>	<p>Iakopo:</p> <ul style="list-style-type: none"> • Will need to put in the effort. • Physical as well as emotional distance – if they don't live in the same city, resolving the challenge will be hard. • Plan and make time for phone calls. • Plan trips to each other's town. • Understand that people change. <p>Ana:</p> <ul style="list-style-type: none"> • Be honest to Rosa, transparent communication – explaining clearly why she couldn't go to the movies. • She will try to make Rosa feel included and not let any new relationship get in the way. • She will try to understand Rosa's feelings and recognise that Rosa is making an effort and values the friendship, even if she's feeling hurt. <p>Luisa:</p> <ul style="list-style-type: none"> • Talk to her friend about why she's feeling conflicted and cut off contact. • Call her out for cruel comments / bullying. • There may not be any possibility for resolving the challenges if Luisa is really upset and doesn't want to be friends with her any longer. 	<p>Describes how each person will try to resolve the challenges.</p>	<p>Explains how each person will try to resolve the challenges, giving examples.</p>	<p>Draws conclusions about the individuals by how each person will try to resolve the challenges.</p>