

Assessment Schedule – 2025

Samoan: Demonstrate understanding of a variety of extended spoken Samoan texts (91563)

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	8–12	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	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding if Seti is prepared enough to go to university to study science</p>	<ul style="list-style-type: none"> • Seti does not seem totally informed as to what he has to study. Lofi reminds him about the booklets that have been prepared for students. • Maths has to be taken with science as part of the science degree he is planning on taking. • Seti and Lofi discuss his worries about Physics as a possible challenge for his future studies. • Seti has an issue with Physics and the solution might be that he takes only Biology-related courses due to his major in animal science. • Seti needs to read more about other subjects. 	<p>Describes an aspect of Seti being prepared or not to study science at university.</p>	<p>Explains why Seti is, or is not, prepared to study science at university.</p>	<p>Draws conclusions about how prepared Seti is for university.</p>
<p>(b) Shows evidence of understanding why going to Polytech is better than going to university for Lofi</p>	<ul style="list-style-type: none"> • Polytech is better for Lofi as she wants to choose subjects that will suit her. • Lofi seems serious about doing what's right for her. • Lofi wants to go to Polytech because it's more hands-on, not in the classroom, but it's still academic as she has to study maths. • She can do work placements, which means she will get on-the-job training. • By choosing Polytech, Lofi will fulfil family obligations as she can work with her brother. 	<p>Identifies a reason why Lofi will be better off going to Polytech.</p>	<p>Explains why Lofi will be better off going to Polytech.</p>	<p>Draws conclusions on the validity of the viewpoint about Polytech and the wider implications.</p>

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding what the purpose of the report on Polyfest is	<ul style="list-style-type: none"> • Polyfest is a nationwide and regional celebration of Pacific cultures. • To show how festivals celebrate Pacific culture. • The festivals aim to promote the academic success of students and celebrate their cultural heritage. 	Describes a purpose of the report.	Explains the purpose of the report on Polyfest, giving examples.	Explains the purpose of the report on Polyfest and draws conclusions about the importance of the report.
(b) Shows evidence of understanding of the significance of the Auckland Secondary Schools Polyfest for other parts of New Zealand	<ul style="list-style-type: none"> • Auckland's success has resulted in other parts of the Pacific community take part in school cultural group. The festival has inspired others, such as Spacpac Canterbury and Pasifika Fusion. • These festivals celebrate and guard Pacific cultures through dance, music, and traditions. • These festivals unite Pacific communities across New Zealand, especially the young people. • Polyfest has spin-off effects in the creation of dance academies and other cultural programmes that keep Pacific culture alive. 	Describes the significance of the Auckland Secondary Schools Polyfest for other parts of New Zealand.	Explains the significance of the Auckland Secondary Schools Polyfest for other parts of New Zealand, giving examples.	
(c) Shows evidence of understanding how the reporter thinks that Polyfest contributes to the future for Pacific students	<ul style="list-style-type: none"> • Polyfest contributes to personal growth by helping students gain confidence, develop public speaking and performance skills, and earn academic recognition. • The reporter conveys hope for the future of Pacific students by emphasising the continued importance of preserving and sharing cultural traditions, and the promising future of youth involved in these festivals. • The reporter emphasises the future success of the youth through their active roles in society, suggesting that the cultural practices will continue to thrive. 	Identifies a reason the reporter thinks that Polyfest contributes to students' futures (e.g. academic success or identity).	Explains how the reporter thinks that Polyfest contributes to students' futures, giving examples.	Explains and draws conclusions about how the reporter thinks that Polyfest contributes to students' futures, including what students can gain from participating.

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding why the friends admire Brianna</p>	<ul style="list-style-type: none"> • Brianna Fruean is a Samoan youth advocate for climate change. • She began her advocacy journey at just 11 years old. • She became a leader of the Future Rush movement. • Future Rush empowers youth to lead in climate action and take control of their future. • Brianna helps Pacific youth understand their role in protecting the environment. • Brianna has represented the Pacific at international climate conferences. • She has won the Commonwealth Youth Award. 	<p>Identifies why the friends admire Brianna.</p>	<p>Explains why the friends admire Brianna, giving evidence.</p>	<p>Draws insightful conclusions about why the friends admire Brianna, supported by relevant evidence.</p>
<p>(b) Shows evidence of how Pacific youth can support Brianna to fight climate change</p>	<ul style="list-style-type: none"> • Participate in local projects like reforestation and creating community gardens. • Help restore mangroves and build resilient infrastructure. • Develop local climate action plans with their communities. • Use social media and other online platforms to raise awareness. • Work together with others to amplify youth voices internationally. 	<p>Identifies an action youth can take to support Brianna to fight climate change.</p>	<p>Explains how Pacific youth can support Brianna to fight climate change.</p>	<p>Draws conclusions and gives opinions of how Pacific youth can support Brianna to fight climate change and help make their voices heard around the world.</p>