

Assessment Schedule – 2025

Samoan: Demonstrate understanding of a variety of extended written and / or visual Samoan texts (91566)

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 what the purpose of the article is and the writer's intent</p>	<ul style="list-style-type: none"> • To state the positions about positive and negative impacts of social media. • To give the disadvantages of social media, such as addiction, time-wasting, and materialistic pressures. • To state social media's benefits, like communication, access to news, and financial transactions. • To give a conclusion about responsibility, stating that young people have the power to control how they use social media, making it either a helpful tool or a harmful distraction. • To convince young people to use social media less. 	<p>Describes the purpose of the article OR the writer's intent.</p>	<p>Explains the article's purpose and the writer's intent, giving examples.</p>	<p>Draws conclusions as to the article's purpose and the writer's intent, supported by evidence from the text.</p>
<p>(b) Shows evidence of understanding why people might continue to use social media</p>	<ul style="list-style-type: none"> • People will continue to use social media because it is fast, easy to use, and affordable. • Social media helps people stay connected with loved ones. • Social media is a good way to get news and information. • Social media helps people stay connected with loved ones and access news and information about global issues, such as climate change. • Young people can use social media to raise awareness, financially support their families, and create positive change. • The article says, "your relationship with social media ... is in your hands," showing that it can be a friend if used wisely. • Social media can provide a platform for youth to share and promote important social issues. • Despite its negative impacts, people use social media because of its benefits in communication, news access, and financial support. • Young people have the power to choose how they use social media – to either let it control them or to use it wisely. • Social media can be a powerful tool for promoting awareness and staying connected globally. 	<p>Describes a reason why people may continue to use social media.</p>	<p>Explains why people might continue to use social media.</p>	<p>Draws conclusions about why people might continue to use social media, supported by evidence from the text.</p>

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding how the mother's perception of her son has changed over time</p>	<ul style="list-style-type: none"> • The mother is initially very proud that her son is going to university offshore and wants to show her son off; she wants her son to have a good education, his mind is “filled with wisdom”. • She sees her son's success as raising the status of the family. • She is shocked when her son returns; he seems foreign, speaking in English. • She thinks he has changed so much; he never used to talk back to her, but now he speaks his mind in a way that offends her. • Her son has returned from overseas, and she thinks he is trying to impress her and is also showing some arrogance. • She thinks he has changed the way he dresses, conforming to the <i>papalagi</i> world rather than staying true to who he is. • She doesn't think her son respects his home anymore. 	<p>Identifies how the mother's perception of her son has changed.</p>	<p>Explains how the mother's perception of her son has changed, giving examples.</p>	<p>Compares and draws conclusions about how the mother's perception of her son has changed over time.</p>
<p>(b) Shows evidence of understanding the lessons learned in the poem</p>	<ul style="list-style-type: none"> • Lessons could include the significance of: <ul style="list-style-type: none"> - new ways of dressing and how this can change perceptions - respectful communications between mother and son - family first / family hierarchy - family expectations not being realistic - generation gap – differing values change the way differences are perceived - tradition versus modern ways of living life. • The power of seeing and not seeing the impacts that they both appreciate – mother was proud of son returning home with an “education” and the impact on the son living overseas, with the way he “speaks, dresses, and tries to explain himself”. • Exposure to the outside world and how that shapes one's world views / perspective. • How culture and tradition views education and vice versa. 	<p>Identifies a lesson learned in the poem.</p>	<p>Explains how the poem shares valuable lessons, giving details.</p>	<p>Draws conclusions about the lessons learned throughout the poem.</p>

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding the advantages and disadvantages of communication in the past compared to today's forms of communication</p>	<p>Telegrams were quick and reliable for sending urgent messages (e.g. university acceptance), but:</p> <ul style="list-style-type: none"> • they were short and lacked emotion due to cost • they lacked the personal touch. <p>Letters allowed for longer, more personal and emotional communication, but:</p> <ul style="list-style-type: none"> • took a long time to arrive (sometimes weeks) • came with their challenges. <p>Modern communication (social media, messaging, email) can be:</p> <ul style="list-style-type: none"> • instant, easy, and efficient – connecting people across the world in real time • impersonal. 	<p>Describes an advantage and a disadvantage of forms of communication.</p>	<p>Explains the advantages and disadvantages of forms of communication, giving examples.</p>	<p>Draws conclusions as to implied meaning about communication with evidence from the text.</p>
<p>(b) Shows evidence of understanding the ways the shift from traditional to modern communication methods has affected the depth and quality of personal communication</p>	<p>Traditional methods (telegrams and letters) had more emotional impact and personal meaning:</p> <ul style="list-style-type: none"> • Telegrams used to deliver important news quickly. • Letters allow for more personal and emotional messages. • Modern communication is faster and easier but “can feel impersonal”. • Telegrams used to have a profound impact on people’s lives. • Letters allow people to take time to write with care and thought. • Letters create deeper connections, even though they were slow. • Letters offer a more intimate connection, which requires patience. <p>Modern communication (social media, messaging, emails) is fast and efficient but less personal:</p> <ul style="list-style-type: none"> • Communication has significantly changed. • People can connect in real-time. • Social media is described as “quick exchanges but it’s impersonal”. • Quality and depth of communication have decreased. • Traditional skills, such as letter writing, are now rare. • Convenience has led to a decline in traditional writing skills. 	<p>Describes a shift from traditional to modern communication methods and offers a comparison.</p>	<p>Explains the shift from traditional to modern communication methods, giving examples.</p>	<p>Draws conclusions about the shift from traditional to modern communication methods, as to implied meaning with evidence from the text.</p>