

Assessment Schedule – 2025

Gagana Sāmoa: Demonstrate understanding of spoken Gagana Sāmoa related to everyday contexts (92035)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating understanding</i> involves:</p> <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. 	<p><i>Demonstrating sound understanding</i> involves:</p> <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. 	<p><i>Demonstrating thorough understanding</i> involves:</p> <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
<i>(a) Shows evidence of understanding what the purpose of the conversation is.</i>	<ul style="list-style-type: none"> • To clarify the upcoming event (e.g. where / when the game is and where they have to be – time, date, location). • To ensure that the necessary preparations are made about what to bring. • To coordinate travel plans (e.g. departure time and the need for a travel pass). 	Describes a purpose.	Explains a purpose with details.	Draws conclusions about the purpose.
<i>(b) Shows evidence of understanding what Tima's character is like.</i>	<ul style="list-style-type: none"> • Tima is forgetful and needs reminders about what to bring, where to be. • Tima is kind, as he has brought some treats for the team. • Tima likes team sports and is thoughtful. 	Describes a feature of his character.	Explains a feature of his character, with details.	Draws conclusions about the nature of the relationship.

Question Two	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Shows evidence of understanding the differences between the teachers' advice.</p>	<ul style="list-style-type: none"> • Paulo suggests going to a quiet place, whereas Katarina suggests going to the library and learning with friends. • Paulo uses a firm tone, whereas Katarina gives specific information. • Teacher two uses positive language, commands, and is motivational. • Teacher two uses phrases like “Everyone learns in different ways” and “then it’s easy to learn”, emphasising flexibility and different study methods. • While the tone of both teachers is motivational, Paulo is more authoritative. 	<p>Describes a difference between the two teachers' sets of advice.</p>	<p>Explains the differences, with reasons, in the teachers' advice.</p>	<p>Draws conclusions as to the differences between the two teachers' sets of advice.</p>
<p>(b) Shows evidence of understanding which advice they would follow and why not the other teacher's advice.</p>	<p>Paulo:</p> <ul style="list-style-type: none"> • gives structured guidance and provides specific steps to stay focused • gives strategies to avoid last minute stress (e.g. get a good night's sleep) • gives confidence to students with phrases like “you have got this!” <p>Katarina:</p> <ul style="list-style-type: none"> • allows for different study methods rather than a rigid routine (“everyone learns in different ways”) • has a more general approach (“clean your room”, “have a shower”, and “ask your family”) • says that success isn't just about studying, but also about a balanced lifestyle. 	<p>Describes which teacher's set of advice they would follow.</p>	<p>Explains why they would follow this teacher's advice.</p>	<p>Draws conclusions as to which teacher's advice would be better, stating why they would not follow the other one.</p>

Question Three	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Shows evidence of understanding what the students may gain from Fiafia Night.</i>	<ul style="list-style-type: none"> • Fiafia Night celebrates rich Pasifika cultures with performances from students, which they all get to see. • Fiafia Night brings the school community together. • Students can gain confidence. 	Describes Fiafia Night.	Explains in detail what students may gain from Fiafia Night.	Draws conclusions about what students may gain from Fiafia Night.
<i>(b) Shows evidence of understanding how Fiafia Night brings families and the community together.</i>	<ul style="list-style-type: none"> • Showcases traditional dances. • They can listen to the songs and speeches. • All activities are from different Pasifika cultures, so cultures are mixing. 	Describes a way Fiafia Night brings families and the community together.	Explains in detail and gives reasons.	Draws conclusions about why it brings families and the community together.
<i>(c) Shows evidence of understanding why students and teachers should make an effort to join this event.</i>	<ul style="list-style-type: none"> • It's a school community event. • The performances are from amazing students. • A chance to “honour the diverse cultures of the Pacific Islands”, which encourages teachers and students to appreciate and learn about Pasifika traditions. • A chance to grow, as “students can gain confidence, enhance leadership skills,” and “enjoy an evening filled with entertainment and tasty Pasifika food”, emphasising both the educational and fun aspects of participation. 	Describes why either students or teachers should make an effort.	Explains why both students and teachers should make an effort.	Draws conclusions as to why students and teachers should make an effort.