

Assessment Schedule – 2018

Samoan: Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance (90903)

Assessment Criteria

Not Achieved	Achievement	Merit	Excellence
Shows no or limited understanding of the text. Has some lexical information correct, but has not understood the gist of the text or is logically inconsistent, indicating misunderstanding of the gist of the text.	Shows understanding/is able to make meaning of the text. Has lexical information largely correct and has understood the gist of the text, without being able to develop explanatory answers – <i>demonstrates understanding</i> .	Selects relevant information, ideas, and opinions from the text and communicates them unambiguously. Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i> .	Selects and expands on, with supporting detail and relevant information, ideas and opinions from the text, and shows understanding of the implied meanings or conclusions within the text. <i>Has developed</i> an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i> .

N1	N2	A3	A4	M5	M6	E7	E8
Shows very little understanding and does not convey the general meaning of the spoken texts	Shows little understanding and does not convey the general meaning of the spoken texts.	Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.	Demonstrates understanding of the spoken texts and conveys the general meaning.	Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and/or opinions from the spoken texts.	Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.	Demonstrates thorough understanding and communicates most of the implied meanings by providing some supporting detail from the spoken texts which fully justifies conclusions.
N0 No response; no relevant evidence.							

Evidence

Note: Specific Evidence shown for each question does not comprise a complete list of all acceptable responses, nor is it an indication of the exact wording required. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
(a)	September.		
(b)	He was tired; it was the first day of the holidays.	It was the first day of the holidays; he always had to get up early for school.	It was a Saturday; the first day of holidays; he did not need to wake up early; his mother had gone early to the markets; he was home alone and intended to sleep in, because he was tired from getting up early for school.
(c)	<ul style="list-style-type: none"> • Make his bed. • Tidy his room. • Clean the house. • Hang out the washing. (2 or 3 points)	All points from Achievement.	He could have cleaned the bathroom while he was there washing his face; he could have done some chores in the garden, because it was a sunny day.
(d)	Prepare food; get ready to go out.	Prepare food for Sunday lunch; get ready for church and Sunday school.	Up early in the morning to prepare food, e.g. peel taros and bananas, make salad, roast pork or chicken for Sunday feast, or do the umu for the feast; iron white clothes, find equipment for Sunday and get ready for Sunday school and church; chores – preparing and serving food for Sunday feast after church.
(e)	Sleep in <i>OR</i> do chores, plus valid information.	Sleep in <i>OR</i> chores, plus reason(s).	<p><i>Sleep in</i></p> <p>He needs rest from hard work and getting up early for school; it's the first day of the holidays –there will be plenty of time to do chores and help his mother during the 2-week break; with good rest and sleep, he will have enough energy to do chores; if he does not get enough sleep, he will be tired; needs to make the most of his opportunity to sleep in.</p> <p><i>Chores</i></p> <p>He needs to stick to his routine and not get lazy; he is old enough and knows the chores that need to be done, so that Mother doesn't have to do all the chores; he should use his initiative and common sense to help out with chores in the morning, and rest later in the day or at night; if he wants to avoid getting a growling from his mother, he should do his chores before she gets home.</p>
(f)	He likes it at first, so he is happy – he can sleep in and watch TV. But doing chores gets tiring, and he misses his friends at school.	Gives a range of valid information from Achievement, with reason(s).	It's a good time to have a rest and a break from school work and getting up early; it's a good chance to relax, as there are not many chores, but ideal to watch cartoons and action movies on TV. But if the holiday is long, you start to think about school, because you get tired of just doing chores and the same routine, and want to catch up with school friends.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • water • short grain rice • Samoan cocoa • sugar • lemon or orange leaves • coconut cream. (any 3 required)		
(b)	Samoan cocoa – gives the cocoa /chocolate taste; coconut cream – adds rich flavour; sugar – makes it sweet; lemon/orange leaves – gives the tangy taste.		
(c)	To ensure rice is cooked, so it is soft.	Achievement point, plus allows rice to soak up the cocoa flavour.	It is important to ensure the rice is fully cooked in the water. This allows the rice to soak up the cocoa flavour/improves the flavour.
(d)	Breakfast, or morning /afternoon tea.	Breakfast, or morning /afternoon tea.	Breakfast, or morning /afternoon tea.
(e)	Yes/No – valid information given to support stance.	Yes/No – reason(s) given to support stance, supported by detail from the text.	Yes/No – clear stance; detailed explanation given, with detailed supporting evidence from text to justify conclusions.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a)	You could become a lawyer or a doctor.	You could get a good job in the future, like being a doctor or a lawyer.	Reading will be beneficial by leading to a successful career in the future, such as becoming a lawyer or a doctor.
(b)	Demonstrates understanding that, according to the poet, reading is good. <i>Note: Needs an example.</i>	As for Achievement, plus reason(s). E.g. enhances the brain, gives you knowledge and wisdom, keeps the brain active.	Demonstrates thorough understanding of the poet's message that reading is good for you, and gives detailed examples to justify conclusions.
(c)	Young people / old people / everybody should read their whole life long.	Young people / old people / everybody should read their whole life long, because reading has many benefits, especially if it becomes a habit which is established when you are young.	Everyone, as no particular age is specified, but the main focus of the poem is children and the younger generation, because the poem emphasises the benefits of reading at a young age in terms of rewards / positive and effective outcomes in the future. The poem does not specify how long you should read, but strongly encourages everyone to read and make it a habit. What you gain from reading cannot be taken away, and you can still benefit from it when you are old; you will benefit your whole life long.
(d)	Reason, supported by relevant textual evidence.	Reason, plus explanation supported by relevant textual evidence.	Reason, plus thorough explanation / justification.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24