

Assessment Schedule – 2020

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

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
(a) <i>Shows evidence of understanding how Sina is described at the beginning of the passage.</i>	<ul style="list-style-type: none"> • Sina is a pretty girl who does home chores. • Sina is so pretty that stories of her beauty reach as far as Fiji. • The prince of Fiji hears of Sina and journeys to Samoa to be with her. • Sina is a Samoan girl who loves animals / pets. 	Describes Sina, e.g. <i>a beautiful girl</i> .	Explains Sina's reputation, e.g. <i>news of her beauty is widespread</i> .	Explains Sina's reputation in detail, e.g. <i>The prince journeys to Samoa because of her beauty. Her beauty captures the attention of the Fijian prince when he hears about her.</i>
(b) <i>Shows evidence of understanding TWO problems that Sina faces, and how they are resolved.</i>	<ul style="list-style-type: none"> • Sina's brothers and sisters want to cook the eel. • Sina refused to let the eel be cooked because it was her pet. • Sina's mother brought a wooden bowl for Sina to keep the eel in. • The eel grew and couldn't fit in the wooden bowl any longer. • Sina was afraid of the eel's hideous face and ran away. • The eel grew bigger and scared Sina. She ran away to Upolu, and the eel followed her but was killed by men. 	Describes two problems that Sina faced, e.g. <i>the eel outgrew the bowl</i> . <i>Sina's brothers and sisters want to cook the eel.</i>	Explains how Sina or others resolved two problems that she faced, e.g. <i>the eel had to be moved to the pool near her</i> . <i>Sina refused to have her pet cooked to her mother gave her a kava bowl to keep it in.</i>	Explains the outcomes of the problems that Sina faced once she had resolved them, e.g. <i>she ran away from the growing eel that followed her before being killed</i> . If she had not been so beautiful, the outcome of the story may have been different.

<p>(c) <i>Shows evidence of understanding how the eel and coconut tree are linked.</i></p>	<ul style="list-style-type: none"> • The eel's head grows into a coconut tree (when planted). • Sina uses the leaves as a fan, and the fruit as a drink that grows from the eel's head. • Leaves can be woven into fans for when it is hot. • Fruit can be picked and husked, and Sina can poke a hole in it to drink the refreshing juice. • Coconuts resemble the face of an eel because it has grown from the eel's head. 	<p>Describes how the coconut tree comes from the eel, e.g. <i>the face of the coconut resembles the eel's eyes and mouth.</i></p>	<p>Explains the way that the eel becomes a coconut tree, e.g. <i>the coconut tree grows from the eel's head. The coconut resembles the eel's face.</i></p>	<p>Explains how the eel provides for Sina (and for people) once it becomes a coconut tree, e.g. <i>the tree that grows from the eel's head provides drink when the "mouth" is pierced, and leaves for weaving etc.</i></p>
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Question Two	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding when you can call yourself a Samoan according to the poet.</i>	<p>You are regarded as Samoan:</p> <ul style="list-style-type: none"> • at birth if your parents are Samoan • all the time • regardless of where you live or grow up. 	<p>Identifies a basic answer. <i>e.g. you are Samoan the moment you are born.</i></p>	<p>Explains that ‘place’ does not need to influence whether you identify as Samoan. <i>e.g. you can be Samoan if one or both of your parents are Samoan.</i></p>	<p>Explains, in detail, when you can call yourself Samoan and shows personal insight with reference to the text. <i>e.g. It does not matter whether you live in Samoa, or whether you can speak the language. It is your faasinomaga as reflected in your blood connection to be labelled a Samoan.</i></p>
(b) <i>Shows evidence of understanding who might need help, and how we can help them.</i>	<ul style="list-style-type: none"> • Those who do not know the Samoan language and culture might need our encouragement. • If we practice speaking Samoan, others will become familiar with the language, and copy it. 	<p>Identifies who needs help and why, <i>e.g. those who cannot speak Samoan.</i></p>	<p>Explains how we can help those who might need our help, <i>e.g. we can encourage, inspire, teach, and practice with them.</i></p>	<p>Explains, in detail, how we can help those who need it and why it is important. <i>e.g. By encouraging and giving positive support, we can work together to uplift each other. Discouraging attitudes can lead others to disassociate with their “Samoan-ness”.</i></p>
(c) <i>Shows evidence of understanding what is important, and why, according to the poet.</i>	<ul style="list-style-type: none"> • Knowing ourselves first as Samoan is part of our identity. • Knowing yourself as Samoan is important to be able to educate your children and others about your cultural values. • Knowing your culture / identity enables you to share traditions with others / benefit from what you learn, and value culturally as a Samoan 	<p>Identifies that knowing Samoan identity is important, <i>e.g. to be proud of who you are.</i></p>	<p>Explains why it is important to know your identity / culture, <i>e.g. you know who you are, where you come from and what you value as a Samoan.</i></p>	<p>Explains how knowing your identity and culture can be shared through all parts of your life, <i>e.g. it is important to know your cultural identity before teaching through storytelling / language. When you know who you are, you can share it to benefit others (Samoans and people of other nationalities)</i></p>

(d) <i>Shows evidence of understanding the poet's message about language and culture.</i>	<ul style="list-style-type: none"> It is important to gain knowledge of the culture and to gain confidence in using the language. Understanding culture and language will stop Samoan practices dying out. Understanding the Samoan language will help to gain a better perspective and appreciation of Samoan values and identity. 	Describes the importance of knowing language and culture, e.g. <i>language makes you knowledgeable and gives you confidence.</i>	Explains why it is important to learn about culture and language, e.g. <i>ability to talanoa and pass this onto the younger generation; using and teaching the language keeps it alive.</i>	Discusses how culture and language can shape and promote identity for self, others, and for the future, e.g. <i>relates to the quote "without a language there will be no culture".</i>
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Question Three	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i) <i>Shows evidence of understanding why the cousins started the business.</i>	The cousins: <ul style="list-style-type: none"> are conscious of the environment want to educate people on how to reduce plastic waste to produce alternative products to plastic ones want to spread the message of using "green" environmentally friendly resources in Samoa want to provide facts about plastic use (such as over one billion kg of plastic being used every year). 	Describes ONE reason for starting the business. <i>AND</i>	Explains why the business was started <i>AND</i>	Discusses the intent for the business to influence and educate all Samoans. <i>Answers can be drawn from both (i) and (ii).</i>
(ii) <i>Shows evidence of understanding the purpose of the business.</i>	<ul style="list-style-type: none"> To "lead the scene and go green". To raise awareness of the environment and that it should be protected. The business uses palm leaves to produce plates and utensils for food. To set an example on how to go green by planting trees and reducing plastic waste. To give a sense of pride for those in Samoa. 	Describes what the business will achieve.	Explains the purpose for the business and how this will be accomplished.	
(b) <i>Shows evidence of understanding what is required in making palm plates.</i>	<ul style="list-style-type: none"> Palm leaves are collected, washed and dried before being put into a machine. Leaves are placed on hot-plated burners (heated to around 80 degrees). The plates are ready within one minute. 	Describes the process for making palm plates.	Explains, in detail, the process for making palm plates.	

<p>(c) <i>Shows evidence of understanding what the main reasons are why this business is likely to succeed.</i></p>	<ul style="list-style-type: none"> • People will enjoy that the business is helping to reduce plastic waste. • The products are easy and quick to produce. • The products are more accessible. • The products are recyclable. • The business is likely to have lot of interest. • The business is likely to be supported by proud Samoans who agree with the business's message. 	<p>Describes a reason that the business might succeed, e.g. <i>use of natural resources</i>.</p>	<p>Explains how the business will be successful with customers, e.g. <i>does not harm the environment, and customers will buy into it</i>.</p>	<p>Discusses how the business and its customers are likely to support one another, e.g. <i>customers will be made aware of environment-related issues (pollution)</i>.</p>
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