

**Assessment Schedule – 2013****Samoan: Demonstrate understanding of a variety of spoken Samoan texts on areas of most immediate relevance (90903)****Evidence Statement**

<b>Question One and Two – Passage One: O tau e fā</b>							
<b>Not Achieved</b>		<b>Achieved</b>		<b>Merit</b>		<b>Excellence</b>	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within 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.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information	<b>M5</b> Reason given to agree or not agree with the question.	<b>M6</b> Reasons given to agree / disagree with the question	<b>E7</b> Determines own stance to agree / disagree with the question and supports this with a detailed reason or example	<b>E8</b> Determines own stance to agree / disagree with the question and supports this with detailed reasons and example
<b>Specific evidence</b> This is not 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.							
<u>Achievement</u> Question 1: Identifies up to 2 seasons, one colour and task or chore related to the season. Identifies 3–4 seasons, 1–2 valid colours or chores related to the season Question 2: Attempt made to put seasons in order without explanation							
<u>Merit</u> <ul style="list-style-type: none"> <li>(M6) <i>Auā a o'o i le tau mafanafana e alu tamo'e solo ae a o'o i le tau malulu ona fai le o ona ofu mafanafana.</i></li> </ul> Question 2: <ul style="list-style-type: none"> <li>Seasons are listed in correct order: (Tau mafanafana/Summer, Tau e togotu ai la'au/Spring, Tau e to'ulu ai lau o la'au/Autumn, Tau mālūlū/Winter) with little explanation or examples only taken from passage. <i>Eg: E vevela pei o Samoa, e tāmomo'e i le la ma ai ai aisakulimi.</i></li> </ul>							
<u>Excellence</u> Question 1: Agree / disagree with the question O le tusitala o se tagata e mataala tele / The writer is a very observant person. Provide detailed evidence to support the answer: <ul style="list-style-type: none"> <li>(E7) Lagolagoina: Auā na te maitauina mea ese'ese e tutupu i tau ese'ese e fa'apea fo'i ona iloa lelei galuega e fetai ona fai i tau ese'ese</li> <li>(E8) Lagolagoina: Auā e iloa le ese'ese o suiga o le tau ma ua ia maitauina me e tutupu fa'alenua e pei o suiga o le si'osi'omaga fa'apea gaioiga a tagata e pei o le fa'aopo'opoina o ie afu i le tau e to'ulu ai lau o la'au, ma le fai o ofu mafanafana/ mafiafia pe a alu i le a'oga</li> </ul> Question 2: Seasons are listed in correct order: (Tau mafanafana/Summer, Tau e togotu ai la'au/ Spring, Tau e to'ulu ai lau o la'au/Autumn, Tau mālūlū/Winter) with a detailed explanation and evidence to support the likeable features of each season.							

**N Ø** No response or no valid evidence

Question Three – Passage Two: Talanoaga							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within 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.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information	<b>M5</b> Explains their understanding of what	<b>M6</b> Explains their understanding of	<b>E7</b> Identifies and explains in detail	<b>E8</b> Identifies and explains in detail
<b>Specific evidence</b> This is not 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.							
<b>Achievement</b> Identify purpose of the conversation: <ul style="list-style-type: none"> <li>E fa'atatau i le malaga/tafaoga i Samoa,</li> <li>Galuega fa'atonu e faia'oga</li> <li>Sa'ili le tala'aga a matua ma le mafua'aga na malaga mai ai i Niu Sila.</li> </ul>							
<b>Merit</b> Able to select Sina's feelings about the conversation: Happy / Unhappy Answer is supported with one example of evidence from the conversation							
<b>Excellence</b> Determines one person who knows more than the other person about Samoa. Three detailed explanations and evidence provided to support each person <ul style="list-style-type: none"> <li>Least: E lē iloa le uiga o “Teine o le Motu”, Na tele ana fesili: Maluafou, Salelologa, taulaga</li> <li>Most: Na ia fa'amatala uiga o Teine o le Motu, Salelologa, taulaga, fa'amatalaina Papse'ea, le a'oga o Maluafou etc.</li> </ul>							

**N Ø** No response or no valid evidence

Question Four – Passage Three: O o’u se’evae							
Not Achieved		Achieved		Merit		Excellence	
Shows no or limited understanding of the text		Shows understanding /is able to make meaning of the text		Selects relevant information, ideas, and opinions from the text and communicates them unambiguously		Selects and expands on with supporting detail relevant information, ideas, and opinions from the text and shows understanding of the implied meanings or conclusions within 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.		Has lexical information largely correct and has understood the gist of the text without being able to develop explanatory answers – <i>demonstrates understanding</i>		Has developed an explanatory answer without indicating a grasp of fine detail and nuance – <i>demonstrates clear understanding</i>		Has developed an answer that shows understanding of nuance and meanings not necessarily stated obviously in the text – <i>demonstrates thorough understanding</i>	
<b>N1</b> Very little valid information	<b>N2</b> Little valid information	<b>A3</b> Some valid information	<b>A4</b> A range of valid information describing writer’s feelings about new school	<b>M5</b> A wide range of valid descriptions and evidence of the writer’s shoes	<b>M6</b> A wide range of valid descriptions and evidence of the writer’s shoes and an attempt to explain stance on mother’s explanation	<b>E7</b> Support or does not support the writer. Answer is supported with detailed reason / justification	<b>E8</b> Support or does not. Answers are supported with detailed reasons / justification
<b>Specific evidence</b> This is not 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.							
<u>Achievement</u> Identifies up to 2 descriptions of the shoes with one valid example of evidence Identifies 3–4 descriptions of the shoes with more than one valid example of evidence  <u>Merit</u> Must have valid explanation and evidence examples provided for Companionship /Uō and Stubbornness /Finauvale and attempt to provide answer for mother’s explanation  <u>Excellence</u> Determines own stance whether the writer was convinced with his mother’s explanation. Provide detailed evidence to support the answer: <ul style="list-style-type: none"> <li>Na tau talitonu le tusitala i lona tinā ae peita’l atonu na toe suia lona mafaukau i le lē malamalama pe aiseā na gaoia se’evae tuai ae lē o se’evae fou. E fa’amaonia i le fesili i lona tinā ae ua le mafai ona va’ai / fa’asaga sa’o i le tusitala ma ua tuai le tali ona o lo’o mafaukau i se pepelo a fai.</li> </ul>							

**N Ø** No response or no valid evidence