

Assessment Schedule – 2012**Samoan: Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance (90906)****Evidence Statement**

Question One: Fa'asalalauga							
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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information	M5 Reason given r for how the picture does/ does not reflect the advertisement	M6 Reasons given for how the picture does/ does not reflect the advertisement	E7 Determines own stance to use this company (yes or no) and supports answer with a detailed reason and example	E8 Determines own stance to use this company (yes or no) to and supports answer with detailed reasons and examples
Specific evidence 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 / Merit</u> Kamupani fa'apitoa mo le aveina o mea fau fale I Samoa ma le Pasefika – Company specialises in shipping building materials to Samoa and the Pacific Foliga taimane, lanu moana, 3 laina ei le ogatotonu tau fa'ali'o – Blue diamond with 3 curves through the middle – logo looks like a fish Asiasi I le tuatusi o le kamupani, Telefoni, Lafo se Fax, Imeli/asiasi I le upega tafailagi – Visit the company's address, telephone, Send a fax, Email or visit website. Pictures show examples of what the company does – provides building materials for Samoa and Pacific The main picture shows the setting (islands) where their products are delivered or who their customers/ clients are. Other pictures shows different types and stages of houses and buildings which also shows their products, types of building materials that they stock.							
<u>Excellence</u> loe/Yes: E mafai ona momoli I soo se motu o le Pasefika e aoga tele lea mo tagata Samoa o loo nonofo I Niu Sila ae o lo o fia fausia ni fale i le Pasefika- They deliver anywhere in the Pacific which is useful for Samoan people in NZ who want to build in Samoa.. E tele ituaiga oloa eseese ma auunaga e fausia ai fale e maua ai e faigofie tele lea ma le tau o solo I kamupani eseese– They have a lot of products and services so people don't have to go to different stores or suppliers to get their materials as well as planning the building / construction. E taugofie o lona uiga o le a tele se tau – They are cheap and affordable which is what people need as building a house or shipping materials must be very expensive. People in Samoa and New Zealand could afford to use this company.							

N Ø No response or no valid evidence

Question Two: O le Aso Sa Pa'epa'e							
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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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information	M5 Explains their understanding of what happened at Patela's shop.	M6 Explains their understanding of what happened at Patela's shop mentioning Lagi's defensive behaviour of her grand daughter	E7 Identifies and explains in detail a quality that Lagi and the writer have in common	E8 Identifies and explains in detail qualities that Lagi and the writer have in common
<p>Specific evidence</p> <p>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.</p> <p>Fai fa'atasi le tauloto ma se isi tamaitiiti po o se tagata matua – Recite their tauloto with another child or adult</p> <p>Fa'ata'ita'i i le fale po o luma o tagata /fa'ata i le fale muamua ina ia masani – Practice in front of people / mirror at home first until they are confident</p> <p>Tu'u e fa'amulimuli le faiga o le tauloto – leave them for last in the order of doing their tauloto.</p> <p>The dress was very important because it was a beautiful dress that was prepared by grandmother and her mother which caused her to be sad.</p> <p><u>Excellence</u></p> <p>E matamumuli uma i la'ua/They are both shy: "Fai mai o ia e le fiafia foi pe a tautala i luma o tagata"</p> <p>E tutusa la'ua ma e malamalama lelei le isi i le isi. – Lagi understands her grand daughter because they are similar which is why they are very close.</p> <p>It could also explain why the writer is so sad that she isn't able to make her grandmother proud and say her tauloto.</p> <p>Ina o i ai i le faleoloa ua ita Lagi aua ua vaai atu ua leva ona fa'atali lana tama mo se aisakulimi ae e le o amana'ia e le fa'atau'oloa. Alu atu loa Lagi otegia le fa'atau'oloa ma ua le mana'o e fa'atau ni aisakulimi.</p> <p>O aga ia o Lagi ona ua ia alofa i lana tama i le matamuli o le tusitala ua ala ai ona le amana'ia e le fa'atau'oloa.</p> <p>Pala'ai/ Fefe/ Matamuli - Stage fright/ frightened/ nervous</p> <p>Some children are too young to understand what is happening and are overwhelmed by the many people watching and so are not able to remember their lines.</p>							

N Ø No response or no valid evidence

Question Three: O le Komepiuta e iloa fo'i fa'asamoa							
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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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid information describing writer's feelings about new school	M5 A wide range of valid information including where to buy food. An opinion about walking to school given, supported with a reason	M6 A wide range of valid information including where to buy food. An opinion about walking to school given, supported with reasons	E7 Support or does not support the writer going to extra English classes. Answer is supported with detailed reason/ justification	E8 Support or does not support the writer going to extra English classes. Answers are supported with detailed reasons/ justification
Specific evidence 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 / Merit</u> The writer is happy, likes school, likes the teachers who care and help him, Likes the subjects Goes twice a week to classes that extra English classes, He tries to learn new things, He always asks the teacher/ students to repeat themselves and speak slowly <u>Excellence</u> loe/ Yes This will help the writer to communicate better with the teachers and other students especially because he finds that they speak too fast and because as he said everyone speaks in English. He will also be able to cope/ understand not only English but also other subjects as all of the subjects are taught in English. This may lead to him achieving well in all of his subjects, which is probably why he is now living in New Zealand in order to succeed at school.							

N Ø No response or no valid evidence

Question Four: O la'u Gagana							
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>	
N1 Very little valid information	N2 Little valid information	A3 Some valid information	A4 A range of valid reasons for young people not knowing the language	M5 Attempts to discuss the connection between either the Bible verse, or the proverb with la'u gagana, however, answer lacks depth / detail	M6 Attempts to answer the connection between both the Bible verse and the proverb with la'u gagana, however, answers lack depth / detail	E7 Discusses in detail the connection between either the Bible verse and and la'u gagana, or the proverb and la'u gagana	E8 Discusses in detail the connection between both the Bible verse and the proverb with la'u gagana
Specific evidence 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.							
Achievement Ona o le matanana, Fa'atamala o matua, Ua le lavava a'o le gagana po ua fiu ona o le fai so'o. Fuaiupu mai le Tusi Paia: "E sili le usita'i i lo le ga'o o le mamoe po'a"							
Merit / Excellence The Bible verse encourages young people to keep trying to learn the language and be disciplined and obey /follow their parents' teachings /guidance in order to gain the reward of knowing your language. O le usita'i ua fa'atusaina lea l le faigata o le taumafai e a'o le gagana aua e tele taimi e fa'aosoosoina ai le tupulaga talavou e fa'apalagi ae le fa'asamoa. Ae afai e usita'i ma taumafai pea e a'o lau gagana, e fa'amanuiaina lou olaga e pei o le maua o se mea matagaofie e pei o le mamoe po'a. Afai e le usita'i ona toe salamo ifo lea ua tuai, ua le mafai ona toe malamalama l le gagana Samoa. O le feso'ot a'iga o le alagaupu ma la'u gagana, o le alagaupu o lo'o fa'amanatu pea l le tupulaga le taua o le a'oina o lau gagana e pei o upu " ua na ona valuvalusia" o le tau logologo pea ma fa'amalosia ina ia aua ne'i galo ma le iloa atu l a'afiaga o uiga /tu ma aga /gagana fa'aperetania. The connection between the proverb and la'u gagana is that there is a warning, or advice given in the alaga'upu is to encourage young people to continue to learn their language and to not be affected by the influences of behaviour, customs and the language of the Palagi / Western world. If we continue to learn the Samoan language then we will gain intelligence and success – "Ae mulimuli ane e te maua ai le poto"							

N Ø No response or no valid evidence