

**Assessment Schedule – 2016****Sāmoan: Demonstrate understanding of a variety of spoken Sāmoan texts on areas of most immediate relevance (90903)****Assessment Criteria**

| Not Achieved  |                           | Achievement  |                               | Merit  |  | Excellence  |   |
|---|---------------------------|--|-------------------------------|--|--|---|---|
| Demonstrates <b>limited or no</b> understanding of the text.<br><br>Some lexical information is correct. The candidate has not understood the general meaning (gist) of the text, or the response is logically inconsistent, indicating misunderstanding. |                           | <i>Demonstrates understanding</i> , and is able <b>to make meaning of the relevant information, ideas and/or opinions</b> from the texts.<br><br>Lexical information is largely correct. The candidate has understood the general meaning of the text. The response is consistent. |                               | <i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the text and communicating them unambiguously.<br><br>The candidate has developed an explanatory answer without fully understanding every nuance or fine detail. |  | <i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the text.<br><br>The candidate and expands on relevant information, ideas, and opinions from the text, with supporting detail. The response shows understanding of nuance and meanings not obviously stated in the text. |   |
| N1  | N2                        | A3   | A4                            | M5   | M6   | E7  | E8  |
| Very little valid information.  | Little valid information. | Some valid information.  | A range of valid information. | A range of valid descriptions / evidence, with some explanation.   | A wide range of valid descriptions / evidence, with explanation. | Explanation is supported with reasons / justification.  | Explanations are supported with detailed reasons / justification. |

**N0** = No response; no relevant 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 – O le ‘āiga / The family**

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| (a) | <p>Fa'atumu le la'au o le 'āiga o le tusitala. <i>Complete the family tree of the writer.</i></p> <pre> graph TD     Ieremia --- Selepa     Ieremia --- J1(( ))     Selepa --- J1     J1 --- Talei     J1 --- Faleata   </pre>   |
| (b) | <p>Aumai ni vaega se TOLU o ta'ua i le faitauga e uiga iā Vaiusu. <i>Give THREE points mentioned in the reading about the village of Vaiusu.</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>E iai i le itūmālō o Faleata. <i>In the district of Faleata.</i></li> <li>E fiafia i le ipo. <i>The seasonal seafood ipo is a favourite there.</i></li> </ul> |

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|     | <ul style="list-style-type: none"> <li>• E iai le falesiva Parataiso. <i>It has a nightclub called Parataiso.</i></li> <li>• E iai le fa'ili pu. <i>It also has a brass band.</i></li> </ul>   |
| (c) | <p>Fa'amatala mai ni uiga mata'ina se LUA o le tusitala o lo'o fa'ailoa mai i le faitauga. Aumai ni fa'amaumauga mai le tusitusiga e lagolagoina ai lau tali. <i>Describe TWO qualities of the writer that are reflected in the passage. Give examples from the passage to support your answer.</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• E pele iā te ia lana aganu'u o Sāmoa / E mitamita i lona itū Sāmoa "E ui lava sa 'ou fanau i NZ, 'ae o a'u o le Sāmoa moni". <i>Seeing she's proud to say she is a true Sāmoan indicates she values her Sāmoan culture/loves her culture ...</i></li> <li>• E fai uso / E loto alofa / "E ui ina ou misia si o'u uso i le tele o taimi ..." <i>Said with affection.</i> "Si o'u". Intimate. Family oriented.</li> <li>• E māfana le mafutaga fa'aleuso "E nofo pea i Lonetona auā e mafai na maua mai ai ni a'u tupe pe a ou mativa". <i>Indicates she can rely on her sister.</i></li> <li>• E fiafia i meaola. <i>She loves animals.</i> "E iai fo'i la'u maile. O lona igoa o Manamea (<i>Beloved / Sweetheart</i>)". The name indicates her love for her pet. Caring.</li> <li>• She is proud of her Sāmoan culture, and values her identity as a Sāmoan. Despite her being brought up in a different cultural environment, she is confident about who she is. It also reflects that she appreciates her cultural heritage and sees it as significant.</li> <li>• She is a loving person. The term "si o'u" implies an intimate bond with her sister. It shows there is love and affection in this sibling relationship.</li> <li>• She has a close bond with her sister. The quote indicates that she can rely on her sister and is not hesitant to ask for money or other support. She knows that the love is reciprocated.</li> </ul> |
| (d) | <p>'Aiseā ua ta'ua ai e le fa'amatala o ia "o le teine mālō'i o le Mau"? <i>Why do you think the speaker refers to herself as "le teine o le mau"?</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• Her father is from the village of Vaimoso "o le nu'u lea sa fa'amautū ai le mau".</li> <li>• Referring to historical event where Samoa struggled and won independence, which connects them to feelings of pride in being Samoan. Identifying strongly with Sāmoan culture. Sense of belonging, being a part of history.</li> <li>• The fact that she mentions her father's village connection to the mau reveals a sense of personal connection this historical event. It helps to define who she is.</li> <li>• It implies also that she is a part of Sāmoa's struggle for freedom, perhaps bringing it to the present to imply that the struggle is ongoing, and that she is part of it.</li> </ul>   |

### Question Two – O le 'āiga / The family (Part Two)

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| (a) (i) | <p>Fa'amatala mai i ni au lava upu, le mea na tupu i le tusitala i le masina o Tesema, 2004. <i>Describe in your own words what happened to the writer in the month of December 2004.</i></p> <p>She went to Sāmoa and had the tattoo done by Su'a Petelo Sulu'ape.</p>  |
| (ii)    | <p>Aiseā e tāua ai le mea na tupu i le tusitala? <i>Why is the event that happened to the writer so significant?</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>• She was the first of her generation, as well as her parents' generation, to have a malu / tattoo / pe'a / tatau.</li> <li>• The first in the family.</li> <li>• Reflects her pride in her culture.</li> <li>• Symbol of her heritage / part of her heritage.</li> <li>• Strong connection with father's village of Vaimoso.</li> <li>• Proof that she is a brave Vaimoso girl.</li> </ul> |

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|         | <ul style="list-style-type: none"> <li>Links her to the courageous efforts of those who struggled for Sāmoan independence.</li> <li>The event is very significant to the speaker because it makes her a part of her family's history, being the first of her generation to wear the traditional "malu". It is also significant because she has carried on the family tradition of wearing the tattoo – bridging the gap, as no one from her parents' generation has it.</li> <li>The tattoo is a significant part of Sāmoan culture, one of Sāmoa's cultural treasures, and it is an honour to wear one. Only the brave can handle the pain of the tattoo. The tattoo is a symbol of her heritage and she is proud of her Sāmoan heritage, as mentioned earlier.</li> </ul> |
| (b) (i) | <p>Aumai ni fa'amaumauga se LUA mai le tala e fa'aali mai ai e felagolagoma'i tagata o se 'āiga. <i>Give TWO examples from the passage that show family members supporting each other.</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>Cousin was prepared to pair off, however he died.</li> <li>Sister stepped up to replace him.</li> <li>Support of culture.</li> <li>Family supporting a child's wish.</li> <li>Strong supporter of sports players/teams.</li> <li>Support of Sāmoa's national team, despite living in New Zealand.</li> </ul>   |
| (ii)    | <p>Fa'amatala mai pe 'aiseā e tāua ai le felagolagoma'i o se 'āiga i le aganu'u fa'a-Sāmoa. 'Aumai ni fa'amaumauga mai le tala e lagolagoina ai lau tali. <i>With reference to the passage, explain why family support is an important aspect of Sāmoan culture.</i></p> <ul style="list-style-type: none"> <li>A common expression of support in Sāmoan families is pairing off when a family member gets the traditional tattoo done. The pairing off is significant because it demonstrates love gained or increased through shared suffering and pain.</li> <li>Bringing family together.</li> <li>Cultural significance.</li> </ul>  |

### Question Three – O le ta'aloga / The game

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| (a) (i) | <p>Lisi i le pusa o lo'o i lalo gaioiga a tinā mai i le taimi na ō 'ese ai mai le fale se'ia o'o i le taimi na fa'atasi ai ma lana 'au kilikiti i luga o le malae. <i>List the mother's actions from the time they left the house to the time she joined her kilikiti team on the field.</i></p> <p>Possible answers:</p> <ul style="list-style-type: none"> <li>She is already in the car waiting for the family.</li> <li>She yells from the car for her family to hurry up, "se fa'avave!"</li> <li>She says to Teuila that one day she will play for their team.</li> <li>She reaches for her lavalava while the car is still moving and gets ready.</li> <li>Runs to the field.</li> <li>Grabs her bat and quickly walks over to where the team has gathered.</li> </ul>                      |
| (ii)    | <p>Fa'amatala mai po'o ā uiga fa'aalia a tinā i le ta'aloga o le kilikiti. <i>Explain what this reveals about Mum's attitude towards the game.</i></p> <p>These actions reveal that the game is very important to her. She is getting impatient and worried because they are running late for the game – "se fa'avave!" These actions could also reveal excitement and enthusiasm for the game, and that she wants to share this with her daughter – e.g. she tells Teuila that one day she will play for the team. She takes it seriously. These actions could also reveal that she is a team player, hence her haste in getting on the field – e.g. reaches for her lavalava while the car is moving, grabs the bat, and quickly walks over to the team. She does not want to let them down.</p> |

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| (b) (i) | <p>Tusi mai le fa'a'upuga mai le tala e ta'u mai ai e lelei le ta'alo kilikiti a tinā.<br/> <i>Give a phrase from the passage which shows that Mum is good at playing kilikiti.</i></p> <p>“E tatau ona e ta masau pei o tinā, ia ma sapo polo mauaululuga.”</p>   |
| (ii)    | <p>Fa'amatala mai pe 'aiseā ua e filifilia ai lēnei fa'ata'ita'iga.<br/> <i>Explain why you chose this phrase.</i></p> <p>The father says this to his daughter. It shows he is aware of tinā's skill in the game. He also acknowledges she is good at hitting the ball, and at catching the ball. The father chuckles when he says this. This could either mean there is a hint of sarcasm; he is either mocking Tinā, implying that she is not really good at playing (maybe only a beginner), but her sense of enthusiasm and excitement to get to the game humours him, or he is genuinely proud of Tinā's talent, but doesn't want to show it.</p>   |
| (c) (i) | <p>E fa'apēfea ona e iloa e tutusa le fiafia a Teuila ma lona tinā i le ta'aloga o le kilikiti? 'Aumai se fa'ata'ita'iga e lagolagoina ai lau tali.<br/> <i>How do you know that Teuila shares the same interest in the game of kilikiti as her mother? Give an example to support your answer.</i></p> <p>“Tamā, ua tau lē mafai ona ou fa'atali e fai so'u lava 'ie lavalava. Ua ou fia iai i le 'au”, o le tala lea a Teuila.” This shows she is keen to wear the uniform and be part of the team, implying that she likes the game. It could also imply that her reason for liking the game is that she senses her mother's enthusiasm for the game through her actions. Also, she sees that this game is important to her mother – it is something she is good at and enjoys. She also mentions particular antics of the game she enjoys: “A pe loa se fafine o le isi 'au, ia o le 'au atoa ua fe'ei, pati ma tu'u fa'a'ili.” Teuila also mentions she enjoys women's kilikiti more than men's kilikiti. “Oka, se manaia o ta'aloga kilikiti a fafine, e sili atu le mālie o ta'aloga a fafine i lō tamāloloa.” This could be another reason why both Teuila and Tinā see this as an attraction.</p> |
| (ii)    | <p>O le ā se mea o lo'o fa'aali mai e uiga i le mafutaga a Teuila ma lona tinā? 'Aumai se fa'ata'ita'iga e lagolagoina ai lau tali.<br/> <i>What does this reflect about Teuila's relationship with her mother? Give an example to support your answer.</i></p> <p>This reflects that Teuila and her mother have a close bond. The mother encourages Teuila to take an interest in the game like her: “Teuila, o se aso oi luma, e mafai ai ona e ta'alo i le matou 'au”, o le tala lea a tinā.” Perhaps the mother is introducing this game to her as a possible interest in her life. This could reflect the mother's effort to teach her daughter that it will be important to have a sports interest in the future. She cares about her daughter's future and wellbeing. This also reflects Teuila's pride in her mother's efforts or ability. She looks up to her. She is observant of her mother's every action. “Ua ou tago loa amo le pate i lo'u tau'au fa'apei lava o lo'u tinā”. She enjoyed the day because she got to play like her mother. “Ua uma ta'aloga i lenā aso, ae ua ou fiafia ua mafai ona ou ta'alo pei o lo'u tinā.”</p>   |
| (d)     | <p>O le ā sou lagona i le fa'ai'uga o le tala? Aumai ni fa'amatalaga e lagolagoina ai lau tali.<br/> <i>How do you feel about the ending of the story? Give reasons to support your answer.</i></p> <p>The ending is successful and satisfying, because Teuila got to play with her mum on the team.</p> <p>It was an unexpected ending to everyone's delight, especially Teuila. Throughout the text we see Teuila's desire to wear the uniform, to play, to be part of the team; however she is told several times that she must wait until she's old enough: “Se'iloga lava ua e matua, o le tali lea a Tamā”. However to her surprise, she gets to play: “Ua ou te'i lava ua vala'au mai lo'u igoa, “Teuila, Teuila””. The bonus for the day was her scoring some points.</p>  |

### Cut Scores

| Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|--------------|-------------|------------------------|-----------------------------|
| 0 – 7        | 8 – 13      | 14 – 18                | 19 – 24                     |