

Assessment Schedule – 2021

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	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what Setu wanted to do for his mother.</i>	Identifies what Setu wanted to do: <ul style="list-style-type: none"> • He wanted to catch a fish. • He wanted to get his mother a birthday gift. • He wanted to make his mother's day special. 	Explains what Setu wanted to do and why he wanted to do it for his mother: <ul style="list-style-type: none"> • He wanted to catch a fish for dinner as a gift for his mother's birthday. 	
(b) <i>Shows evidence of understanding what Manu's concern was.</i>	Identifies Manu's concern: <ul style="list-style-type: none"> • Mother could not find Setu. • It was getting late. 	Explains why Manu was concerned: <ul style="list-style-type: none"> • Manu was concerned because it was getting late, and Mother could not find Setu. 	Explains, in depth, why Manu was concerned: <ul style="list-style-type: none"> • It was getting late (5 p.m.) and Setu had not come home. Manu was worried because Mother would have expected him home, but did not know where he was, and could not find him.
(c) <i>Shows evidence of understanding how successful Setu was.</i>	Identifies why Setu was successful: <ul style="list-style-type: none"> • He was successful because he caught a fish. • He was able to give his mother a birthday gift. 	Explains why Setu was successful: <ul style="list-style-type: none"> • He was successful. He wanted to get a gift for his mother's birthday, and after a long day, the fish he finally caught was massive. 	Explains why Setu was successful, and what that meant: <ul style="list-style-type: none"> • He was successful because he caught a massive fish. This made his gift extra special because his mother had a lot of fish for her birthday dinner. • He had been patient all day, he was lucky to have caught a large fish just before dinner time. If he had not caught a fish, he would have no gift for his mother, and she would not have a fish for dinner.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding why Timi was tired.</i>	<p>Identifies a reason for Timi being tired:</p> <ul style="list-style-type: none"> • He had just finished work. • He had been working all day. • He had spent all day outside in the hot sun. • He had been working since early morning to get a lot of work done. • His back was sore, and his legs had become numb from hard work. • He had not eaten anything at all. 	<p>Explains why Timi was tired:</p> <ul style="list-style-type: none"> • He was tired due to working all day outside in the hot sun. He had done a lot of work since early morning. • He was tired because his back was sore, and his legs were numb from working outside all day since early morning. 	
(b) <i>Shows evidence of understanding what happened while Timi slept.</i>	<p>Identifies activities that occurred while Timi slept:</p> <ul style="list-style-type: none"> • The birds were noisy. • A coconut fell close to where Timi slept. • Children on horses passed by. • Crabs crawled by. • A couple walked their dog. • The tide came in. 	<p>Describes the activity on the beach while Timi slept:</p> <ul style="list-style-type: none"> • The beach was noisy as Timi slept because of the birds, children and horses, a couple and their dog. • Timi did not wake up, even with all the noises on the beach such as birds, animals, and a coconut dropping close by. 	<p>Explains the scene that Timi slept in.</p> <ul style="list-style-type: none"> • Timi could have been in danger. As he slept, he was not aware that he was nearly hit by a falling coconut or may have been washed away by the incoming tide. • Timi was clearly very tired because he slept on the sand while many activities occurred around him. Children rode horses, a couple walked their dog, a coconut dropped by him, and the tide came in.
(c) <i>Shows evidence of understanding whether Timi would want to sleep at the beach again.</i>	<p>Identifies a reason why Timi would or would not want to sleep at the beach again:</p> <ul style="list-style-type: none"> • Yes <ul style="list-style-type: none"> - He works very hard and will be tired. - The sand is comfortable, and the sound of the waves is soothing. • No <ul style="list-style-type: none"> - He got wet from a wave. - He was nearly hurt by a falling coconut. - He had to go home in the dark. 	<p>Explains why Timi would or would not want to sleep at the beach again:</p> <ul style="list-style-type: none"> • He is not likely to want to sleep at the beach again because he nearly got hurt by a falling coconut and washed away by the tide. • The tide makes sleeping on the beach dangerous. 	<p>Explains what Timi might think about his experience:</p> <ul style="list-style-type: none"> • Because Timi was asleep the whole time, Timi would not know that it was noisy, or that he was nearly hurt by the falling coconut. Timi may think that he had had a nice and safe sleep.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the animals' complaints and wishes.</i>	Donkey: <ul style="list-style-type: none"> • <i>Complaint:</i> ears are wide apart • <i>Wishes:</i> for horns like a cow Monkey: <ul style="list-style-type: none"> • <i>Complaint:</i> animals laugh at tail • <i>Wishes:</i> for a fluffy tail like a hare Snake: <ul style="list-style-type: none"> • <i>Complaint:</i> has no tail or horns • <i>Complaint:</i> that Donkey and Monkey are complaining • <i>Wishes:</i> Donkey and Monkey to stop complaining 	Identifies THREE complaints or wishes: <i>e.g. "ears", "tail", "horns like a cow", etc.</i>	Describes THREE complaints or wishes: <i>e.g. "Donkey's ears are too wide", "Other animals laugh at his ears",</i>	Describes THREE complaints or wishes, including understanding the Snake's views: <i>e.g. "Snake is unhappy that the donkey and monkey are complaining.", "Snake wishes everyone would be grateful for what they have."</i>

	Achievement	Achievement with Merit	Achievement with Excellence
(b) <i>Shows evidence of understanding which animal is admirable and why.</i>	Identifies a reason why Donkey, Monkey, or Snake are admirable: <ul style="list-style-type: none"> • Snake does not mind having no wide ears or horns. • Snake gives good advice. • Donkey is creative with wanting horns. • Monkey wants to be more beautiful. 	Explains why Donkey, Monkey, or Snake are admirable: <ul style="list-style-type: none"> • Snake does not complain. Snake doesn't have much (no big ears, horns, or tail), but he does not mind crawling and sleeping on the ground. 	Provides a full explanation about an animal's admirable qualities: <ul style="list-style-type: none"> • Unlike the other animals, Snake doesn't worry about what he looks like, or what other people think of his physical features. Snake is happy with what he has, and he teaches the other animals to appreciate what they have.
(c) <i>Shows evidence of understanding life lessons that can be learned from this text.</i>	Identifies a life-lesson from the text: <ul style="list-style-type: none"> • Be thankful for what you have • Don't be superficial. • Don't worry about what other people think of you. 	Links a life-lesson to the text: <ul style="list-style-type: none"> • Because Snake is happy without horns or wide ears, Snake teaches us to be thankful for what we do have and not what we do not have. 	Explains how the text teaches us an important life lesson: <ul style="list-style-type: none"> • Donkey and Monkey are complaining about what they have, and what they don't like about themselves. It is not until Snake arrives that they understand that they are lucky to have ears and a tail. This teaches us to be thankful for what we have. • The Donkey and the Monkey are both upset because other animals are laughing at their physical features. Snake's comment about how he has to crawl on his stomach makes the animals, and us, understand that we shouldn't worry about what others think of our appearance.