

## Assessment Schedule – 2012

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

#### Evidence Statement

Question One: Fa'amanatuina o le Tuto'atasi o Samoa							
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, including of the feelings of the writer's mother	<b>M5</b> Identifies and explains two problems that teachers and students faced	<b>M6</b> Identifies and explains in detail four problems that teachers and students faced	<b>E7</b> Explains two reasons why Independence day is important to Samoan people	<b>E8</b> Explains two reasons and mentions Tupua Tamasese as a leader who fought and died for independence
<p><b>Specific evidence.</b></p> <p>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</p> <p><u>Achievement</u></p> <p>Tau tagi le tina/ Mother close to tears</p> <p>Lagona le fiafia, agaga fa'agae'etia, lotonu'u/Overwhelming feeling, happiness, pride</p> <p>Ona o le lelei o le tau ia Ianuari na tu'u ai le fa'amanatuina o le tuto'atasi ia Iuni/Weather was not good in January so the celebrations were postponed to June when the weather was better.</p> <p>Sa fa'atalitali ma le le fefefe</p> <p>Ina ua i luga o le malae na popole ne'i sese./nervous/worried incase they make mistakes</p> <p>A'o fai fa'afiafiaga na manatua uma taga/no mistakes</p> <p>Leo tetele ma manino/Voices loud and clear</p> <p>Ina ua uma fa'afiafiaga na le manana'o e uma ma le toe lagona le lelavava/Did not want performance to end and no longer tired</p> <p><u>Merit</u></p> <p>Na fai a'oga siva i taimi o malologa ma ua le mafai ona ta'aalo tamaiti /Practices held during breaks so students were unable to play</p> <p>Faigata taga o siva ma na tele suiga/Dance moves were too difficult to learn and too many changes</p> <p>Fefefe ma matamumuli isi tamaiti/Some students were shy</p> <p>Fai i aso uma ma vaiaso uma/Practices were all week and every day so students became restless</p> <p><u>Excellence</u></p> <p>To'atele tagata na galulue malosi ma le filemu ina ia maua le tuto'atasi</p> <p>Ia manatua tagata na taumafai mo le tuto'atasi</p> <p>Manatua ai fo'i Tupua Tamasese o le na ta'ita'ia (le Mau) tagata mo le sailia o le tuto'atasi</p>							

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

Question Two: Kuka o le afiafi																															
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<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 including each person’s food for Sunday and Monday	<b>M5</b> A range of valid information and some explanation of what Solo can make with the two chickens	<b>M6</b> A range of valid information and detailed explanation of why Sefo makes umu lu’au	<b>E7</b> Explains the meaning of “ <b>fa’apaleni</b> ” to show depth of understanding of both the statement and its context in the passage	<b>E8</b> Explains and justifies with a supported answer of which meal is the most healthiest																								
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<u>Merit</u> <p>E mafai e Solo ona kuka/ Solo could cook any of the following: Moa tao – roast chicken, Kale moa – Curry chicken, Supo moa – Chicken soup</p> <p>E maua le avanoa a Sefo e fa’aaoga ana lau lu’au/ lau talo e fai ai le umu lu’au ae le’i o’o i le tau malulu – Sefo has the opportunity to use his talo/ lu’au plants before the cold weather sets in.</p> <p>“Fa’apaleni” means: that meals are balanced in terms of the amount and nutritional value. This means that for Ioapo and his wife, they have chosen that if they eat heavy one day then they balance this out by eating, no light the next day.</p>																															
<u>Excellence</u> <p>Healthiest meals:</p> <p>Senia: araisa fa’apopo without coconut cream/ diluted with water – the high level of fat/ oil is decreased which balances out the koko Samoa that is quite high in oil/ fat</p> <p>Sefo: Lu’au Fa’l tao, lu’au, ipu kofe – lu’au is vegetables and fa’l is roasted. Only fatty food is the pe’epe’e (coconut cream) used for the lu’au</p>																															

Question Three: Va o matua ma fanau							
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<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 including reasons why Samoan parents educate their children through their upbringing	<b>M5</b> A range of valid information through examples of respect in relation to tu, nofo, savali.	<b>M6</b> A range of valid information and detailed examples of each aspect of respect: tu, nofo and savali.	<b>E7</b> Explains in detail their interpretation of the Bible verse	<b>E8</b> Explains in detail and justifies their interpretation of the Bible verse.
<p><b>Specific evidence.</b></p> <p>This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.</p> <p><u>Achievement</u></p> <p>Tautala ma amio fa'aaloalo</p> <p>Iloa ai le tu, nofo, ma savali</p> <p><u>Merit</u></p> <p>Tu: aua le tautala tu i luma o tagata</p> <p>Nofo: Nofo lelei i lalo ma tautala i tagata</p> <p>Savali – aua e te ai savali</p> <p><u>Excellence</u></p> <p>Tamaiti – Ava (respect/honour/obey) i matua i mea uma e te fai eg: tautala ma le fa'aaloalo. Aua le tali'upu, Faia uma mea e fai atu ai ou matua.</p> <p>O le uiga o lenei upu, afai e te usita'i, fa'alogo, amio fa'aaloalo i ou matua, e fa'aumiumi ai e le Atua aso e te ola ma soifua ai i lenei lalolagi. E fa'amanuiaina fo'i lou olaga ma e sao atu ai i le malo o le Atua (nu'u o le a foa'iina mai e le Atua)</p>							

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

Question Four: O le fa'i							
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<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 identified about what is needed for a banana tree to grow well.	<b>M5</b> A range of valid information and some explanation of the growth cycle/ process of the banana tree	<b>M6</b> A range of valid information and detailed explanation about of the growth cycle/ process of the banana tree and /or reasons why banana skins turn yellow	<b>E7</b> Describe and explains in detail a "tumoa"	<b>E8</b> Describes and Explains in detail a "tumoa" to show a strong understanding of what it is and its function
<b>Specific evidence.</b> This is not a complete list of all acceptable responses, nor is it an indication of the exact wording required. Candidates were assessed on their level of understanding of the text rather than knowledge of individual lexical items.							
<u>Achievement / Merit</u> Timu, tau mafanafana, susulu o le la  Ta tupu fa'i Oso lau fa'i Fua o le fa'l – tumoa Aputi Tau fa'i Ta'l fa'i  <u>Excellence</u> Tumoa o le fua o le fa'l, e oso mai le va o lafa'i E foliga pei o se logo A matala le laufa'l ona vaaia lea o aputi  <u>Achievement / Merit</u> Pe a laina Pe a ua pula							

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