

Assessment Schedule – 2013**Samoan: Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance (90906)****Evidence Statement**

Question One and Two: O la'u uō							
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) 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</u> Identifies three reasons for why Tanielu would be committed to soccer training. Two relevant reasons with little or no development / explanation. Three relevant reasons with little or no development / explanation.							
<u>Achievement / Merit</u> Three relevant reasons for why Tanielu would be committed to soccer training. Two of these are developed with explanation / justification. Three characteristics of Tanielu (fiafia, lē fia fusu, lē fa'amisa, loto maualalo, agamalū) with explanation / example to support these characteristics.							
<u>Excellence</u> Three relevant reasons for why Tanielu would be committed to soccer training that are each developed with explanation / justification. Three characteristics of Tanielu (fiafia, lē fia fusu, lē fa'amisa, loto maualalo, agamalū) with explanation / example to support these characteristics. Interpretation of the quote: "Oi Sole! Ia e malosi oe uso." Identifies another characteristic that relates to Tanielu's non-violent / not aggressive personality. This is developed with an explanation / example to show the connection between the quote and this characteristic.							

N Ø No response or no valid evidence

Question Three: O lo'u Tinā							
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 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 granddaughter	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
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</u> Agree: Two relevant reasons to support that the writer is an observant person: Awareness /observe grandmother's routine of Holy communion: First Sunday of every month, high blood pressure, eating habits, tends not to eat/drink before, pension age. With little or no development.							
<u>Merit</u> Agree: Four relevant reasons to support that the writer is an observant person: Awareness /observe grandmother's routine of Holy communion: First Sunday of every month, high blood pressure, eating habits, tends not to eat/drink before, pension age. With little or no development.							
<u>Excellence</u> Agree: Four relevant reasons to support that the writer is an observant person: Awareness /observe grandmother's routine of Holy communion: First Sunday of every month, high blood pressure, eating habits, tends not to eat/ drink before, pension age. Three reasons developed with explanation/justification. Agree: Four relevant reasons to support that the writer is an observant person: Awareness /observe grandmother's routine of Holy communion: First Sunday of every month, high blood pressure, eating habits, tends not to eat/drink before, pension age. Each reason is developed with explanation/justification.							

N Ø No response or no valid evidence

Question Three: O le Suiga Fou							
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 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</u> Tinā: popole / worried / concerned puipuia / fa'atauanau / tauanau / alofa / caring / encouraging / naunau / comforting Tuagane: faitatala / eager / lagolago / shocked / tēte'i / lē amana'ia / curious / su'esu'e Fetū: Matamuli / Embarrassed / te'i / shocked / emotional / sadness Two–three words with little / some evidence (from above)							
<u>Achievement / Merit</u> Three words with detailed evidence or Two words with detailed evidence and and explanation / justification of what could happen to Fetū if she does not adapt to this change quickly.							
<u>Excellence</u> Three words with detailed evidence and detailed answer / justification of what could happen to Fetū if she does not adapt to this change quickly? (level of detail will determine E7 / E8) answer + example / answer, example and justification.							

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'amalosi 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