

Assessment Schedule – 2022

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 – 8	9 – 13	14 – 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	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding what Malifa had to buy and why.</i>	<ul style="list-style-type: none"> • Taro, coconut cream and onion. • One bag of frozen taro, a can of coconut cream that comes in a white can and an onion. • One bag of frozen taro that has already been peeled. This will make it faster for Malifa to make the fa'alifu talo when he gets home. • A can of Kara coconut cream that comes in a white can, to make the fa'alifu rich and creamy. This coconut cream must be good, as it's the one the family always buys. • An onion to give it that yummy taste and aroma. 	Identifies items that Malifa had to buy.	Describes the items that Malifa had to buy in detail. (<i>E.g. the taro must be already peeled; the coconut cream is in a white can; the onion gives a yummy aroma / taste.</i>)	

<p>(b) <i>Shows evidence of understanding of Malifa's relationship with his mother.</i></p>	<ul style="list-style-type: none"> • The conversation is light and warm, demonstrating that they are close. Malifa respects his mum because he came straight away when she called for him. Malifa's mum loves him and buys him a treat at the shop. • They are close because he can joke to her about having to go to the shops and then come back to make the <i>fa'alifu talo</i>. • They have a good or close relationship because the mother does not get angry at Malifa when he jokes or gives a subtle complaint about having to go to the shops to buy the ingredients for the <i>fa'alifu talo</i>, and then come back home to make it. Instead, the mother treats her son by allowing him to buy something from the shop. 	<p>Describes the relationship between Malifa and his mother.</p>	<p>Explains why Malifa and his mother have a positive relationship.</p>	<p>Draws conclusions about the relationship from the interactions between Malifa and his mother.</p> <p><i>(E.g. the tone of the conversation and how they behave with each other.)</i></p>
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Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of what sort of person Moria is.</i>	<ul style="list-style-type: none"> Moria is a 15-year-old student at high school. She is the eldest. Her parents are very important to her – they both come from different vilages / islands. She loves her parents and appreciates all that they have done for her. She is polite and respectful, shown in the way she is speaking to the class. 	Describes Moria.	Explains what sort of person Moria is, using relevant information from the passage.	<p>Draws conclusions about the sort of person Moria is, using reasons that are implied (stated indirectly) in the text.</p> <p><i>(E.g. that she is respectful through the way she speaks.)</i></p>
(b) <i>Shows evidence of understanding why Moria's parents are important to her.</i>	<ul style="list-style-type: none"> They encourage Moria. They teach and instruct her. They teach her life lessons. The way their children work hard every morning shows they are loved by their parents. They take their children to the doctor when they are sick. They support her education. They encourage Moria to give her best at school and to study hard, so she can possibly get into university and have a good future. They teach her life lessons like loving and respecting all people and to put God first so her life will be blessed and go well. 	Identifies things that Moria's parents do for her.	Explains why Moria values her parents, using relevant details from the text.	<p>Draws conclusions about why Moria values her parents, using reasons that are implied (stated indirectly) in the text.</p> <p><i>(E.g. love and care for Moria is shown to her through her parents' actions.)</i></p>
(c) <i>Shows evidence of understanding Moria's key message in her speech.</i>	<ul style="list-style-type: none"> To love and respect all people and put God first. To love God with all our heart, soul and mind and love our neighbour as we love ourselves. 	Identifies a message in Moria's speech.	Explains Moria's key message, with reference to relevant examples from the passage.	

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding which map best represents Teuila's instructions.</i>	<p>Map 4 is correct because:</p> <ul style="list-style-type: none"> • The bus stop is on Toma's right. • He can turn left after the bus stop. • The pastor's house is white and at the end of the footpath. • The pastor's white house is fenced due to his guard dog and has a white gate. • The pastor's house is about 500m down the road. 	Identifies ONE correct reason that the map they chose could be accurate.	Explains why Map 4 is correct using multiple examples to justify how they knew.	
(b) <i>Shows evidence of understanding of how Toma demonstrated he understood Teuila's instructions.</i>	<ul style="list-style-type: none"> • Toma and Teuila used informal chat (everyday language). • Toma replied to each of Teuila's instructions. • Teuila made sure Toma understood, by stating things twice, or saying "That's correct". • They both use conversational Samoan evident in use of directives and interactive language. 	Identifies examples from the text that show Toma understanding Teuila.	Explains how Toma understood most / all of Teuila's instructions.	Draws conclusions about Toma and Teuila's understanding based on the language they used with one another.
(c) <i>Shows evidence of understanding what kind of help Teuila gave.</i>	<ul style="list-style-type: none"> • Teuila helped Toma by giving specific and descriptive instructions. • Teuila gave directive cues where to turn and what to look for. • Teuila was kind and keen to help Toma, as she helped him without question. • Teuila showed her concern through the question and answer style of the text, as well as double-checking with Toma. • Teuila offered information that Toma hadn't asked for, such as to be careful of the dog. 	Identifies statements that Teuila gave to Toma.	Explains what kind of help Teuila gave to Toma.	Draws conclusions about Teuila's helpfulness based on her language, approach to the conversation, and her warnings.