

Assessment Schedule – 2015

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

Evidence

Question One							
Not Achieved		Achievement		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	M6 Reasons given	E7 Determines own stance, supported with reason/ justification.	E8 Determines own stance, supported with reasons/ justification.
N0 No response; no relevant evidence							
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.							
a) <ol style="list-style-type: none"> E alu atu le tinā fa'atigā ulu ai i le malae E tauvala'au leo tele pe a lē tutusa le fa'ai'uga a le laufalī ma le manatu o lona tinā Vala'au fa'atonutonu atu i tama ta'a'alo pei o ia le faia'oga o le 'au Ta'uta'u atu lo'u igoa i ana vala'au pe 'ā o'o mai le polo iā a'u. 							
b) <ol style="list-style-type: none"> loe Na taunu'u atu loa Sia i le malae ma ana teuga e lanumoana uma, vala'au loa, "alu lanumoana, alu lanumoana" ae le'i 'umi na ili le fa'a'ili a le laufalī. Ua alu atu nei Sia tu i luga o le mea maupu'epu'e ma ana teuga lanumoana ma vala'au mai ai pei o ia le isi laufalī. 							

Question Two							
Not Achieved		Achievement		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 Describes with reason.	M6 Describes with reason(s).	E7 Describes and explains in detail	E8 Describes and explains in detail
N0 No response; no relevant evidence							
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.							
a) <ul style="list-style-type: none"> E ta'a'alo malolosi Pene (numera 7) ma Sami (numera 8) i le taimi o le sikalamu E saosaoa, ta'a'alo lelei Lelei lima i le sapoina o le polo E ō faatasi e tuli le polo pe a kiki i le amataina o le ta'aloga. 							
b) <ul style="list-style-type: none"> Lelei le va o tama ta'a'alo, taumafai uma ia manumālō E ta'a'alo malolosi, e le'o fa'alologologo tigā pe vaivai O latou lava o uso, ina ua uma le ta'aloga sa fa'atalofa Fa'amalie atu Pene e tusa ma le tapua'i a lona tinā. 							
c) Lili <ul style="list-style-type: none"> Lē fiafia pe a le tutusa lona mafaufau ma se mea o tupu mai i le malae i tama ta'a'alo Naunau ia faatāua e tama le ta'aloga. Faamaoniqa							

- Vala'au i tama e va'ai le polo, 'aue le faia nisi mea e lē tatau ma le ta'aloga
- Faamalosi 'au i tama ina ua tau vevesi, faiamanatu e le'i ō atu e fai se misa 'ae na ō atu e ta'a'alo.

Sia

- Mimita ma faalialia vale i lana tama o Pene
- Lē fia iloa se vaivaiga o lana tama.

Fa'amaoniga

- Na sikoa loa Pene i le tulimanu vala'au loa o lana tama lea ua sikoa
- Na mamulu loa le polo i le sapo a Pene, tomumu loa ma fai mai e lē so'o Pene iā ia, 'ae so'o i le tamā.

Sami

- Loto uso
- Loto atunu'u.

Fa'amaoniga

- Oso atu tau vaovao tama ma fa'amanatu iai o latou o uso
- E ui ina ta'alo i 'au 'ese'ese 'ae o latou lava o tama Sāmoa moni.

Fereti

- Fa'atupu filemū
- Loto mauualalo
- Malamalama i uiga o tinā.

Fa'amaoniga

- Fesoasoani e tau vaovao tama ta'a'alo ina ua tau laga mai e fai le misa
- Na 'ata ina ua faamalie atu iai Pene
- Fa'amanatu ia Pene lona ia fo'i tinā a'o alu atu i le malae e matamata ana ta'aloga.

d)

E ui ina tau vevesi nisi o tama i le taimi o le ta'aloga, ae sa faaali lo latou loto atunu'u fai uso ina ua mae'a le ta'aloga, sa fa'atalofa ma fefaasoai, faamalie le isi i leisi pau lava o uiga o le ta'aloga lakapi 'auā e taumafai lava 'au uma e lua ina ia manumalo uma.

Faaali uiga o tama ta'a'alo lelei.

Question Three							
Not Achieved		Achievement		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 A wide range of valid descriptions	M6 A wide range of valid descriptions and evidence	E7 Answer is supported with detailed reason / justification	E8 Answers are supported with detailed reasons / justification
N0 No response; no relevant evidence							
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.							
Joseph Dennis Parker				Shane Aaron Cameron			
Fa'atusatusaga: Paga supa mamafa				Fa'atusatusaga: Paga mamafa			
Maua luga: 1.93 mita				Maua luga: 1.88 mita			
Aso Fanau: 9 Ianuari 1992 Aukilani i Saute				Aso Fanau: 17 Oketopa 1977 Tiniroto i Gisborne			
Tagatā nuu: Tagata nu'u o Niu Sila				Tagatā nu'u: Tagata nu'u o Niu Sila			
Sui o Niu Sila: 2010 Tāvaga o taaloga a Mālō Afaatasi 2012 Taaloga o le Taumafanafana o le Olemipika				Sui o Niu Sila: 2002 Tāvaga Taaloga a Mālō Afaatasi			

	Aofa'i o Fusu'aga Fa'apolōfesa: 13	Aofa'i o Fusu'aga Fa'apolōfesa: 32	
	Aofa'i o Mālō: 13	Aofa'i o Mālō: 29	
	Aofa'i o Mālō Tu'ioti: 11	Aofa'i o Mālō Tu'ioti: 22	
	Aofa'i o Faia'ina: 0 Leai se faiaina	Aofa'i o Faia'ina: 4	
	Aofa'i o Pine: 2010 Pine siliva	Aofa'i o Pine: 2002 Pine 'apamemea	
b)	<ul style="list-style-type: none"> Eseese tausaga, matua tele Botha nai lo Joseph, ae o lea ua mālō le tama pepe i le tama matua Malosi tele le tu'i a Joseph e lē pei o se tu'i a se pepe pei ona ta'ua e Botha Faia'ina Botha ua iloa lelei loa e lē se tamaititi Joseph. 		
c)	<ul style="list-style-type: none"> Fanau Tiniroto pitonu'u o Gisborne 22 fusu'aga na mālō i le tu'ioti O tagata sa fusu ma Cameron na lavea i le tu'ioti i le taamilosaga 3 Masalo e sau mai se pitonu'u e latalata i le mauga. 		

Cut Scores

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