

## Assessment Schedule – 2020

### Samoan: Demonstrate understanding of a variety of Samoan texts on areas of most immediate relevance (90906)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrating <b>understanding</b></i> involves making meaning of relevant information, ideas, and /or opinions in the texts.</p> <p>Responses as a whole show an <b>understanding of the general meaning (gist)</b> of the texts.</p>	<p><i>Demonstrating <b>clear understanding</b></i> involves selecting relevant information, ideas, and /or opinions from the texts and communicating them unambiguously.</p> <p>Responses as a whole show a <b>clear understanding of the content</b> of the texts. Information is selected and connected to provide responses supported by relevant detailed examples from the texts.</p>	<p><i>Demonstrating <b>thorough understanding</b></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 <b>comprehensive understanding of the content and underlying meaning</b> of the texts, including nuance and meanings not obviously stated in the texts.</p>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Shows <b>very little understanding</b> and does not communicate the general meaning of the text.	Shows <b>little understanding</b> and does not communicate the general meaning of the text.	Demonstrates <b>some understanding</b> and communicates <b>some of the general meaning</b> of the text.	Demonstrates <b>understanding</b> and communicates <b>the general meaning</b> of the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>some of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>clear understanding</b> and <b>unambiguously</b> communicates <b>most of the meaning</b> by selecting and using relevant supporting detail from the text.	Demonstrates <b>thorough understanding</b> and communicates <b>some of the implied meanings</b> by providing supporting detail from the text to <b>justify</b> conclusions.	Demonstrates <b>thorough understanding</b> and communicates <b>most of the implied meanings</b> by providing supporting detail from the text to <b>fully justify</b> 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	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how Samoan builders are described in the text.</i>	<p>The builder(s) can be:</p> <ul style="list-style-type: none"> <li>• selfish</li> <li>• observant</li> <li>• boastful</li> <li>• overly confident (or other appropriate attitude)</li> <li>• confident that their skills are better than anyone else's, which can cause arguments and conflicts between builders</li> <li>• inspired by the environment.</li> </ul>	Describes the traits of a builder.	Explains an attitude that a builder has, and why.	Explains, in detail, an attitude that the builder has, and why with specific reference to the text.
(b) (i) <i>Shows evidence of understanding how the builder is inspired when constructing a Samoan fale.</i>	<ul style="list-style-type: none"> <li>• They look to the sky to get ideas for the roof tops.</li> <li>• The rounded shape of the roof is made to complement the sky. Poles complete the look.</li> <li>• They use materials (wood, leaves and stones) from the environment to build the <i>fale</i>.</li> <li>• They consider cultural gatherings when building the <i>fale</i>, e.g. where the chiefs sit.</li> <li>• They are inspired by the purpose of the <i>fale</i> such as how village meetings will work inside the <i>fale</i>.</li> </ul>	Describes <b>what</b> the builder uses to inspire <i>fale</i> construction.	Explains <b>how</b> the builder is inspired to construct the <i>fale</i> .	Explains, in detail, how the builder is inspired to construct the <i>fale</i> with specific reference to the text.
(ii) <i>Shows evidence of understanding who else plays a role in fale building.</i>	<ul style="list-style-type: none"> <li>• Women typically weave the blinds and the leaves for the rooftops.</li> <li>• Women play an important role by creating things that are attached to the fale later when the construction is finished.</li> </ul>	Describes other roles in <i>fale</i> construction (aside from a builder).	Explains what is required from the other roles in <i>fale</i> construction (aside from building).	Explains, in detail, what is required from other roles in <i>fale</i> construction, including the significance of each role.

<p>(c) <i>Shows evidence of understanding if it is easy or difficult to tell the difference between the constructions of Samoan fale and houses nowadays.</i></p>	<ul style="list-style-type: none"> <li>• It is easy to tell the difference between a <i>fale</i> and a European-style house, based on its design and how it is built.</li> <li>• Some people are not familiar with a <i>fale</i> so might not know the difference.</li> <li>• People who don't know about Samoan <i>fale</i> are unlikely to know how it is constructed differently to a house.</li> <li>• Many people live in European-style houses now so might not know the difference. They would, however, be able to see the physical differences such as the roof shape, building materials, and structure.</li> <li>• Samoan <i>fale</i> has poles, and a ceiling decorated like the sky, which is held together by strong ropes / sinnets.</li> <li>• A Samoan <i>fale</i> has an open space to suit the purpose of a Samoan <i>fale</i> (guests and family).</li> <li>• Houses nowadays have walls that are closed off with private rooms.</li> </ul>	<p>Describes, using basic reasons, how it is easy or difficult to tell the difference between a <i>fale</i> and modern house.</p>	<p>Explains the reasons why it is easy or difficult to tell the difference between a <i>fale</i> and a modern house.</p>	<p>Discusses the similarities and differences between a Samoan <i>fale</i> and a modern house, and justifies why this could make it easy or difficult to understand how they are constructed.</p>
---	---	---	--	---

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding why the integrated studies unit was successful for the students.</i>	<ul style="list-style-type: none"> <li>• All of the students participated in planning and preparing the <i>umu</i>.</li> <li>• Students learned about the <i>umu</i> through research.</li> <li>• The <i>umu</i> was a practical activity that taught the students how to do it.</li> <li>• Students learned from a Samoan elder.</li> <li>• Students were able to show their parents what they had learned.</li> </ul>	Identifies ways that the unit was successful, e.g. <i>students participated in the lesson.</i>	Explains why the unit was successful, e.g. <i>everyone worked together on the unit without feeling tired.</i>	Explains how various elements came together to make the entire unit successful, e.g. <i>all learners were taught language and culture in an authentic manner.</i>
(b) <i>Shows evidence of understanding TWO feelings you might have if you were one of the students.</i>	<ul style="list-style-type: none"> <li>• I would be curious to learn how to make the <i>umu</i>.</li> <li>• I would feel happy because we're all working together.</li> <li>• I would feel proud to show my parents that I've learned to do an <i>umu</i>.</li> <li>• I would feel honoured to share my cooking with my parents.</li> <li>• I would be eager to learn how to do an <i>umu</i> and would help out with the preparation.</li> <li>• I would be grateful to learn so much about Samoan culture.</li> </ul>	Identifies two feelings the student might have.	Explains these two feelings the student might have including reasons why.	Explains these two feelings that the student might have and connects one or both to the integrated studies unit as a whole.
(c) <i>Shows evidence of understanding what the principal thinks about the idea of students preparing an umu.</i>	<ul style="list-style-type: none"> <li>• The principal thinks that preparing the <i>umu</i> is a great opportunity for all students.</li> <li>• The principal thinks the whole process will encourage students to learn more effectively.</li> <li>• The principal thinks that performing an <i>umu</i> as an entire process practically holistically is a great way to teach Samoan cooking that is lost to most New Zealand-born students.</li> </ul>	Describes what the principal thinks about preparing an <i>umu</i> , e.g. <i>it is an important opportunity for students.</i>	Explains why the principal thinks that preparing an <i>umu</i> is a good idea, e.g. <i>being part of the umu process was an experience of a lifetime.</i>	Explains how the principal thinks that preparing an <i>umu</i> will be an effective opportunity for this specific group of students, with clear links to cultural significance and maintenance of culture, e.g. <i>because students had never had exposure to this kind of learning before, it was a learning opportunity they will never forget.</i>

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding the purpose of the meeting.</i>	<p>The purpose of the meeting is:</p> <ul style="list-style-type: none"> <li>to prioritise pathways to increase the number of planted coconuts across Pacific countries</li> <li>to look at the growth of products made from the coconut tree.</li> </ul>	Describes the general purpose for the meeting.	Explains a purpose for the meeting.	Explains why the meeting is important by including a holistic summary of the points discussed at the meeting.
(b) <i>Shows evidence of understanding why the coconut tree is called “the tree of life”.</i>	<ul style="list-style-type: none"> <li>The coconut tree is used in many ways.</li> <li>Many products can be made from the coconut tree.</li> <li>No part of the coconut tree is useless.</li> <li>The coconut provides sustenance for life (flesh to eat and juice to drink).</li> <li>The coconut tree can provide shelter.</li> <li>The coconut tree can provide tools for cooking, building, and even for beauty purposes.</li> </ul>	Identifies that the coconut tree has many uses.	Explains TWO ways that the coconut tree can support people.	Explains how the coconut tree is a symbol for life through its many uses.
(c) (i) <i>Shows evidence of understanding THREE challenges for Pacific countries.</i>  (ii) <i>Shows evidence of understanding of how the challenges can be overcome.</i>	<ul style="list-style-type: none"> <li>There is a high demand for products made from coconut.</li> <li>There is a decline in the number of coconut trees across the Pacific.</li> <li>Insects are eating the coconut trees.</li> <li>Many (50%) of the coconut trees are barren or too mature to produce coconuts.</li> <li>Ministries across the Pacific are pushing to replant new coconut trees.</li> <li>Experts (scientists) are coming together to solve the issue.</li> <li>Pacific countries are meeting to come up with a plan.</li> <li>The government is being encouraged to replant coconut trees.</li> <li>Educational programmes can inform every one of the challenges.</li> <li>More research about the coconut eating insects is required (and how to eradicate the infestations).</li> <li>Government incentives / support (funding) for growers or plantation owners to grow coconut trees.</li> <li>Not much has been done to meet the demands of the challenges.</li> </ul>	<p>Provides THREE challenges for Pacific countries. OR</p> <ul style="list-style-type: none"> <li>Describes how ONE challenge for Pacific countries can be overcome.</li> </ul>	<p>Explains THREE challenges for Pacific countries. AND</p> <ul style="list-style-type: none"> <li>Explains ONE idea that was discussed at the meeting to overcome a challenge.</li> </ul>	<p></p> <p>Discusses how THREE challenges for Pacific countries can be overcome.</p>