

Assessment Schedule – 2023

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
0–08	09–13	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 how the speaker feels about returning to New Zealand.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> • The speaker feels New Zealand is cold. • The speaker misses the tropical climate of Samoa. • The speaker misses her mother in Samoa. • The speaker misses her family and friends in Samoa. • (M) the speaker misses the happy faces and company of her family and friends during her short visit to Samoa. 	Identifies how the speaker feels about returning to New Zealand.	Explains in detail how the speaker feels about returning to New Zealand.	Discusses the implied understanding that the speaker does not want to return to New Zealand (including feelings of nostalgia for Samoa, feeling hollow, and remembering tastes etc.).
(b) <i>Shows evidence of understanding how the speaker compares New Zealand to Samoa.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> • Compares the temperature (Samoa is warm and New Zealand is cold). • The available fruits in Samoa are more fresh and plentiful compared to New Zealand. • The food baked in the umu has more flavour than baking in an oven in New Zealand. • New Zealand feels more “fast-paced” compared to a laid-back, peaceful, and safe vibe in Samoa. 	Identifies a comparison from the text between New Zealand and Samoa.	Describes a comparison between New Zealand and Samoa, using details from the text.	Discusses the speaker's holistic view of a comparison between New Zealand and Samoa.
(c) <i>Shows evidence of understanding the speaker's wishes for the future.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> • The speaker wishes to return to Samoa. • The speaker wishes to stay in Samoa for enough time to learn more about her identity and language. • The speaker wishes to learn the language of Samoa enough to speak it fluently. 	Identifies what the speaker wishes to do.	Describes what the speaker wishes to do and explains why.	Discusses the speaker's wishes for the future in enough detail to cover short-term and long-term wishes.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding why Silia is concerned.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Silia is concerned that she doesn't have a Samoan flag. • Silia is concerned that she won't be able to show her support. • Silia has some concern over who to support and how to support her favourite team due to not having access to a Samoan flag, but Peni does have access to a New Zealand flag. 	Identifies why Silia is concerned.	Explains in detail why Silia is concerned.	
(b) Shows evidence of understanding how Peni influenced Silia's decision.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Peni suggested that Silia support both Manu Samoa and the All Blacks because there are Samoan players (such as Ardie Savea) in the All Blacks. • If Silia supports both teams then if one team doesn't get through she can support the other. 	Describes Peni's influence in the passage.	Explains a way that Peni influenced Silia's decision.	Discusses <i>how</i> Silia's decision was influenced by Peni's input.
(c) Shows evidence of understanding how Silia feels at the end of the conversation.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Silia is relieved that she can support both teams. • Silia is pleased she can borrow a flag to show her support for Manu Samoa. 	Describes how Silia feels at the end of the conversation.	Explains how Silia feels at the end of the conversation.	Discusses how Silia feels at the end of the conversation, including why she feels this way.

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) Shows evidence of understanding the challenges for Ina.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ina doesn't know which subjects to take. • There are too many subjects to choose from. • Pressure from parents about Ina's choices. • Ina is desperate to earn money. 	Identifies a challenge for Ina.	Describes, in detail, Ina's challenges.	
(b) Shows evidence of understanding how Ina plans to achieve his goals.	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Ina plans to take subjects that will help him get into the career of being a car mechanic. • Ina plans to support his parents through securing a job as soon as he leaves school. 	Identifies a goal for Ina.	Explains how Ina plans to achieve a goal.	Discusses the underlying reasons behind Ina's goals, and how he plans to achieve them (e.g. being respectful to the teacher, while choosing his own path).
(c) Shows evidence of understanding what the teacher thinks about Ina's choices.	<p><i>Responses may include, but are not limited to:</i></p> <p>The teacher thinks:</p> <ul style="list-style-type: none"> • the teacher is disappointed with Ina's choices, because they feel Ina could shine more in other pathways • Ina's choices in subjects will not take him to university and recommends other subjects • Ina is strong-willed, and independent with his thinking, because he made his own choices despite the teacher's recommendation • Ina's choices are driven by his love for his family and his interests instead of pursuing higher education • Ina is more interested in trades based on his choices towards vocational pathways. <p><i>Note that responses should be about Ina's choices, not about Ina as a person.</i></p>	Identifies the teacher's initial thoughts about Ina's choices.	Explains the reasons for the teacher's thoughts about Ina's choices.	Discusses in detail the conflicting views of the teacher surrounding Ina's choices.