

Assessment Schedule – 2023

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 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
0–06	07–12	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 the comparison between Samoana and lese.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> It's Samoana's first time to Samoa, but lese visits yearly to see his grandmother. Samoana is keen to learn the language and lese wants to learn how to cook. Samoana and lese both like to learn about history: Samoana knows that the history of culture and language is important to her parents, and lese likes to learn about history. 	Makes a comparison between Samoana and lese.	Explains how Samoana and lese are similar or different.	Compares in detail Samoana and lese.
(b) <i>Shows evidence of understanding why TWO activities are best for Samoana.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> Samoana should attend the traditional Samoan performances because she loves to learn about cultural practices. Samoana is interested in the Samoan language, so the traditional Samoan performances are likely to interest her due to the Samoan language being used. Samoana could learn a lot about the Samoan culture by attending the tattooing activity. 	Provides a reason for why Samoana should do ONE activity.	Explains TWO activities that would be appropriate for Samoana.	Justifies why Samoana would enjoy both recommended activities.
(c) <i>Shows evidence of understanding why TWO activities are best for lese.</i>	<i>Responses may include, but are not limited to:</i> <ul style="list-style-type: none"> Because lese enjoys cooking, the umu and handicrafts activity would give him the opportunity to learn more about traditional cooking. lese enjoys learning about history, so he could learn a lot from attending the tattooing activity such as the history of Samoan culture through traditional tattoos. 	Provides a reason for why lese should do ONE activity.	Explains TWO activities that would be appropriate for lese.	Justifies why lese would enjoy both recommended activities.

Question TWO	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how the writer felt during the events of the day and why.</i>	<p><i>Responses may include, but are not limited to:</i></p> <p>The writer felt:</p> <ul style="list-style-type: none"> • excited to see their school at Polyfest • a want to be a part of Polyfest • disappointed that their parents said they can't attend Polyfest • proud of the school's performance • wishful that their parents were here to experience the importance of the event • blessed to learn and know their identity, through attending Polyfest. 	Identifies a feeling that the writer experienced, including ONE reason.	Describes some feelings the writer felt throughout the day, and explains why.	Discusses a range of emotions the writer felt throughout the day, and explains the cause of these feelings.
(b) <i>Shows evidence of understanding how the writer's parents, and other parents and teachers feel about Polyfest.</i>	<p><i>Responses may include, but are not limited to:</i></p> <p>The writer's parents:</p> <ul style="list-style-type: none"> • do not value Polyfest • do not understand the importance of culture that is expressed at Polyfest • believe that studies will ensure a more successful future • believe that Polyfest won't contribute to a successful future. <p>Other parents and teachers at Polyfest:</p> <ul style="list-style-type: none"> • were proud of the Polyfest performers • were in tears because of how beautifully the performers sang • were supportive of the performers. 	Describes the feelings of the writer's parents, OR other parents / teachers in response to Polyfest.	Explains how the writer's parents AND other parents / teachers felt about Polyfest.	Makes a clear comparison about how the writer's parents, and other parents / teachers felt differently about Polyfest.

<p>(c) <i>Shows evidence of understanding why the writer feels that Polyfest is beneficial for them, the school, and the community.</i></p>	<p><i>Responses may include, but are not limited to:</i></p> <p>The writer feels that Polyfest is beneficial because:</p> <ul style="list-style-type: none"> • it was a chance for them to learn about culture and language • it was a chance for them to experience support and cheer for • it was a chance for them to gain important insight into their identity, that they might not receive at home • it was a chance for the school for put their Polyfest practice into action in front of a supportive audience • it was a chance for the school students to carry the flag (physical and metaphorical) as their parents may have done in the past • it was a chance for the community to pass down important cultural knowledge and language to younger generations • it provides everyone the opportunity to keep hold of identity / language / culture regardless of where you live. 	<p>Describes a benefit of Polyfest from the text.</p>	<p>Explains how Polyfest is beneficial for the people in the text.</p>	<p>Discusses how Polyfest is beneficial for a range of individuals, schools, and the community.</p>
---	--	---	--	---

Question THREE	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) <i>Shows evidence of understanding how the poet feels about Samoan language.</i>	<p><i>Responses may include, but are not limited to:</i></p> <p>The poet feels:</p> <ul style="list-style-type: none"> • proud to speak Samoan in New Zealand • frustrated about many of the younger generation not using Samoan language, because they mostly concentrate on learning English because it helps them access technology • disappointed that Samoans value English over the Samoan language to access education, jobs, and other opportunities in New Zealand. 	Describes what the poet thinks about Samoan language.	Explains how the poet feels about Samoan language, and why they feel that way.	Discusses the poet's conflicting feelings about Samoan language in New Zealand contexts.
(b) <i>Shows evidence of understanding how the poet feels about their identity.</i>	<p><i>Responses may include, but are not limited to:</i></p> <p>The poet:</p> <ul style="list-style-type: none"> • does not wish to boast about their identity • is quietly proud of their identity • considers their identity to be very important • wishes to maintain their identity • feels that language and identity should be obvious within their way of being • wishes to continually practise how they speak, read, and "walk" (present themselves). 	Describes what the poet thinks about their identity.	Explains how the poet feels about their identity, and why.	Discusses how the poet evaluates themselves through identity.
(c) <i>Shows evidence of understanding the message the poet is trying to communicate with the reader.</i>	<p><i>Responses may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • We should strive to use and maintain our language and identity. • Don't forget about your language and identity. • Language and identity is passed down from older generations, and we must continue to live it every day. • To maintain identity through the way we speak, read, and walk (present ourselves). 	Identifies a message the poet is trying to communicate.	Describes a message the poet is trying to communicate and explains the reasons for this.	<p>Discusses WHY the poet's message is important to the reader.</p> <p>OR</p> <p>Discusses HOW the poet's message could impact the reader.</p>