

Assessment Schedule – 2020**Scholarship Samoan (93010)****Score Allocation**

| Question One | | | | | | | |
|--|---|---|---|--|---|--|---|
| Performance not at Scholarship level | | | | Scholarship Performance | | Outstanding Performance | |
| <p>The candidate:</p> <ul style="list-style-type: none"> • makes errors that may hinder communication • expresses some personal opinions, beliefs, viewpoints, or ideas • demonstrates some independent thinking • uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response • inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas • assembles ideas that are limited or partially developed, and that only sometimes go beyond the given stimulus material. | | | | <p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, in a natural way, and in a manner that is fluent and flexible • develops and integrates personal opinions, beliefs, viewpoints, or ideas • demonstrates aspects of high-level analysis and critical thinking • uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent that is well-integrated into a synthesised response • interprets the stimulus material and makes connections with their own ideas that go beyond the given material • engages the intended audience throughout the response • demonstrates highly developed knowledge and skills in written language • expresses ideas with precision and clarity • makes logical, clear, concise, and relevant use of written language. | | <p>The candidate:</p> <ul style="list-style-type: none"> • effectively communicates, with sophistication and style, in a natural way, and in a manner that is sustained, fluent, and flexible • develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful • demonstrates aspects of high-level analysis and critical thinking • uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response • fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material, and which demonstrate independent reflection • captivates the intended audience throughout the response • demonstrates sophisticated knowledge and skills in written language • expresses ideas with precision and clarity, in a convincing way • makes logical, clear, concise, and relevant use of written language. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Sample Evidence

Question One:

Fa'atusatusa manatu o le tusitala ma lou iloa o pese Samoa.

Sample Evidence:

E tãua tele le aganu'u fa'asãmoa i olaga o tagata Samoa olo'o nonofo tumau i atumotu o Samoa fa'apea ma i latou o ta'ape fa'auto i itūlagi e fia o le lalolagi. E ui la ina lavelave ma pei e nenefu i la'u va'ai falemafaufau le lasi o tu ma aga a Samoa, 'a'o mana'oga fa'avae mo a'u i le taimi nei e tãua pei ona fa'atãua e le tusitala o siva Samoa, le 'autū mo lenei fesili. O le fesili e tula'i mai i si o'u tama'i manatu e fa'apea: 'Āfai ou te lē mālmalama lelei i 'upu o se pese Sãmoa, o lona uiga ua matua misi 'atoa le 'auga ma le ute o faigãmea. O a'u na 'ou fanau i Niu Sila i le sefulu tausaga o lo'u matua. Ua sefululima nei o'u tausaga. 'Ua 'ou ta'ua la matou malaga i Samoa. O le tele o taimi na matou nonofo fa'amutu i le 'aiga o lo'u tama i le nu'u o Laufa'ia. E na'o a'u ma o'u matua la matou malaga.

O le taeao sesegi e le'i feala ni tagata o le nu'u, a ua pese le pese lotu, "Ua usu mai au mea lelei, ua 'aumai mo le aso nei ...". O le tina o lo'u tama le ositaulaga 'aia o le toea'ia matua, olo'o tagulu lava ma puluta'ai lona 'ie'afu. 'Ou te manatua, o le afiafi e le'i pogisa tele, i le ula o afi, ua fa'alogoia le ili mai o le foafoa, le 'amataga o le vavao, e sa ona toe feoa'i tagata o le nu'u. E pei o se 'aufaipese se tasi le tau fai pepese leotele o 'aiga i pese Samoa o a latou lava tapua'iga. Masalo pe lima le aofa'i o ituaiga lotu i le nu'u. E faofale tagata i o latou 'aiga, pese le lotu, faitau le Tusi Paia, ma fa'auma i se tatalo e pei o le tatalo a le Ali'i. Pe tusa ma le fasefulu minute ae ili mai le foafoa, ua taga ona feoa'i ua uma le taimi o faigalotu a 'aiga ta'itasi. E soso'o ai ma le taimi o talisuga pe 'afai ua vela lena o kuka mo le tausamiga o le afiafi, 'aia o le tele o 'aiga ona pau lena o le 'aiga mamafa o le aso.

O se manatu e tula'i mai i le taimi o le vavao a le nu'u, e leoleo e taulele'a ma ni matai le taimi o le sa. E fai la latou togi, o le 'ie lavalava uliuli ma le 'ofu pa'epa'e. Ona feofea'i lea e pei o ni sifi, 'ae le o i o latou 'aiga o le taimi o talosaga faifa'atasi. O lona lua o manatu faivavale, pe'a fa'atua atu i Niu Sila, e le tau leoleoia fa'alafumamoe tagata, 'aemaise o le tapua'iga i le Atua o le meatotino a le tagata lava ia. O le taua o le vafealoa'i, le amio pulea o tagata 'uma, e le'i se'iloga e ili se foafoa e ta'ita'i le lima, pe tu'u atu le sipuni i le gutu tulou! Ina ua uma le taimi o faigalotu, e fa'alogoia i lo matou fale le leitio a le toea'ina ua ki i le 2AP, e tova mai fa'asalalauga fa'apisinisi i pese Samoa, o isi tamaiti 'o lae matamata le Televisi, o le polokalame o pese lotu Samoa, a o le isi tama talavou, o le tausoga o lo'u tama, olo'o fa'aaoga mea fa'alogi i taliga e fa'alogologo ai ana musika. E leai ni talanoaga fa'ale'aiga 'aia e tau faipunonou i telefoni fe'avea'i e siaki "api o foliga" FB, imeli mmf.

O lea fa'ato'a 'ou tau malamalama nei i le uiga o le 'autu, i lo'u toe taumanatu i la matou malaga i Samoa. O le usuga o pese lotu, e le toe tau su'e anea se tasi pese e usu ai pese 'aia ua iloa 'uma 'upu, ua tauloto i le mafaufau. O le si'osi'omaga o le vaifanua, i 'aiga tua'oi e pisapisao i leotele o leito, televise ma telefoni fe'avea'i i pesepesega o le afiafi. O le 'ā lē musikā la o le ā tagata 'uma o le vaifanua? E tai tutusa, pe mautinoa le tutusa, pe sili ai aso ma tausaga ua mavae i lo aso nei, i le taua o pese, pei o pese fatu i tagata ona o le 'a'afiaga o le tekinolosi.

Score Allocation

| Question Two | | | | | | | |
|---|---|---|---|--|---|---|---|
| Performance not at Scholarship level | | | | Scholarship Performance | | Outstanding Performance | |
| <p>The candidate:</p> <ul style="list-style-type: none"> demonstrates superficial or limited understanding of the text in English or te reo Māori inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas assembles ideas that are limited or partially developed, and which only sometimes go beyond the given stimulus material offers arguments that are unclear and/or are not supported by effective examples presents a descriptive rather than analytical response. | | | | <p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text and justifies their own argument(s) in a coherent way in English or te reo Māori interprets the stimulus material and makes connections with their own ideas that go beyond the given material assembles ideas with precision and clarity in a logical manner, through a synthesised response to the question/statement; arguments are supported by examples that are evaluated develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives, and which go beyond the given material. | | <p>The candidate:</p> <ul style="list-style-type: none"> demonstrates understanding of the text and inferences, and justifies their argument(s) in a sustained, convincing, and coherent way in English or te reo Māori interprets and evaluates the stimulus material, and makes connections with their own ideas that go beyond the given material, and which demonstrate independent reflection and extrapolation assembles ideas with precision and clarity in a logical and seamless manner, through a deliberate synthesised response to the question/statement; arguments are supported by examples that are effectively evaluated; implications are drawn develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful, and which investigate and extensively explore different perspectives demonstrates insight and independent reflection at the highest level. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Sample Evidence (Outstanding Performance)

Question Two: Discuss how the author's ideas about *e siva mai le agaga* (the spirit of Samoan dance) reflect your own experience.

This question requires a response written in **English** or **te reo Māori**, to a text written in **Samoan**.

Responses may include:

- exploration of the notions of *siva mai le agaga* (Spirit of Samoan dance)
- the close association of the Samoan worldview of performing arts with *aganu'u*, the socio-cultural way of life
- the subtleties of changing physical, intellectual, and spiritual aspects related to *siva Samoa i le agaga*
- the Samoan music genre of *pese Samoa* (Traditional songs) and post-modern contemporary / more “fashionable” performing arts
- the interdependence of *gagana*, *pese*, and *siva*.
- the connection of *siva le agaga* with *fa'asamoa* socio-cultural experiences in New Zealand.
- *siva* categories and how they are spiritedly performed in relation to different social contexts.
- the writer's beliefs and assumptions “... *O le talitonuga o le atunu'u, e tatau ona iloa sisiva e tagata Sāmoa 'uma – I siva fa'asāmoa moni ...*”, to say that all Samoans, and homogeneously Polynesians, are natural aesthetic performing artists.
- descriptions of *Onomea* in Samoan as vitally expressive, hones in graceful moves, elegance, fluid, etc. to captivate an audience.
- the changing aspects of *siva fa'asamoa* as an evolution.
- the socio-cultural bubble of *fa'asamoa* in New Zealand as an educational setting through Polyfest.
- comparison with the spirit of Samoan dance with other Pacific dance (such as the Māori Haka).
- social influences and nuances of Samoan dance worldwide.

Other responses possible.

Score Allocation

| Question Three | | | | | | | |
|---|----------|----------|----------|---|----------|---|----------|
| Performance not at Scholarship level | | | | Scholarship Performance | | Outstanding Performance | |
| <p>The candidate:</p> <ul style="list-style-type: none"> communicates with limited confidence in a manner that is hesitant expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions speaks with incorrect intonation; accent affects communication; fails to self-correct. | | | | <p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates in a manner that is natural, fluent, and flexible expresses ideas with precision and clarity interprets the stimulus material and makes connections with their own ideas that go beyond the given material uses a wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a synthesised response speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary uses language appropriately, such as idiomatic expressions, fillers and pauses that fit the context. | | <p>The candidate:</p> <ul style="list-style-type: none"> effectively communicates with sophistication and style, in a manner that is natural, fluent and flexible expresses ideas with precision and clarity, in a convincing way fully interprets the stimulus material and makes connections with their own ideas that go beyond the given material and which demonstrate independent reflection and extrapolation uses a very wide variety of complex structures and vocabulary up to and including CL8 or equivalent, that is well-integrated into a high-level synthesised response speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary uses language appropriately, such as idiomatic expressions, fillers and pauses that fit the context. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Cut scores

| Scholarship | Outstanding Scholarship |
|--------------------|--------------------------------|
| 15 – 19 | 20 – 24 |