

**Assessment Schedule – 2022****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"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>• assembles ideas that are limited or partially developed, and that only sometimes go beyond the given stimulus material.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and integrates personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a wide variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material, and makes connections with their own ideas that go beyond the given material</li> <li>• engages the intended audience throughout the response</li> <li>• demonstrates highly developed knowledge and skills in written language</li> <li>• expresses ideas with precision and clarity</li> <li>• makes logical, clear, concise, and relevant use of written language.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is <b>sustained</b>, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material, and makes connections with their own ideas that go beyond the given material, and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>	
1	2	3	4	5	6	7	8

## Sample Evidence

### Question One:

E māfua i se ā ona olaola pea le Fa'asāmoa ma le Fa'amatai, pe ta'u fa'atauva'aina fo'i e ni isi?

#### Scholarship Performance

- O le Fa'asāmoa ma le Fa'amatai o poutū malolosi ia e lua o le aganu'u a Samoa e ui lava ina le fa'atāuaina e ni isi tagata.
- I lo'u lava manatu na'o a'u, e tataua ona fa'amatala manino mai e le tusitala le talitonuga o tagata Samoa, le uiga loloto o le Fa'asamoa ma le Fa'amatai.
- E feso'ota'i tagata Samoa i o latou gafa e pei o le atoina o se fale Samoa o lau po o se faleo'o e ato i laupola. O se manatu e fia fa'aopoopo, e ui ina faimalaga i tafa e fia o le lalolagi tagata Samoa ae o lo'o feso'ota'i pea 'aiga i 'auala tele vavae fa'aonaponei i va'alele ma luga o upega o tafa'ilagi.
- O le fa'aaloalo, loto alofa, agalelei, fetausia'i o lo'o noatia ai le so'otagata vavalalata o 'aiga i Samoa ma i latou o lo'o alaala ma pāpā'a'ao i atunu'u i fafo o Samoa. O le loto o le tagata Samoa po o lona agaga, o lona tagata lilo e mafai ai ona fa'atino tu ma aga tausili a Samoa.
- Ua fa'atusa e le tusitala le so'otaga fa'aauau a le tagata Samoa o lo'o aumau i atunu'u e mamao, e ui ina aumau i fafo atu o Samoa ae pei o le manulele o le toloa e toe fo'i lava i le vai. O le fa'asinomaga o le tagata Samoa, o lona 'aiga ma lona nu'u na fanau mai ai i le lalolagi. O lo'u taofi e fia fa'aopoopo e fa'apea, o le to'atele o l latou i aunu'u i fafo, o le sa'iliga o manuia i le tamāo'aiga ma tulaga taua'oa'oga. O le sa'ilimālō.
- O lau susuga o lo'o e faitauina o'u manatu ou te taofi e fesoasoani nai a'u motugā'afa e uiga i tu ma agatausili a Samoa. O le Fa'asamoa ma le Fa'amatai e ao ona tatou taofii'umaea 'auā o lo tatou fa'asinomaga lea.
- O le lautele o tagata Samoa o lo'o ta'ape i itū e fia o le kelope, ua atia'e ai o latou 'āiga. Ua 'avea le atia'eina o lotu po o ekalesia 'ese'ese, ua fa'amautūina ai le galulue fa'atasi e pei o nu'u ma alaafaga i Samoa. E le fa'apea o tagata Samoa 'uma e mafuta i lotu, ua fa'atino ai tu ma aganu'u a Samoa 'aemaise le a'oa'oina o le gagana Samoa.

#### Outstanding performance

- O le matai o le ta'ita'i o le 'āiga Samoa,ua 'ioeina e le 'āiga e fa'asuafaina i le suafa Sa'o, o ia e mata 'uma i ai meafai a le 'āiga. Ua iai fo'i matai tautua (ma matai palota) e tautuaina le 'āiga atoa 'aemaise le fa'alogotasi i le Sa'o o le 'āiga i le osiga o fa'alavelave fai. E to'aititi pe ā i latou e le fa'atāuaina le Fa'asamoa ma le Fa'amatai. Ou te manatu o ia tagata o lo'o nonofo i nu'u tūtaulaga po o i latou fo'i e lē mafuta i ni mafutaga fa'alelotu.
- E 'ese'ese tagata e fa'apena fo'i so'u taofi fa'aopoopo i le mata'upu, e 'ese mai le faitauga a le tuistala. O le Fa'asamoa e fa'alagolago i le malosi o le Fa'amatai, o lona uiga e malu so'o se tagata o le 'āiga ma le nu'u i so'o se matai. O pulega a le Fa'amatai e fesoasoani tele i le tausiga o tulafono fa'alemālō.
- O le iloa lelei e le tagata o lona tala'aga, le gafa o lona 'āiga, le 'āiga o lona tamā ma le 'āiga o lona tinā e tāua tele. O le nafa lea o le matai ma mātua o le fa'amatala lelei ina ia malamalama alo ma fanau i gafa o le 'āiga. O le gafa o le 'āiga potopoto 'aemaise le va fealoa'i ma isi suafa tāua o le nu'u ma itūmālō, tainane le aoao o Samoa.
- O le mau a Samoa, o le tagata ma lona fa'asinomaga. So'o se tagata e iai lona 'āiga e fa'asino i ai, so'o se 'āo iga e iai ona matai e fa'asino fo'i iai. O le fa'avae popo o le Fa'asamoa ma le Fa'amatai o le fa'aaloalo. O le malosi'aga lea o i'umaea e lua o le olaga o tagata Samoa, o le Fa'asamoa ma le Fa'amatai. E tolu a'i maea malolosi e pipi'i i ai tagata o le atunu'u. O le pogai lea e olaola ai pea le Fa'asamoa ma le Fa'amatai i le lalolagi.
- E malu lelei le fale Samoa e le tutulu pe'a tō mai ni timuga. E māfua i se ā lea mea? O na o le lelei o le so'oso'oina o lau o le fale pe'ā ato. Ou te manatu, o le matāfaioi lea a mātua ma tagata uma o le 'āiga o le fauina lea o le mafaufau o le tamaitiiti i tu ma aganu'u a Samoa. O le mau a le 'autusitusi e fa'apea, ua fa'aipoipo le Fa'asamoa ma le Fa'akerisiano, ona maua ai lea o le mafaufau o le tagata Samoa fa'aonaponei.
- O le motugāmanatu o si o'u nei tagata, 'ātonu o se laufono fa'apipi'i i sou fo'i finagalo e fesoasoani e famanino le fesili o lo'o talanoaina nei. E tausili lava i le mafaufau ma le loto o le tagata Samoa ana tu ma aganu'u. O le mau a le Tusi Paia i tagata Isaraelu sa fa'atāfea i Pāpelonia, o nu'u 'ese, "E susu'e lava le fa'amalama ma tilotilo i Ierusalemā." O le fa'asinomaga o tagata Samoa o la latou aganu'u, o le gagana o lo latou tofi mai i le Atua.
- Ua 'avea le femalagaa'i i atunu'u mamao ma 'auala ua alafia ai le suiga o olaga o ni isi. Ua lē fa'atauaina ai e i latou nei le Fa'asamoa ma le Fa'amatai. 'Aisea? Ona ua motusia le olaga Fa'asamoa ma le olaga Fa'amatai o aso 'uma ona ua aumau i nu'u 'ese. Ua le mafuta fo'i i se lotu Samoa e fa'aaogā ai le gagana Samoa. Ua le fa'atinoina ai fo'i ni tu ma aganu'u Samoa.

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| <ul style="list-style-type: none"> <li>• O le mautau'ave a Samoa e fa'apea "E mamalu tau'ave Samoa." O lona uiga, e le gata ina taua le Fa'asamoa ma le Fa'amatai i aunu'u i fafo, ae o lo'o soifua ai ma fa'atino tu ma aganu'u i so'o se avanoa e feso'ota'i ai tagata Samoa e pei o le 'ava o le feiloa'iga ma isi.</li> <li>• E ui ina loaloa le salalau ai o tagata Samoa i le tele o atunu'u o le lalolagi, ae o lo'o feso'ota'i pea i o tatou 'āiga o lo'o leo maota ma leo laoa i Samoa. O le atunu'u e naunau e femalaga'i. fa'avāomālō. O le talimālō lelei i so'o se taimi e fa'ailoa ai le fa'aaloalo i 'āiga feasiasia'i 'aemaise le osiga o 'āiga i fa'alavelave e pei o maliu, fa'aipoipoga, saofa'i ma isi. E tūa tele le Fa'asamoa ma le Fa'amatai i loto ma manatu o tagata Samoa.</li> </ul> | <ul style="list-style-type: none"> <li>• O le mau a se tasi o tamali'i Samoa i le vaiaso na te'a nei i luga o <i>Utube</i> e fa'apea, "Na malaga i Amerika (USA) i le tapaina o ipu a matai a lo latou 'āiga." Na fa'alautele lona silafia e fa'apea, "O saofa'i a tagata ia na tapa a latou ipu e fa'atino i Samoa, i lo latou nu'u e ana suafa matai leia na tapa a latou ipu i nu'u i fafo. O le Tulafono a le Malo Samoa le aloa'ia o le lesitalaina o suafa matai pe'a maē'a ona fai a latou saofa'i i Samoa. O le uiga o lea manatu, e alu lava le tagata Samoa ma 'ave lana gagana ma la aganu'u.</li> <li>• E ui ina loaloa le salalau ai o tagata Samoa i le tele o atunu'u o le lalolagi, ae o lo'o feso'ota'i pea i o tatou 'āiga o lo'o leo maota ma leo laoa i Samoa. O le atunu'u e naunau e femalaga'i. fa'avāomālō. O le talimālō lelei i so'o se taimi e fa'ailoa ai le fa'aaloalo i 'āiga feasiasia'i 'aemaise le osiga o 'āiga i fa'alavelave e pei o maliu, fa'aipoipoga, saofa'i ma isi. E tūa tele le Fa'asamoa ma le Fa'amatai i loto ma manatu o tagata Samoa.</li> </ul> |
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## Score Allocation

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

## Sample Evidence

### Question Two:

Discuss the cultural significance of the *ma'upū (tamafafine)* as a matai title holder?

### Expected coverage

*The candidate integrates personal ideas about... with ideas from the passage.*

- Samoan tradition advocated tamatane, brothers only, to be matai chiefly title holders of the family, whereas tamafafine, female siblings, are endowed as feagaiga, the sacredly dignified taupou, maiden ladies of the 'āiga (family). Over time however, the feagaiga male offsprings who are the chief's nephew(s) were embraced as a relevant representation of the feagaiga in the family matai circle (fono). Hence the term Ma'upū (tamafafine) is born out of respect, the Samoan worldview of fa'aaloalo and vafealoa'i rendered unto the feagaiga by the family chiefly title holder, the brothers' male lineage.
- Fa'asamoa and Fa'amatai matter in that the cultural significance of respect embraces the fāiā, the concept of connectedness and consequently experience family, unity, harmony, and solidarity. Cultural values are considerably important even at the transnational scene. The Minister of Pasifika Affairs, the Honorable Aupito William Sio is a talented Samoan orator. He explores and exploits his gift in his political career.

Fa'asamoa and Fa'amatai dynamics are social creative construction and/or reconstruction of Samoan communities in the diaspora. A matai title holder, be it a Ma'upu (Tamafafine) in origin or otherwise, is indicative of one's identity (fa'asinomaga), a Samoan matai is a leader of the 'aiga. He or she is capable of helping the social organisation of the 'aiga and transforming ideologies into solutions.

Pasifika communities are transnational, creative, cultural, connected, and dynamic (Salesa 2017). The quote from Salesa's "Island Time" sums up the underlying contribution of good education, Pasifika communities, and good leadership, such as a matai Ma'upū (Tamafafine), who should be fully engaged and well-informed with his role of being a matai leader of his/her 'aiga in a Samoan community in Aotearoa New Zealand.

## Score Allocation

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

## Sample Evidence

### Question Three:

Sauni lau tautalaga i le autū. O le tala'aga (gafa) o lo'u 'āiga (my family tree).

### Expected coverage

The structural framework of a Samoan speech is often mannered and formulaic. Normally the introduction is dominated by the usual salutation due to the reader/audience relative to the topic required as per task to be examined. The main content underlying the candidate's understanding and knowledge of one's identity, genealogy, the 'āiga based society of the Samoans, their gafa. Simply a crucial fact that candidates may have prior knowledge of their family tree. Because of the limited time allowed for the presentation, the candidate may avoid a formal cultural introduction and delve straight into the topic.

- O le 'āiga o le totonugalemu po o le fatu lea o le olaga o le tagata. O le fa'asinomaga o so'o tagata soifua, o le fesili tu'usa'o e fa'apea, "O ai lou tamā a o ai lou tinā?" O le tali ... O o'u mātua o ..... ! O lo'u tamā e sau mai le nu'u o .... A o lo'u tinā e sau mai le nu'u o ....!
- Talanoa i le 'āiga,,le aofa'i o le 'aiga, le fanau a le tamā ma le tinā. Fa'amata e mafai ona talanoa i tu ma aga tausili a Samoa. Le fa'aaloalo ma le vāfealoa'i a mātua ma fānau.
- O mafai ona talanoa i tu ma ga Fa'asamoa, Fa'amatai ma le Fa'akerisiano i le taimi lava lea e tasi e talanoa ai i ona gafa, le so'otaga fa'ale'āiga, fa'alelotu ae po o iai fo'i ni suafa matai o ona mātua. O fesoasoani mātua e fa'amatala 'āiga, le so'otaga ma isi 'āiga tamā ma le 'āiga tinā?
- "O le tagata ma lona fa'asinomaga, so'o se tagata soifua, e iai lona 'āiga e fa'asino i ai,e iai fo'i lona matai e fa'asino i ai."
- "E lele le toloa 'ae ma'au lava i le vai." O le ā le tāua o alagā'upu e fa'amatala ai le tumati'e o le iloa lelei o le so'otaga o le tagata ma ona 'āiga e ui lava ina soifua ane i atunu'u i fafo mai o Samoa.

*Other responses possible.*

**Please note:** Re-marking the top twenty or so speeches may help classify the mechanics/technical skills mentioned above for the outstanding scholar.

## Cut scores

Scholarship	Outstanding Scholarship
16 – 20	21 – 24