

Assessment Schedule – 2023**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 le tāua o talatu'u (e fa'amatala i 'upu e pei o fāgogo) nai lo talatu'u tusia i tusi faitau.

Possible expected coverage

E le'i iai se gagana tusitusi a Samoa anamua 'ae ina ua taunu'u misionare i le 1830 na amata ai loa ona atia'e le Gagana Samoa, le a'oina o leo o le Gagana Samoa, le pi faitau po o le alafapeti (alphabet). Sa fa'amatala lava i 'upu, le gagana tautala, le talanoaga e fa'amatala ai mea sa tutupu e pe o gafa o 'āiga, o tu ma aganu'u, o agaifanua, o talitonuga fa'aleaganu'u, o tala fa'afāgogo. Sa leai ni tivi, leitio, tifaga, ata video, youtube, nusipepa, Facebook ma isi mea uma fa'apena e pei ona iai 'auala fa'atekinolosi fa'aonaponei. O talatu'u a Samoa i onaponei, ua tele ina tusia i pepa ma tusi faitau e pei ona iai i le "Samoa Ne'I Galo – Samoa, Lest we Forget". Ua laugātasia 'upu fa'aaogā e le 'autusitala e fa'atatau tonu mo a'oa'oga. 'Ae le le gata fo'i i lea, ua fa'aliliu I le Gagana Fa'aperetānia po o le Igilisi ia talatu'u a Samoa ma fāgogo.

O aso nei, ua iai manatu fa'aopoopo i talatu'u a Samoa e pei ona lomia i le "Samoa Ne'I Galo – Samoa Lest We Forget". O nei Manatu Fa'aopoopo o lo'o tusia i le fa'ai'uga o se talatu'u, e fesoasoani I ni manatu fou e maua mai-i tagata o le nu'u e ana sea tala i ni suiga o o latou talitonuga e uiga i se talatu'u lo latou alaafaga. Ua iai fo'i le avanoa e talanoaina ai ni 'upu tāua po o ni 'upu fou e talanoaina o latou uiga e pei ona fa'aaogaina i le tala. O alaga'upu e maua mai i le tala, e tāua tele ma ua tāgatasia le sipelaina ma le fausiga o sea alagā'upu 'aemaise lona fa'aaogaina sa'o i le Gagana Samoa I onaponei.

Ua maua ai fo'i ma le avanoa e fa'aailoa mai ai i le 'aufaitau suafa o i latou na fesoasoani I le fa'amatalaina o se talatu'u fa'asino tonu lava i lea nu'u. O I latou e iai le iloa lelei, le tofa mamao ma le utaga loloto, o matai ali'i po'o ali'i tāua, tu'ua ma tulafale e lava le silafia e latou te fa'amatalaina ia talatu'u a Samoa. Ua iai fo'i ma atatūsia, ma ata mai meapu'eatao nu'u e ana ia ia talatu'u. Ua tulaga lelei ma si'itia i luga le tulaga aogā o talatu'u a Samoa i onaponei e pei ona iai suigamai talatu'u fa'amatala I 'upu, tala tu'ugutu tu'utalaiga e pe osa iai i aso anamua.

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

Question Two:

How is the concept of honour (or *fa'aaloalo* culture) demonstrated in the text? In your response, consider:

- family structure
- sacred spaces
- roles in society.

Possible expected coverage

The candidate integrates personal ideas about family structures and how they influence society. Topics may include:

- Samoa is an 'āiga-based society, the *fale*, a guest house, is central to their everyday life.
- the *Fa'amatai* (chiefly system) is basically portrayed in the 'āiga, village, district, and Samoa as a nation.
- information from the Samoan text is transformed and conformed as traditional *Fa'asamoa* and *Fa'amatai* dynamics.
- the notion of a village (operating across national boundaries) may depict Samoan transnational community.

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

Sample Evidence**Question Three:**

E fa'apefea ona tu'ufa'asolo mai i augātupulaga ia agatausili (traditions / values) a tua'ā i aso ua mavae?

Possible expected coverage

The candidate integrates personal ideas about how traditions / values of ancestors are passed on, including:

- a mental process of acquiring knowledge and understanding Samoan through thought, experience, and using the senses;
- Samoan epistemology, different ways of knowing, e.g. singing, dancing, chants
- Samoan oratory, oral history, value system, or developing worldviews.

O talatu'u a Sāmoa, o latou talitonuga sa tu'u fa'asolo mai i augatupulaga ua mavae se'ia o'o mai lava i aso nei. O le uiga o lea manatu, o le gagana tautala na tu'u fa'asolo mai ai gafa o 'aiga, o mea sa tutupu i lea aso ma lea aso i o latou olaga.

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
15 – 22	23 – 24