# Assessment Schedule - 2023

# Scholarship Samoan (93010)

# **Score Allocation**

Question One							
Performance not at Scholarship level			level	Scholarship Performance		Outstanding Performance	
The candidate:  • makes errors that may hinder communication				The candidate:  • effectively communicates a manner that is fluent as	•	The candidate:  • effectively communicates, with sophistication as style, in a natural way, and in a manner that is sustained, fluent, and flexible	
<ul> <li>expresses some personal opinions, beliefs, viewpoints, or ideas</li> </ul>			liefs,	develops and integrates viewpoints, or ideas	personal opinions, beliefs,	develops and integrates opinions, beliefs, viewpoi perceptive and insightful	nts, or ideas that are
demonstrates some independent thinking			ing	<ul> <li>demonstrates aspects of critical thinking</li> </ul>	high-level analysis and	demonstrates aspects of critical thinking	high-level analysis and
<ul> <li>uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> </ul>				<ul> <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> </ul>		<ul> <li>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</li> </ul>	
<ul> <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>			tially	<ul> <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>		<ul> <li>fully interprets the stimulus material, and makes connections with their own ideas that go beyond the given material, and which demonstrate independent reflection</li> <li>captivates the intended audience throughout the response</li> <li>demonstrates sophisticated knowledge and skills in written language</li> <li>expresses ideas with precision and clarity, in a convincing way</li> <li>makes logical, clear, concise, and relevant use of</li> </ul>	
						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'l 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'l 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 alaalafaga. 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'ailoa 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			level	Scholarship Performance		Outstanding Performance	
The candidate:				The candidate:		The candidate:	
<ul> <li>demonstrates superficial or limited understanding of the text in English or te reo Māori</li> </ul>					ling of the text, and justifies a coherent way in English	<ul> <li>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</li> </ul>	
<ul> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> </ul>				<ul> <li>interprets the stimulus material, and makes connections with their own ideas that go beyond the given material</li> </ul>		<ul> <li>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</li> </ul>	
<ul> <li>assembles ideas that are limited or partially developed, and which only sometimes go beyond the given stimulus material</li> </ul>				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		<ul> <li>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</li> </ul>	
<ul> <li>offers arguments that are unclear and/or are not supported by effective examples</li> <li>presents a descriptive rather than analytical response.</li> </ul>				<ul> <li>develops and integrates personal opinions, beliefs, viewpoints, or ideas that acknowledge and explore different perspectives, and which go beyond the given material.</li> </ul>		<ul> <li>develops and integrates sophisticated personal opinions, beliefs, viewpoints, or ideas that are perceptive and insightful, and which investigate and extensively explore different perspectives</li> <li>demonstrates insight and independent reflection at the highest level.</li> </ul>	
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 'aiga-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	
The candidate:			The candidate:		The candidate:	
<ul> <li>communicates with I that is hesitant</li> </ul>	imited confidence	in a manner	effectively communicates natural, fluent, and flexible		<ul> <li>effectively communicates with sophistication and style, in a manner that is natural, fluent, and flexible</li> </ul>	
<ul> <li>expresses ideas with sequence; inconsiste audience</li> </ul>			expresses ideas with pre	cision and clarity	expresses ideas with precision and clarity in a convincing way	
<ul> <li>inconsistently and/o material, and occasion their own ideas</li> </ul>			interprets the stimulus maconnections with their ow given material	aterial, and makes n ideas that go beyond the	<ul> <li>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</li> </ul>	
uses a (limited) rang occasional (or little)		-	vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response		<ul> <li>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</li> </ul>	
speaks with incorrect communication; fails		t affects	speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary		speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary	
			<ul> <li>uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>		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		