



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Gagana Sāmoa Level 1

This exemplar supports assessment against:

Achievement Standard 92032

**Interact in spoken Gagana Sāmoa to share and respond to information,
ideas, and opinions**

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Merit

For Merit, the student needs to interact capably in spoken Gagana Sāmoa to share and respond to information, ideas, and opinions.

This involves using interactive strategies to support the conversation and a range of language. There will be evidence of building on aspects of the information, ideas, and opinions exchanged. Communication will not be significantly hindered by inconsistencies.

The assessed student is on the right in both videos.

The student has interacted capably about places and events, and talks about the present, past, or future. For example, the student indicates the different types of chores that they each do.

The student uses interactive strategies to support the conversation, e.g. "...e ko'akolu makou E kofu lava makou ma le fe'au..." She moves beyond formulaic questions and responses by reacting to things said in her group, e.g. "O le a le uiga o lau kala? Makua ou le malamalama lava i lau kala?"

They have built on aspects of the information, ideas, and opinions exchanged, e.g. "...o feau masagi lava, o le moaga o le vao, fesoasoagi i le loomakua e vele le vao...e kasi lava le kago e fai..."

There is evidence of a range of language at the appropriate level, "Ou ke le iloa sa'o gi kulafogo po'o gi sa o le vai?"

Both recordings demonstrate a consistent level of language, and there are no inconsistencies that significantly hinder communication across the two interactions.

For Excellence, the student could demonstrate further variety of language, for example by increasing the detail in the information shared. There could also be additional evidence of interactive strategies that enhance the communication in their reactions and responses to what the partner says. For example, when asked about the pool in their village the student could respond and give evidence on the importance of the pool to them personally.

Grade: Excellence

For Excellence, the student needs to interact skilfully in spoken Gagana Sāmoa to share and respond to information, ideas, and opinions.

This involves successfully using interactive strategies that enhance the conversation and a range of language. Communication will not be hindered by inconsistencies.

The assessed student is on the right in both videos.

Interactive strategies are evident in both interactions.

The student has demonstrated consistent mastery of quality language appropriate to both the context and level, with well-chosen and varied vocabulary and controlled use of sentence structures, including complex sentences. For example, *“E ko’afia oukou le fagauga?”* and *“...ou iva lava e alu I le fale I le faiga o feau...makua leai gisi ga o a’u e kuua aku le a’oga fesoasoagi I le faiga o fe’au...makua le lava lava se moe.”*

There is evidence of interactive strategies that enhance the conversation, e.g. *“O gafea o Savaii ae aisea foi ua e filifilia ai lea gofoaga? O le a sou mafaufau e ke koe fia foi i le a gofoaga?”* and *“...ou iva lava e alu I le fale I le faiga o feau makua leai gisi ga o a’u e kuua aku le a’oga fesoasoagi I le faiga o fe’au...makua le lava lava se moe.”*

A range of language at the appropriate level is used successfully, e.g. *“E iai gi sa o le kou vai, I le kou gu’u o a gi mea e fia fa’aleleia faataitaiga lapisi e fa’amama po’o mea e koe fa’aleleia?”* and *“...makua lua le kalikoguiga lava a’u, fa’akoa lua kalikogu lava pe a lua o aku I le makou fale...”*

Both recordings demonstrate a consistent language level, and across the two interactions there are no inconsistencies that impact on communication.