



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

Exemplar for Internal Achievement Standard Samoan Level 2

This exemplar supports assessment against:

Achievement Standard 91144

Interact using spoken Samoan to share information and justify ideas and opinions in different situations

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

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interact using effective spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Effective Samoan will be shown by a range of language that is consistently fit for the context, and by skilful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The student has shared information and justified ideas and opinions, e.g. <i>'O le a sau iloa i lenei mea o le lotu a tamaiti? Ia o le aso lea e pei o lau saunoaga e fa'apitoa mo tamaiti'</i> (video 1), <i>'Ua leva ona ou fia malolo i le tu'uaga, ou te nofo i le fale ma fesoasoani i o'u matua i le faiga o feau'</i> (video 2) and <i>'O so'u iloa i lenā mataupu'</i> (video 3).</p> <p>A range of language is successfully used to fit the specific purpose and audience of the interaction, e.g. <i>'O se fa'amanatuga o le lalolagi i fanau, oloa tāua na foa'i e le Atua'</i></p> <p>The interactions are maintained through a skilful selection of language features and strategies. The student asks questions, listens to what is said and responds accordingly, agreeing or requesting further information, e.g. <i>'O ā au fuafuaga mo le Lotu Tamaiti?'</i> (video 1), <i>'O le a se galuega o lo'o e fia galue ai?'</i> (video 2) and <i>'Ia te a'u lava e le aoga tele'</i> (video 3).</p> <p>For a more secure Excellence, there could be additional evidence of language to justify information, ideas and opinions, e.g. by justifying <i>'O mafuaaga nei ua ala ai ona fa'atauaina; ou te le lagolagoina lou finagalo'</i>.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact using convincing spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Samoan will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student contributes to interactions to share and justify information, ideas and opinions, e.g. <i>‘O le vaiaso muamua e fai ai la’u a’oga ae o le vaiaso lona lua e fa’amanatu ai lo’u 16 tausaga’</i> (video 1), <i>‘Ua ova lo’u fiafia ona e te iloa e lē faia ai ni Lotu Tamaiti’</i> (video 2)</p> <p>A range of language is used that fits the purpose and audience of each interaction, e.g. <i>‘O a au tapenaga mo le Lotu Tamaiti’</i> (video 2) and <i>‘O le ala o la’u sāvali e uiga i le...’</i> (video 3).</p> <p>The interactions are maintained through generally successful selection of language features and strategies; she agrees, asks questions and seeks clarification, e.g. <i>‘Ae a la oe? Out e lē mautinoa, la o lenā tonu a’</i>.</p> <p>To reach Excellence, the student would show additional evidence of an ability to justify her ideas and opinions, such as by adding additional detail to help maintain the conversation. For example, <i>‘O a’oga e a’afia ai o Aorere ma Magele ma isi a’oga’</i> could be extended to include other schools and explain the separate school categories in the Polyfest competition.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact using convincing spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to give explanations or provide evidence to support their own views and/or the views of others.</p> <p>Convincing Samoan will be shown by a range of language that is fit for the context, and by generally successful selection from a repertoire of language features and strategies to support the interaction.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>The student contributes to interactions to share and justify information, ideas and opinions, e.g. 'Ua ou lēlavā fo'i a'oga se, Ua e lo'omatua fo'i la a ea?' (video 1) and 'e a'oa'o ai mea fa'asamoa ma mea atunu'u Pasefika' (video 3).</p> <p>The range of language used fits the purpose and audience of each interaction. The interactions are maintained by the student through a generally successful selection of language features, e.g. he asks questions, seeks clarification and uses fillers.</p> <p>For a more secure Merit, the student could include other language features and strategies to maintain the conversation and convincingly communicate information, ideas and opinions such as prompting, repeating, inviting agreement or disagreement.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact using spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student contributes to the interactions to share and justify information, ideas and opinions, e.g. <i>'Ou te fia ulufale i le Kolisi a Leoleo ona ou te fiafia e puipui i tagata, O a la au mataupu o lo'o ave? Lona uiga e fa'ataatau i le lelei o lau ta'alo?'</i> (video 1).</p> <p>There is evidence of maintaining and sustaining the conversation, e.g. <i>'O le a le uiga o lenā mea? Sa'o fo'i oe, O le a sou iloa i ai?'</i></p> <p>To reach Merit, the student would show additional evidence of a range of language to convincingly communicate and justify information ideas and opinions. For example, <i>'O a 'ese'ese ga, auā e 'ese'ese tamaiti Samoa ma Niu Sila'</i> (video 2) could add examples of differences between Samoan and New Zealand students, or add clarification about the differences between students.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact using spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student communicates information and expresses and justifies ideas and opinions, e.g. <i>‘Mālūlū le taeao a? O le mafua’aga ua ou ave’a ai le Igilisi ma le Numera’</i> (video 1), <i>‘O le a sau va’ai i tupulaga Samoa i latou mea e fai i taimi avanoa?’</i> (video 2).</p> <p>There is an attempt to maintain and sustain the conversation, e.g. <i>‘Ae a oe?’</i> (student 5 video 1) and <i>‘O a la isi mea e fai?’</i> (video 2).</p> <p>For a more secure Achieved, there would be additional evidence that the student can maintain and sustain the interaction, beyond the single strategy of asking questions and replying with simple short or one-word answers.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact using spoken Samoan to communicate information and justify ideas and opinions in different situations. Interactions need to provide evidence to support their own views and/or the views of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is an attempt to interact to give information and to justify, e.g. <i>'Matou te o e tamatamata i fa'afiafiaga e fai i o Samoa'</i> (video 1) and <i>'Ou te alu ma o'u matua ma o'u uso'</i>.</p> <p>To reach Achieved, there needs to be evidence of some mastery of language at level 7 of the NZC to share information and justify ideas and opinions, e.g. by giving explanations or providing evidence to support a view.</p> <p>Additional evidence of mastery of lower level language would also help to contribute overall to an Achieved presentation, e.g. by mastering the phrase <i>'E matou te o i le lua vaiaso, Ua uma ona booking le matou nofoaga'</i> (video 1).</p>