



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 91145

Give a spoken presentation in Samoan that communicates information, ideas and opinions

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 give an effective spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions.</p> <p>Effective Samoan will be shown by the capable selection and successful use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is controlled and integrated.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>The student gives a very realistic speech for a birthday, clearly communicates information and expresses and justifies ideas and opinions, e.g. <i>O le a fa'aalloa loa auga o aute i le ala o lo'u tula'i atu</i> and <i>'Na amata le ma faigauō ma Sina...a'o ma ao'oga</i>.</p> <p>The development is controlled, and there are sentences which explain her ideas, e.g. <i>'O le ma mafutaga ma Sina e māfana, e leai se mea ma te pisa ai</i>.</p> <p>Sentences and ideas relate to each other and the topic, and flow clearly, e.g. <i>'Ma o ia fo'i o se teine atamai. O le tele o taimi e fesoasoani mai ai i mea ou te vaivai ai...'</i>.</p> <p>For a more secure Excellence, the student could show improved consistency of the natural flow of speech, to ensure that the recurring pauses and hesitations do not affect communication in places, e.g. <i>'ua ou, ua ou</i>'.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a convincing spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions</p> <p>Convincing Samoan will be shown by the selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies</p> <p>This student communicates information and expresses and justifies ideas and opinions, e.g. <i>‘O la e nofonofo lelei mai i le laulau o le faia’oga, e pei lava o ia o le isi faia’oga, o le mea o lo’o tulimata’i ai o ia e fia aveva ma faia’oga pe a o’o i le lumana’l’.</i></p> <p>The language is credible and connected with sentences linked in sensible ways and fit for the purpose of the task. There is some development, e.g. <i>‘o lenei aso e patino tonu lava i uō ia a Lanu, O lea tama’ita’i e agamalū toe agalelei, toe alofa i tagata uma’.</i></p> <p>To reach Excellence, the student could show additional evidence of an ability to integrate information or ideas that is controlled for example some information contradicts ideas communicated earlier in the presentation e.g. <i>‘O lea tama’ita’i e agamalū toe agalelei, ua nofo nei ma fa’atonu a’u e salu le potu, o la e nofonofo i le laulau o le faia’oga ma valivali ona tigilima.’</i></p> <p>Further, to reach Excellence there will be additional evidence of capable selection and successful use of a range of language at the appropriate level i.e. to justify ideas and opinions. In the later part of the presentation, the language tends to be largely narrative and descriptive, e.g. <i>‘ou te manatuaina lava le aso a’o ma a’o’oga, ma o lo’u tilotilo atu i le isi taimi, ma o’u fesili i ai pe o le a le mea e fiafia e nofo i le laulau a le faia’oga?’.</i></p> <p>As a presentation standard, the features listed in Explanatory Note 2 of the standard will impact on the grade if inconsistencies in these features interfere with the communication of the message. The student’s unnatural pauses, hesitations and incomplete sentences detract from the overall success of the presentation.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a convincing spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions</p> <p>Convincing Samoan will be shown by the selection and use of a range of language and language features that are fit for purpose and audience. There will be development of the information, ideas and opinions which is generally credible and connected.</p> <p>Communication will not be significantly hindered by inconsistencies</p> <p>This student communicates information and expresses and justifies ideas and opinions, e.g. 'Fa'afetai mo le avanoa ua tu'uina mai e fai ai se molimau e ala i le ma faigauō ma le ali'i o, o la'u molimau e lē umi auā e le'i umi se mafutaga ma le ali'i lea'.</p> <p>Overall, the language is developed and connecting of ideas is generally credible, e.g. 'I le taimi muamua lava sa ou ulufale ai i le a'oga, sa fesoasoani ma ia te a'u e tau a'oa'o la'u nanu'.</p> <p>In this instance, where the speaker would seem to be capable of Excellence, additional evidence is required of effectively justifying ideas and opinions to ensure a presentation that reflects the language required by the standard.</p> <p>For a more secure Merit, the student could develop information further by justifying key ideas, e.g. '<i>O fautuaga nei e tu'u ane i au autafa, la fa'amuumua le a'oga ona o lo'o nofo tapua'i au mātua ina ia manuia lau taumafai auā se manuia o le tou aiga</i>'.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to give a spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student communicates information and expresses and justifies some ideas and opinions, e.g. 'O Fa'ataga o se teine e mata 'ata'ata toe tusa'afia i totonu o le vasega, e fesoasoani i e mana'omia le fesoasoani e pei o tama ma teine a'oga'</p> <p>There is evidence of language at this level, e.g. 'O Fa'ataga o se tama'ita'i e fai mea a'oga, se'i loga e fai mai le faia'oga fa'ako'ā fai mā mea a'oga'.</p> <p>To reach Merit, there would need to be additional evidence of language to express and justify ideas and opinions.</p> <p>Also, language features would be selected that are fit for purpose and audience, e.g. the introductory greeting 'Fa'atalofa atu I le susuga I le fa'afeagaiga ma le faletua' is incomplete, and other guests who may be present need to also be addressed to ensure the cultural appropriateness of the presentation to the audience.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student communicates information and expresses and justifies ideas and opinions, e.g. <i>'Avea ia lenei avanoa e fai ai so'u molimau pu'upu'u, o le tele o taimi e fa'amaoni i le faiga o ana mea a'oga'</i>.</p> <p>For a more secure Achieved, there could be additional evidence of language at the expected level to express and justify ideas and opinions, e.g. the excerpt <i>'Na amata le mā mafutaga ma le uō iā Jensen a'o ma ao'oga i le secondary school, o se tama lelei, o se tama matuā lelei tele'</i> could be justified further.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a spoken presentation in Samoan that communicates information and expresses and justifies ideas and opinions.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>This student communicates information and expresses and justifies ideas and opinions e.g. <i>'O le aso lenei ua leva ona moemiti ai si a'u uō o Mele, E lē mafai ona galo iā te a'u le aso muamua na e fa'amasani mai iā te a'u'</i></p> <p>There is an attempt at language at the level to give information and justify, e.g. <i>'Sa ou masalosalo po o se teine, po o se tama na e nofo i luga o le kesi.</i></p> <p>To reach Achieved, inconsistencies will not hinder comprehension of the message, e.g. <i>'E na te maua so'o se mea mai le tamā. O lea fo'i ua o'o i lou aso tele'</i>. Information not connected in a relevant sequence does hinder communication.</p> <p>Also, correct use of some of the language would assist comprehension e.g. <i>Sa ou fa'anoanoa ma tagi i lo'u tinā'</i>.</p> <p>To reach Achieved, the presentation may be supported by prepared notes/cue cards/props/other supporting material/a copy of the text, but not read verbatim in its entirety. Repetition and unnatural pauses and rhythm patterns can give the impression that the presentation is being read, e.g. <i>'Auoi ma lo'u tilotiloga, o si a'u uō o Mele, si a'u uō o Mele, o Mele...'</i> and may affect comprehension of the message.</p>