



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

## **Exemplar for Internal Achievement Standard**

### **Samoan Level 3**

Give a clear spoken presentation in Samoan that communicates a critical response to stimulus material

This exemplar supports assessment against:

**Achievement Standard 91564**

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 a clear, effective spoken presentation in Samoan that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint in Samoan that is controlled and integrated. There will be capable selection and successful use of a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be hindered by inconsistencies.</p> <p>There is a range of language successfully used, with controlled and integrated development.</p> <p>There is clear evidence of the student's ability to give a critical response in Samoan, such as by evaluating their experience in the 50th Jubilee Celebrations of Samoa's independence, e.g. <i>'E manaia le ootooina mai o le tala fa'asolopito o le tatou atunu'u ina ia silafia e le au fa'afofoga e tele fa'afitauli sa feagai ma Samoa a'o alo atu i le tuto'atasi'.</i></p> <p>They show features of analysis by presenting their observations of the event with evidence of the justification of their viewpoint, e.g. <i>'auā fai mai le upu o Samoa'</i> and <i>'O le taulaga sa osia e le afioga Tupua Tamasese III mo lona atunu'u pele o Samoa'.</i></p> <p>The talk is logically organised with appropriate link words.</p> <p>For a more secure Excellence, there could be additional evidence of skilful selection. Language such as <i>'ia taua ia te i tatou le soifua sa'oloto'</i> and <i>'A leai se gagana, e leai se aganu'u, a leai se aganu'u ona pō lea o le nu'u'</i> required further explanation as to the context and its connection to the topic of the speech.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in French that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint in Samoan that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>There is analysis and evaluation of the stimulus material (the 50th Jubilee Celebrations of Samoa's independence), e.g. the contribution of ancestors to Samoa's independence.</p> <p>The student gives their personal perspective on various cultural customs demonstrated, e.g. <i>'sa'u manatu fa'atauva'a na mamalu lava le amataga o le polokalame'</i> and <i>'na matuā manino ma talafeagai le lauina mai o Tala Samoa i aso anamua ae sa tatau ona fa'aali i luga o le laupapa le tala e mafai ai fo'i ona faitau e le tupulaga'</i>.</p> <p>To reach Excellence, the student could move beyond expressing their own views into exploring and supporting or challenging those of others, e.g. <i>'Emaoa'e tala fa'asamoa, le mean a maua mai ai le tatau, ma le malu, fa'apea fo'i le tugase, ie o le mālō ma le 'ava. Sa tatau lava ona fa'aumi teisi le solo 'ava'</i>.</p> <p>Further, there needs to be additional evidence of skilful selection and successful use of language. Incomplete sentences such as <i>'ina ia faitau ai tamaiti i le taimi ae o faitauina mai a'</i> and <i>'luma atu o le tūto'atasi'</i>, and the repetition of the same words <i>'si o tatou mālō'</i>, do not fulfill the criteria.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to give a clear, convincing spoken presentation in Samoan that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint in Samoan that is credible and connected. There will be a range of language and language features. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will not be significantly hindered by inconsistencies.</p> <p>There is a critical response to stimulus material, their personal experience and participation in the 50th Jubilee Celebrations of Samoa's independence.</p> <p>They show features of analysis with evidence of justification of their viewpoint, e.g. <i>'na manaia le fa'afoeina o le polokalame a le tuto'atasi. O le mea taua na maua se avanoa e fa'atino ai pese, tautalaga, tatalo ma siva'</i> and <i>'aemaise le vi'i o le fu'a o Samoa. 'E lelei fo'i ua ou malamalama ai i fetū o lo'o iai i le fu'a o Samoa'</i>.</p> <p>The presentation is logically organised. The language is generally credible and connected, e.g. by linking words and sentence starters such as <i>'e lē gata', 'na ou mo'omo'o', na o'o mai se lagona', 'na ou va'aia fo'i'</i>.</p> <p>For a more secure Merit, the student could move beyond expressing their own views into exploring and supporting or challenging those of others, e.g. using the proverb, <i>'E lele le toloa ae ma'au i le va'</i> required further explanation of its relevance, as it is used to conclude the speech, but its connection to the ideas discussed or the speech topic is not clarified.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to give a clear spoken presentation in Samoan that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is evidence of a critical response of their personal experience and participation in the 50th Jubilee Celebrations of Samoa's independence</p> <p>Personal perspective is shown through the student's observations of the event with some evidence of justification of a viewpoint, e.g. <i>'Sa ou fa'apea lava e usu se tatou pese lotu e pei ona masani ai pese a le Lotu Ta'iti, Metotisi po o le Lotu Pope fo'i. Ae o lea na amata i pese a le Tupulaga. Ae manaia fo'i auā e fiafia i ai le tupulaga'</i>.</p> <p>To reach Merit, communication would not be significantly hindered by inconsistencies caused by problems with intonation and pronunciation, e.g. <i>'ma alu le teine e ave le ipu'</i>, <i>'e malie le siva Samoa'</i>, <i>'tamaloa'</i> (the intonation) and <i>'e tatou iloa te'i ua 'malovale'</i> (the word usage and pronunciation).</p> <p>Further, there would be additional evidence of language which moves beyond the largely descriptive (describing their experience) into further analysis, evaluation, or supporting or challenging a viewpoint, e.g. <i>'O le mea na pito i sili ona manaia ia te a'u o le tautalaga a Iulia'</i>, <i>'E lelei fo'i le faiga o teine o le ava'</i> and <i>'pe a toe faia se mea fa'apea, ia tele ni ata e fa'aali pei o se tifaga'</i> are predominantly descriptive and do not provide the explanation and justification required for Merit.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to give a clear spoken presentation in Samoan that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The student gives a critical response of their personal experience and participation in the 50th Jubilee Celebrations of Samoa's independence.</p> <p>There is analysis and evaluation of their participation in the Jubilee celebrations. Their personal viewpoint is explained, e.g. <i>'O lo'u manatu i le mea na fai', 'e lelei mea na fai, e pei o pese ma tautalaga'</i> and <i>'I le taimi o le lotu, sa ou lē iloa uma upu o le tatalo, e lē faia i le āiga o a'u le tatalo fa'asamoa'</i>.</p> <p>For a more secure Achieved, pronunciation and grammatical inconsistencies would impact less on the overall understanding of the message.</p> <p>Further, there would be additional evidence of mastery of language at this level and additional success with language reflecting lower curriculum levels, e.g. <i>'I le tamaiti e luma lelei le fai umi siva ma fiafia'</i> and <i>'E tele tamaiti e mana'o ia fai le mea i aso atoa'</i>.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to give a clear spoken presentation in Samoan that communicates a critical response to stimulus material.</p> <p>This involves explaining and justifying a viewpoint. Critical response will include analysis, interpretation or evaluation.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>There is an attempt to give a critical response to stimulus material (<i>'Aso Tūto'atasi o Samoa</i>).</p> <p>To reach Achieved, inconsistencies would not hinder communication. Tense, word order problems and lexical errors hinder communication to a degree that parts of the message are lost, e.g. <i>'E iloa a e lelei, lelei fo'i ma na taumafai'</i> and <i>'Na sosoani i mea o Samoa i ai tūto'atasi ma ni siva e tele fo'i'</i>.</p> <p>Further, there would be additional evidence of mastery of the language needed in a critical response, e.g. analysis, evaluation, interpretation, and evidence that the student can move beyond the 'I' and 'We' into exploring the views of others.</p> <p>There would also be evidence of justifying a viewpoint.</p>