

Information for Editors/Uploaders: Exemplar

Exemplar Details

Subject	Samoan
Level	3
Achievement Standard Number & Standard Identifier (e.g. 90647 1.4)	91565 3.3
Standard Title	Interact clearly using spoken Samoan to explore and justify varied ideas and perspectives in different situations

Student Work Details: File Names

Student 1 – Low Excellence	<p>Student 1 existing 91565 Resource A Male student, green blazer Time codes: Video 1 0:53 “O le ā se” to 1:04 “ma aso nei” 1:24 “A’oga i aso la” – 1:48 “pologa”</p> <p>Video 2 2:51 – 3:21 “ Video 3 1:39 – 2:26</p>
Student 2 – High Merit	<p>Student 2 existing 91565 Resource A Female student, black jersey, flower in hair Video1 0:41 “E i ai se mea” - 0:53 “fia fa’asoa atu.” Video 2 1:44 “Sa’o lava le “ - 2:02 “o telefoni” 2:10 “Auā o le telefoni” – 2:35”maua i le telefoni” Video 3 1:53 “Ae sili fo’i nei i Niu Sila” – 2:06 “lauiloa iunivesite”</p>
Student 3 – Low Merit	<p>Student 3 existing 91565 Resource A Male student, black jersey Video 1 0:34 “o le a sau va’ava’aiga” – 0:54 2:00 “O a tulafono – 2:23 “se’evae fo’i na le” 3:18 “iinei i Niu Sila – 4:00 a’oa’oina ai. Video 2 Start – 1:55 2:41 “o le a le mafua’aga o lenā mea?” -3:01 “e le o fa’aaoga fa’alelei e tamaiti” Video 3 3:17 – “Sa fai ni tou sikaili?” – 3:45 “ Makeup a mum.”</p>

<p>Student 4 – High Achieved</p>	<p>Student 4 existing 91565 Resource A Female student, green blazer, hair down. Video 1 Start – 1:49 “mativa, pologa” Video 2 0:51 “O le a se lua – 1:16 “isi itū pe leaga”</p>
<p>Student 5 – Low Achieved</p>	<p>Student 4 existing 91565 Resource A Female student, black jacket, black scarf. One video but shows 3 interactions within it. 0:48 “Sa’o lelei” – 1:25 “Tu’u!” 2:58” o lea ou te” – 3:45 “la’a i le a’oga” 4:21”Ua maua la’u job” – 4:47 “E a Samoa?” 5:50 “O lo’u tamā” – end 6:03</p>
<p>Student 6 – High Not Achieved</p>	<p>Student 5 existing 91565 Resource A Female student on the right, black jersey, ponytail. Video 3 2:43 “E sili atu Niu Sila” – 3:05 “galuega iinei i Niu Sila”</p>

Additional Notes (e.g. more detail about the location of files if existing work is to be re-used)

NAMs: **you do not need to enter anything into the grey box below or the next header page** - your Team Leader and/or the Assessment and Moderation Services team will complete these. Please proceed to complete the student commentaries for each grade boundary in the template on page 3.

Admin Purposes: Assessment and Moderation Services

Team Leader		Date Submitted ARM	
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Location of Commentary File Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)	S: Drive
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Location of Student Work Files Please describe alternative location if not S: Drive (e.g. email, CD, DVD, USB)	S: Drive
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Permission Slips Please type in Y/N if applicable	
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Dates Completed:

ARM Checks		Editor Approval	
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Uploading		Publication	
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National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Samoan Level 3

This exemplar supports assessment against:

Achievement Standard 91565

**Interact clearly using spoken Samoan to explore and justify varied ideas
and perspectives 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 clearly using effective spoken Samoan to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be successful use of a range of language, and skillful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be hindered by inconsistencies.</p> <p>The exemplified student is the male wearing a green blazer.</p> <p>There is a range of language successfully used across the three interactions that is consistently fit for purpose and audience, e.g. <i>'E te iloa lā a'u, ou te fiafia i mea fou ua a'e mai auā a e fia talanoa i le tou aiga i Hawaii ma isi atunu'u, e lelei e vave'</i>.</p> <p>They skilfully select language and strategies to initiate and maintain the interaction, e.g. <i>'Ou te fa'aluaina lua manatu', O le ā se lua iloa i ai i a'oga i aso la ma aso nei?', 'lafolafo mai ni tou manatu', 'Ae ā oe _____ o le a sou manatu?' 'Sa'o a', taimi na o le mativa ma pologa'</i>.</p> <p>For a more secure Excellence, features of justification such as, <i>'ou te iloa e sili atu mea 'ai na e malosi ai le tino'</i> and <i>'E manaia Niu Sila e i ai le Social Welfare'</i>, could be expanded with further explanation or examples to sufficiently meet the criteria.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interact clearly using convincing spoken Samoan to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be a range of language and generally successful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be significantly hindered by inconsistencies.</p> <p>The exemplified student is the female wearing a black jersey with a flower in her hair.</p> <p>There is a range of language features and strategies selected to initiate and maintain the interactions, e.g. <i>'E i ai se mea ua lua savalivali mai ai i lenei taeao? Afai e leai, e i ai le ma matā'upu lea e fia fa'asoa atu'</i> and <i>'E sa'o lava le manatu a _____, auā e lelei le telefoni, ae telē fo'i le leaga o le telefoni'</i>.</p> <p>To reach Excellence, there needs to be evidence of successful use of language that is consistently fit for purpose and audience, e.g. by improving the clarity of ambiguous or contradictory statements such as, <i>'A'o i Samoa, a o tamaiti i iunivēsitē e lē tau lauiloa pei o isi atunu'u'</i> and <i>'E lelei le telefoni, ae telē fo'i le leaga o le telefoni'</i>.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interact clearly using convincing spoken Samoan to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others. There will be a range of language, and generally successful selection from a repertoire of language features and strategies to maintain the interaction.</p> <p>Interaction will not be significantly hindered by inconsistencies.</p> <p>The exemplified student is the male wearing a black jersey.</p> <p>There is use of a range of language that is fit for the purpose and audience, e.g. <i>'E i ai le mea lea ou te fia iloa'</i>, <i>'Ae a la tulafono o le a'oga, o le ā le ese'esega?'</i> and <i>'Ae o le a le mea e tupu?'</i>.</p> <p>The student shows features of exploring of ideas and perspectives by seeking viewpoints of others and responding with explanations or evidence, e.g. <i>'Ae a la i Samoa, e fa'ataga telefoni i Samoa?'</i>, <i>'E mamalu la tou tulafono i aso la?'</i>.</p> <p>For a more secure Merit, there needs to be additional evidence of justification and explanation of ideas using convincing spoken Samoan, e.g. <i>'E fa'ataga na aumai i le a'oga ae fa'asā i le taimi o vasega'</i>, <i>'E i ai fo'i le aogā i le matā'upu Numera'</i> and <i>'A e va'ai i le taimi nei e o mai tamaiti ia ma latou sitaill'.</i></p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interact clearly using spoken Samoan to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student is the female wearing a black blazer with her hair down.</p> <p>The student takes an active part in the interactions with a degree of fluency and spontaneity by presenting and sustaining varied ideas and views, e.g. <i>'O aso la, e faigatā auā taimi uma i taeao se'īloga e fai muamua fe'au fa'ato'ā o ai i le a'oga. O isi fo'i aso e sāvavali i le a'oga e leai ni se'evae'</i>.</p> <p>To reach Merit, the features of exploring and justifying ideas could be developed, giving more than one word responses or repeating words from a previous speaker, e.g. <i>'Sa'o lava', 'E', 'Seki a!', 'mativa ma pologa'</i> and <i>'e lelei a i isi itū a'o isi itū pe leaga'</i>.</p> <p>Further, there needs to be additional evidence of the successful selection of language. Language such as <i>'E faigofie le life i 'ō i Samoa', 'oka le faigatā, sole'</i> and <i>'se'īloga e i ai sau tupe fa'ato'a mafai na e alu'</i> does not sufficiently meet this criteria.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interact clearly using spoken French to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining their own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student is the female wearing a black jacket and black scarf.</p> <p>The student takes an active part in the interactions with a degree of spontaneity. <i>'Se, tinā o la'u telefoni lenā e fa'aaogā i le a'oga', 'Ae fa'afefea pe a tupu se fa'alavelave i le a'oga?' and 'O lea ou te va'ai atu ia oulua ua sui mai lua sikaili'.</i></p> <p>For a more secure Achieved, the features of exploring and justifying varied ideas could expand beyond expressing their own views into exploring and supporting or challenging those of others, e.g. <i>'E faigatā, e faigatā, e faigatā', 'Ua maua la'u job i Niu Sila, e tele o galuega i Niu Sila'.</i></p> <p>Further, there needs to be additional evidence of contextually appropriate language and cultural conventions that are fit for purpose. Language such as <i>'O le mea lenā e lelei o le aumai o la'u telefoni, tu'u!', 'ua tavalu mai lua sefe', 'Einjo!', 'O lo'u tamā e ofisa a leoleo, e ā se tala?' does not sufficiently meet the criteria.</i></p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interact clearly using spoken French to explore and justify varied ideas and perspectives.</p> <p>This involves the student accounting for and sustaining own views, and finding out about, evaluating and giving evidence to support or challenge the ideas and perspectives of others.</p> <p>Communication will be achieved overall, despite inconsistencies.</p> <p>The exemplified student is the female student on the right, wearing a black jersey. Her hair is in a ponytail.</p> <p>There is an attempt to take part in a discussion with a degree of fluency and spontaneity, e.g. <i>'E sili atu Niu Sila, leaga a fa'apea e fia fesoasoani i Samoa e mafai ona lafo atu tupe, fai ai fa'alavelave. E i ai fo'i galuega iinei i Niu Sila'</i>. They take on a passive role throughout the majority of the three interactions, which limits their ability to interact clearly in different situations.</p> <p>To reach Achieved, the student needs to show evidence of exploring and justifying ideas and perspectives.</p> <p>Further, there needs to be evidence of mastery of the language to move beyond expressing one idea and also explore the views of others.</p>