

**Assessment Schedule – 2021****Scholarship Samoan (93010)****Score Allocation**

Question One							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> <li>• makes errors that may hinder communication</li> <li>• expresses some personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates some independent thinking</li> <li>• uses a (limited) range of structures and vocabulary that are only sometimes integrated into the response</li> <li>• inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>• assembles ideas that are limited or partially developed, and that only sometimes go beyond the given stimulus material.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, in a natural way, and in a manner that is fluent and flexible</li> <li>• develops and integrates personal opinions, beliefs, viewpoints, or ideas</li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a wide variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>• interprets the stimulus material, and makes connections with their own ideas that go beyond the given material</li> <li>• engages the intended audience throughout the response</li> <li>• demonstrates highly developed knowledge and skills in written language</li> <li>• expresses ideas with precision and clarity</li> <li>• makes logical, clear, concise, and relevant use of written language.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>• effectively communicates, with <b>sophistication and style</b>, in a natural way, and in a manner that is <b>sustained</b>, fluent, and flexible</li> <li>• develops and <b>integrates sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful</b></li> <li>• demonstrates aspects of high-level analysis and critical thinking</li> <li>• uses a <b>very wide variety</b> of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>• <b>fully</b> interprets the stimulus material, and makes connections with their own ideas that go beyond the given material, and <b>which demonstrate independent reflection</b></li> <li>• <b>captivates</b> the intended audience <b>throughout the response</b></li> <li>• demonstrates <b>sophisticated</b> knowledge and skills in written language</li> <li>• expresses ideas with <b>precision and clarity</b>, in a <b>convincing</b> way</li> <li>• makes <b>logical, clear, concise, and relevant</b> use of written language.</li> </ul>	
1	2	3	4	5	6	7	8

## Sample Evidence

Question One:		
O ā ni lu'itau i le tausiga o tiute o le feagaiga i le seneturi 21 pe'ā fa'atusa i tausaga ua mavae?		
Performance not at Scholarship level	Scholarship Performance	Outstanding performance
<ul style="list-style-type: none"> <li>• E foliga tutusa ma le faalagiga e ave i le faifeau o le 'aulotu pe ā?</li> <li>• O si o'u manatu fa'aopoopo i le autū e foliga mai e fai si tigāina o le tuagane e tautua lona tuafafine. Fai atu ai foi.</li> <li>• E talafeagai ma le olaga o taulele'a Samoa auā e tai fai lava i aso uma a latou suāvai po o umu e alai ona mu mata o tuagane i ...</li> <li>• E tautua, e puipui, ma tausi i lona tuafafine.</li> <li>• E ui ina ola i Niu Sila ae tumau le fetausia'l, fefa'apalepalea'i ma le tautua fa'amaoni.</li> </ul>	<ul style="list-style-type: none"> <li>• O le ola fesāga'i i le āiga o le tama ma lona tuafafine.</li> <li>• Fefa'aaloaloa'i, feāvata'i.</li> <li>• Tautua fa'amaoni.</li> <li>• Va'ai lelei e le tama lona tuafafine ina ia saogalemu.</li> <li>• 'aua ne'i ta'uvalea pe ta'u leagaina ini uiga le taupulea.</li> <li>• O le fa'aaloalo le va'avae tupito, lē vatapuia, e tapu le savali, va'ai, nofo, tautala.</li> <li>• O le fealofani i lo la va e teu le va i aso uma.</li> <li>• Ua sui faiga, e pei o matai ae tumau lava fa'avae e pei ona ta'ua e le tusiutala I le fuaitau mulimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• E tu maualuga, le feagaiga, le tuafafine i le mafau fau aemaise le tausiga a le tuagane.</li> <li>• Ua na'o se a'oa'oga i tu ma aga a Samoa a'o se talitonuga e soifua ai i aso uma.</li> <li>• E tatau ona fa'ailoa e mātua ma faiā'oga I fanau o latau matāfaioi i totonu ma fafo o le 'āiga</li> <li>• O le vatapuia fealoaloa'i e fa'avae i le alofa e teu le va ina ia aua le oia pe ta'uleagaina.</li> <li>• E pupula a fa'aaloalo a tautala e fa'aaloalo mmf.</li> <li>• Ua e fa'alanuma'ave'ave, pae ma le auli.</li> </ul>

## Score Allocation

Question Two							
Performance not at Scholarship level				Scholarship Performance		Outstanding Performance	
<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates superficial or limited understanding of the text in English or te reo Māori</li> <li>inconsistently and/or partially interprets the stimulus material and occasionally makes connections with their own ideas</li> <li>assembles ideas that are limited or partially developed, and which only sometimes go beyond the given stimulus material</li> <li>offers arguments that are unclear and/or are <b>not supported by effective examples</b></li> <li>presents a descriptive rather than analytical response.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text, and justifies their own argument(s) in a coherent way in English or te reo Māori</li> <li>interprets the stimulus material, and makes connections with their own ideas that go beyond the given material</li> <li><b>assembles ideas</b> with precision and clarity in a logical manner, through a synthesised response to the question / statement; <b>arguments are supported by examples that are evaluated</b></li> <li>develops and integrates personal opinions, beliefs, viewpoints, or ideas that <b>acknowledge and explore different perspectives</b>, and which go beyond the given material.</li> </ul>		<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates understanding of the text and inferences, and justifies their argument(s) in a <b>sustained, convincing</b>, and coherent way in English or te reo Māori</li> <li>interprets and <b>evaluates</b> the stimulus material, and makes connections with their own ideas that go beyond the given material, and <b>which demonstrate independent reflection and extrapolation</b></li> <li><b>assembles ideas</b> with precision and clarity in a logical and seamless manner, through a <b>deliberate synthesised</b> response to the question / statement; <b>arguments are supported by examples that are effectively evaluated; implications are drawn</b></li> <li>develops and integrates <b>sophisticated</b> personal opinions, beliefs, viewpoints, or ideas that are <b>perceptive and insightful, and which investigate and extensively explore different perspectives</b></li> <li><b>demonstrates insight and independent reflection at the highest level.</b></li> </ul>	
1	2	3	4	5	6	7	8

## Sample Evidence

Question Two: How would the <i>malu o 'āiga</i> concept be reflected in a Samoan woman's life nowadays?		
Performance not at Scholarship level	Scholarship Performance	Outstanding performance
<p><i>The candidate expresses an opinion about the concept of malu o 'āiga in a Samoan woman's life nowadays.</i></p> <p><i>Malu</i> would remind a Samoan woman of:</p> <ul style="list-style-type: none"> <li>• her 'security' role of family</li> <li>• different aspects of her role</li> <li>• overall care of <i>aiga potopoto</i> extended family</li> <li>• being the peace maker of the family</li> <li>• being the weaver of traditional artefacts (e.g., tapa cloth, fine mats, blinds, etc.)</li> <li>• traditional roles such as mixing the 'ava ceremonial drink</li> <li>• chores such as tidying up the house, inside and outside</li> <li>• the legend about Tapuitea signifies roles of caring 24/7</li> <li>• thoughtful ideas in cultural matters relative to 'aiga organisation.</li> </ul>	<p><i>The candidate integrates personal ideas about malu o aiga with ideas from the passage.</i></p> <p><i>Malu</i> nowadays would influence a Samoan woman to reflect on:</p> <ul style="list-style-type: none"> <li>• patterns symbolic of significant roles of women in 'aiga on a daily basis, chores of tidiness of the <i>fale</i> etc.</li> <li>• leadership in terms of giving out instructions and organising events</li> <li>• harmonious co-operation of brotherly relationships within and in relation to other family members</li> <li>• mutual respect among family members because of her influence and the impact of her knowledge, and the understanding of her roles and <i>fa'asamoa</i></li> <li>• being deeply involved with performing art (<i>siva Samoa – tauluga</i>) if she is the village maiden (<i>taupou</i>)</li> <li>• show self-competence in her duties and cultural knowledge.</li> </ul>	<p><i>The candidate provides perceptive and insightful ideas about malu o 'aiga comparing the past and today.</i></p> <p>A Samoan woman today would reflect on:</p> <ul style="list-style-type: none"> <li>• security in regard to family unity and solidarity</li> <li>• symbolism of awareness of 'aiga leadership, who is who, and the roles that each family member possess</li> <li>• self-competence to perform her roles relative to matters outside of 'aiga <i>potopoto</i>, extended family</li> <li>• becoming a reliable person to deal with arising problems and provide solutions for settlement</li> <li>• brothers, sisters looking up to all women as <i>malu o le 'aiga</i> as a collective, a goodwill, and a good name for the family matters</li> <li>• <i>malu / mamalu o 'aiga</i> is highly respected, dignified, cared for and valued.</li> </ul>

## Score Allocation

Question Three											
Performance not at Scholarship level		Scholarship Performance		Outstanding Performance							
<p>The candidate:</p> <ul style="list-style-type: none"> <li>communicates with limited confidence in a manner that is hesitant</li> <li>expresses ideas without a coherent or logical sequence; inconsistently engages the intended audience</li> <li>inconsistently and/or partially interprets the stimulus material, and occasionally makes connections with their own ideas</li> <li>uses a (limited) range of structures, vocabulary and occasional (or little) use of idiomatic expressions</li> <li>speaks with incorrect intonation; accent affects communication; fails to self-correct.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates in a manner that is natural, fluent, and flexible</li> <li>expresses ideas with precision and clarity</li> <li>interprets the stimulus material, and makes connections with their own ideas that go beyond the given material</li> <li>uses a wide variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has little effect on communication; self-corrects as necessary</li> <li>uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>				<p>The candidate:</p> <ul style="list-style-type: none"> <li>effectively communicates <b>with sophistication and style</b>, in a manner that is natural, fluent and flexible</li> <li>expresses ideas with precision and clarity, <b>in a convincing way</b></li> <li><b>fully</b> interprets the stimulus material, and makes connections with their own ideas that go beyond the given material, <b>and which demonstrate independent reflection and extrapolation</b></li> <li>uses a <b>very</b> wide variety of complex structures and vocabulary, up to and including CL8 or equivalent, that is well-integrated into a <b>high-level</b> synthesised response</li> <li>speaks clearly and concisely with correct intonation; accent has no effect on communication; self-corrects as necessary</li> <li>uses language appropriately, such as idiomatic expressions, fillers, and pauses that fit the context.</li> </ul>			
1	2	3	4	5	6	7	8				

### Sample Evidence

**Question Three:**

Mafaufau i tagata o le tou 'āiga, fa'amatala sou iloa o le tāua o le va feāloaloa'i.

**Expected coverage**

- *Fa'afeiloa'i/ fa'atūliona* – greetings (Introduction).
- *Talanoa fa'aaloalo* – know, use, and respect language.
- *Fa'alagi o latou suafa matai po o susuga faifeau mmf.* – discusses honorific entitlements.
- *Faiā / fa'alupega e tāua. Gafa o le aiga o le tamā / po o le 'aiga o le tinā.*
- *Loto alofa / fesoasani i fa'alavelave o 'aiga.*
- *E fa'aaogā le gagana e feso'ota'i ai* – Samoans use language of respect to connect with, engage in cultural matters, create opportunities, etc.

*Other responses possible.*

### Cut scores

Scholarship	Outstanding Scholarship
xx – xx	xx – 24