

Assessment Report

New Zealand Scholarship Samoan 2025

Performance standard 93010

General commentary

The topics this year focused on Samoan approaches to child-rearing, the validation of different ways of recording history, and perspectives on raising children outside of Samoa. These themes enabled candidates to meaningfully engage with familiar cultural contexts while also considering these issues from their own perspective.

High-performing candidates moved beyond simple description to offer thoughtful, evaluative, and reflective responses. In Question One, candidates should be able to articulate their viewpoints and extrapolate and elaborate on Samoan ways of nurturing children, demonstrating a strong understanding of core values such as respect, collective responsibility, and relational well-being. The examples to justify their responses could range from family life and upbringing, cultural practices changing geographically and over time as well demonstrating their understanding beyond the text. More importantly, the answers must be strictly in Samoan.

In Question Two, candidates were provided with an opportunity to reflect, validate, and justify the comparable worldviews of recording history. This question allowed candidates to either take a position for or against, or even to sit on the fence. The response could draw on their own experiences and the text to expand on ideas, but it still needed to directly address which system is most effective.

In Question Three, candidates were given a proverb as a guide to support with the question. The focus is not on explaining the proverb rather its connection and significance to the question around practices existing outside the motherland. Candidates could explain and justify examples, without intentional repetition or similar responses given in Question One, to indicate and demonstrate their wider understanding and critical thinking of the question.

Report on performance standard

Candidates who were awarded Scholarship with **Outstanding Performance** commonly:

- provided deep and well-developed responses into the complexities of relevance in modern contexts (e.g. New Zealand diaspora, mental health, parenting)
- examined what aspects remain relevant vs. outdated
- offered nuanced, insightful arguments (e.g. balancing cultural authority with child well-being)
- explored multiple perspectives thoughtfully
- integrated sophisticated vocabulary and high-level Samoan language structures
- conveyed effective and sophisticated thinking in a natural and unique way that was very insightful
- demonstrated sophisticated and deep understanding of the text through reflection, comparison, and critical thinking
- focused on the question rather than the proverb in their spoken response

- included sophisticated and high-level thinking in their speeches rather than repetition from the reading or the listening texts
- demonstrated strong independent thinking and contextual awareness.

Candidates who were awarded **Scholarship** commonly:

- stated a clear position
- gave two or three developed reasons with examples
- connected ideas and examples of high level analysis, critique to Samoan identity, culture, and upbringing throughout their responses
- integrated personal reflections or real-life examples
- discussed values such as service, respect, cultural pride, leadership
- explained concepts (e.g. different examples from the text on cultural practices, historical recording and nurturing children)
- interpreted the stimulus clearly and extended beyond it
- provided written language and fluency was very clear and relevant and demonstrated ability to go beyond the text
- used clear and concise spoken language.

Candidates who were **not awarded Scholarship** commonly:

- did not answer the question or left some parts unanswered
- focused on what was said rather than providing their own examples
- provided limited responses in terms of ideas and integration of personal experiences or world views with the text.
- provided a retelling of the listening passage or paraphrasing of the reading text, with no clear attempt to go beyond the stimulus material
- may have provided responses that did not align with passage, text, or the questions.