

Spanish Level 1 – Sample 2009 Examination Questions

90128: Read and understand simple written Spanish in familiar contexts

Note: These sample questions are based on the texts and questions in the 2007 paper

TEXT ONE: LETTER FROM MEXICO

Read the letter below from a New Zealand student who is on an exchange in Mexico.

Glossary:

piel skin, leather, hide

¡Hola clase!

¿Cómo están? ¿Recibieron mi postal? Todo sigue bien aquí. Me encanta México, especialmente el clima, la comida y los mercados.

Ayer fui con otro estudiante neocelandés a Morelia. Había un gran mercado al aire libre allí. ¡Era enorme! Tenía más de cien tiendas de todos tipos. Vi cosas preciosas como aretes y anillos de plata y cinturones y chaquetas de piel. Y los zapatos, ¡qué hermosos! Casi me compré unas botas pero eran carísimas.

Encontré regalos para toda mi familia; para mi hermana una camiseta amarilla con la bandera de México al frente, un collar de oro para mi mamá y para mi padrastro un sombrero típico. También les compré a todos en la clase un pequeño recuerdo de México. Pueden usarlo para escribir sus exámenes. ¡Ja, ja! ¿Saben qué es?

Fue un día estupendo y lo pasamos muy bien ... hasta la hora de regresar. Cuando mi amigo y yo tratamos de subir al taxi, no pudimos. Es que teníamos demasiados paquetes y bolsas y fue imposible subir. Al final decidimos tomar el autobús a casa. ¡Qué día!

Y ustedes, ¿qué han hecho? ¿Cómo fueron las vacaciones? ¿Qué tal el nuevo curso? Espero recibir noticias de ustedes pronto. Un abrazo, Daniel

Question One

- (a) What questions does Daniel ask at the beginning of his letter?
- (b) How does Daniel feel about Mexico?
- (c) What does Daniel want to know from his classmates at the **end** of his letter?

Question Two

- (a) Describe the market Daniel visited in Morelia.
- (b) What does Daniel say about the items he saw at the market?
- (c) Give details about the gifts Daniel bought at the market:
 - (i) Who he bought the T shirt for and what it was like
 - (ii) His gift for his Mum and what it was like
 - (iii) What did he buy that was typical, and who was it for?
 - (iv) The gifts for his classmates and what they are for

Question Three

Describe in detail the problem with the taxi and the solution to the problem.

TEXT TWO: TEXT MESSAGES

Read the series of text messages below that were sent between Ana and Jaime.

Hola Jaime. ¿Dónde estás? ¿Qué estás haciendo? Estoy en la biblioteca. Estoy estudiando para una prueba mañana. ¡Qué aburrido! ¡Lo odio! ¿Has estudiado? Ana

¡Oye Ana! ¿Hay una prueba mañana? ¡Caramba! No lo sabía. Estuve enfermo ayer y no fui al instituto. No he estudiado nada. Jaime

¿Qué tuviste? ¿Fuiste al doctor? ¿Quieres venir a mi casa esta tarde? Podemos estudiar un rato y luego jugar en la computadora. Ana

Tuve un dolor de cabeza muy fuerte. No fui al doctor pero dormí todo el día. Gracias por la invitación pero no puedo ir a tu casa hoy. Es el cumpleaños de mi novia. Le preparé una torta y vamos a ir a la playa después de la escuela para comerla. Jaime

¡Qué divertido! ¿Cuántos años tiene tu novia? ¿Cómo es ella? ¿Cuánto tiempo hace que vosotros salís? Ana

Se llama Olivia. Tiene quince años. Es alta, delgada, morena y muy simpática. A ella le gustan mucho los deportes. Nos conocimos hace cuatro meses. Jaime

Question Four

- (a) Where is Ana and what is she doing?
- (b) What does Ana say about studying?
- (c) What does Jaime say about how he felt yesterday and what he did? Give ALL details.

Question Five

- (a) What does Ana invite Jaime to do this afternoon? Give THREE details.
- (b) Why can't Jaime accept Ana's invitation?
- (c) What is Jaime going to do that afternoon?
- (d) Describe Jaime's girlfriend.
- (e) How long have Jaime and Olivia been going out together?

Assessment Schedule

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Notes for Assessors

Formatting of the schedule

Responses at Merit level are underlined.

Responses at Excellence level are **bolded**.

The Achievement column contains achievement level responses only.

The Merit column contains the achievement level responses and underlined merit level responses.

The Excellence column contains the achievement level responses, underlined merit level responses, and **bolded** excellence responses.

In order to arrive at a final grade, assessors are to:

- make a judgement for each Question using the shaded 'Judgement' row; the judgement will be A or M or E or N
- make a judgement for the standard as a whole using the 'Overall Judgement Statement' at the end of the schedule.

Editing / altering the schedule

The shaded 'Judgement' rows and the 'Overall Judgement Statement' are provided as a guide.

Assessors may alter them to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Dot points may be added, deleted or edited as above to ensure that learners are awarded the grade that their responses indicate is appropriate against the requirements of the standard.

Making the overall judgement

Higher level judgements are to be based at all times on qualitative (not quantitative) grounds that revolve around recognition of detail and higher level structures, and inference. Typically:

- achievement level responses will give relevant information
- those at merit will contain more specific details
- those at excellence will show in depth understanding / the ability to infer meaning.

That is, the learner's ability to extract and interpret information from the text(s) will determine the grade awarded.

Evidence Statement

Question	Achievement	Merit	Excellence
One			
(a)	<ul style="list-style-type: none"> How are they? 	<ul style="list-style-type: none"> How are they? <u>Did they receive his postcard?</u> 	<ul style="list-style-type: none"> How are they? <u>Did they receive his postcard?</u>
(b)	<ul style="list-style-type: none"> He loves Mexico 	<ul style="list-style-type: none"> He loves Mexico <u>Especially the climate, food, markets</u> 	<ul style="list-style-type: none"> He loves Mexico <u>Especially the climate, food, markets</u>
(c)	<ul style="list-style-type: none"> How the holidays were 	<ul style="list-style-type: none"> How the holidays were <u>What they have been doing / have done</u> 	<ul style="list-style-type: none"> How the holidays were <u>What they have been doing / have done</u> How is the new year / course / term That they will write to him soon
Judgement	2 dot points	4 dot points, <u>2 underlined</u>	6 dot points including: 1 bolded and 3 others, <u>underlined</u> or bolded
Two			
(a)	<ul style="list-style-type: none"> Big, open air / outside, enormous / huge 	<ul style="list-style-type: none"> Big, open air / outside, enormous / huge <u>100 shops</u> 	<ul style="list-style-type: none"> Big, open air / outside, enormous / huge <u>100 shops</u> More than 100 shops Of all kinds
(b)	<ul style="list-style-type: none"> Jackets Shoes Boots 	<ul style="list-style-type: none"> Jackets Shoes Boots <u>Earrings</u> <u>Rings</u> <u>Belts</u> <u>Made of leather (glossed)</u> <u>Beautiful</u> <u>Very expensive / dear</u> 	<ul style="list-style-type: none"> Jackets Shoes Boots <u>Earrings</u> <u>Rings</u> <u>Belts</u> <u>Made of leather (glossed)</u> <u>Beautiful</u> <u>Very expensive / dear</u> Lovely things like: Made of silver Almost bought some
(c) (i)	<ul style="list-style-type: none"> Sister Yellow 	<ul style="list-style-type: none"> Sister Yellow 	<ul style="list-style-type: none"> Sister Yellow With Mexican flag on front
(ii)	<ul style="list-style-type: none"> Collar 	<ul style="list-style-type: none"> <u>Necklace</u> 	<ul style="list-style-type: none"> <u>Necklace</u> Made of gold
(iii)	<ul style="list-style-type: none"> Hat 	<ul style="list-style-type: none"> Hat <u>Stepfather</u> 	<ul style="list-style-type: none"> Hat <u>Stepfather</u>
(iv)	<ul style="list-style-type: none"> Memory of Mexico 	<ul style="list-style-type: none"> <u>Small souvenir of Mexico</u> <u>To write exams</u> 	<ul style="list-style-type: none"> <u>Small souvenir of Mexico</u> They can use it <u>To write their exams</u> Pen / biro / pencil (OR similar writing instrument)
Judgement	5 dot points	12 dot points, <u>5 underlined</u>	20 dot points including: 6 bolded and 10 others <u>underlined</u> or bolded

Question	Achievement	Merit	Excellence
Three			
	<ul style="list-style-type: none"> They couldn't get in / fit in the taxi They took the bus home 	<ul style="list-style-type: none"> They couldn't get in / fit in the taxi They had <u>too many things</u> They <u>decided to take</u> the bus home 	<ul style="list-style-type: none"> It happened when it was time to return / go home They couldn't get in / fit in the taxi They tried to get into the taxi and couldn't They had <u>too many things</u> Had bought packages and bags They <u>decided to take</u> the bus home
Judgement	1 dot point	2 dot points, <u>1 underlined</u>	4 dot points including: 2 bolded and 2 others <u>underlined</u> or bolded
Four			
(a)	<ul style="list-style-type: none"> Library Studying 	<ul style="list-style-type: none"> Library Studying <u>For a test tomorrow</u> 	<ul style="list-style-type: none"> Library Studying <u>For a test tomorrow</u>
(b)	<ul style="list-style-type: none"> It's boring She hates studying / it 	<ul style="list-style-type: none"> It's boring She hates studying / it 	<ul style="list-style-type: none"> It's boring She hates studying / it
(c)	<ul style="list-style-type: none"> He was sick He didn't go to school 	<ul style="list-style-type: none"> He was sick <u>With a strong / bad headache</u> He didn't go to school 	<ul style="list-style-type: none"> He was sick <u>With a strong / bad headache</u> He didn't go to school He didn't go to the doctor He slept (all day) He didn't study at all
Judgement	3 dot points	5 dot points, <u>1 underlined</u>	8 dot points including: 2 bolded and 2 others <u>underlined</u> or bolded
Five			
(a)	<ul style="list-style-type: none"> come to her house study play on the computer 	<ul style="list-style-type: none"> come to her house study <u>a while</u> play on the computer <u>later</u> 	<ul style="list-style-type: none"> come to her house study <u>a while</u> play on the computer <u>later</u>
(b)	<ul style="list-style-type: none"> Because it's his girlfriend's birthday 	<ul style="list-style-type: none"> Because it's his girlfriend's birthday 	<ul style="list-style-type: none"> Because it's his girlfriend's birthday
(c)	<ul style="list-style-type: none"> Going to the beach 	<ul style="list-style-type: none"> Going to the beach <u>With his girlfriend after school</u> 	<ul style="list-style-type: none"> Going to the beach <u>With his girlfriend after school</u> To eat the cake he made for her
(d)	<ul style="list-style-type: none"> 15 years old tall thin / slender/slim nice likes sports 	<ul style="list-style-type: none"> 15 years old tall thin / slender/slim <u>dark / brown / brunette/olive skin</u> <u>very</u> nice likes sports <u>a lot</u> 	<ul style="list-style-type: none"> 15 years old tall thin / slender/slim <u>dark / brown / brunette/olive skin</u> <u>very</u> nice likes sports <u>a lot</u>
(e)	<ul style="list-style-type: none"> 4 months 	<ul style="list-style-type: none"> 4 months 	<ul style="list-style-type: none"> 4 months
Judgement	4 dot points	7 dot points, <u>3 underlined</u>	10 dot points including: 1 bolded and 4 others <u>underlined</u> or bolded

Overall Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Any 3 A or M or E	2 X M Any 2 other A or M or E	2 X E Any 2 other A or M or E