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91151



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Spanish, 2017

91151 Demonstrate understanding of a variety of written and/or visual Spanish texts on familiar matters

2.00 p.m. Tuesday 28 November 2017
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of written and/or visual Spanish texts on familiar matters.	Demonstrate clear understanding of a variety of written and/or visual Spanish texts on familiar matters.	Demonstrate thorough understanding of a variety of written and/or visual Spanish texts on familiar matters.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Pull out Resource Booklet 91151R from the centre of this booklet.

You should attempt ALL the questions in this booklet.

Answer each question in your choice of English, te reo Māori, and/or Spanish. If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–6 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Merit

TOTAL

16

ASSESSOR'S USE ONLY

FIRST TEXT: *Cómo librarte de un viaje agotador* How to cope with an exhausting trip

Read the text on page 2 of the resource booklet. Use it to answer Question One. Answer in your choice of English, te reo Māori, and/or Spanish.

QUESTION ONE

- (a) What advice is given in the blog post, to help people prepare for physically demanding trips? Use evidence from the text to explain your answer.

The ~~author~~ writer isn't the most enthusiastic person for a physically demanding journey, as he always refers to the lack of luxury on such trips. However he does always back to the need of regular stops, of which there are a few. The writer also suggests not packing a lot for trips, as he said "It didn't occur to me that I needed a lot". He also adds that you shouldn't put strain on yourselves as you tire out quite quickly!!

- (b) Describe the type of traveller you think the writer is. Explain, using evidence from the text.

The writer isn't the most enthusiastic traveller for physically demanding trips, however he does seem to like to travel as he adds "When I finish University, I'm thinking about my future. I think I'd like to travel" he further adds "after thinking about the trips I've done, I ask myself what type of traveller I'll be". As the text continues it becomes apparent that the writer isn't the one for bike trips!!

SECOND TEXT: *La basura que suena*/Musical rubbish

ASSESSOR'S
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Read the text on page 3 of the resource booklet. Use it to answer Question Two. Answer in your choice of English, te reo Māori, and/or Spanish.

QUESTION TWO

- (a) Explain why a Google search of "the rubbish dump of Cateura" has surprising results. Use evidence from the text to support your answer.

People would expect it to contain something of "bad smells, poverty, or despair, but not music, kids, culture". This is because a charity going on ahead. Thanks to a man, who's love music and people, has led him to form "The Recycled instruments orchestra" which uses recycled instruments to give people the opportunity to play. //

- (b) Explain how what has been found in the rubbish dump has transformed the lives of some of the children of Cateura. Use evidence from the text to support your answer.

Cateura is a suburb that isn't in the best economic circumstances. This is leaving many children without opportunities to learn to play music, and in order to change that the rubbish dump provides opportunities to change that, this is true when Chávez states "You send rubbish to the dump and we make music out of it". It is also said that "necessary resources are lacking" and the use of the rubbish can substitute for that lack of resources, as it finances opportunities to improve the conditions and resources. The concerts also help the children, as they can further learn to play music. //

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THIRD TEXT: *El chocolate salva la selva*/Chocolate saves the rainforest

Read the text on page 4 of the resource booklet. Use it to answer Question Three. Answer in your choice of English, te reo Māori, and/or Spanish.

QUESTION THREE

- (a) How does the cultivation of cacao for chocolate benefit the environment of the Ecuadorian Amazon jungle? Use evidence from the text to explain your answer.

The Waorani people live in the Ecuadorian Amazon, and are dependent on the resources the Amazon provides, this is especially true when it states "The chocolate produced, is a supporting resource ^{to the people}, as it reduces the hurting of animals and deforestation" resources they were dependent on. It adds "Cacao is planted in places that have been deforested, avoiding cutting amazonian trees, to start new plantations" This helps the environment greatly //

- (b) How has chocolate changed the lives of the indigenous Amazonian tribe, the Waorani, in Ecuador? Use evidence from the text to explain your answer.

The production of the chocolate has provided the Waorani people with a sense of economic security, instead of using ever limited resources. It has also empowered the Waorani people as it is said "We had to empower women in from the communities, so that they learn to cultivate cacao, to do fermentation, and dry grain" Mercay explains. This shows that the Waorani people can learn from their ancestors, and help save the environment at the same time //

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBER

Q1(a) this is especially true when he states that he did not ^{fully} complete the route of Altaresur, as it "appeared to me as reasonable and also I wouldn't tire myself". He finally adds he wants to complete the trip once he finishes at the institute. He then adds "If you're like me, you don't have to lose a trip, be ready". this encourages people to pursue their dreams. //

Q1(b) trips as he is quoted as saying the Camino de ~~Santiago~~ Santiago was 'I thought it would be boring preparing my bags and finding a bike, so I decided not to go' this shows the lack of enthusiasm he has for such trips, however he becomes more enthusiastic towards the end adding "You don't have to lose a trip, be ready". //

Merit exemplar 2017

Subject:	L2 Spanish	Standard:	91151	Total score:	16
Q	Grade score	Annotation			
1	M6	Clear understanding is demonstrated by this candidate who realises that the traveller is not the most enthusiastic about physically demanding trips. More detail could be given in support of (a) and (b) for Excellence. Examples of the necessities you could take for (a) and more development for (b) of the traveller being a lazy traveller.			
2	M5	Key ideas from the text are expressed clearly. Other ideas could be developed, e.g. children are able to travel widely with the orchestra and broaden their horizons, they are able to go to school using the income made from the orchestra and therefore have a better head start in their lives.			
3	M5	Clear understanding of the text is shown. More detail could be given in support of (b), such as how the initiative has helped women prepare their children for the future because there is a guaranteed income, which will enable them to support their children's education and health.			