

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

2

91151



911510



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.

Achievement

TOTAL

11

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.

If you're going bike packing the blog suggests that you take your own stuff for sleeping in camping tents. You need to carry in your bag a little bit of food, basic rope, first aid kit and for Supersto your Super bike. You need to be prepared to camp a lot and often sleep outside. You need to carry all of your necessities on your bike, you don't need a lot but sometimes you are alone so you have to fend for yourself. You also need a level of fitness as it is physically demanding.

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

They are an easy going traveller and love to travel. They enjoyed passing through towns and provinces on their trip and made many friends. They enjoyed the opportunity to camp and thought it was interesting and fun to experience all of these things.

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

 ASSESSOR'S
USE ONLY

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.

When you google search the rubbish dump of Cateura you would not expect to see desperation, ~~and~~, poverty and hear bad ~~things~~ things but instead you see children, culture, ~~not~~ music and una firme voluntad de salir adelante. This is all thanks to one man, Favio Chavez //

- (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.

The trash found in the rubbish dump has been transformed into ~~its~~ instruments for the children to play. Everything required to make these is found in the rubbish. The situation has impacted on the mentality of the children. They are from a place where there are no scholars or concrete investments, but by providing the children with something to work toward they will learn how to strive for things, a skill which will alter the culture of the suburb.

As a

174

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 cultivation of chocolate will ~~increase~~ restore the economy of the town in which the Waorani ~~community~~ ^{community} resides & whilst also reducing the numbers of animals hunted and the level of deforestation. The hunting animals is the only way to earn money for many members of the Waorani tribe however with the cultivation of chocolate, bit by bit this will ~~stop~~ and alternative environmentally friendly ways will take over.

- (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.

It has reunited them with their culture. The method of making the chocolate has been passed down through generations & reuniting them with their ancestors. It is not a big production however the cacao and the artesanias hemos allow people to be educated and learn. The tribe no longer has to rely on hunting for food and money and the whole process is keeping their name alive and not deforested.

Achievement exemplar 2017

Subject:	L2 Spanish	Standard:	91151	Total score:	11
Q	Grade score	Annotation			
1	A4	Understanding of some of the ideas in the passage is shown – in general that one should bring only the essentials on a physically demanding trip and that you need to train and prepare prior to the trip. The idea that the traveller is lazy / avoids physically demanding trips is not explored to give a developed answer supported by the text.			
2	A4	The candidate again shows understanding of the ideas in the text. In (b) the candidate develops the idea of the children's mentality changing as a result of being part of the orchestra. However, other ideas are not developed e.g. opportunities for travel, ability to finance their schooling, environmental awareness, and impact on the wider community.			
3	A3	The general ideas in the passage have been communicated but not supported and there is some misreading of the actual ideas in the text in places, e.g. that the production of chocolate is part of the Wao culture and has been passed down through generations.			