

90908



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 1 Spanish, 2014

90908 Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance

2.00 pm Friday 28 November 2014

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance.	Demonstrate clear understanding of a variety of spoken Spanish texts on areas of most immediate relevance.	Demonstrate thorough understanding of a variety of spoken Spanish texts on areas of most immediate relevance.

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

Listen to THREE passages. You will hear EACH passage THREE times:

- The first time, you will hear the passage as a whole.
- The second and third times, you will hear the passage in sections, with a pause after each.
- As you listen, you may make notes in the LISTENING NOTES boxes provided.
- Before each passage begins, you will have 30 seconds per question to preview the questions.
- At the end of each passage, you will have a few minutes to review your answers.

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 2–11 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.

TOTAL

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FIRST PASSAGE: Intercambios estudiantiles

Two Chilean students have just returned from exchanges to New Zealand, and they have been asked to prepare a presentation about their time away, with a particular focus on the differences and similarities between the two countries. Listen to a conversation between these two students as they discuss what they would like to say. Question One is based on this passage. Answer the question in your choice of English, te reo Māori, and/or Spanish. You now have 30 seconds to read the question.

QUESTION ONE

María y Tomás hablan sobre lo que cada uno piensa son las similitudes y diferencias más significativas entre Nueva Zelanda y Chile. Rellena las siguientes respuestas según lo que dicen. *Maria and Thomas talk about what they each think are the most significant similarities and differences between New Zealand and Chile. Fill in the answers below, according to what they say.*

(a) (i) **María**

Las similitudes / *Similarities*

Las diferencias / *Differences*

(ii) **Tomás**

Las similitudes / *Similarities*

Las diferencias / *Differences*

LISTENING NOTES – SECOND PASSAGE

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SECOND PASSAGE: El futuro

There comes a time when all students need to think about their futures a little. Part of this process is to carefully choose subjects at school that will help you on your journey. You are going to hear interviews between a careers adviser and two different students. Question Two and Question Three are based on this passage. Answer the questions in your choice of English, te reo Māori, and/or Spanish. You now have one minute to read the questions.

QUESTION TWO

Use Section A and Section B to answer this question.

Según lo que dicen, aparte del español, ¿qué asignaturas piensan que van a hacer Gabriel y Sofía el año que viene y por qué?

According to what they say, apart from Spanish, what subjects do Gabriel and Sofía think they will do next year, and why?

(a) **Gabriel**

La asignatura / <i>Subject</i>	Las razones por las que la elige / <i>Reasons for choosing it</i>

(b) **Sofía**

La asignatura / <i>Subject</i>	Las razones por las que la elige / <i>Reasons for choosing it</i>

SECOND PASSAGE continued

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LISTENING NOTES

QUESTION THREE

Use Section C and Section D to answer this question.

El consejero de carreras pregunta a los estudiantes si saben qué trabajo quieren hacer cuando terminen sus estudios. Basado en lo que dicen, contesta lo siguiente.

The careers adviser asks the students if they know what job they would like to do when they finish their studies. Based on what they say, answer the following.

(a) (i) **Gabriel**

El puesto de trabajo / *Job*: _____

Las razones / *Reasons*:

(ii) **Sofía**

El puesto de trabajo / *Job*: _____

Las razones / *Reasons*:

(b) Teniendo en cuenta las asignaturas que estos dos estudiantes desean tomar el año que viene y los trabajos que esperan hacer algún día, ¿crees que alcanzarán sus metas? Justifica tu respuesta con la información del texto.

Taking into account the subjects these two students wish to take next year and the jobs they hope to have one day, do you think they will achieve their goals? Support your answer with information from the passage.

(i) **Gabriel**

(ii) **Sofía**

LISTENING NOTES – THIRD PASSAGE

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THIRD PASSAGE: La comida española

Food is an important part of all cultures and especially so in Spain. Listen to a Podcast about paella, the history of this wonderful Spanish dish, and how it compares to a more familiar New Zealand dish. Question Four is based on this passage. Answer the question in your choice of English, te reo Māori, and/or Spanish. You now have 30 seconds to read the question.

Glossed vocabulary

sartén frypan
horno oven

azafrán saffron

QUESTION FOUR

- (a) Hay más de diez ingredientes utilizados en una paella valenciana. Usando la información del texto, ¿qué ingredientes puedes identificar y qué menciona el podcast sobre ellos?
There are more than ten ingredients used in a Valencian Paella. Using information from the text, what ingredients can you identify and what does the podcast mention about them?

Los ingredientes de la paella:

- (b) El podcast habla sobre la paella valenciana y también sobre un plato muy conocido de Nueva Zelanda. ¿Cómo se comparan los dos platos?
The podcast talks about the Valencian Paella and also about a very familiar New Zealand dish. How do the two dishes compare?

- (i) Las similitudes / *Similarities*

- (ii) Las diferencias / *Differences*

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