

See back cover for an English translation of this cover

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90908M



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

## Te Reo Pāniora, Kaupae 1, 2014

### 90908M Whakaaturia te māramatanga ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e tino hāngai ana

2.00 i te ahiahi o te Rāmere, te 28 o Whiringa-ā-rangi, 2014  
Whiwhinga: E rima

Paetae	Kaiaka	Kairangi
Whakaaturia te māramatanga ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e tino hāngai ana.	Whakaaturia te pūahoaho o te māramatanga ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e tino hāngai ana.	Whakaaturia te matatau ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e tino hāngai ana.

Tirohia mena e rite ana te Tau Ākonga ā-Motu (NSN) kei runga i tō puka whakauru ki te tau o runga ake o tēnei whārangi.

Whakarongo ki ngā kōrero e TORU. Ka rongo koe i IA kōrero e TORU ngā wā:

- I te wā tuatahi, ka rongo koe i te kōrero katoa.
- I te wā tuarua me te wā tuatoru, ka rongo koe i ngā wāhanga o te kōrero me tētahi whakatā poto i waenganui i ia wāhanga.
- I a koe e whakarongo ana, e āhei ana tō tuhi i TĀ TE TARINGA I KAPO AI i roto i ngā pouaka kua whakaritea.
- I mua i te tīmatanga o ia kōrero, ka tukuna ki a koe te 30 hēkona mō ia pātai, ki te pānui i ngā pātai.
- I te mutunga o ia kōrero, ka tukuna ētahi mēneti torutoru nei ki a koe ki te tiroiro anō ki ō whakautu.

**Me whakamātau koe i ngā pātai KATOĀ kei roto i tēnei puka.**

Whakautua ia pātai ki te reo Pākehā, ki te reo Māori, ki te reo Pāniora hoki rānei. Kei a koe te tikanga.

Mena ka hiahia whārangi atu anō koe mō tētahi whakautu, whakamahia ngā whārangi wātea kei muri o tēnei puka.

Tirohia mena e tika ana te raupapatanga o ngā whārangi 2 – 19 kei roto i tēnei puka, ka mutu kāore tētahi o aua whārangi i te takoto kau.

**ME HOATU KOE I TĒNEI PUKA KI TE KAIWHAKAHAERE Ā TE MUTUNGA O TE WHAKAMĀTAUTAU.**

TE TAPEKE

MĀ TE KAIMĀKA ANAKE

## TE KŌRERO TUATAHI: Intercambios estudiantiles

Kua hoki tētahi tokorua ākongā nō Hiri i Aotearoa, ā, kua tonoa rāua ki te whakarite i tētahi whakaaturanga mō te wā i tawāhi rāua, ā, me mātua aro ki ngā rerekētanga me ngā ōritenga o ngā motu e rua. Whakarongo ki tētahi whakawhitinga kōrero a te tokorua nei i a rāua e matapaki ana i ngā kaupapa hei kōrerotanga mā rāua. E hāngai ana Te Pātai Tuatahi ki tēnei kōrero. Kei a koe te tikanga ki te whakautu i te pātai ki te reo Pākehā, ki te reo Māori, ki te reo Pāniora hoki rānei. Ka tukuna ki a koe ināianei te toru tekau hēkona ki te pānui i te pātai.

### TE PĀTAI TUATAHI

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. *Ka kōrero a María rāua ko Tomás i ō rāua whakaaro mō ngā ōritenga me ngā rerekētanga tino tāpua i waenga i a Aotearoa me Hiri. Tuhia ngā whakautu ki raro iho nei, kia hāngai ki ā rāua kōrero.*

(a) (i) **María**

Las similitudes / *Ōritenga*

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Las diferencias / *Rerekētanga*

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(ii) **Tomás**

Las similitudes / *Ōritenga*

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Las diferencias / *Rerekētanga*

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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*

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Las diferencias / *Differences*

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(ii) **Tomás**

Las similitudes / *Similarities*

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Las diferencias / *Differences*

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**TĀ TE TARINGA I KAPO AI – TE KŌRERO TUARUA**

## TE KŌRERO TUARUA: EI futuro

He wā tōna me paku whakaaro ngā ākonga katoa ki ngā rā kei mua i te aroaro. Ko tētahi wāhanga o tēnei mahi, ko te āta whiriwhiri i ngā kaupapa ako i te kura hei āwhina i a koe i tō haerenga. Ākuanei ka rongu koe i ngā uiuinga i waenga i tētahi kaitohutohu aramahi me ngā ākonga rerekē e rua. E hāngai ana Te Pātai Tuarua me Te Pātai Tuatoru ki tēnei kōrero. Kei a koe te tikanga ki te whakautu i te pātai ki te reo Pākehā, ki te reo Māori, ki te reo Pāniora hoki rānei. Ināianei, ka tukuna ki a koe te kotahi mēneti ki te pānui i ngā pātai.

### TE PĀTAI TUARUA

Whakamahia te Wāhanga A me te Wāhanga B hei whakautu i tēnei pātai.

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

*E ai ki a rāua kōrero, i tua atu i te reo Pāniora, he aha ngā kaupapa e mea ana a Gabriel rāua ko Sofía ki te whai ā tērā tau, ā, he aha ai?*

#### (a) Gabriel

La asignatura / <i>Kaupapa</i>	Las razones por las que la elige / <i>Ngā take ka whāia</i>

#### (b) Sofía

La asignatura / <i>Kaupapa</i>	Las razones por las que la elige / <i>Ngā take ka whāia</i>

**LISTENING NOTES – SECOND PASSAGE**

**ASSESSOR'S  
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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>

**TE KŌRERO TUARUA** e rere tonu ana

**TĀ TE TARINGA I KAPO AI**

**TE PĀTAI TUATORU**

Whakamahia te Wāhanga C me te Wāhanga D hei whakautu i tēnei pātai.

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.

*Ka uia ngā ākonga e te kaitohutohu aramahi mena e mōhio ana rāua ki te mahi e hiahia ana rāua ki te whai hei muri i ngā akoranga. E ai ki ā rāua kōrero, whakautua ngā wāhanga e whai ake nei:*

(a) (i) **Gabriel**

El puesto de trabajo / *Mahi*: \_\_\_\_\_

Las razones / *Ngā take*:

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(ii) **Sofía**

El puesto de trabajo / *Mahi*: \_\_\_\_\_

Las razones / *Ngā take*:

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(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.

*I runga i te āhua o ngā kaupapa e mea ana ngā ākonga e rua nei ki te whai ā tērā tau me ngā mahi e hiahia ana rāua ki te whai ā tōna wā, ki ō whakaaro ka tutuki i a rāua ā rāua whāinga? Taunakihia tō whakautu ki ētahi pārongo mai i te kōrero.*

(i) **Gabriel**

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(ii) **Sofía**

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**SECOND PASSAGE** continued

ASSESSOR'S  
USE ONLY

**LISTENING NOTES**

**QUESTION THREE**ASSESSOR'S  
USE ONLY

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*:

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(ii) **Sofía**

El puesto de trabajo / *Job*: \_\_\_\_\_

Las razones / *Reasons*:

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(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**

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(ii) **Sofía**

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**TĀ TE TARINGA I KAPO AI – TE KŌRERO TUATORU**

## TE KŌRERO TUATORU: La comida española

He mea nui te kai ki ngā ahurea katoa, ā, he tino pērā i Peina. Whakarongo ki tētahi pakihere rokiroki mō te *paella*, ngā kōrero o mua mō tēnei tino kai Pāniora me ngā tauritenga ki tētahi kai nō Aotearoa e mōhiotia whānuitia ana. E hāngai ana Te Pātai Tuawhā ki tēnei kōrero. Kei a koe te tikanga ki te whakautu i te pātai ki te reo Pākehā, ki te reo Māori, ki te reo Pāniora rānei. Ināianei, ka tukuna ki a koe te toru tekau hēkona ki te pānui i te pātai.

### He whakamārama kupu

sartén                      he parai                                      azafrán      he tāwara amiami  
horno                        he umu

### TE PĀTAI TUAWHĀ

- (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?  
*Neke atu i te tekau ngā kai whakauru ki te Paella nō Valencia. I runga i ngā pārongo mai i te kōrero, ko ēhea ngā kai whakauru e taea ana e koe te tāutu, ā, he aha tā te pakihere rokiroki e pā ana ki aua kai?*

Los ingredientes de la paella:

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- (b) El podcast habla sobre la paella valenciana y también sobre un plato muy conocido de Nueva Zelanda. ¿Cómo se comparan los dos platos?  
*Ka kōrerohia te Paella nō Valencia i te pakihere rokiroki, ka kōrerohia hoki tētahi kai e mōhiotia whānuitia ana i Aotearoa. He pēhea ngā kai e rua nei ina whakatauritehia?*

- (i) Las similitudes / Ōritenga

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- (ii) Las diferencias / Rerekētanga

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**LISTENING NOTES – THIRD PASSAGE**

ASSESSOR'S  
USE ONLY



### 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:

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- (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*

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- (ii) Las diferencias / *Differences*

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# *English translation of the wording on the front cover*

## **Level 1 Spanish, 2014**

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

2.00 pm Friday 28 November 2014

Credits: Five

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
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 2–19 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.**