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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 1 Spanish, 2015

90911 Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance

2.00 p.m. Wednesday 2 December 2015

Credits: Five

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

Pull out Resource Booklet 90911R 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 2–7 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

ASSESSOR'S USE ONLY

FIRST TEXT: *Los deberes*/Homework

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

QUESTION ONE**(a) Person A / Persona A:**

Based on the text, what are the advantages of doing homework, according to Person A?
Basado en el texto, ¿cuáles son las ventajas de hacer los deberes según Persona A?

(b) Person B / Persona B:

(i) What are the disadvantages of homework, according to Person B?
¿Cuáles son las desventajas de los deberes según Persona B?

(ii) How can the teachers help more?
¿Cómo pueden ayudar más los profesores?

(c) Person C / Persona C:

What does person C think about homework?
¿Qué piensa Persona C de los deberes?

SECOND TEXT: *Problemas/Problems*

ASSESSOR'S
USE ONLY

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

QUESTION TWO

- (a) Based on the text, what is good about the move?
Basado en el texto, ¿qué es lo bueno de la mudanza?

- (b) Why is it difficult for him to make friends? Give reasons.
¿Por qué es difícil para él hacer amigos? Da razones.

- (c) What do his parents want him to do?
¿Qué quieren sus padres que haga?

- (d) Why is this causing problems?
¿Por qué esto está causando problemas?

THIRD TEXT: *Consejos/Advice*

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

QUESTION THREE

- (a) According to Jorge's comments, how has Javier's personality changed?
Según los comentarios de Jorge, ¿cómo ha cambiado la personalidad de Javier?

- (b) What advice does Jorge have for Javier, and why?
¿Qué consejo tiene Jorge para Javier, y por qué?

- (c) Jorge is not happy about Manola's news. Why?
Jorge no está contento con las noticias sobre Manola. ¿Por qué?

FOURTH TEXT: *La comida típica*/Typical food

ASSESSOR'S
USE ONLY

Read the text on page 5 of the resource booklet. Use it to answer Question Four. Answer the question in your choice of English, te reo Māori, and/or Spanish.

QUESTION FOUR

What does Paula say about each dish? Elaborate, using details from the text.
¿Qué dice Paula de cada plato? Elabora, usando detalles del texto.

Plato 1:

Plato 2:

Plato 3:



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