

91148



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

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SUPERVISOR'S USE ONLY

## Level 2 Spanish, 2016

### 91148 Demonstrate understanding of a variety of spoken Spanish texts on familiar matters

9.30 a.m. Thursday 10 November 2016  
Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.	Demonstrate clear understanding of a variety of spoken Spanish texts on familiar matters.	Demonstrate thorough understanding of a variety of spoken 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.

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 two 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 2–8 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 PASSAGE: *Testimonio de dos inmigrantes ilegales***  
**Testimony of two illegal immigrants**

ASSESSOR'S  
USE ONLY

Listen to two young illegal immigrants, Shazia and Mohammed, talking about their move to Spain. Question One is based on this passage. Use the information you have heard to 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**

patera                      small boat

**LISTENING NOTES**



**SECOND PASSAGE: *Experiencias de voluntariado***  
**Experiences of voluntary work**

ASSESSOR'S  
USE ONLY

Listen to Ana García as she talks about her experiences as a volunteer in Peru. Question Two is based on this passage. Use the information you have heard to answer the question in your choice of English, te reo Māori, and/or Spanish. You now have 30 seconds to read the question.

**LISTENING NOTES**

**QUESTION TWO**ASSESSOR'S  
USE ONLY

- (a) Who is Ana, and why did she decide to do voluntary work in Peru?  
*¿Quién es Ana, y por qué decidió trabajar de voluntariado en Perú?*

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- (b) Based on what you have heard, why do you think Ana recommends this experience to others?  
*Según el texto, ¿por qué piensas que Ana recomendaría esta experiencia a otros?*

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**THIRD PASSAGE: *Película celebra el Día de los Muertos***  
**Film celebrates the Day of the Dead**

ASSESSOR'S  
USE ONLY

Listen to an interview with the director of a tourist office working in Mexico City about the recent James Bond film, *Spectre*. Question Three is based on this passage. Use the information you have heard to answer the question in your choice of English, te reo Māori, and/or Spanish. You now have 30 seconds to read the question.

**LISTENING NOTES**

**QUESTION THREE**ASSESSOR'S  
USE ONLY

- (a) Explain how, according to María, the film industry can affect tourism.  
*Según María, explica cómo el cine puede afectar el turismo.*

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- (b) Based on what you have heard, explain why the locals would have been excited by the filming of *Spectre*.  
*Basándote en el texto, explica las razones por las que los vecinos habrían estado entusiasmados por Spectre.*

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