

See back cover for an English translation of this cover

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91148M



**NZQA**

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

## Te Reo Pāniora, Kaupae 2, 2016

### 91148M Te whakaatu i te māramatanga ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e mōhiotia ana

9.30 i te ata o te Rāpare, te 10 o Whiringa-ā-rangi, 2016  
Ngā whiwhinga: E rima

Paetae	Kaiaka	Kairangi
Te whakaatu i te māramatanga ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e mōhiotia ana.	Te whakaatu i te māramatanga pūahoaho ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e mōhiotia ana.	Te whakaatu i te māramatanga tōtōpū ki ētahi kōrero Pāniora rerekē mō ngā kaupapa e mōhiotia ana.

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

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

- I te tuatahi o ngā whakatangihanga, ka rongo koe i te kōrero katoa.
- I te tuarua me te tuatoru o ngā whakatangihanga, ka rongo koe i ngā wāhanga o te kōrero me tētahi whakatā poto ā muri i ia wāhanga.
- I a koe e whakarongo ana, e āhei ana tō tuhi i TĀ TE TARINGA I KAPO AI, ki roto i ngā pouaka kua whakaritea.
- I mua i te tīmatanga o ia kōrero, ka tukuna ki a koe te 30 hēkona mō ia tūmahi, ki te pānui i ngā tūmahi.
- Hei te mutunga o ia kōrero, ka tukuna ki a koe te rua meneti ki te tiroiro anō i ō tuinga.

**Me whakamātau koe i ngā tūmahi KATOIA kei roto i tēnei pukapuka.**

Whakaotihia ia tūmahi ki tētahi, ki ētahi, ki te katoa rānei o ēnei reo: te reo Pāniora, te reo Māori, te reo Pākehā. Mēnā ka hiahia whārangi atu anō mō ō tuinga, whakamahia ngā whārangi wātea kei muri o tēnei pukapuka.

Tirohia mēnā e tika ana te raupapatanga o ngā whārangi 2–15 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

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

**TE TAPEKE**

MĀ TE KAIMĀKA ANAKE

## TE KŌRERO TUATAHI: *Testimonio de dos inmigrantes ilegales*/He taunakitanga nā ngā manene tokorua kāore e whakaaetia ana e te ture te noho

Whakarongo ki ngā manene rangatahi e rua, kāore e whakaaetia ana e te ture te noho, ki a Shazia rāua ko Mohammed, e kōrero ana mō tō rāua hūnukutanga ki Peina. E hāngai ana te Tūmahi Tuatahi ki tēnei kōrero. Whakamahia ngā kōrero kua rangona e koe hei whakaoti i te tūmahi ki tētahi, ki ētahi, ki te katoa rānei o ēnei reo: te reo Pāniora, te reo Māori, te reo Pākehā. Ināianei, ka tukuna ki a koe te 30 hēkona ki te pānui i te tūmahi.

### He rārangi kupu

patera                      he poti iti

**TĀ TE TARINGA I KAPO AI**

**TE TŪMAHI TUATAHI**

- (a) Whakaahuatia ngā kare ā-roto o Shazia i tana haerenga i Mali ki Peina.  
*Describe cómo se sentía Shazia durante el viaje desde Malí a España.*

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- (b) E ai ki tāu i rongō ai, he aha te take e whakaaro ai a Mohammed he wheako pai te noho ki Peina, ki ōu nā whakaaro?  
*Basándote en el texto ¿por qué piensas que vivir en España es una experiencia positiva para Mohammed?*

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- (c) Whakatauritea ngā manako me ngā mōniana o Shazia rāua ko Mohammed e pā ana ki ngā rā o anamata.  
*Compara las esperanzas y preocupaciones que tienen Shazia y Mohammed para el futuro.*

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**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**

**QUESTION ONE**ASSESSOR'S  
USE ONLY

- (a) Describe how Shazia felt during the journey from Mali to Spain.  
*Describe cómo se sentía Shazia durante el viaje desde Malí a España.*

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- (b) Based on what you have heard, why do you think Mohammed would feel that life in Spain is a positive experience?  
*Basándote en el texto ¿por qué piensas que vivir en España es una experiencia positiva para Mohammed?*

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- (c) Compare Shazia's and Mohammed's hopes and fears for the future.  
*Compara las esperanzas y preocupaciones que tienen Shazia y Mohammed para el futuro.*

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## TE KŌRERO TUARUA: *Experiencias de voluntariado* Ngā wheako ā-mahi tūao

Whakarongo ki a Ana Garcia e kōrero ana mō ana wheako hei tūao ki Peru. E hāngai ana te Tūmahi Tuarua ki tēnei kōrero. Whakamahia ngā kōrero kua rangona e koe hei whakaoti i te tūmahi ki tētahi, ki ētahi, ki te katoa rānei o ēnei reo: te reo Pāniora, te reo Māori, te reo Pākehā. Ināianei, ka tukuna ki a koe te 30 hēkona ki te pānui i te tūmahi.

### TĀ TE TARINGA I KAPO AI

**TE TŪMAHI TUARUA**

- (a) Ko wai a Ana, ā, he aha ia i whakatau ai ki te mahi tūao ki Peru?  
*¿Quién es Ana, y por qué decidió trabajar de voluntariado en Perú?*

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- (b) E ai ki tāu i rongō ai, he aha a Ana e tūtohu ai i tēnei wheako ki ētahi atu, ki ōu nā whakaaro?  
*Según el texto, ¿por qué piensas que Ana recomendaría esta experiencia a otros?*

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**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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## TE KŌRERO TUATORU: *Película celebra el Día de los Muertos*/Ka whakanuia Te Rā o te Hunga Mate e te Kiriata

Whakarongo ki tētahi uiui i te tumuaki o tētahi tari kaitāpoi e mahi ana ki te Tāone nui o Mehiko e pā ana ki te kiriata o nā tata nei mō James Bond, arā ko *Spectre*. E hāngai ana te Tūmahi Tuatoru ki tēnei kōrero. Whakamahia ngā kōrero kua rangona e koe hei whakaoti i te tūmahi ki tētahi, ki ētahi, ki te katoa rānei o ēnei reo: te reo Pāniora, te reo Māori, te reo Pākehā. Ināianei, ka tukuna ki a koe te 30 hēkona ki te pānui i te tūmahi.

### TĀ TE TARINGA I KAPO AI

**TE TŪMAHI TUATORU**

- (a) Whakamāramatia te āhua o tā te ahumahi kiriata pā atu ki te tāpoi, e ai ki a Maria.  
*Según María, explica cómo el cine puede afectar el turismo.*

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- (b) E ai ki tāu i rongo ai, whakamāramatia ngā take e hiamō ai ngā iwi o te hapori i ngā mahi whakaahua i te kiriata o *Spectre*.  
*Basándote en el texto, explica las razones por las que los vecinos habrían estado entusiasmados por Spectre.*

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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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*English translation of the wording on the front cover*

## Level 2 Spanish, 2016

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

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

91148M

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 2–15 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.**