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# OUTSTANDING SCHOLARSHIP EXEMPLAR

## Scholarship 2016 Spanish

9.30 a.m. Friday 18 November 2016

Time allowed: Three hours

Total marks: 24

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

**You should answer ALL the questions in this booklet.**

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 2–12 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.**

## QUESTION ONE

"Sin identidad étnica, no se puede tener identidad personal." ¿Hasta qué punto estás de acuerdo con esta afirmación? ¿Por qué deberían los gobiernos saber nuestra identidad étnica? Justifica tu respuesta seleccionando la información, ideas y opiniones relevantes del texto y añade tu propia perspectiva.

Write your response in Spanish.

1 La question de la significancia de una identidad étnica para definir una identidad personal es, para mí, ~~una question más personal~~ un dilema muy esencial. Mis padres nacieron en Colombia, pero vinieron a Nueva Zelanda ~~antes~~ hace 20 años. Yo he vivido en Nueva Zelanda toda mi vida, y me identifico personalmente como Neo Zelandés. La situación de Jaime es similar a la mía. En su propia opinión, Jaime se considera pertenecer a la raza blanca, aunque los estado ~~vidances~~ rechazan su identidad. Igualmente, cuando mi identidad es necesaria ~~para~~ la situación, siempre me preguntan ~~de donde eres?~~ "de donde eres?", mientras que a mis amigos blancos los consideran Neo Zelandeses sin preguntarles nada.

2 Yo considero, igual que Jaime, que el problema con estas situaciones es mucho mas básico que la gente se imagina. La diferencia entre la étnicidad y la raza es que un grupo étnico es un grupo de personas con los mismos rasgos culturales como idioma, religión y valores. ~~un~~ grupo mientras que la raza caracteriza los aspectos biológicos y superficiales como el color de piel y rasgos faciales. Uno de los puntos centrales del Jaime es que la gente en los Estados Unidos, y según mi propia experiencia en Nueva Zelanda, confunden la étnicidad con la raza. Por ejemplo, yo comparto muchos <sup>mas</sup> valores con los Neo Zelandeses que un amigo mio europeo, pero el es considerado mas Neo Zelandés que yo. Igualmente, los Españoles ~~sorprénden~~ tienen una cultura diferente a los suramericanos y mexicanos, pero ambos son considerados el mismo grupo étnico. La situación es mas compleja de lo que un

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en el estado unidense se puede imaginar. Entre suramericanos hay muchas diferencias culturales que indican que no somos el mismo grupo étnico. A nosotros nos identifican como hispanos porque hablamos español. El año pasado fui a Chile en mis vacaciones y tuve que pedirle a los chilenos que repitieran lo que me decían. El español que se habla en Chile es diferente que el del colombiano. Por ejemplo, hablando normalmente con mis papás, me dicen que ciertas frases que nosotros usamos diariamente son consideradas groseras en Chile. La comida es diferente, las costumbres son diferentes, y por eso ~~creo~~ que la étnicidad debería ser diferente. //

- 4 La question de quien define nuestra identidad también es significante. Las situaciones que Saime describe son basadas en los Estados Unidos, donde los hispanos son la minoría más grande. Si se añaden los negros porque tampoco son blancos, el 30% de la población estadounidense ya pierde su identidad. Pero yo creo que hay, hasta cierto punto, la necesidad de identificar la raza y la étnicidad. Por ejemplo, la tasa de crímenes es mayor para los hispanos y negros que para los blancos. Esto es simplemente una generalización que no aplica para individuos, pero aún es útil para el gobierno. Hay que tener más cuidado con los barrios negros y latinos en términos de drogas y crimen basado en las estadísticas que se obtienen en los censos nacionales. Uno se imaginaría que eso es racismo y discriminación, pero la raza y la cultura étnica son, a veces, casi intercambiables. Ambos aspectos de la identidad personal son basados en el origen de la persona.
- 4 terminos geográficos. Grupos que viven cerca van a tener rasgos biológicos similares y van a compartir la misma cultura. El problema es que hoy en día hay mucha movilidad y ya nuestros padres no vivían no originamos del mismo lugar que nuestros padres. La question en ese caso es: ¿Quién tiene el derecho de definir nuestra identidad, el grupo de donde vinimos, o el grupo al que llegamos? Personalmente para mí

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no es muy importante. Yo me considero como humano mas que cualquier grupo étnico o racial. Si uno mantiene una identidad fija, yo ~~creo~~ que va a haber conflicto con los que tienen una identidad diferente. Yo creo en la igualdad de todos los humanos, y por eso tengo suficiente respeto para las culturas de otros <sup>como</sup> para darles la oportunidad de convencerme de que su modo de vida es mejor. Pero para mejorar la vida hay que ayudar a los pobres. Es cierto que muchos pobres tienden a pertenecer al mismo grupo étnico, y por eso, es mas eficiente que el gobierno ~~ayude~~ a la gente basado en su raza o étnicidad en vez de status socio-económico. Por ejemplo, en Nueva Zelanda se ofrecen becas universitarias a los maori porque tienden a tener menos ventajas que los otros. Haci, con la identificación de étnicidad y raza, un gobierno puede crear una sociedad en la qual hay igualdad. //

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Pero como mencioné, al fin del dia, la étnicidad no es necesaria para una identidad personal. Yo estoy dispuesto a aceptar los aspectos culturales de otros y remplazar los míos. Yo no baso mi identidad en las creencias si no en el amor y respeto entre humanos. De hecho, diferencias en cultura causan guerras y muerte como en el caso del medio oriente. La discriminación de esa gente es similar a la de Sajme. Al llegar a los Estados Unidos, una de sus primeras experiencias fue ser rechazado por los locales. Ese comportamiento crea odio. Por esa clase de diferencia entre nosotros y ellos, yo pienso que basar la identidad personal en la étnicidad es dañino para las comunidades y no es necesario. //

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## INSTRUCTIONS

This question requires a response written in English or te reo Māori.

In your written response, you are expected to:

- effectively communicate with perception and insight and create meaning in English or te reo Māori
- express ideas convincingly and hold the interest of the intended audience
- show understanding of the text and its inferences, through analysis and evaluation, independent reflection and extrapolation
- justify your own arguments in a logical, coherent, and seamless manner.

### QUESTION TWO

Based on what is said in the text, expand on the social consequences if the government decides to go ahead with this change. What other ramifications, positive or negative, can you see that this decision could have?

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Overall, I believe the concerns raised in the text are simply an older generation trying to reaffirm themselves in a changing society. This is evidenced by the anecdotal reference to the speaker's grandmother in which she was unsure of the future. The speaker then announces that now she has replaced her grandmother in having uncertainty regarding the future. However, it is us, the new, young generation which has replaced her in rejecting her clinging to old ideals. //

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Imagine for a second the absurdity with which we would regard an advocate of slavery. In a previous century, slavery was the norm and was accepted by society. We can only imagine future generations shall do the same with our own beliefs. The speaker raises the concern about the loss of family values, however, she also admits that the family unit will not collapse if businesses are allowed to open the whole weekend.

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Indeed current family values will collapse, but new, perhaps better ones will replace them. For example, Spain is currently one of the poorest countries in the European Union and has one of the largest unemployment indices. It is true that this is not fully the fault of individuals, however, I believe the problem stems from family values. In Spain, ~~it is~~ the family is expected to provide for the individuals, the family home is

always open for those seeking food or shelter. This kind of situation creates dependence on others to fulfill one's needs. If the parents left for work and left their children alone more time, it is true there will be problems such as arising from the lack of guidance, but there will also be more independence which may contribute to greater wealth for the country and the individuals.

10 we must also remember, as the speaker herself acknowledges, that those most affected are low in the socio-economic ladder. Although it is a broad generalization, these families tend to remain in poverty due to some cultural belief they share. Once again, sometimes it is due to outside causes, but here I will generalise. If children gain independence from the family values of their parents, they may replace them with some which will be more beneficial to their future. The argument can

11 be made that the parents won't be able to give the value of love to their children, but such an argument is flawed. As Spain's economy is weak, it cannot afford much social welfare. If the families working at minimum wage cannot receive welfare, they cannot fully support their children's future and may instead provide a sub-par living standard. Sacrificing weekends to work, increase the families income and provide better conditions for children is, I believe,

a beautiful expression of love. The speaker offers no alternative for securing income for those families, so she does not account for the huge negatives to reducing poor families' potential income. Moreover, if there is an increase in productivity of businesses from the increased work hours, the government will receive more income from taxes. This would allow greater expenditure in social welfare and help to reduce inequality. This is, because, as the speaker mentions, it will be the wealthy who spend money while the poor work. By buying products the wealthy raise their own standard of living, but also provide an

income for the poor and sales tax goes to government. This is the principle of trickle down economics. //

However, the consequences cannot all be positive. While change is often good, especially when the current conditions are bad as is the case of Spain, sometimes they are largely negative. For example, without spending time with parents, children may revert to a gang involved in criminal activity to replace the lost family bonds. An increase in crime will negatively affect the government, the wealthy and the poor. It is also true that trickle down economics does not always work. Instead of redistributing wealth to the whole of society, the greedy bosses who expect their workers to work for minimum wage may hoard wealth, while the workers are generating revenue, they may not see the benefits themselves and will instead enrich the wealthy, furthering social inequality. In terms of more government expenditure on social welfare, the Spanish government is known for corruption, so once again the people who need help the most may end up ignored by the upper branches of the social hierarchy. //

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Ultimately, any change, including changes in policy, creates uncertainty. It is normal to fear change and idealise continuation. However, for society to have a chance to improve, there must be change from the social systems in place. This change may end up harming society and working instead of improving. In hindsight, such a result ~~would~~ <sup>accept</sup> encourage people to critique the government for changing policy, but ~~hindsight~~ if all uncertainty of change was removed with hindsight the world would be perfectly ideal, a luxury we have not been given. I believe creating the possibility to improve, regardless of the possibility of regression, is far better than the certainty of stagnation, especially in the case of Spain where the current system is failing. //

## OUTSTANDING SCHOLARSHIP (20 POINTS: Q1- 6, Q2- 7, Q3- 7)

1. The candidate introduces the issue in the first paragraph demonstrating a good understanding of the points made by the speaker. He/she backs up their ideas with examples using relatively complex language.
2. The candidate explains the issue at hand with direct reference to the passage and the definition given of the difference between ethnicity and personal identity. Then the candidate expands this point moving further from the passage's example of Spain and the USA. The candidate picks up themes from the listening text, demonstrating clear understanding and interpretive skills. He/she does this without simply repeating phrases or ideas, but rather integrates these ideas with his/her own interpretation of ideas, developing them further.
3. There is good use of connectors ("Igualmente") and the structure of the argument makes it easy to follow for the reader.
4. Ideas are put forward in a controlled and structured manner, which indicates that there has been good planning before writing his/her answer. Interest and clarity are maintained throughout the answer. There is not just a summary of the listening text but on the contrary the candidate uses the information given as a base to build his/her own ideas.

5. Mastery of complex language structures is evidenced by use of features such as using the passive voice appropriately “Si uno mantiene...” and “ va a haber conflicto con los que tienen...”
6. Ideas are well developed and arguments are supported with examples throughout the question

## QUESTION 2

7. The opening paragraph demonstrates understanding of the texts and has some interpretation as to who will be the person writing this article
8. This section shows the candidate’s ability to synthesize information from the text and comment on it. At no point does he/she simply translate or repeat details from the text (a temptation which many candidates fell into when responding to the written text).
9. Demonstrates insight and independent reflection at the highest level taking his/her argument to not only the everyday lives of people but also the economic and moral aspects of life.
10. The candidate puts arguments forward with clarity and in a logical manner, and acknowledges when he/she is making a generalization for the sake of argument, stating that this cannot be said for everyone.

11. Assembles ideas with precision and clarity through a deliberate synthesised response to the question; arguments are supported by examples that are effectively evaluated.
12. Interprets and evaluates the stimulus material and makes connections with his/her own ideas, which demonstrates independent reflection and extrapolation. Conclusions are drawn.