

## 2016 HSC Italian Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Explains fully the context of the question ‘ <i>Cosa ci fai qui sull’albero?</i> ’	2
• Provides some relevant information	1

#### *Sample answer:*

Mirco is wandering around during their break time and hears a voice coming from the tree. Felice invites Mirco to come up and join him and as he reaches the top of the ladder, Mirco asks the question ‘What are you doing in the tree?’ as he is surprised that Felice is up there.

#### Question 1 (b)

Criteria	Marks
• Provides a thorough explanation of what we learn about Mirco from his question ‘ <i>Scusa e perché non ti ribelli?</i> ’, with reference to the extract	3
• Provides a sound explanation of what we learn about Mirco from his question ‘ <i>Scusa e perché non ti ribelli?</i> ’, with reference to the extract	2
• Provides some relevant information	1

#### *Sample answer:*

We learn that Mirco is the type of person who is not easily intimidated, shown by the fact that he questions what is happening and why.

In contrast to Felice who is afraid of the consequences, Mirco’s immediate reaction, shown by the question ‘... why don’t you rebel?’ demonstrates that it does not even occur to him that he should hide and be afraid.

This shows his strength of character and sense of justice which is further evidenced in his behaviour towards Valerio and the bullies eg when he says ‘*Lascia perdere, non gli dare retta*’.

**Question 1 (c)**

Criteria	Marks
• Provides a thorough explanation of how the director uses film techniques to enhance the impact of the dialogue	4
• Provides a sound explanation of how the director uses film techniques to enhance the impact of the dialogue	3
• Provides a satisfactory explanation of how the director uses film techniques to enhance the impact of the dialogue	2
• Provides some relevant information	1

**Sample answer:**

Felice's statement '*mi sto nascondendo dal cattivo dei cattivi*' is enhanced by the panning of the camera around the tree to create a sense of safety, a cocoon away from the bullies.

The questions '*Senti Mirco, ma tu ci vedi?*' and '*E te da quant'è che sei così?*' are enhanced by close-up shots and non-diegetic music which reinforce the intimacy of the scene. As the camera moves around, the outside noises fade and the focus is on the conversation. This further highlights the bond forming between the boys.

The feeling of being trapped in a routine expressed in Felice's response to Mirco's question '*Senti ma in questo istituto cosa fate?*' is highlighted by the close-up shots of the boys between the branches. This emphasises the limited possibilities presented by the school.

In answering Felice's question '*... e i colori come sono?*' Mirco uses the sense of touch and an explanation of his feelings. The close-up shots of Mirco taking Felice's hand and rubbing it against the bark and the close-ups of his face as he expresses his feelings when describing blue and red, help to convey the concept of the colours.

The close-up of the ladder demonstrates the duality of escaping and entry back into the reality of the school playground. This circular movement comes to a sudden end when Valerio and his friends invade their space and sense of safety by saying '*Oh ragazzi, ma sentite questi ... parlano dei colori come le femminucce*'.

**Question 1 (d)**

Criteria	Marks
• Provides a thorough and perceptive explanation of how the idea that educational institutions often stifle the individual is explored in this extract and one other scene	6
• Provides a comprehensive explanation of how the idea that educational institutions often stifle the individual is explored in this extract and one other scene	5
• Provides a sound explanation of how the idea that educational institutions often stifle the individual is explored in this extract and one other scene	4
• Provides an adequate explanation of how the idea that educational institutions often stifle the individual is explored in this extract and one other scene	3
• Provides a partial explanation of how the idea that educational institutions often stifle the individual is explored in this extract and one other scene	2
• Provides some relevant information	1

**Sample answer:**

- In this extract, through Felice's reference to their life in the institute, we are given the impression that there is a monotonous routine in the school. Felice says '*Niente di particolare, mangiamo, studiamo e dormiamo*'. Earlier in this extract, when Mirco is first introduced to the lunchtime routine and the other children, we are shown how the children eat and are expected to behave, namely in a regimented, structured way. This does not allow for individual expression as conformist behaviour is rewarded. The lack of opportunities to be part of a bigger world outside the institute as expressed in the quote '*andiamo a fare una gita bellissima una volta all'anno a visitare un santuario*' reflects the philosophy of the institute's principal who strongly believes that the children's choices are limited by their blindness. This is evident in the scene where we meet the principal who tells Mirco's parents that Mirco will not be able to follow his dreams or choice of profession because he has to accept that he is blind.

There are many scenes which further explore this issue.

**Answers could include:**

- This is reinforced when Mirco takes a creative approach to the class assignment and finds himself in trouble because he has used his imagination and creativity instead of following the accepted way of presenting an assignment.
- The students' unauthorised excursion to the cinema.
- The contrast between the rehearsal of the official school presentation and the children's rehearsal outside.
- The scene between Don Giulio and the principal as they discuss Mirco's expulsion from the college.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	1–2

## Section II — Writing in Italian

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3

## 2016 HSC Italian Extension Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The power of imagination — monologue	H1.1, H1.2
2	10	Society and social justice — monologue	H1.1, H1.2

### Written Examination

#### Section I — Response to Prescribed Text

##### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Rosso come il cielo</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Rosso come il cielo</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Rosso come il cielo</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Rosso come il cielo</i>	H2.1, H2.2, H2.3

#### Section I — Response to Prescribed Text

##### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Rosso come il cielo</i> — letter	H2.1

#### Section II — Writing in Italian

Question	Marks	Content	Syllabus outcomes
3	15	Resilience of the human spirit — script of a talk	H1.1, H1.2
4	15	Resilience of the human spirit — script of a talk	H1.1, H1.2