

2017 HSC Italian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the significance of the statement <i>Questa storia la dedico a te</i>	2
• Provides some relevant information	1

Sample answer:

Mirco says ‘I am dedicating this story to you’ as he is about to show Francesca his recorded assignment.

The fact that he is dedicating the story to Francesca reflects their close relationship and his trust in her, and that he is proud of his achievement, wanting to share it with her.

Question 1 (b)

Criteria	Marks
• Provides a thorough explanation of how the mood created in Scene 1 changes in Scene 2	3
• Provides a satisfactory explanation of how the mood created in Scene 1 changes in Scene 2	2
• Provides some relevant information	1

Sample answer:

In Scene 1 there is a peaceful mood of hope, freedom, pride and personal satisfaction. The audience shares the sense of wonder in Francesca’s facial expressions as she mentally visualises what she hears.

This mood comes to an abrupt end at the start of Scene 2 when the audience is brought back to the harsh reality of the classroom.

The Principal’s sarcastic and reprimanding tone significantly changes the mood as Mirco is accused of breaking the rules. The mood is strained as Don Giulio tries to support Mirco without openly challenging the Principal AND/OR the mood is rendered even more tense as the students express differing opinions.

Question 1 (c)

Criteria	Marks
• Provides a thorough explanation of how the director enhances the audience’s understanding of the importance of the senses in this extract	4
• Provides a sound explanation of how the director enhances the audience’s understanding of the importance of the senses in this extract	3
• Provides a satisfactory explanation of how the director enhances the audience’s understanding of the importance of the senses in this extract	2
• Provides some relevant information	1

Sample answer:

In Scene 1 a strategy the director uses is to show the assignment that Mirco has created. The director uses extreme close-up shots of Francesca’s face and eyes as she reacts to the sounds that she hears. By presenting the actual footage of what Francesca is seeing in her mind, the audience is able to further understand the importance of the use of sounds to create images in one’s mind.

In Scene 3, the light of the moon is symbolically shown to disappear behind the clouds. As Mirco suddenly wakes up from his nightmare, there is a sudden flash of light which represents Mirco’s total loss of his sense of sight.

The audience is made to feel the full impact of this loss in the bathroom scene through the technique of using a close-up shot of Mirco’s hand touching the light switch and flicking it on and off.

This and Mirco’s comment, ‘*Non funziona. La lampadina si è fulminata*’, further enhance the audience’s understanding of how important sight is and what it means to lose it, as the sense of touch and hearing become even more important with the loss of sight.

Question 1 (d)

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of the relevance of this statement to this extract and one other scene in the film	6
• Demonstrates a comprehensive understanding of the relevance of this statement to this extract and one other scene in the film	5
• Demonstrates a sound understanding of the relevance of this statement to this extract and one other scene in the film	4
• Demonstrates an adequate understanding of the relevance of this statement to this extract and one other scene in the film	3
• Demonstrates a partial understanding of the relevance of this statement to this extract and/or one other scene in the film	2
• Provides some relevant information	1

Sample answer:

Throughout the film we see that Mirco is a resilient person, but that in order to come to terms with his new reality he needs the support of his family, his teacher, his friends and the community at large.

Mirco's resilience is evident, when he demonstrates strength of purpose by explaining his actions to the Principal, *La natura. La sua voce*. Despite his resilience, however, he struggles to adapt to the attitude of the Principal and the rigid rules of the institute, which are his new reality.

He struggles to truly accept the new reality of his blindness: *Non funziona. La lampadina si è fulminata*. This is also evident in his reaction to these events as he falls into a cycle of anger, blame and deep depression: *Se mi voleva bene non mi ci faceva giocare con quel fucile*.

Therefore Mirco's resilience is not enough. He needs to accept the support of the people around him, such as when Don Giulio helps him to explain his assignment and physically shields him as he directs him back to the desk. We also see Mirco being supported by one other boy in the classroom and by Concettina.

In one other scene in the film, we see Don Giulio supporting Mirco by showing him how to use his other senses to compensate for his loss of sight. This is a catalyst for Mirco to use his imagination as an alternative way to accept his new reality.

Answers could include:

- Don Giulio arguing with the direttore about Mirco.
- Ettore giving Mirco advice.
- Francesca getting help from Ettore after Mirco's expulsion and demonstration in support of Mirco.

Section I — Response to Prescribed Text

Part B

Question 2

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

Section II — Writing in Italian

Questions 3 and 4

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

2017 HSC Italian Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Society and social justice — monologue	H1.1, H1.2
2	10	The resilience of the human spirit — 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
1 (b)	3	<i>Rosso come il cielo</i>	H2.1, H2.2
1 (c)	4	<i>Rosso come il cielo</i>	H2.1, H2.2
1 (d)	6	<i>Rosso come il cielo</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

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

Written Examination

Section II — Writing in Italian

Question	Marks	Content	Syllabus outcomes
3	15	Society and social justice — article	H1.1, H1.2
4	15	The power of the imagination — article	H1.1, H1.2