

2018 HSC Italian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Provides a sound explanation of the purpose of the statement <i>Va bene però stai sotto</i>	2
• Provides some relevant information	1

Sample answer:

The statement means 'Ok then but you must be in'. With this statement, Mirco gives permission to the newcomer to join the game while ensuring that the rules are adhered to. Moreover for the audience it establishes Mirco as the natural leader and spokesperson of the group and as the protagonist.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the nature of Mirco's relationship with his parents	3
• Demonstrates some understanding of the nature of Mirco's relationship with his parents	2
• Provides some relevant information	1

Sample answer:

In Scene 2, we see Mirco and his dad involved in a friendly and respectful discussion revealing a loving relationship which allows for freedom of expression, open and honest communication, acceptance and compromise. This is evident when Mirco and Achille discuss the purchase of a television. The closeness of their relationship is also demonstrated by their playfulness as they engage in a game at the end of the scene.

In Scene 3, Achille is seen to fully support Mirco and take his side when his mum reprimands him for having broken the little ball. Achille also agrees to take Mirco to the movies thus keeping his promise.

The relationship between Mirco and his mother reveals respect and patience as they interact in the kitchen scene where Teresa gently guides Mirco to reflect on his behaviour and take action.

Question 1 (c)

Criteria	Marks
• Provides a thorough explanation of how the social and political contexts within the film are portrayed in Scenes 2 and 3	4
• Provides a sound explanation of how the social and political contexts within the film are portrayed in Scenes 2 and 3	3
• Provides some understanding of the social and/or political contexts within the film in Scene 2 and/or Scene 3	2
• Provides some relevant information	1

Sample answer:

The social context is that of a working class Italian family in the early 1970s. The family's limited financial position is demonstrated by reference to:

- Achille's job (delivering newspapers/truck driver).
- Achille's response to Mirco's request to purchase a TV – *I soldi chi ce li dà?*
- The family's modest economic situation when compared with others, reinforced by Mirco's comment *E dai ... ormai ce l'hanno tutti.*
- The humble kitchen setting and ambiance which reflects a simple lifestyle and social status eg having a radio rather than television and references to repairing broken toys and a pot.

The political context is that of Italy in the early 1970s. This was a time of political change and turmoil as well as unionism and economic progress. This is shown in Scene 3 where the family is listening to announcements on the radio about a change of government which has just taken place. The general political direction is leftist as demonstrated in the election of Giuseppe Saragat, first socialist leader of the Socialist Democratic Italian Party. The political context is also evident in Scene 2, where there is a reference to the newspaper L'Unità, which was the newspaper of the Italian Communist Party, also read by Achille in Scene 3.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive analysis of how Mirco's growth is revealed with reference to the first and final scenes and one other scene of the film 	6
<ul style="list-style-type: none"> Provides a comprehensive analysis of how Mirco's growth is revealed with reference to the first and final scenes and one other scene of the film 	5
<ul style="list-style-type: none"> Provides a sound analysis of how Mirco's growth is revealed with reference to the first and final scenes and one other scene of the film 	4
<ul style="list-style-type: none"> Demonstrates some understanding of Mirco's growth with some reference to the first and/or final scenes and/or one other scene 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

In the first scene of the film Mirco shows himself to have leadership potential by dictating the rules of the game. While playing the game, he is 'caught' easily, falls down and is not resilient enough to wear the blindfold. By the end of the film, Mirco has grown and is a much more resilient person. He has overcome his disability by learning not to regard it as an impediment. We see this where Mirco refuses to have others make allowances for his blindness and will only join the game if the same rules apply to him. He does not seek nor accept special treatment as he will not allow his disability to define him. His blindness helps him by sharpening his other senses and allowing him to succeed in the game. By not allowing his disability to disempower him, he has become a role model of leadership, fairness, courage and strength.

Mirco's willingness to participate in the game demonstrates that despite his traumatic experience and setbacks, he has grown and thrived in his ability to relate to others.

Mirco's growth is also evident in other scenes:

The scene of the end of year play (Scene 7) where his growth as a person and as a leader is demonstrated in the triumphant success of the play, despite the negativity and narrow-mindedness of the Direttore. He was able to grow and prosper defying the constraints of his environment.

Answers could include:

(In Scene 3) After the initial shock of his new environment and stress of having to learn to communicate by using braille Mirco's growth is shown in the way in which he takes on board Don Giulio's advice about using all of his senses. Rather than rejecting his situation, he embraces it, finds a solution and produces a different style of assignment.

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

2018 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 power of the imagination — 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
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, H2.3
1 (d)	6	<i>Rosso Come il Cielo</i>	H2.1, H2.2

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Rosso Come il Cielo</i> — formal letter	H2.1, H2.3

Written Examination

Section II — Writing in Italian

Question	Marks	Content	Syllabus outcomes
3	15	Society and social justice — essay	H1.1, H1.2
4	15	Resilience of the human spirit — essay	H1.1, H1.2