

2019 HSC Italian Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Outlines the events occurring immediately prior to Don Giulio taking charge of the recital	2
• Provides some relevant information	1

Sample answer:

Prior to this point in the film, Don Giulio, after Mirco's expulsion and encouraged by the strikers, realises that the director was not leading the college in the right direction, argues with the director and takes over the running of the college.

Question 1 (b)

Criteria	Marks
• Explains the significance of this statement	3
• Provides some explanation of the significance of this statement	2
• Provides some relevant information	1

Sample answer:

The yearly recital at the Cassoni had always consisted of very teacher-centred, religion-based content. This statement is significant as it is an announcement for the parents to advise them that he is now leading the college. It also indicates just how different this recital will be not just for the actors but also for the audience who will experience an active participation in the performance and that following his direction, the children have a much more prominent position in the organisation of the recital.

Question 1 (c)

Criteria	Marks
• Provides a thorough analysis of the use of imagery in this scene	4
• Provides a sound analysis of the use of imagery in this scene	3
• Provides some references to the use of imagery in this scene	2
• Provides some relevant information	1

Sample answer:

The image of the blindfolds being handed out at the start of the recital and then worn by the audience throughout the performance is a powerful visual reminder of the impact of blindness and the relevance of sounds. The images of the smiling satisfied parents as they recognise their children's voices highlight the sense of freedom felt by the parents despite the blindfolds.

Sounds made via basic stage props create vivid images for the parent audience. For example the use of various forest sounds and the distorted voice of the stepmother highlight the element of imminent danger, the children flapping the material bring to life the image of the seagulls as an expression of freedom.

The film soundtrack is interspersed with images of the college's empty rooms, weaving machines and corridors to create symbols of the momentum of change brought about by this performance, for the film audience.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough and perceptive explanation of how this scene reflects Mirco's instrumental role in effecting change at the Istituto Cassoni 	6
<ul style="list-style-type: none"> Provides a thorough explanation of how this scene reflects Mirco's instrumental role in effecting change at the Istituto Cassoni 	5
<ul style="list-style-type: none"> Provides a sound explanation of how this scene reflects Mirco's instrumental role in effecting change at the Istituto Cassoni 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of this scene and/or way(s) in which Mirco was instrumental in effecting change at the Istituto Cassoni 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The first obvious change in this scene is the absence of the Institute's director, as Don Giulio takes over leadership of the college. Mirco was instrumental in causing this change by his refusal to abide by the director's rules and restrictive views. Mirco's reaction to the restrictions imposed upon him was instrumental in effecting change in Don Giulio, who, as an educator, is forced to reflect deeply on the direction taken by the Institute and act in Mirco's defence.

In this scene we also see that Mirco through his powerful imagination has been instrumental in developing the very different style of recital, as a performance created purposely for a blind audience by blind performers. The recital is the climax of Mirco's journey of adjustment and discovery of his own inner qualities, skills and imagination, a journey which began earlier in the film, as Mirco produced his first assignment. But it is also a demonstration of the effects of his leadership on the other children, who have now courageously embraced a different attitude to their disability, and are feeling a sense of freedom.

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

2019 HSC Italian Extension Mapping Grid

Oral Examination

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

Written Examination

Section II — Writing in Italian

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