

## 2020 HSC Italian Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Explains the change in how Leo is feeling	2
• Provides some relevant information	1

**Sample answer:**

Leo says he is feeling better because the Sognatore has reassured and supported him. Leo was feeling upset / cowardly about running away from seeing Beatrice in hospital. But the Sognatore has given Leo the opportunity to pour out his feelings and has given him hope that he can make amends.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the role that silence plays in the extract	3
• Demonstrates some understanding of the role that silence plays in the extract	2
• Provides some relevant information	1

**Sample answer:**

Silence, a pause in time, allows space to reflect and grow. The Sognatore has just revealed a personal experience and is reflecting on it. Silence allows him time to compose himself and to compose a response. Silence allows Leo time to digest the lesson that the Sognatore has imparted and to reflect. He is speechless. Remaining in silence allows Leo to realise his innermost feelings. He experiences an awakening.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a sophisticated understanding of how language is used to illustrate Leo's evolving character	4
• Demonstrates a sound understanding of how language is used to illustrate Leo's evolving character	3
• Demonstrates some understanding of Leo's character	2
• Provides some relevant information	1

**Sample answer:**

In this extract, it is evident that Leo evolves from someone (*qualcuno*) who is emotionally immature to someone who is ready to tackle challenges.

We then see Leo experiencing self-awareness / change and growth. The caveman/stone age metaphor is used to demonstrate Leo's emotional evolution. ... *mentre faccio un salto evolutivo di almeno duemila anni*.

The listing of the characteristics: *trasparente, forte, elastica* emphasises the new strength that is part of him.

**Answers could include:**

- Interspersing the narrative with shocked side comments about the teacher's use of the word *incazzato* to show his immaturity.
- The shield of rage (*ferro e fuoco*) metaphor is recognised as a defence mechanism that he previously held.
- Leo refers to himself in the third person, *questo nuovo qualcuno* to show that he is evolving, he is no longer the same person.
- The image of the *arma affilata* is symbolic of a struggle representing Leo's inner turmoil. He now has the tools to move forward and tackle the emotionally deprived 'dinosaur' he was before.
- Initially, Leo's immaturity is evident through the description of his child-like behaviour *Tiro su con il naso*. He is unrealistically valiant and feels that he should be able to die for Beatrice. Hyperbole and juxtaposition of *morire* and *guarire* are used to highlight Leo's self-image as a hero. ... *dovrei essere capace di morire per lei pur di farla guarire*.
- The metaphor of *il tasto rewind* demonstrates Leo's initial immaturity and lack of willingness to face challenges in his life.

**Question 1 (d)**

Criteria	Marks
• Provides a perceptive and thorough analysis of the way in which education is explored in this extract and one other part of the novel	6
• Provides a thorough analysis of the way in which education is explored in this extract and one other part of the novel	5
• Demonstrates a sound understanding of the way in which education is explored in this extract and/or one other part of the novel	4
• Demonstrates some understanding of the way in which education is explored in this extract /novel	2–3
• Provides some relevant information	1

**Sample answer:**

In the novel, we are shown that education/learning can occur in different contexts. Lessons are not always in the classroom and not always taught by the teacher. We see that it is not always about facts or figures, History or Maths but also life lessons. The Sognatore teaches Leo that to express love does not require self-sacrifice, rather, it's about making the person you love, happy.

In a role reversal, Leo also teaches the Sognatore a valuable lesson. Leo's act of trust in sharing his pain has resonated with the Sognatore and his experience with his own father.

In another part of the novel, the Sognatore delivered a lesson that was not in the curriculum and which engaged his students. He set a task which aroused curiosity and motivated Leo to discover the answer.

The Sognatore's purpose in setting the task was to show that learning needs to be valued for more than just getting marks. Leo realises that one cannot always find answers through a Google search. It becomes evident that the discovery of the answer is rewarding and does not need to be marked.

**Answers could include:**

- Leo's father recounts the incident of when he jugged school and learnt a valuable lesson riding around in his friend's brother's convertible car, that what's important is to have a goal, a destination in life, a dream.
- The superficial nature of the relationship with Niko teaches Leo about the true value of relationships and love. Niko's views of Alice differ to how Leo feels about Beatrice.
- Learning about the stars and the act of gifting a star to someone dear to you is powerful.
- Beatrice teaching Leo to appreciate life and to live it to the fullest.

## 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

# 2020 HSC Italian Extension Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The quest for identity— monologue	H1.1, H1.2
2	10	The role of education — monologue	H1.1, H1.2

## Written Examination

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

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Bianca come il latte, rossa come il sangue</i>	H2.1, H2.2
1 (b)	3	<i>Bianca come il latte, rossa come il sangue</i>	H2.1, H2.2
1 (c)	4	<i>Bianca come il latte, rossa come il sangue</i>	H2.1, H2.2
1 (d)	6	<i>Bianca come il latte, rossa come il sangue</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>Bianca come il latte, rossa come il sangue</i> — diary entry	H2.1, H2.3

## Written Examination

### Section II — Writing in Italian

Question	Marks	Content	Syllabus outcomes
3	15	The quest for identity — article	H1.1, H1.2
4	15	The evolving nature of relationships — article	H1.1, H1.2