

## 2014 HSC Italian Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains fully why Don Giulio says <i>A cosa serve questo collegio? A chi serve?</i></li> </ul>	2
<ul style="list-style-type: none"> <li>Gives some relevant information</li> </ul>	1

#### *Sample answer:*

Don Giulio is frustrated by what has happened to Mirco and questions the value / relevance/effectiveness of the school as it is when it does not meet/ satisfy the students' needs. In fact he believes that it denies the students the opportunity to have hopes and dreams for their future.

#### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains fully Concettina's role in Scene A</li> </ul>	3
<ul style="list-style-type: none"> <li>Explains satisfactorily Concettina's role in Scene A</li> </ul>	2
<ul style="list-style-type: none"> <li>Gives some relevant information</li> </ul>	1

#### *Sample answer:*

Concettina is like a sounding board to Don Giulio and serves as a catalyst for him to take a stance. Concettina has the wisdom and insight of life experience of the simple person and is like the voice of reason and practicality. She encourages him to stand up and be heard if he doesn't like what he sees.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a perceptive understanding of how the director achieves his purpose in Scene B and Scene C through the film techniques he uses	4
• Demonstrates a sound understanding of how the director achieves his purpose in Scene B and Scene C through the film techniques he uses	3
• Demonstrates an adequate understanding of how the director achieves his purpose in Scene B and Scene C through the film techniques he uses	2
• Gives some relevant details	1

***Sample answer:***

In Scenes B and C the film director's purpose is to show that by collaboration people can break down the barriers of injustice. The establishment is challenged and forced to accept change.

In Scene B this is achieved by the crowd slowly gathering around the front gate uniting together to break down the barriers of injustice. The movement of the flags heralds the change which is about to take place and the inspirational and climactic music builds tension.

As this scene ends and transitions into Scene C the passionate chanting continues and can be heard in the Direttore's office. The lack of colour in his office, which symbolises the rigid traditions of the establishment, contrasts sharply with the bright colours outside. Close-ups of the Direttore show his confusion/panic and lack of understanding as he is forced to face the fact that reform will take place.

***Film techniques could include:*****Scene B**

- The shot of Francesca together with the moving shot of Ettore shows their collaboration in bringing about this scene.
- Passionate chanting starts at the end of Scene B – condemning the school for dismissing Mirco.
- The shot that starts at the demonstrators and slowly climbs up to the Direttore's office symbolises the breaking down of the existing order.

**Scene C**

- You can hear the chanting outside – the existing establishment is being challenged by the desire for reform and change by the demonstrators.
- There is no escape for the Direttore – he is forced to face the issues.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a perceptive and extensive understanding of the relevance of this statement in reference to these scenes and one other scene in the film	6
• Demonstrates a thorough understanding with some perception of the relevance of this statement in reference to these scenes and one other scene in the film	5
• Demonstrates a sound understanding of the relevance of this statement in reference to these scenes and one other scene in the film	4
• Demonstrates an adequate understanding of the relevance of this statement in reference to these scenes and one other scene in the film	3
• Demonstrates a partial understanding of the relevance of this statement in reference to these scenes and one other scene in the film	2
• Gives some relevant information	1

***Sample answer:***

In these scenes it is evident that the power of one supported by others can bring about social change.

Don Giulio is motivated by the injustice of Mirco being expelled simply because he used his imagination and creativity. He finally has the courage/determination to stand up to the Direttore.

He would not have been able to achieve what he did if not supported by the others. For example, Ettore had told Mirco and Francesca that they could always turn to him for help if they needed it. Ettore's contribution in bringing about a change was very significant.

Ettore and the workers in the town were already in that frame of mind of fighting injustice to bring about social change. Without the socio/political climate of the time it would not have been so easy for Don Giulio to achieve his goal.

Concettina was also instrumental in providing the final impetus for Don Giulio to act.

Another scene of collaboration with others to bring about change is the one where the students finally perform their play. The qualities of Mirco, his strength of character, his uniqueness, the power of his creativity and imagination draw people to him, to motivate and inspire them, bringing about the social changes within the institution.

**Other possible scenes to support this statement**

- Like Don Giulio, Concettina recognised Mirco's imagination and uniqueness when she allowed the boys to use the kitchen utensils.
- Felice helping Mirco to find reels in order to do his creative assignment on the seasons and then his play. Felice risked getting into trouble to help his friend and in doing so helped bring about change.
- Another example is the scene where Valerio threatens to tell on the boys if he's not included in the play and the young boys finally stand up to the bully.

## 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

# Italian Extension

## 2014 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	The Power of the 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

### 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

### Written Examination

#### Section II — Writing in Italian

Question	Marks	Content	Syllabus outcomes
3	15	The Resilience of the Human Spirit — Script of a talk	H1.1, H1.2
4	15	Society and Social Justice — Script of a talk	H1.1, H1.2