

## 2015 HSC Italian Extension — Written Examination Marking Guidelines

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

#### Question 1 (a)

Criteria	Marks
• Explains fully why Don Giulio asks <i>Le ha ascoltate almeno?</i>	2
• Gives some relevant information	1

**Sample answer:**

(Don Giulio is referring to the tapes Mirco has recorded for his assignment on seasons.) In a previous scene Don Giulio left these tapes on the Direttore's desk in the hope that he would listen to them and see value in what Mirco had done. He suspects that the Direttore has not bothered to listen to them at all, prompting him to ask this question.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the importance of established rules for the Direttore in the context of this scene	3
• Demonstrates a good understanding of the importance of established rules for the Direttore in the context of this scene	2
• Gives some relevant information	1

**Sample answer:**

The Direttore places great value on the established rules which are connected to the traditions of the college. He sees that such rules must be enforced through discipline to provide the students with a safe environment and to secure a future for them. He sees that rules provide stability and smooth running of the school, and do not allow individual actions to endanger others.

**Question 1 (c)**

Criteria	Marks
• Demonstrates a good understanding of the use of the word <i>male</i> in this scene	4
• Demonstrates a sound understanding of the use of the word <i>male</i> in this scene	3
• Demonstrates an adequate understanding of the use of the word <i>male</i> in this scene	2
• Gives some relevant information	1

***Sample answer:***

In this scene *male* always has a negative connotation for the Direttore, while Don Giulio uses it in a positive way.

Don Giulio believes that Mirco's unusual approach towards learning is not wrong (*ma non per questo è un male*). He has found his own original way to engage in successful learning.

The second time the word *male* is used is by the Direttore, and it is intended as 'getting hurt'. It is used in the context of his belief that giving these children the freedom of expressing themselves is setting them up to get hurt. Don Giulio, on the other hand, thinks that the learning process involves getting hurt.

The third time the word *male* is used is by the Direttore to reprimand Don Giulio for breaking the rules in giving Mirco the tape recorder.

**Question 1 (d)**

Criteria	Marks
• Demonstrates a perceptive understanding of how disability is explored in this scene and in one other	6
• Demonstrates a comprehensive understanding of how disability is explored in this scene and in one other	5
• Demonstrates a sound understanding of how disability is explored in this scene and in one other	4
• Demonstrates an adequate understanding of how disability is explored in this scene and in one other	3
• Demonstrates a partial understanding of how disability is explored in this scene and in one other	2
• Gives some relevant information	1

**Sample answer:**

For the Direttore, disability means limitation. According to him the blind children's everyday life and all their future prospects are restricted, and the children cannot have a normal childhood. He identifies as one of them, but he became blind as an adult. Unlike them, he had a normal and unrestricted childhood. He has been imprisoned by his disability since becoming blind (*La libertà è un lusso che noi ciechi non ci possiamo permettere*).

However, Don Giulio thinks that disability is not a drawback, as it allows the children to explore their individuality. He points out that Mirco compensates for his blindness and develops in other ways. He believes that all children deserve the same opportunities to learn and to enjoy life.

In the scene when all the children go together to the cinema, we see them rise above their disability. It does not affect their desire and enjoyment of going to the movies and they take strength from each other as a group experiencing something for the first time. In this scene being outside the institute means being integrated in society.

## 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

## 2015 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	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>	H2.2
1 (b)	3	<i>Rosso come il cielo</i>	H2.2, H2.3
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 — short essay	H1.1, H1.2
4	15	The resilience of the human spirit — short essay	H1.1, H1.2