



## **2011 Italian Extension HSC Examination 'Sample Answers'**

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

## **Section I — Response to Prescribed Text**

### **Part A**

#### **Question 1 (a)**

*Sample answer:*

The school principal is keen for the children to be on their best behaviour in order to make a good impression on the ministerial inspector, therefore she asks the children not to embarrass her. This is important to her, because as a school principal she is required to follow certain government directives which would need to be reflected in the children's behaviour.

#### **Question 1 (b)**

*Sample answer:*

Initially his appearance, his demeanour and body language are enough to convince the principal, teachers and students of his status. However, it soon becomes apparent that he lacks knowledge of and interest in educational concepts. As soon as he begins to discuss the topic of Italians as a superior race he becomes less and less convincing. At the end of the scene his behaviour becomes very undignified for a person in that official role and not at all convincing.

#### **Question 1 (c)**

*Sample answer:*

The setting reflects the military fascist regime, which in its nature was rigid and inflexible. This is indicated by:

- The table at which the children are seated is the shape of the letter M that stands for Mussolini.
- The regimented and military style in which the teachers and students are placed and are expected to behave.
- The layout and design of the room eg the flags, decorations, the statue at the front of the room with the inscription DUX as well as the fascist motto '*Libro e moschetto fascista perfetto*'.
- All these elements work towards creating the atmosphere of the ideal fascist classroom.

**Question 1 (d)*****Sample answer:***

In these two scenes the director exposes the prejudice of the *Manifesto della Razza*. This Manifesto is meant to be a document that expresses the concept of superiority of the Aryan race through the use of humour. Guido manages to expose the racist nature of this document in a subtle way. For example, his play on words referring to '*scienziati razzisti*'. His demonstration of his physical prowess where he refers to himself as '*superiore*' is ironical and very humorous since it is obvious to the audience that he is not physically perfect. His deliberate choice of the particular body parts, his language and his actions expose the prejudice behind these concepts subtly in a humorous way.

In Scene 1, Extract 5 where Giosuè asks for an explanation of the sign in the window '*Vietato l'ingresso agli ebrei e ai cani*', humour is used to express the negative concept of prejudice against the Jews, which in this society affected by racist political propaganda, has become the norm. Guido deflects Giosuè's attention away from the real meaning of the statement. This is an explanation aimed at a child's level of understanding. It is a subtle and very powerful way to expose prejudice.

An alternative scene to discuss is Scene 1, Extract 4 where Robin Hood, Guido's uncle's horse, has been defaced with anti-Jewish graffiti and painted green. Guido's statement at the end of the scene makes light of the event and of its meaning. He uses a humorous reference to himself being also defaced. The director has chosen to expose prejudice in a subtle way through these humorous references, especially if one considers the reality of what actually takes place later in the film.

Similarly, in the scene when Guido enters the ballroom on Robin Hood, it becomes obvious that Robin Hood has been decorated as a 'fascist' horse rather than a 'Jewish' horse. Once again the director uses humour to expose prejudice in a subtle way.