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Task 2: Persuasive Essay

You have 1 minute to read the directions for this task.

Hai 1 minuto per leggere le istruzioni relative a questa attività.

You will write a persuasive essay to submit to an Italian writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Scrivi un saggio argomentativo per un concorso di scrittura in italiano. La traccia si basa su tre fonti (materiale scritto e orale) che presentano diversi punti di vista sull'argomento. Per prima cosa, hai 6 minuti per leggere la traccia ed il materiale scritto. Poi ascolterai la fonte orale due volte. Mentre ascolti, puoi prendere appunti. Alla fine dell'ascolto, hai 40 minuti per organizzare e scrivere il tuo saggio.

Nel saggio argomentativo, devi identificare i diversi punti di vista presentati dalle fonti. Sulla base di queste informazioni e delle tue conoscenze devi elaborare accuratamente il tuo punto di vista. Fai riferimento a tutte le fonti, indicandole in modo appropriato, per giustificare la tua argomentazione. Organizza il tuo saggio in modo logico e chiaro.

You will now begin this task.

Adesso inizia questa attività.

Time — Approximately 55 minutes

Tema del corso: Bellezza ed estetica

Hai 6 minuti per leggere la traccia, la fonte numero 1 e la fonte numero 2.

Traccia:

Fino a che punto la sponsorizzazione dei privati può contribuire alla sopravvivenza del patrimonio artistico?

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Fonte numero 1

Introduzione

Questo testo tratta della sponsorizzazione da parte della ditta di moda Tod's per il restauro del Colosseo. L'articolo originale è stato pubblicato il 22 giugno 2011 in Italia. È stato scritto da un giornalista de *Il Tempo*, un quotidiano italiano.

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Fonte numero 2

Introduzione

Questo testo tratta della classifica dei primi dodici paesi con il maggior numero di siti UNESCO patrimonio culturale dell'umanità. La tabella originale è stata pubblicata nel marzo 2003 in Italia. È stata compilata da F. Arosio e P. Cecchini dell'ISTAT.

Primi dodici paesi per numero di siti iscritti nella lista del patrimonio culturale mondiale dell'UNESCO

PAESI	Numero siti culturali	% totale primi dodici paesi	% totale generale
Italia	35	13,8	6,0
Spagna	34	13,4	5,8
Francia	27	10,7	4,6
Germania	26	10,3	4,4
Repubblica Popolare Cinese	25	9,9	4,3
Messico	20	7,9	3,4
Regno Unito	19	7,5	3,2
India	18	7,1	3,1
Grecia	16	6,3	2,7
Portogallo	11	4,3	1,9
Repubblica Ceca	11	4,3	1,9
Svezia	11	4,3	1,9
Totale primi 12 paesi	253	100,0	43,2
Totale generale 125 paesi	586	--	100,0

Dati al 30 luglio 2002

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Task 3: Conversation

You have 1 minute to read the directions for this task.

Hai 1 minuto per leggere le istruzioni relative a questa attività.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Prendi parte a una conversazione. Prima di iniziare, hai 1 minuto per leggere l'introduzione alla conversazione, compresa l'alternanza dell'interazione. Poi la conversazione comincia secondo lo schema stabilito. Quando tocca a te parlare, hai 20 secondi per registrare la tua risposta.

Devi prendere parte alla conversazione ed esprimerti nel modo più completo e accurato possibile.

You will now begin this task.

Adesso inizia questa attività.

AP[®] ITALIAN LANGUAGE AND CULTURE EXAM

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Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences

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2: WEAK performance in Presentational Writing

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

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Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Mostly consistent use of register appropriate for the conversation
- Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Generally consistent use of register appropriate for the conversation, except for occasional shifts
- Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the conversation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility