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**ITALIAN LANGUAGE AND CULTURE**

**SECTION II**

**Total Time — Approximately 1 hour and 25 minutes**

**Part A**

**Time — Approximately 1 hour and 10 minutes**

**Task 1: E-mail Reply**

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Devi rispondere a un'email. Hai 15 minuti per leggere il messaggio e scrivere la tua risposta.

La tua risposta deve includere una formula di apertura e di chiusura e rispondere a tutte le domande e richieste contenute nel messaggio. Inoltre, nella tua risposta devi chiedere ulteriori informazioni su qualcosa menzionato nel messaggio originale. Ricorda che devi scrivere la tua risposta in modo formale.

**Time — 15 minutes**

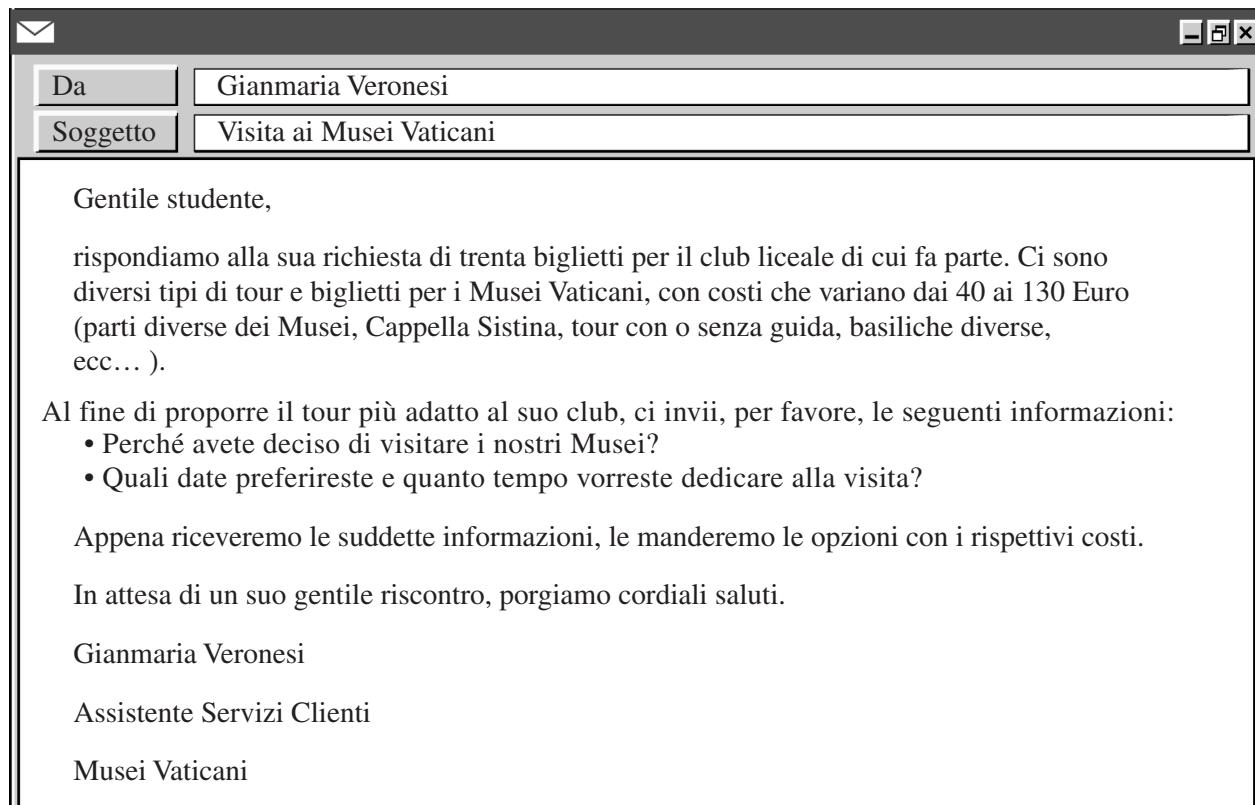
**2013 AP® ITALIAN LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS**

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## Tema del corso: Bellezza ed estetica

## Introduzione

Il mittente di questo messaggio email è Gianmaria Veronesi, Assistente Servizi Clienti, Musei Vaticani. Ricevi il messaggio perché avevi scritto ai Musei Vaticani come presidente del club di Storia dell'Arte del tuo liceo per organizzare una visita ai Musei.



**STOP**

Do not go on until you are told to do so.

Non andare avanti prima di ricevere specifiche istruzioni.

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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: Sfide globali

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

Traccia:

Come si potrebbe diminuire lo spreco di acqua e altre risorse?

# **AP® ITALIAN LANGUAGE AND CULTURE 2013 SCORING GUIDELINES**

## **Interpersonal Writing: E-mail Reply (continued)**

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### **1: POOR performance in Interpersonal Writing**

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

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### **0: UNACCEPTABLE performance in Interpersonal Writing**

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or the equivalent in any language
- Not in the language of the exam

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**- (hyphen): BLANK (no response)**

# **AP® ITALIAN LANGUAGE AND CULTURE 2013 SCORING GUIDELINES**

## **Presentational Writing: Persuasive Essay**

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### **5: STRONG performance in Presentational Writing**

- Effective treatment of the 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 argument
  - 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
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### **4: GOOD performance in Presentational Writing**

- Generally effective treatment of the 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 argument
  - 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 that 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
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### **3: FAIR performance in Presentational Writing**

- Suitable treatment of the 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 argument
- 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