



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Indirizzi:** ISEV, EA14 - GIURIDICO ECONOMICO

ISFX, EA13 - LINGUISTICO MODERNO

ISJV - ARTISTICO

# ATTENZIONE

LA PROVA DI SEGUITO ALLEGATA SI COMPONE DI DUE TIPOLOGIE DI PROVE, LA PRIMA RELATIVA AL NUOVO ORDINAMENTO E LA SECONDA AL PREVIGENTE ORDINAMENTO.

IL PRESIDENTE DELLA COMMISSIONE CONSEGNI AI CANDIDATI DI CIASCUNA CLASSE LA TIPOLOGIA DI PROVA COERENTE AL PERCORSO DI STUDI SEGUITO.

PER LA **PROVA DEL NUOVO ORDINAMENTO** IL CANDIDATO È TENUTO A SVOLGERE LA PROVA PER **UNO** DEI TESTI PROPOSTI:

- A - ATTUALITÀ
- B - STORICO - SOCIALE
- C - LETTERATURA
- D - ARTISTICO

PER LA **PROVA DEL PREVIGENTE ORDINAMENTO** IL CANDIDATO È TENUTO A SVOLGERE LA PROVA DI COMPOSIZIONE SU UNO DEI TRE TEMI, OPPURE LA PROVA DI COMPrensione E PRODUZIONE SU UNO DEI TESTI PROPOSTI.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**A - ATTUALITÀ**

**ID2020 and UNHCR Host Joint Workshop on Digital Identity**

*In 2017, ID2020 and the UNHCR (United Nations High Commission for Refugees) brought together representatives from government, public, and private sectors. The multi-stakeholder group discussed digital identity opportunities and, specifically, a potential pilot project for refugees, forcibly displaced and stateless persons.*

5 Sixty-five million people—the highest number seen in decades—are displaced due to conflict, drought, famine, and other factors. The root causes of forced displacement are often deeply stressful, and refugees may not have had the time or opportunity to obtain or locate essential personal documents before fleeing, leaving them disproportionately undocumented. Furthermore, many refugees who come from  
10 marginalized and hard-to-reach communities may have never been registered or issued with identity documents. Similarly, paper-based credentials are likely to be lost or destroyed during displacement.

For the millions fleeing persecution, relying on governments to authenticate their identity, or provide them with necessary credentials, can be unreliable and often dangerous. Without valid identification documents from their country of origin and, removed from communities that could provide informal confirmation of identity, refugees and other displaced persons often find themselves without any  
15 officially recognized source of identification. This lack of recognized identification deprives them of protection, access to services, and basic rights.

The Sustainable Development Agenda (SDG 16.9) supports the goal of legal identity for all by 2030, and recognizes its critical importance for the world's most vulnerable people. [...] Inclusion in digitized Civil Registration and Vital Statistics (CRVS) and national identity systems can help to both protect and  
20 empower refugees and realise SDG Target 16.9. [But] Refugees, other forcibly displaced persons and the stateless are often left out of the CRVS and national identity systems of the countries in which they live. The births of their children are not registered and they are not issued documentation by host governments. This lack of legal identity prevents access to both public and private services, increases the risk of statelessness, and inhibits effective state planning. The increasing digitization of CRVS systems may  
25 exacerbate exclusion by preventing access to the predominant registration system, and as a result to other services that are dependent on digital CRVS registration records.

Where data protection and privacy standards are met, a broadly recognized digital identity system benefits all stakeholders. A digital identity can facilitate access to essential services, aid countries in distribution of social benefits, and open up formal financial tools to the world's 2 billion unbanked people.  
30 Furthermore, accurate systems of identification are necessary for accountability and governance, and to help ensure that development aid and protection is directed to those most in need. For refugees and people who are not fully included in state identity systems, a portable digital identity system can be a step toward regaining their identity, providing them with self-reliance opportunities, and improving their participation in the social and economic life of their host community. [...]



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**A - ATTUALITÀ**

35 A multi-stakeholder model is essential for the benefits of a digital identity to be realized. An identity must  
be broadly recognized by both the public- and private-sector organizations with which an individual may  
interact. [...] A multi-stakeholder approach brings together diverse stakeholders to jointly address these  
technical and non-technical questions. The collaborative, iterative development of digital identity  
40 technology ensures that the technology developed is relevant, secure and sustainable. And through  
transparent governance and the provision of sustainable financing for interoperable identity systems, this  
model aligns the diverse incentives of various stakeholders in the identity ecosystem. Moreover, the  
approach creates a “network effect” and opens up opportunities to [access] the systems and processes that  
public and private organizations already have in place to reach people. [...] Ultimately, this model is a  
45 virtuous circle both public and private organizations are able to connect to the people they want to reach,  
namely their customers, their beneficiaries, their employees. And through forging that connection,  
individuals will have a means of identifying themselves, which better serves them.

Concurrent pilot projects with various partners will provide the strongest foundation for scaled-up  
implementation. During the two-day event, participants discussed potential in-country concrete  
applications of digital identity, with the intent to run a series of concurrent pilot projects with multiple  
50 partners in 2018. These pilots will provide the information and technical, regulatory and political testing  
grounds necessary for efficient scaled-up implementation and will also ensure a participatory approach,  
including refugees and other forcibly displaced persons, at each crucial stage of the process.

This is an opportune time to shape a new world where people are empowered and where new solutions  
can help alleviate both age-old and contemporary problems. Developing a sustainable digital identity for  
55 refugees, other forcibly displaced persons and the stateless [...] is a shared responsibility that can only be  
implemented through the concerted action of government, the private sector, UN agencies and the civil  
society.

[747 words]

Abridged from <https://medium.com/id2020/id2020-and-unhcr-host-joint-workshop-on-digital-identity-ad45ce3944b7>

Available online. Accessed 22 02 2018

**COMPREHENSION AND INTERPRETATION**

*Answer the following questions. Use complete sentences and your own words.*

- 1 Why might a refugee, forcibly displaced or stateless person, have no documents? Find three reasons in the text.
- 2 Why may these groups of people have, or have had, difficulty getting documents to prove who they are? Give two reasons.
- 3 What does The Sustainable Development Agenda (SDG 16.9) support?
- 4 Refugees, forcibly displaced persons and the stateless are often not registered on CRVS and on national identity systems. How does this lack of legal identity affect their daily lives?



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**A – ATTUALITÀ**

- 5 Why when data protection and privacy standards are met, does a recognized digital identity system benefit all stakeholders (States, persons with no such identity, aid agencies etc.)? Find at least 5 reasons.
- 6 Why does a multi-stakeholder model help host countries, and public or private organisations, to support these persons better when they have digital identity?
- 7 Why is this model described as “*a virtuous circle*”? (line 44)
- 8 What did the workshop participants agree to do?
- 9 What were the aims of the project? Who was involved?
- 10 Whose responsibility does the article say it is to develop a sustainable digital identity for those who do not have it?

**PRODUCTION**

Choose **one** of the following questions.

Number your answer clearly to show which question you have done.

*Either*

1. This workshop report talks about a positive use of digitization and mentions only in passing the problem of privacy. Discuss the advantages and the disadvantages of having a digital identity either for migrants (for whatever reason they move) or for people in general in an essay of about 300 words.

*Or*

2. Write a short article for a student magazine, of about 300 words, telling the tale of a refugee, a forcibly displaced, or a stateless person, or a population, you know or have heard about, or have read about.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**B – STORICO - SOCIALE**

Left governments almost invariably disappoint their supporters because, even when the prosperity which they have promised is achievable, there is always need of an uncomfortable transition period about which little has been said beforehand. At this moment we see our own Government, in its desperate economic straits, fighting in effect against its own past propaganda. The crisis that we are now in is not a sudden unexpected calamity, like an earthquake, and it was not caused by the war, but merely hastened by it. Decades ago it could be foreseen that something of this kind was going to happen. Ever since the nineteenth century our national income, dependent partly on interest from foreign investments, and on assured markets and cheap raw materials in colonial countries, had been extremely precarious. It was certain that, sooner or later, something would go wrong and we should be forced to make our exports balance our imports: and when that happened the British standard of living, including the working-class standard, was bound to fall, at least temporarily. Yet the left-wing parties, even when they were vociferously anti-imperialist, never made these facts clear. On occasion they were ready to admit that the British workers had benefited, to some extent, by the looting of Asia and Africa, but they always allowed it to appear that we could give up our loot and yet in some way contrive to remain prosperous. Quite largely, indeed, the workers were won over to Socialism by being told that they were exploited, whereas the brute truth was that, in world terms, they were exploiters. Now, to all appearances, the point has been reached when the working-class living-standard *cannot* be maintained, let alone raised. Even if we squeeze the rich out of existence, the mass of the people must either consume less or produce more. Or am I exaggerating the mess we are in? I may be, and I should be glad to find myself mistaken. But the point I wish to make is that this question, among people who are faithful to the Left ideology, cannot be genuinely discussed. The lowering of wages and raising of working hours are felt to be inherently anti-Socialist measures and must therefore be dismissed in advance, whatever the economic situation may be. It is far safer to evade the issue and pretend that we can put everything right by redistributing the existing income.

To accept an orthodoxy is always to inherit unresolved contradictions. Take for instance the fact that all sensitive people are revolted by industrialism and its products, and yet are aware that the conquest of poverty and the emancipation of the working class demand not less industrialization, but more and more. Or take the fact that certain jobs are absolutely necessary and yet are never done except under some kind of coercion. Or take the fact that it is impossible to have a positive foreign policy without having powerful armed forces. One could multiply examples. In every such case there is a conclusion which is perfectly plain but which can only be drawn if one is privately disloyal to the official ideology. The normal response is to push the question, unanswered, into a corner of one's mind, and then continue repeating contradictory catchwords. One does not have to search far through the reviews and magazines to discover the effects of this kind of thinking.

I am not, of course, suggesting that mental dishonesty is peculiar to Socialists and left-wingers generally, or is commonest among them. It is merely that acceptance of *any* political discipline seems to be incompatible with literary integrity. This applies equally to movements like Pacifism and Personalism, which claim to be outside the ordinary political struggle. Indeed, the mere sound of words ending in -ism seems to bring with it the smell of propaganda. Group loyalties are necessary, and yet they are poisonous



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**B – STORICO - SOCIALE**

40 to literature, so long as literature is the product of individuals. As soon as they are allowed to have any influence, even a negative one, on creative writing, the result is not only falsification, but often the actual drying-up of the inventive faculties.

Well, then what? Do we have to conclude that it is the duty of every writer to 'keep out of politics'? Certainly not! In any case, as I have said already, no thinking person can or does genuinely keep out of politics, in an age like the present one. I only suggest that we should draw a sharper distinction than we do at present between our political and our literary loyalties, and should recognize that a willingness to *do* certain distasteful but necessary things does not carry with it any obligation to swallow the beliefs that usually go with them.

[785 words]

George Orwell – "Writers and Leviathan" *Critical Essays* pp-341-342

**COMPREHENSION AND INTERPRETATION**

*Answer the following questions. Use complete sentences and your own words.*

1. Why does the author maintain that Left governments are a disappointment to their supporters?
2. What sort of political challenge is the government of his time compelled to face?
3. What unfavourable historical circumstances the author claims had determined the crisis Britain was facing?
4. What did the left-wing parties fail to inform workers regarding the abandonment of colonialist policies and of the looting of Africa and Asia?
5. Why does the author believe that the workers' standard of living would not improve if the only measure is to squeeze the rich?
6. What measures would workers see as a rejection of the socialist principles and as an act of treachery by the left-wing parties?
7. What are the contradictions which make a political orthodoxy unacceptable?
8. How would most members of the political parties react in response to problems of conscience?
9. What are the most serious consequences for a writer of being part of a political group?
10. What are the writer's conclusions in regard to the possibility for members of a political party to write in complete honesty?



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**B – STORICO - SOCIALE**

**PRODUCTION**

Choose **one** of the following questions.

Number your answer clearly to show which question you have chosen.

*Either*

1. Democracy relies on responsive political leaders who deliver on their promises and find solutions for the good of the societies they serve. How important do you think it is for citizens to hold political leaders to account and what can be done to bring disappointed citizens closer to politics and democratic participation?

You can, if you wish, support your argument by referring to specific historical periods or events that you know well. Write your essay in approximately 300 words.

*Or*

2. A community website is publishing a series of articles debating democratic issues and political leadership. You have been asked to contribute with an article on *What makes a good political leader?* Submit a 300-word contribution discussing key factors to being a successful leader and in particular by making reference to his or her:
  - adherence to a code of conduct and moral values
  - decision-making skills
  - negotiation and conflict resolutions.

Durata massima della prova: 6 ore.

È consentito soltanto l'uso dei dizionari monolingue e bilingue.

Non è consentito lasciare l'Istituto prima che siano trascorse 3 ore dalla dettatura del tema.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**C – LETTERATURA**

The bungalow Mrs. Fritts ran as a boarding house was just south of Verona, behind a palm grove that gave it the look of an oasis. In her neat garden was a twisted tree laden with elongated seed pods: she called it her cigar tree. The bungalow was furnished with upholstered chairs and carpets with floral designs like puked fricassees. On most walls were religious mottos, THE LORD WILL PROVIDE and PUT ON THE WHOLE ARMOR OF GOD, and on one was a coconut carved into a monkey's face. Mrs. Fritts said there were "scorpshuns" on the grounds. There were also sheds of various sizes – an ostrich in one, a kangaroo in another. These animals, and some others I knew only as stinks and night-time coughs, she looked after for Millsaps Circus, which had its winter quarters in Verona proper. She was a tidy damp-eyed little woman, seventy-odd, who had ceased to see anything extraordinary in either the animals or the people she boarded, the circus's overflow.

Perhaps they weren't so odd, I decided on my third day. They hadn't changed, my eye had. I saw them all over the house, Mr. Biker the dwarf who played "Daisy" on his ocarina and sat on three telephone books to eat; Orrie, whose hands grew out of his shoulders; the Flying Faffners, Kenny and Doris, who cycled the high wire --- but they did no tricks here and looked quite colorless hunched over their checkboards. There was a man called "Digit" Taft, from Giorgia, whose specialty was sticking his finger into the knot-hole of a horizontal board and kicking himself upright and balancing on that finger: he had a bird tattoo on his cheek, which flapped when he chewed gum. Harvey and Hornette were bareback riders; there were no horses in Mrs. Fritts' sheds; Harvey and Hornette read comic books. They were all very strong: Digit could tear Mr. Biker's phone books in half, and Hornette, a pretty girl of about 16, could get the caps off cherryade<sup>1</sup> bottles with her teeth.

The group portrait I did of them, Boarders, was one of my best – another pictorial fluke in available light, since anyone's Aunt Fanny could have done the same with a Baby Brownie<sup>2</sup>.

They are solemn, the seven of them, plus Mrs. Fritts. Orrie is old, Mrs. Fritts in her frilly church dress. They stand together: it might be a family portrait, a Sunday on a Southern porch, a gathering of the clan in summer dresses and white suits.

But you miss it entirely unless you linger for a fraction of a second, and having accepted it as a plain family you are shocked: the nipper is not a nipper, that old man has hands but no arms, the shadow on that other man's cheek is a bird tattoo, and those girls, Doris and Hornette, have muscular trapeze artist's shoulders. Behind Mrs. Fritts, reflected on the parlor window, is the most bizarre detail, an ostrich, but so faint you won't see it until you've seen the others. The picture celebrates the unexpected, as one person after the other is revealed. You accepted it from the first, deceived yourself into thinking you had seen it before. Yet my object was not to mock or trick the viewer but to hasten his understanding and impel him to look for more: Digit's thick finger, Biker's kindly eyes, Hornette's shanks, the weary dignity on the face of Mrs. Fritts, maybe the ostrich. Then it's a family again. Looking at this picture ought to be like reading a book, a time exposure, a lesson in seeing. The viewer goes away instructed. Nothing looks the same to him after that. The world hasn't changed – he has.

I printed the picture, distributed it, and made eight friends. "you're the best in the business," said Hornette. And Mrs. Fritts said, "I hope you stay here a good long time."

[653 words]

*Paul Theroux "Picture Palace" Ch 18*

<sup>1</sup> a sweet fruit flavour drink

<sup>2</sup> very simple 1950s camera





*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**C – LETTERATURA**

**COMPREHENSION AND INTERPRETATION**

*Answer the following questions. Use complete sentences and your own words.*

1. What type of narrator is it?
2. What is the boarding house like?
3. Why are the Boarders the narrator describes, staying with Mrs. Fritts?
4. The narrator seems surprised that Mrs. Fritts has “*ceased to see anything extraordinary*” (line 9) in her boarders. What could that reveal about the narrator’s own feelings about the boarders at first?
5. Why do you think the narrator’s feelings about the boarders changed? Substantiate your answer by referring to the text.
6. She calls the portrait “*a fluke*” (line 21). Why?
7. At first glance the photograph appears to be a normal portrait, but if you look closely, what can happen?
8. She says she did not intend to “*mock*” or “*trick*” viewers, (line 32) so what reaction did she want from them?
9. What is her declared purpose when taking photographs?
10. What effect do the pictures have on the viewers?

**PRODUCTION**

*Choose **one** of the following questions.*

*Number your answer clearly to show which question you have chosen.*

*Either*

1. What is the impact on the reader of the use made of the first person narrator in this passage. Compare it with that of another work you have read that also uses a first person narrator – compare the way they are used and comment on impact and efficacy in an essay of about 300 words.

*Or*

2. “*The viewer goes away instructed. Nothing looks the same to him after that. The world hasn’t changed – he has.*” (line 35) Have you ever personally had, do you know someone who has had, or have you read about a moment in which initial perceptions change suddenly? Describe and discuss the change and suggest reasons for it in about 300 words.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**D – ARTISTICO**

**Same old, same old. How the hipster aesthetic is taking over the world**

Go to Shoreditch Grind, near a roundabout in the middle of London's hipster district. It's a coffee shop with rough-hewn wooden tables, plentiful sunlight from wide windows, and austere pendant lighting. Then head to Takk in Manchester. It's a coffee shop with a big glass storefront, reclaimed wood furniture, and hanging Edison bulbs. Compare the two: You might not even know you're in different spaces.

It's no accident that these places look similar. Though they're not part of a chain and don't have their interior design directed by a single corporate overlord, these coffee shops have a way of mimicking the same tired style, a hipster reduction obsessed with a superficial sense of history and the remnants of industrial machinery that once occupied the neighbourhoods they take over. And it's not just London and Manchester – this style is spreading across the world, from Bangkok to Beijing, Seoul to San Francisco.

It's not just coffee shops, either. Everywhere you go, seemingly hip, unique spaces have a way of looking the same, whether it's bars or restaurants, fashion boutiques or shared office spaces. A coffee roaster resembles a WeWork<sup>1</sup> office space. How can all that homogeneity possibly be cool?

In an essay for the American tech website *The Verge*, I called this style "AirSpace". It's marked by an easily recognisable mix of symbols – like reclaimed wood, Edison bulbs, and refurbished industrial lighting – that's meant to provide familiar, comforting surroundings for a wealthy, mobile elite, who want to feel like they're visiting somewhere "authentic" while they travel, but who actually just crave more of the same: more rustic interiors and sans-serif logos and splashes of cliché accent colours on rugs and walls.

Hence the replicability: if a hip creative travels to Berlin or Tallinn, they seek out a place that looks like AirSpace, perhaps recommending it on Foursquare or posting a photo of it to Instagram to gain the approval of culturally savvy friends. Gradually, an entire AirSpace geography grows, in which you can travel all the way around the world and never leave it.

You can hop from cookie-cutter bar to office space to apartment building and be surrounded by those same AirSpace tropes I described above. You'll be guaranteed fast internet, strong coffee, and a comfortable chair from which to do your telecommuting. What you won't get is anything interesting or actually unique.

There are several causes of AirSpace. The first is that mobility is increasing: more people move more quickly around the world than ever before, mostly passing through the same urban hotspots (London, New York, Los Angeles, Hong Kong), and carrying their sense of style with them. It's globalisation, but intensified, made more accessible to a wider economic spectrum of people, more of the time. Mobility is not just for the rich any more: working remotely is increasingly common; you can take a sabbatical to work from Bali and not miss a beat.

Taste is also becoming globalised, as more people around the world share their aesthetic aspirations on the same massive social media platforms, whether it's Facebook, Instagram, Pinterest or Foursquare, with their hundreds of millions or billions of users. As algorithms shape which content we consume on our feeds, we all learn to desire the same things, which often happens to involve austere interiors, reclaimed wood, and Edison bulbs, like a metastasised real-life version of Kinfolk magazine or Monocle.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**D – ARTISTICO**

40 Startups are also growing to provide these experiences of sameness as a product, predicated on the fact that we now prefer consuming ready-made generic spaces to creating new ones of our own. We've been infantilised. The companies use technology to foster a sense of easy placelessness; Roam, for example, is an international chain of co-living and working spaces that offers the same lifestyle (and same furniture) in Madrid, Miami and Ubud, and residents can live anywhere for £1,500 per month. WeWork's<sup>1</sup> WeLive  
 45 branch creates wan dormitories for mobile tech workers, each with its own raw-wood furniture and mandated techno-kitsch interior decorating [...]

It's not just boring aesthetics, however. There's also the economic divide: access to AirSpace is expensive, whether it's a £3 cortado or the rent on a WeLive or Roam apartment. If you can't afford it, you are shut out.

50 AirSpace is convenient, yes. It helps its occupants feel comfortable wherever they are, settled in amid recognisable reminders that they are relevant, interesting, mobile and global. You can change places within it with a single click, the same anonymous seamlessness of an airport lounge but distributed everywhere, behind the facades of local buildings that don't look like hotels, but act like them.

Yet the discontent of this phenomenon is a creeping anxiety. Is everywhere really starting to look just the same?

[783 words]

The Guardian, Kyle Chayka, Sun 7 August 2016

Available online: <https://www.theguardian.com/commentisfree/2016/aug/06/hipster-aesthetic-taking-over-world>

Accessed on 05.03.2018

**COMPREHENSION AND INTERPRETATION**

*Answer the following questions. Use complete sentences and your own words.*

1. What is the author comparing in the opening paragraph that emphasises the uniformity of style of the two places?
2. How does the author highlight that the seemingly accidental similarity is, instead, an intentional process?
3. Why does the writer seem to criticise the hipster's sense of fake artisanal aesthetic? Justify your answer by referring to the text.
4. How can "AirSpace" be defined and what has boosted its popularity?
5. Who seems to particularly appreciate this move toward similarity of style?
6. How are digital platforms like *Foursquare* contributing to produce a globalised taste?
7. What is the assumption on which startups are fostering this globalized sameness as a service?

<sup>1</sup> WeWork is an American company that provides shared workspaces, technology startup subculture communities, and services for entrepreneurs, freelancers, startups, small businesses and large enterprises.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA STRANIERA – INGLESE (nuovo ordinamento)**

**D – ARTISTICO**

8. Is there any additional drawback to these “*boring aesthetics*” (line 46)? What is this?
9. Why is AirSpace a convenient concept that well reflects the personality of its dwellers?
10. Why do you think the “*phenomenon is a creeping anxiety*”? (line 53) Justify your answer by referring to the text.

***PRODUCTION***

Choose **one** of the following questions.

Number your answer clearly to show which question you have chosen.

*Either*

1. Urban areas around the world might increasingly resemble each other and become interchangeable.  
Explain why urban redevelopment and economic modernization should allow cities to maintain their identity and cultural diversity and escape the logics of global homogenisation?  
Write an essay of about 300 words on the topic.

*Or*

2. You are part of a consulting group which is involved in a community project about ways to improve the quality of living in your town or city and make your community more vibrant.  
Which initiatives or facilities should be supported? You can mention, if you wish, the necessity of designing new buildings, creating art parks or opening independent cafés in alternative to the ubiquitous food chains.  
Write your proposal in about 300 words.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Tema di: LINGUA INGLESE (previgente ordinamento)**

**I**

*“E che cosa leggete, signorina...?” “Oh! Non è che un romanzo!”* replica la giovanetta, lasciando cadere il libro con indifferenza ricercata o con momentanea vergogna. *“È Cecilia, o Camilla, o Belinda”* o, per farla breve, non è che un’opera nella quale sono prodigate le più belle facoltà dello spirito e che offre al mondo, in un linguaggio scelto, la più completa conoscenza della natura umana, la più felice descrizione delle sue varietà, le più vive manifestazioni di spirito e di brio. (Jane Austen, *Northanger Abbey*)

Commenta la citazione facendo riferimento ai testi letterari da te studiati in una delle lingue straniere. Giustifica le tue affermazioni evidenziando le “facoltà dello spirito” e la “natura umana” che tali opere hanno esaltato e descritto.

**II**

*“Il suddito ideale del regime totalitario non è il nazista convinto oppure il comunista convinto, ma la persona per la quale non c’è più differenza tra realtà e finzione, tra il vero e il falso.”* (Hannah Arendt)

Sviluppa l’argomento, esponendo la tua opinione e supportandola con esempi significativi.

**III**

*“Vivere in condizioni sociali ed economiche svantaggiate può costare caro quanto altri potenti fattori di rischio come fumo, obesità e ipertensione”*, afferma la coordinatrice del progetto Lifepath finanziato dalla Commissione Europea, Silvia Stringhini del Policlinico Universitario di Losanna. *“Politiche mirate al miglioramento delle condizioni socioeconomiche degli individui,”* spiega, *“potrebbero salvare molte vite.”* (<http://www.ansa.it>, 01 Febbraio 2018).

Esprimi le tue opinioni sull’argomento evidenziando possibili soluzioni e facendo riferimento alla tua esperienza personale.

---

Durata massima della prova: 6 ore.

È consentito soltanto l’uso dei dizionari monolingue e bilingue.

**Il candidato è tenuto a svolgere, nella lingua straniera indicata, la prova di composizione su uno dei temi su indicati, oppure la prova di comprensione e produzione su uno dei testi proposti qui allegati.**

Non è consentito lasciare l’Istituto prima che siano trascorse 3 ore dalla dettatura del tema.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO LETTERARIO – LINGUA INGLESE (**previgente ordinamento**)  
(*comprensione e produzione in lingua straniera*)

[...] Five blocks along, Fats turned left again, into the first of the streets that made up the Fields. He loosened his school tie with one hand as he walked, but did not remove it. He did not care that he was, conspicuously, a schoolboy. Fats had never even attempted to customize his uniform in any way; to pin badges on his lapels or adjust his tie knot to suit fashion; he wore his school clothes with the disdain of a convict.

He had decided that he possessed traits that were authentic, which ought therefore to be encouraged and cultivated; but also that some of his habits of thought were the unnatural product of his unfortunate upbringing, and consequently inauthentic and to be purged. Lately, he had been experimenting with acting on what he thought were his authentic impulses, and ignoring or suppressing the guilt and fear (inauthentic) that such actions seemed to engender. Undoubtedly, this was becoming easier with practice. He wanted to toughen up inside, to become invulnerable, to be free of the fear of consequences: to rid himself of spurious notions of goodness and badness.

One of the things that had begun to irritate him about his own dependence on Andrew was that the latter's presence sometimes curbed and limited the full expression of Fats' authentic self. Somewhere in Andrew was a self-drawn map of what constituted fair play, and lately Fats had caught looks of displeasure, confusion and disappointment poorly disguised on his old friend's face. Andrew pulled up short at extremes of baiting and derision. Fats did not hold this against Andrew; it would have been inauthentic for Andrew to join in, unless that was what he really, truly wanted. The trouble was that Andrew was displaying an attachment to the kind of morality against which Fats was waging an increasingly determined war. Fats suspected that the right thing to do, the correctly unsentimental act in pursuit of full authenticity, would have been to cut Andrew adrift; and yet he still preferred Andrew's company to anybody else's.

Fats was convinced that he knew himself particularly well; he explored the nooks and crevices of his own psyche with an attention he had recently ceased to give to anything else. He spent hours interrogating himself about his own impulses, desires and fears, attempting to discriminate between those that were truly his and those that he had been taught to feel. He examined his own attachments (nobody else he knew, he was sure, was ever this honest with themselves; they drifted, half asleep, through life): and his conclusion had been that Andrew, whom he had known since he was five, was the person for whom he felt the most straightforward affection; that, even though he was now old enough to see through her, he retained an attachment to his mother that was not his own fault; and that he actively despised Cubby<sup>1</sup>, who represented the acme and pinnacle of inauthenticity. On the Facebook page that Fats curated with a care he devoted to almost nothing else, he had highlighted a quotation he had found on his parents' bookshelves:

I do not want believers, I think I am too malicious to believe in myself ... I have a terrible fear I shall one day be pronounced holy ... I do not want to be a saint, rather even a buffoon ... perhaps I am a buffoon ...

Andrew liked it very much, and Fats liked how impressed he was. [...]

---

<sup>1</sup> Cubby Stuart is Fats's father



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO LETTERARIO – LINGUA INGLESE (**previgente ordinamento**)  
(*comprensione e produzione in lingua straniera*)

Fats was curiously joyless these days, even though he made everybody else laugh as much as ever. His quest to rid himself of restrictive morality was an attempt to regain something he was sure had been stifled in him, something that he had lost as he had left childhood. What Fats wanted to recover was a kind of innocence, and the route he had chosen back to it was through all the things that were supposed to be bad for you, but which, paradoxically, seemed to Fats to be the one true way to authenticity; to a kind of purity. It was curious how often everything was back to front, the inverse of what they told you; Fats was starting to think that if you flipped every bit of received wisdom on its head you would have the truth. He wanted to journey through dark labyrinths and wrestle with the strangeness that lurked within; he wanted to crack open piety and expose hypocrisy; he wanted to break taboos and squeeze wisdom from their bloody hearts; he wanted to achieve a state of amoral grace, and be baptized backwards into ignorance and simplicity.

And so he decided to break one of the few school rules he had not yet contravened, and walked away, into the Fields.

[790 words]

J.K. Rowling, “*The Casual Vacancy*” Part One Tuesday III  
pp 73-76 Kindle edition 2012

**COMPREHENSION**

Answer the following questions. Use complete sentences.

1. How, from the beginning, is the reader made aware that the protagonist, Fats, is a rather unconventional character?
2. In his existential appreciation of what he calls authenticity how is Fats experimenting with his impulses and coping with his sense of guilt and fear?
3. Which phrase in the passage seems to support the concept that authenticity may even contradict the notion of conventional morality?
4. What traits of Andrew’s personality were particularly uncomfortable for Fats to put up with?
5. How is the generation clash and Fats’s contempt for conventionalism and hypocrisy made clear in the passage?
6. What expression in the text exaggeratedly emphasises Fats’s belief in his ability to explore the most secluded parts of his nature?
7. What is Fats longing to regain through his quest for true authenticity?
8. What did Fats mean by “*if you flipped every bit of received wisdom on its head you would have the truth*”? (lines 44-45)

**Summarize** the content of the story in about 120 words.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO LETTERARIO – LINGUA INGLESE (**previgente ordinamento**)  
(*comprensione e produzione in lingua straniera*)

**COMPOSITION**

Adolescents usually either disapprove of, or are remarkably indifferent to, family values and opinionated judgements. Do you think that today's generation clash is more extreme than it used to be in the past? What do the young people of today really care about? Is their way of protesting different from that of the older generation?

Discuss the topic in a composition of about 300 words.





*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO DI ATTUALITÀ – LINGUA INGLESE (previgente ordinamento)  
(comprensione e produzione in lingua straniera)

**The fairest of them all: why Europe beats the US on equality**

The inequality gap is widening across the globe – but Europe restricts the damage better than everywhere else.

5 Inequality is on the rise across the world, but it's not increasing everywhere at the same pace. In many ways Europe stands out as a positive exception. Despite all the criticism thrown at the EU, it is a global leader in preserving a degree of fairness in the social fabric. This may seem unlikely – Europe is hardly devoid of problems and tensions. Parts of the left depict it as a vehicle for neoliberal economic policies, and parts of the right deride it as an inefficient administrative monster. So how is Europe really doing?

10 It's hard to exaggerate the difference between western Europe and the USA when it comes to inequality. In 1980, these blocs of similar population and average income were also similar in income inequality: the top 1% captured around 10% of national income, while the poorest 50% took around 20%.

Things have changed dramatically since then. Today, the top 1% in Europe take 12% of income (in the US, 20%) while the bottom 50% have 22% (in the US, 10%).

15 It's often said that globalisation and digitalisation explain the surge in global inequality, but that's not a very convincing narrative. Since the 1980s, Europe and the US have had similar exposure to global markets and new technologies. But they have differed in policies and institutional direction. To date, Europe has shown that it's much better at keeping inequality in check.

20 Put bluntly, the EU has resisted the notion of turning its market economy into a market society. It has partly rejected the thinking of Ronald Reagan and Margaret Thatcher, in which market forces, in the absence of any regulation, provide the best of all worlds in areas such as education, health and wages. [...] That said, social healthcare systems in most European countries still guarantee universal protection for all – hardly the case in the US. Many of those countries offer free access to university. Indeed, when policymakers in Bavaria attempted to introduce university fees in 2007, a referendum later overturned the decision. A young European's hopes of receiving higher education depends much less on his or her parents' income than their American counterpart's.

30 Labour markets are also more favourable to workers in Europe than in the US, where the minimum wage has fallen by a third in real terms since the 1970s (in France it has risen fourfold). In Sweden and Germany, trade unions are represented in corporate governance bodies, taking part in strategic decision-making. European regulation against lethal, polluting substances is stricter than elsewhere, and European countries are at the forefront of the global fight against climate change, investing a growing share of their GDP in energy efficiency and renewables. That's also the key to reducing inequality, now and in the future. Studies show that environmental degradation and inequality are closely linked.

35 Generous welfare states need to be financed, of course. Europe is a patchwork of taxation systems. But overall the continent has been good at protecting progressive taxation – which has not been the case in the US, Britain and also countries such as India, where inequality has mushroomed. Progressive taxation is a proven tool against entrenched privileges at the very top; it also helps finance investment and public expenditure designed to lift income levels at the bottom.



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO DI ATTUALITÀ – LINGUA INGLESE (previgente ordinamento)  
(comprensione e produzione in lingua straniera)

40 The EU has been instrumental in helping its poorer member states, and its low-income regions, catch up with those that are better off. The picture is not perfect, but EU cohesion funds have done a lot to fill some of the gaps and help its newer members.

But this brings us to the less positive side. Since 2007, Europe has been rocked by economic and institutional crises. Germany's powerful export-oriented economy – which contained wages and consumption – has benefited from the single currency at the expense of its neighbours, who have been tied down by strict monetary policies. Despite attempts by EU policymakers to solve this problem (and repeated claims that they have), public debt levels in Greece remain unsustainable. Austerity measures in southern Europe have cut into much-needed welfare programmes and led to a rise in poverty, fuelling legitimate resentment against the EU. Europe stands at a crossroads. If it wants to avoid alienating younger generations, and the risk of implosion, it must find solutions other than austerity. [...]

Europe has done relatively well in the fight against inequality since 1980, and now it feels buoyed by signs of economic improvement. But European leaders would be naive to assume the status quo can be sustained. To preserve its social model, the EU needs to establish common progressive fiscal rules and relieve younger generations of debts they are not responsible for.

The EU must democratise its economic governance, integrate more – including politically – and establish common fiscal rules. That may seem like a tall order, but it isn't when it's set against some of the leaps Europe has taken in the past – which have helped make it, for all its flaws, the fairest region in the world.

[843 words]

Lucas Chancel *The Guardian*, International Edition Wed 24 Jan 2018

Available on line: <https://www.theguardian.com/commentisfree/2018/jan/24/fairest-europeans-inequality-surged-us-europe>

Accessed on March 10<sup>th</sup> 2018

**COMPREHENSION**

Answer the following questions. Use complete sentences.

1. What are the main criticisms from both *Left* and *Right* of the EU's policy and of its approach to social issues?
2. What has the EU's major achievement been on the issue of inequalities since 1980?
3. What is the evidence that globalization and digitalization are not the only factors responsible for increasing inequality?
4. How can you explain the statement "*the EU has resisted the notion of turning its market economy into a market society*"? (line 19)
5. How is the EU facilitating equal access to Higher Education?
6. What is the link between socio-economic inequality and environmental quality?



*Ministero dell'Istruzione, dell'Università e della Ricerca*  
**ING1 - ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

TESTO DI ATTUALITÀ – LINGUA INGLESE (**previgente ordinamento**)  
(*comprensione e produzione in lingua straniera*)

7. How has the EU managed to reduce income inequalities between its newer Member States?
8. What does the author say regarding the likelihood that the EU will be able to preserve its social model and will lead to a more democratic governance?

**Summarize** the content of the passage in about 120 words.

**COMPOSITION:**

The primary responsibility of governments is that of ensuring sustainable growth and reducing social and economic inequalities. Should governments be driven by a principle of solidarity or by that of fiscal responsibility and strict monetary policies when pursuing such aims?

Discuss your ideas on the topic in an essay of about 300 words.