

## ESAME DI STATO CONCLUSIVO DEL SECONDO CICLO DI ISTRUZIONE

**Indirizzo:** LICEO LINGUISTICO

### GENERAL INFORMATION

- You must complete all activities.
- The exam consists of two parts:

### PART 1 – COMPREHENSION AND INTERPRETATION

You will read and analyze two passages:

<p><b>One from a literary text</b></p> <p>You may be given a text from a work or by an author you don't know. That is not important as the exam aims at checking your competence when reading and interpreting a literary text. It is not intended to check your knowledge of the historical, cultural, and social context in which the text was written.</p>	<p><b>One from a non-literary text</b></p>
<p>The combined length of both texts is approximately 1000 words.</p>	

### Question Types:

#### 1. Type 1

- True or False: Indicate whether statements are true or false and provide the first four words from the sentence in the text that supports your answer.
- Multiple Choice: Choose the correct answer from four options.

#### 2. Type 2

- Open-Ended Questions: Answer in your own words, demonstrating comprehension and interpretation.

### PART 2 – WRITTEN PRODUCTION

You will complete two writing tasks, each requiring a 300-word response:

- **Task A:** Write a response based on the given prompt.
- **Task B:** Write another response based on a different prompt.

### PART 1– COMPREHENSION AND INTERPRETATION

#### Question A in the exam – Comprehension and Interpretation of a Literary Text

To check your ability to read and interpret a literary text you are given two blocks of questions:

1. a list of FIVE statements and are asked to say whether they are true or false.
2. THREE open ended questions.

**TRUE – FALSE – JUSTIFICATION**

When answering these questions choose **True** if the information is correct according to the text, **False** if it is incorrect. Once you have decided if the statement is true or false you are asked to **write the first four words of the sentence from the text which contains the information you have used to classify the statement.**

**STRATEGIES**

Read through each statement carefully looking for keywords. The best way to deal with this task is to understand the meaning of each statement first. Don't focus on single words or try to find the same words in the reading passage. Instead, look for synonyms and antonyms.

**TIPS**

- Answer according to what is in the text, not according to what you think.
- Read to the end of the statement: all information must be true for the statement to be true.
- If there is a negative, read the sentence without the negative. If the statement without the negative is true, then the correct answer would be false.

**OPEN-ENDED QUESTIONS**

The three open-ended questions can be of different types. Here are different types of questions you may be asked in the Esame di Stato:

- A** Main idea questions
- B** 'Right there' questions
- C** Compare/Contrast questions
- D** Making inference questions
- E** Character development questions
- F** 'Sequencing events' questions
- G** Vocabulary questions

**Question B in the exam – Comprehension of a Non-Literary Text**

To check your ability to read and understand a non-literary text you are given two blocks of questions:

1. a list of FIVE multiple choice questions with four options; only one is correct;
2. TWO open ended questions.

**MULTIPLE CHOICE QUESTIONS**

Here is a possible way to deal with the multiple-choice questions.

**STRATEGIES**

First read the text once to get a clear idea of what the passage is about. Then

- Read the first question. Try to answer the question without looking at the four options first. Then read the options and check if one matches your prediction.
- Read all the options. Never choose an option without reading them all!
- Take some time to really understand each option and what distinguishes one from another.
- Cross out incorrect options immediately.
- Once you have chosen the answer, check if all the information it gives is backed up by the text.
- Repeat the same procedure with all the questions.

**OPEN-ENDED QUESTIONS**

Questions can be of different types.

1. **Literal Questions:** you are required to locate the information which is directly stated in the text.
2. **Inferential Questions:** the information is indirectly stated or implied and usually requires other information. In this kind of questions you need to
  - make deductions;
  - read between the lines or
  - look for information which may not be stated in the text.
3. **Evaluative Questions:** you are required to formulate a response based on your opinion.

## PART 2 – WRITTEN PRODUCTION

---

Here is a step-by-step Essay Plan (300 Words) to comment on a quote or statement given

### 1. Introduction (50-60 words)

- Hook: Start with the given statement or quote.
- Explanation: Briefly interpret what it means.
- Thesis Statement: Clearly state your position or argument related to the quote.

Example:

“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela

Education shapes individuals and societies, empowering people to create change. This essay explores how education promotes critical thinking, reduces inequality, and fosters global progress.

### 2. Body Paragraph 1 (80-90 words) – First Supporting Point

- Topic Sentence: State your first argument.
- Explanation: Explain how it supports the quote.
- Example/Evidence: Use a real-world example, historical event, or personal insight.

Example:

Education enhances critical thinking.

In democratic societies, informed citizens make better decisions. For example, the spread of education played a crucial role in the abolition of apartheid in South Africa. Educated individuals, including leaders like Nelson Mandela, used their knowledge of law, history, and political theory to challenge oppressive systems and advocate for equality.

### 3. Body Paragraph 2 (80-90 words) – Second Supporting Point

- Topic Sentence: Introduce a second key argument.
- Explanation: Explain why it is important.
- Example/Evidence: Provide a concrete example.

Example:

Education reduces inequality by providing opportunities. Countries with accessible education, like Finland, show lower poverty rates and better social mobility.

### 4. Conclusion (50-60 words)

- Restate the Thesis: Summarize your key points.
- Final Thought: End with a thought-provoking idea, question, or connection back to the quote.

Example:

Education empowers individuals and transforms societies. By ensuring access to learning, we create a world where progress is possible for all.

## ESAME DI STATO CONCLUSIVO DEL SECONDO CICLO DI ISTRUZIONE

**Indirizzo:** LICEO LINGUISTICO

(Testo valevole per tutti gli indirizzi del settore LINGUISTICO)

**Disciplina:** LINGUA E CULTURA STRANIERA 1 (INGLESE)

**IL CANDIDATO DEVE SVOLGERE TUTTE LE ATTIVITÀ COMPRESSE NELLA PROVA**

### PART 1 – COMPREHENSION AND INTERPRETATION

#### QUESTION A

*Read the following text.*

The hotel and its bright-tan prayer rug of a beach were one. In the early morning the distant image of Cannes, the pink and cream of old fortifications, the purple Alps that bounded Italy were cast across the water and lay quavering in the ripples and rings sent up by sea plants through the clear shallows. Before eight a man came down to the beach in a blue bathrobe and, with much preliminary application to his person of the chilly water, and much grunting and loud breathing, floundered a minute in the sea. When he had gone, beach and bay were quiet for an hour. Merchantmen crawled westward on the horizon; busboys shouted in the hotel court; the dew dried upon the pines. In another hour the horns of motors began to blow down from the winding road along the low range of the Maures, which separates the littoral from true Provençal France.

A mile from the sea, where pines give way to dusty poplars, is an isolated railroad stop, whence one June morning in 1925 a victoria brought a woman and her daughter down to Gausse's hotel. The mother's face was of a fading prettiness that would soon be patted with broken veins; her expression was both tranquil and aware in a pleasant way. However, one's eye moved on quickly to her daughter, who had magic in her pink palms and her cheeks lit to a lovely flame, like the thrilling flush of children after their cold baths in the evening. Her fine forehead sloped gently up to where her hair, bordering it like an armorial shield, burst into lovelocks and waves and curlicues of ash blond and gold. Her eyes were bright, big, clear, wet and shining, the colour of her cheeks was real, breaking close to the surface from the strong young pump of her heart. Her body hovered delicately on the last edge of childhood – she was almost eighteen, nearly complete, but the dew was still on her.

As sea and sky appeared below them in a thin, hot line, the mother said:

"Something tells me we're not going to like this place."

"I want to go home anyhow," the girl answered.

They both spoke cheerfully but were obviously without direction and bored by the fact – moreover, just any direction would not do. They wanted high excitement, not from the necessity of stimulating jaded nerves but with the avidity of prize-winning schoolchildren who deserved their vacations.

"We'll stay three days and then go home. I'll wire right away for steamer tickets."

At the hotel the girl made the reservation in idiomatic but rather flat French, like something remembered. When they were installed on the ground floor she walked into the glare of the French

windows and out a few steps onto the stone veranda that ran the length of the hotel. When she walked she carried herself like a ballet dancer, not slumped down on her hips but held up in the small of her back. Out there the hot light clipped close her shadow and she retreated – it was too bright to see. Fifty yards away the Mediterranean yielded up its pigments, moment by moment, to the brutal sunshine; below the balustrade a faded Buick cooked on the hotel drive.

Indeed, of all the region only the beach stirred with activity. Three British nannies sat knitting the slow pattern of Victorian England, the pattern of the Forties, the Sixties and the Eighties, into sweaters and socks, to the tune of gossip as formalized as incantation; closer to the sea a dozen persons kept house under striped umbrellas, while their dozen children pursued unintimidated fish through the shallows or lay naked and glistening with coconut oil out in the sun.

(625 words)

F. Scott Fitzgerald, *Tender is the night* (1934)

Say whether each of the following statements is **True (T)** or **False (F)**. Put a cross in the correct box in the table below and quote **the first four words of the sentence** where the piece of information is found.

- 1 The reflection of Cannes and the distant mountains was visible in the sea.
- 2 The woman and her daughter arrived at the hotel in a modern car.
- 3 The mother's face was described as youthful and vibrant, with a glowing complexion.
- 4 The mother and daughter were excited about their stay and planned to extend it.
- 5 The girl retreated from the terrace because of the intense sunlight.

Statement	TRUE	FALSE	First four words of the sentence
1			
2			
3			
4			
5			

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

- 1 How does the description of the setting in the opening paragraph contribute to the overall atmosphere of the scene?
- 2 In the portrayal of the mother and daughter, how does the author use physical descriptions and body language to convey their emotional state?
- 3 Can you identify any symbolic elements in the text that contribute to the deeper meaning of the scene?

**QUESTION B**

*Read the following text.*

**BRIDGING THE GAP: ADDRESSING INEQUALITY IN EDUCATION FOR A FAIRER FUTURE**

The growing disparity in educational outcomes between the wealthiest and poorest students in English schools is a significant setback for those who want to see all children reach their potential and for a more equal society. A recent report from the Education Policy Institute (EPI), covering the years 2019-23, highlights the widening gap, worsened by the pandemic's impact. While it was expected that children from disadvantaged backgrounds would suffer the most, it is disheartening to see the extent of the damage.

Efforts to reduce this gap have been ongoing, with measures like the pupil premium, which provides additional funding for schools serving poorer students. However, the gap for 11- and 16-year-olds is now at its widest since 2011, reversing years of progress. The situation is even worse for children with special educational needs, although older pupils in this group are performing better. The report also shows a concerning trend among younger children, with many five-year-olds from poorer backgrounds falling further behind in their development. A recent teacher survey also found that more young children struggle with basic skills like socializing.

The recent appointment of Sir Kevan Collins as schools' adviser signals hope for improvement. Collins had resigned in 2021 when his catch-up plan was rejected by then Prime Minister Boris Johnson. The present government's proposal to recruit 6,500 teachers and fund breakfast clubs through taxes on private school fees is another positive step. However, staff shortages and food poverty continue to make school life more difficult.

Additionally, the inspection of multi-academy trusts, which could have been implemented sooner, is another overdue reform. The ability of academies to bypass the national curriculum and hire unqualified teachers has hindered progress. A promised register for children not in school should also be in place already.

While these reforms are necessary, they are not enough on their own. The problems facing education have built up over time. The fact that poorer students in London outperform those in other regions shows the importance of local factors.

A comprehensive child poverty strategy could help, and the two-child limit on benefits should be removed. The EPI's suggestion for a new funding premium for 16- to 19-year-olds should also be considered. The current system, focused on A-levels and university, limits the opportunities for many young people.

Although Labour has moved away from the "levelling up" slogan, improving the prospects of disadvantaged children should remain a priority. Education is an investment in both social cohesion and economic growth.

(410 words)

*Choose the answer which fits best according to the text. Circle one letter.*

**1** What is the main idea of the text?

- A** Education funding has remained stable despite economic challenges.
- B** Inequality in education is growing, reversing previous improvements.
- C** The government has successfully managed to close the educational gap.
- D** Private schools are responsible for the decline in state education.

**2** What does the text suggest about younger children from disadvantaged backgrounds?

- A** They have more opportunities than older students.
- B** Their educational progress has been unaffected by recent events.
- C** They are facing increasing developmental challenges.
- D** They benefit more from the pupil premium than older students.

**3** Why does the text mention that poorer students in London perform better than those in other regions?

- A** To highlight the effectiveness of the national education policy.
- B** To show that local factors have an impact on educational success.
- C** To argue that all disadvantaged students perform the same.
- D** To suggest that funding differences are not significant.

**4** What is a key challenge in implementing the proposed government reforms?

- A** A lack of public interest in education policy.
- B** The difficulty of hiring teachers and providing food security.
- C** The refusal of schools to accept funding.
- D** The success of existing policies that make new reforms unnecessary.

**5** What is the meaning of “levelling up” in the context of the text?

- A** Raising standards for all students, especially the disadvantaged.
- B** Reducing educational standards to create equality.
- C** Increasing school fees to improve education quality.
- D** Eliminating competition between different schools.

---

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

**6** The text mentions that “the ability of academies to bypass the national curriculum and hire unqualified teachers has hindered progress”. What might be the consequences of this for educational equality?

**7** According to the text, why does educational inequality persist despite policies aimed at reducing it?

## **PART 2 – WRITTEN PRODUCTION**

*Complete both Task A and Task B.*

### **TASK A**

*Emma Watson once said: “Gender equality not only liberates women but also men from prescribed gender stereotypes.”*

Discuss this quote by supporting your ideas with suitable examples from your readings and personal experience. Write a 300-word essay.

### **TASK B**

“Every Drop Counts: Why we should encourage our peers to save water”.

Write an article for the school online journal to raise awareness and inspire action among your classmates. Write your article in about 300 words.

---

Durata massima della prova: 6 ore.

È consentito l'uso di dizionari bilingue e monolingue.

Non è consentito lasciare l'Istituto prima che siano trascorse 3 ore dall'inizio della prova.