



*Ministero dell'Istruzione, dell'Università e della Ricerca*

**PL01 – ESAME DI STATO DI ISTRUZIONE SECONDARIA SUPERIORE**

**Indirizzi:** LI04, EA03 - LICEO LINGUISTICO

**Tema di:** LINGUA STRANIERA - INGLESE

# ATTENZIONE

IL CANDIDATO È TENUTO A SVOLGERE LA PROVA  
PER UNO DEI TESTI DI SEGUITO PROPOSTI:

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

COPIA CONFORME AGLI ATTI MIUR



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A - ATTUALITÀ

**Poverty Affects Education—And Our Systems Perpetuate It**

It's hard to argue that poverty does not affect education. It's hard to argue that children who come from homes where they may be wanting—wanting for food, for time, or for resources—don't enter the school door with a little less than others. And it's hard to argue that children living in poverty and attending schools that are underfunded, underresourced, and understaffed are not literally up against the system.

5 We have established a system where those who are poor are more likely to stay poor, and lately we have seen a sharp increase in those considered poor. In fact, a recent research bulletin from the Southern Education Foundation highlights that, as of this year, the majority of public school children come from poverty. According to the bulletin, “The latest data collected from the states by the National Center for Education Statistics (NCES), show that 51 percent of the students across the nation's public schools were  
 10 low income in 2013”.

In 40 of the 50 states, low income students comprised no less than 40% of all public schoolchildren. In 21 states, children eligible for free or reduced-price lunches were a majority of the students in 2013.

51 percent of our children across the country now live in poverty, and the numbers appear to be growing.

51 percent.

15 Coincidentally, it has also been 51 years since we, as a nation, declared poverty unacceptable. It has been 51 years since President Lyndon B. Johnson launched the War on Poverty in his 1964 State of the Union Address.

20 This administration today, here and now, declares unconditional war on poverty in America. I urge this Congress and all Americans to join with me in that effort. It will not be a short or easy struggle, no single weapon or strategy will suffice, but we shall not rest until that war is won. The richest Nation on earth can afford to win it. We cannot afford to lose it. One thousand dollars invested in salvaging an unemployable youth today can return \$40,000 or more in his lifetime.

25 During this address, Johnson also acknowledged that “many Americans live on the outskirts of hope—some because of their poverty, and some because of their color, and all too many because of both.” Poverty, Johnson said, was a “national problem,” one that required a collective response across all levels of government and society. His address singled out every American to do his part.

30 Fifty-one years later, however, we have established systems that perpetuate and even accentuate poverty. Schools in low socioeconomic areas are underfunded when compared to higher socioeconomic neighborhoods. They tackle chronic issues with a chronic lack of resources. While those who work in these schools may be passionate, hard-working, and motivated educators, they frequently lack experience, support services, and political power.



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A - ATTUALITÀ

Thus, the message becomes clear—if you are born into poverty, you are likely to stay in poverty.

As a country, we have deep-rooted negative stereotypes about people living in poverty, despite the fact that people who live in poverty are as diverse in their norms, beliefs, and behaviors as people who live in any other socioeconomic stratum. Poverty spans geographical and ethnic boundaries, from urban cities to rural towns. There are many communities that have battled poverty for decades and many where poverty has arrived recently, unexpectedly, and in a rush.

Poverty is neither fair nor equitable, and it is not productive for society. If we ignore, as Charles Blow called it, the “corrosive effects of poverty” on our nation’s children, it will come back to haunt us. And as Steve Suitts, author of the Southern Education Foundation research bulletin, said, “It’s a matter of our national future, because when one group becomes the majority of our students, they define what that future is going to be in education more than any other group.”

So what do we do? Rather than just get angry, we must get active.

We can and should commit to addressing poverty via intersectoral alignment, change the formula by which we fund our schools, and ensure that inequities are at the heart of all policy discussions. [...] Poverty affects our education, our economy, and our future. It is becoming the norm, and we appear reluctant to address it. What was once a local, regional, or state concern is now a national issue and will affect our national progress. But we have the steps in place to change it—and we’ve had these steps for over half a century. What has been waning is our will to act and our determination to succeed. [...]

[769 words]

From: Stephen Slade, “Poverty Affects Education—And our Systems Perpetrate It”,  
*The Huffington Post* (US edition), 24 April 2015.

Available online: [http://www.huffingtonpost.com/sean-slade/poverty-affects-education\\_b\\_7861778.html](http://www.huffingtonpost.com/sean-slade/poverty-affects-education_b_7861778.html)  
 Accessed on 20 January 2017.

**COMPREHENSION AND INTERPRETATION**

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

1. According to the author, in what ways do poor children “enter the school door with a little less than others”?
2. What alarming fact regarding the children in the USA’s public schools is highlighted by NCES data?
3. How do you know from the article that poverty among children has become a wide-spread phenomenon in the USA? State at least 2 facts.



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4. Name at least 2 points that President Lyndon B. Johnson made in his speech to argue for the urgency to fight poverty.
5. What relationship does the author establish between poverty and the education system in the USA?
6. Why is poverty depicted in the article as a trap out of which it is difficult for people to escape? Give 2 reasons.
7. Where can poverty be found?
8. What group is Steve Suitts referring to as having become “the majority of our students”?
9. Name two ways in which it might be possible to address poverty according to the author.
10. Why does the author believe the issue of poverty has not been addressed in the last 50 years?

**PRODUCTION**

Choose **one** of the following questions.

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

*Either*

1. The European Parliament resolution of 24 November 2015 on reducing inequalities with a special focus on child poverty (2014/2237(INI)) recalls that “child poverty is a multi-dimensional phenomenon that requires a multi-dimensional response” and that “tackling child poverty requires the adoption of a life-cycle approach [...] that reflects the different needs of early childhood, primary childhood and adolescence”.

In an essay of approximately 300 words, show your own personal understanding of what a “multi-dimensional response” and a “life-cycle approach” to tackling child poverty might entail. Think also about what you have read in the article.

*Or*

2. Imagine that you and your volunteer group have been awarded a grant of 10 thousand Euro to set up a local community project to help at-risk teenagers in your neighbourhood stay in school and succeed in their education. Write a composition of about 300 words to describe the specific situation you would like to address, what you would do to address it and who you would involve. Try to make your project credible, also by considering the amount of money you have for it.

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.



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B – STORICO - SOCIALE

**The case for gender parity**

There is a clear values-based case for promoting gender parity: women are one-half of the world's population and evidently deserve equal access to health, education, economic participation and earning potential, and political decision-making power. However, it is pertinent to note that gender parity is equally fundamental to whether and how societies thrive. Ensuring the healthy development and appropriate use of half of the world's total talent pool has a vast bearing on the growth, competitiveness and future-readiness of economies and businesses worldwide.

A variety of models and empirical studies have suggested that improving gender parity may result in significant economic dividends, which vary depending on the situation of different economies and the specific challenges they are facing. Notable recent estimates suggest that economic gender parity could add an additional US\$240 billion to the GDP of the United Kingdom, US\$1,201 billion to that of the United States, US\$526 billion to Japan's, and US\$285 billion to the GDP of Germany. Another recent estimate suggests that China could see a US\$2.5 trillion GDP increase by 2020, and North America and Oceania could gain an additional US\$3.1 trillion over the same period if they closed their gender gaps.

A number of recent studies also indicate that a reduction in the employment gender gap has been an important driver of European economic growth over the past decade, and has the potential to unleash even further growth. Conversely, limiting women's access to labour markets is costly, as poor female labour force participation hampers economic growth. [...]

The Global Gender Gap Index takes into account four critical dimensions when measuring the gaps between women and men's access to resources and opportunities: economic participation, education, health and politics. Across these four different dimensions we see a number of positive interdependencies, knock-on and multiplier effects that highlight the multi-faceted nature of the benefits of increased gender parity.

For example, increased gender parity in education lowers infant and child mortality rates, lowers maternal mortality rates, increases labour force participation rates and earnings, and fosters further educational investment in children. The World Bank finds, based on a sample of a wide range of developing countries, that investing in girls so that they would complete education at the same rate as boys would lead to lifetime earnings increases of today's cohort of girls of between 54% to 68% of countries' GDP, equivalent to an increase in annual GDP growth rates of about 1.5%. Conversely, girls' exclusion from education considerably hinders the productive potential of an economy and its overall development. In the East Asia and the Pacific region, specifically, it has been estimated that between US\$16 billion to US\$30 billion is lost annually as a result of gender gaps in education. Similar to education, investing in health—and specifically in maternal, newborn and child health—has a significant multiplier effect.



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In the political sphere, women's engagement in public life has a positive impact on inequality across society at large. The issues which women advocate, prioritize and invest in have broad societal implications, touching on family life, education and health. Women's engagement in public life fosters greater credibility in institutions, and heightened democratic outcomes. [...]

Women's participation in the formal economy, or lack thereof, is also a business issue—costing women, companies and, ultimately, entire economies. Female talent remains one of the most under-utilized business resources, either squandered through lack of progression or untapped from the onset. Business leaders and governments increasingly note that tackling barriers to equality can unlock new opportunities for growth. In the World Economic Forum's Future of Jobs Survey, 42% of business leaders perceived addressing gender parity in their company as a matter of fairness and equality; yet, in addition, more than a fifth of those surveyed also highlighted rationales closer to their core business: reflecting the changing gender composition of their customer base as well as enhancing corporate decision-making and innovation.

Additionally, the global economy is currently in transition to a Fourth Industrial Revolution. In such a highly interconnected and rapidly changing world, diversity is critical to informed corporate decision-making and business innovation. When it comes to leadership positions, companies with top quartile representation of women in executive committees have been shown to perform better than companies with no women at the top. [...] Links also exist between having more women directors and corporate sustainability, as well as with economic growth, since more diverse leadership teams can cater to a broader array of stakeholder needs and concerns. Unlocking these benefits requires focused action to address the underlying causes of persistent gender gaps in a systemic way.

[760 words]

Abridged from: World Economic Forum  
*The Global Gender Gap Report 2016*

Available online: <http://reports.weforum.org/global-gender-gap-report-2016/the-case-for-gender-parity/>  
 Accessed on 13 January 2017

**COMPREHENSION AND INTERPRETATION**

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

1. Provide 2 fundamental reasons in favour of gender parity that are given in the text.
2. How could the closing of gender gaps in China affect it economically?
3. What have recent studies revealed on reducing the gender gap in employment in Europe?
4. What does the Global Gender Gap Index take into account to measure the differences between women and men in terms of access to resources and opportunities?



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5. Provide 2 examples from the text of interdependency and knock-on effects from increased gender parity.
6. What sort of effects may be obtained from a greater involvement of women in public life?
7. What sort of issues do women involved in public life tend to address?
8. How is female talent under-utilized in business?
9. What do business leaders think about gender parity, according to the recent World Economic Forum's Future of Jobs Survey?
10. Provide 2 details from the text showing the importance of having more women in leadership roles.

***PRODUCTION***

Choose **one** of the following questions.

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

*Either*

1. The text argues the case for gender parity and shows some of the effects of not achieving it for women. Think about the role of women in history, in public life and in current society. Write an essay of about 300 words showing your understanding of the role that women have played or are playing individually and/or collectively in circumstances and situations that you choose to focus on (for instance, in the arts and sciences, in particular historical moments, on the European or world scene, etc...).

*Or*

2. How aware do you think young people are of the existence of gender gaps in the society you live in? What do you think might be done to create awareness in young people of your age? Write a composition of about 300 words expressing your opinions and ideas on the matter and using examples to support them.

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.



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C – LETTERATURA

**The Ultimate Safari**

That night our mother went to the shop and she didn't come back. Ever. What happened?

I don't know. My father also had gone away one day and never come back; but he was fighting in the war. We were in the war, too, but we were children, we were like our grandmother and grandfather, we didn't have guns. The people my father was fighting – the bandits, they are called by our government – ran all over the place and we ran away from them like chickens chased by dogs. We didn't know where to go. Our mother went to the shop because someone said you could get some oil for cooking. We were happy because we hadn't tasted oil for a long time; perhaps she got the oil and someone knocked her down in the dark and took that oil from her. Perhaps she met the bandits. If you meet them, they will kill you. Twice they came to our village and we ran and hid in the bush and when they'd gone we came back and found they had taken everything; but the third time they came back there was nothing to take, no oil, no food, so they burned the thatch and the roofs of our houses fell in. My mother found some pieces of tin and we put those up over part of the house. We were waiting there for her that night she never came back.

We were frightened to go out, even to do our business, because the bandits did come. Not into our house – without a roof it must have looked as if there was no one in it, everything gone – but all through the village. We heard people screaming and running. We were afraid even to run, without our mother to tell us where. I am the middle one, the girl, and my little brother clung against my stomach with his arms round my neck and his legs round my waist like a baby monkey to its mother. All night my first-born brother kept in his hand a broken piece of wood from one of our burnt house-poles. It was to save himself if the bandits found him.

We stayed there all day. Waiting for her. I don't know what day it was; there was no school, no church any more in our village, so you didn't know whether it was a Sunday or a Monday.

When the sun was going down, our grandmother and grandfather came. Someone from our village had told them we children were alone, our mother had not come back. I say 'grandmother' before 'grandfather' because it's like that: our grandmother is big and strong, not yet old, and our grandfather is small, you don't know where he is, in his loose trousers, he smiles but he hasn't heard what you're saying, and his hair looks as if he's left it full of soap suds. Our grandmother took us – me, the baby, my first-born brother, our grandfather – back to her house and we were all afraid (except the baby, asleep on our grandmother's back) of meeting the bandits on the way. We waited a long time at our grandmother's place. Perhaps it was a month. We were hungry. Our mother never came. While we were waiting for her to fetch us our grandmother had no food for us, no food for our grandfather and herself. A woman with milk in her breasts gave us some for my little brother, although at our house he used to eat porridge, same as we did. Our grandmother took us to look for wild spinach but everyone else in her village did the same and there wasn't a leaf left.





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C – LETTERATURA

Our grandfather, walking a little behind some young men, went to look for our mother but didn't find her. Our grandmother cried with other women and I sang the hymns with them. They brought a little food –  
 35 some beans – but after two days there was nothing again. Our grandfather used to have three sheep and a cow and a vegetable garden but the bandits had long ago taken the sheep and the cow, because they were hungry, too; and when planting time came our grandfather had no seed to plant.

So they decided – our grandmother did; our grandfather made little noises and rocked from side to side, but she took no notice – we would go away. We children were pleased. We wanted to go away from  
 40 where our mother wasn't and where we were hungry. We wanted to go where there were no bandits and there was food. We were glad to think there must be such a place; away. [...]

[775 words]

Nadine Gordimer, "The Ultimate Safari",  
*Jump and Other Stories*,  
 London, Penguin Books, 1991, pgs. 33 - 48.

***COMPREHENSION AND INTERPRETATION***

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

1. Who is the narrator in the story?
2. What happened to the children's parents?
3. How many children are there in the narrator's family and who are they?
4. Who are "the bandits" that the narrator refers to and what are some of the things they did?
5. How did the children's mother repair their home?
6. Why can't the children tell what day of the week it is?
7. How is the children's grandmother different from their grandfather? Which of the two is the leader?
8. Give two details from the story that bear witness to how hungry the children were.
9. Why couldn't the children's grandfather farm for food?
10. What does "away" represent for the children?



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C – LETTERATURA

**PRODUCTION**

Choose **one** of the following questions.

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

*Either*

1. The use of the naïve first-person narrator in this story by the South-African Nobel laureate, Nadine Gordimer, makes it particularly effective. Why is this so and in what ways? Think also about another literary work in English that you have read that uses first-person narration. In an essay of about 300 words, explain how this point of view influences our perception of the settings, characters and events in this passage from “The Ultimate Safari” and in the work you have chosen to discuss.

*Or*

2. This passage comes from the beginning of a short story by the South-African Nobel laureate, Nadine Gordimer. Reflect on the experiences it presents and in a composition of about 300 words, relate those experiences to other examples of hardships that you have read about, either in works of fiction or in real life stories that involve children.

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.



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D – ARTISTICO

Art criticism, the analysis and evaluation of works of art. More subtly, art criticism is often tied to theory; it is interpretive, involving the effort to understand a particular work of art from a theoretical perspective and to establish its significance in the history of art.

Many cultures have strong traditions of art evaluation. For example, African cultures have evaluative traditions—often verbal—of esteeming a work of art for its beauty, order, and form or for its utilitarian qualities and the role it plays in communal and spiritual activities. Islamic cultures have long traditions of historiographical writing about art. Works such as Mustafa Ali's *Manāqib-i hunarvarān* (1587; "Wonderful Deeds of the Artists") often focus on the decorative traditions, such as calligraphy, woodwork, glassware, metalwork, and textiles, that define Islamic art. China also has a strong tradition of art evaluation, dating back to writers such as Xie He (active mid-6th century), who offered the "Six Principles" for great art. [...]

Like all these examples, the Western tradition has a set of evaluative criteria—sometimes shared with other cultures, sometimes unique—as well as elements of historiography. Within the history of Western art writing, however, is a distinct critical tradition characterized by the use of theory; theoretical analyses of art in the West—made either to oppose or to defend contemporary approaches to art making—led to what is generally understood as the discipline of "art criticism." Art criticism developed parallel to Western aesthetic theory, beginning with antecedents in ancient Greece and fully taking form in the 18th and 19th centuries. [...]

The critic is "minimally required to be a connoisseur," which means he must have a "sound knowledge" of the history of art, as Philip Weissman wrote in his essay "The Psychology of the Critic and Psychological Criticism" (1962), but "the step from connoisseur to critic implies the progression from knowledge to judgment." The critic must make judgments because the art dealt with is generally new and unfamiliar—unless the critic is trying to reevaluate an old art with a fresh understanding of it—and thus of uncertain aesthetic and cultural value. The critic is often faced with a choice: to defend old standards, values, and hierarchies against new ones or to defend the new against the old. There are thus avant-garde critics, who become advocates of art that departs from and even subverts or destabilizes prevailing norms and conventions and becomes socially disruptive (one thinks, for example, of the furor caused by Caravaggio and Édouard Manet), as well as reactionary critics, who defend the old order of thinking and values and the socially established familiar art that goes along with them. Extreme innovators—artists whose work is radically different, even revolutionary—pose the greatest challenge to the critic. Such artists push the limits of the critic's understanding and appreciation or else force the critic to fall back on established assumptions in intellectual self-defeat. The greatest threat to art criticism is the development of defensive clichés—settled expectations and unquestioned presuppositions—about art, while the adventure of art criticism lies in the exposure to new possibilities of art and the exploration of new approaches that seem demanded by it.



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D – ARTISTICO

The critic thus has a certain power of determination over art history, or at least great influence in creating the canon of art, as is evident, for example, in the naming by critics of many modern movements and in the “basic understanding” of the ostensibly incomprehensible, unconventional artists who initiated them. The British critic Roger Fry, who created the name “Post-Impressionism” and wrote brilliantly and convincingly about Paul Cézanne, is a classic example. Art criticism may also encompass historiography; while “art history” is often spoken of as an objective field, art historians’ own preferences cannot always be separated from their judgments and choices of emphasis, and this makes many art-historical narratives a subtler form of art criticism. [...]

[645 words]

From: Donald Burton Kuspit, “Art Criticism”,  
*Encyclopaedia Britannica* (online)

Updated: 3 December 2010

Available online:

<https://www.britannica.com/topic/art-criticism>

Accessed on 20 January 2017.

***COMPREHENSION AND INTERPRETATION***

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

1. Name 4 of the evaluative criteria used by non-Western cultures in their appreciation of art, as reported in the text.
2. In what centuries did art criticism become fully developed as a discipline?
3. Why is theory a relevant aspect of art criticism?
4. What other aspect is also important for the Western tradition of art criticism?
5. How is the art critic different from the art connoisseur?
6. The text refers to different types of art critics. Briefly illustrate them.
7. What type of artist presents the greatest challenges for the art critic and why is that?
8. What do you understand from the text about the works of Caravaggio and Édouard Manet?
9. Give an example from the text of the art critic’s role in establishing the canons of art.
10. In what way can the art historian’s work be conceived also as a “subtler form of art criticism”?



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D – ARTISTICO

**PRODUCTION**

Choose **one** of the following questions.

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

*Either*

1. Focus on any modern artists you are familiar with and how their work was received by critics and the public at large. In an essay of approximately 300 words, illustrate the aesthetic and cultural values that have been associated to these artists by critics, as well as the role they have been assigned in the history of art.

*Or*

2. Write a composition of about 300 words on your own personal experiences related to the appreciation of contemporary art and to the evaluative criteria you think are important.

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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.