



AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 2—Argumentative Essay

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

Question 2: Argumentative Essay

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies • Mostly repeats statements from sources or may not refer to any sources • Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Very simple sentences or fragments 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate • Summarizes content from one or two sources; may not support an argument • Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the reader • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Uses strings of simple sentences and phrases 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies • Summarizes content from at least two sources in support of an argument • Presents and defends the student's own position on the topic; develops an argument with some coherence • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Uses strings of mostly simple sentences, with a few compound sentences 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies • Summarizes, with limited integration, content from all three sources in support of an argument • Presents and defends the student's own position on the topic with clarity; develops an argument with coherence • Organized essay; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors that do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies • Integrates content from all three sources in support of an argument • Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail • Organized essay; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

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

NR: no response, pages are blank

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is “*according to Source 1*” or “*according to the audio file*”; refer to the content and indicate the source in parentheses “(Source 2)”; refer to the content and indicate the source using the author’s name “(Smith)”; etc.

- **Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply
☐

Task 2:
Argumentative Essay
☒

Begin your response to each task at the top of a new page. Do not skip lines.

Nei ultimi anni, l'Italia ha visto un sviluppo nelle costruzione delle abitazioni e nell'innovazione ~~tecnica~~ tecnologica. Nei confronti ~~dei~~ degli italiani, è più importante ~~la sostenibilità~~ ^{il comfort e convenienza}.

Nell'articolo, "Sostenibili ed efficient: le case degli italiani nel 2050...", l'autrice discute come si sentono le persone sulla questione dell'importanza dell'autosufficienza energetica e dell'ambiente. Nel sondaggio fatto nell'articolo, è rivelato che maggior parte del campione preferisce investire in una casa 'eco friendly'. Questa ^{informazione} ~~punto fa vedere~~ ^{quanto} l'importanza al 'eco friendly' agli italiani. (Fonte 1). Questo punto di vista è ^{diverso da quello visto} ~~diverso da quello visto~~ ^{il mercato smart home in Italia} ~~nell'infografica, pubblicato su un blog sulla comunicazione digitale~~ nell'intervista, originata "Scenari immobiliari", con Alessandro Gnisolfi.

Gnisolfi parla delle nuove prospettive sull'abitazioni in Italia. Frequentemente durante l'intervista, usava parole positive mentre discuteva il nuovo modo di vivere. Questo 'nuovo modo' dà priorità alla convenienza e comfort, con posti nei palazzi per ordinare la spesa, invece di uscire. Queste nuove offerte, non tengono conto la sostenibilità durante le costruzioni dei palazzi. (Fonte 3).

Nell'infografico, "Il Mercato Smart Home in Italia", pubblicato su un blog sulla comunicazione digitale,

Page 3

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Task 1:
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Argumentative Essay

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e ~~proiettato~~ illustrato un crescita nel mercato smart home. In Italia, è visto una crescita di 40 per cento dal 2018, ~~reggiti~~ nei campi di sicurezza e dell'elettrodomestici. Queste informazioni supportano l'idea dell'importanza della convenienza, e che gli italiani preferiscono spendere su prodotti che facilitano la vita normale. (Fonte 2).

^{per concludere,} E visto, che nell'Italia c'è più richiesta per prodotti ~~in~~ e abitazioni che favorano il comforto del vivere. Anche se è visto l'importanza della sostenibilità in alcuni confronti, nei ultimi anni, gli italiani preferiscono un modo di vita che è facilitato con la tecnologia. Nella mia opinione, È più importante la sostenibilità nella costruzione di abitazioni. Nel mondo in qui viviamo oggi, è importante a prendere cura a le risorse che abbiamo ~~se~~ ancora.

^{però} la sostenibilità, non viene sempre contro la convenienza del vivere.

Page 4

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0003287



● Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply
○

Task 2:
Argumentative Essay
●

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Nella giorno di nuova, il clima è una parte grande di vita. Nell'innovazione tecnologia nella costruzione di abitazioni, ~~le~~ le persone domandano questa è più importante: comfort e convenienza o ~~sostenibilità~~ sostenibilità. A ~~mei~~ me, sostenibilità è più importante perché il mondo è più interessato nella salute ~~de~~ della clima e meno interessato ~~in~~ in convenienza.

~~In~~ ~~in~~ In europa, sostenibilità è multi importante. Secondo un ~~survey~~ sondaggio di ManoMano.it, ~~è~~ in fonte numero uno, "e Commerce europeo di ~~fa~~ fai da te e giardinaggio, gli abitanti del Bel paese considerano la riduzione dell'impatto ambientale prioritaria, al pari dell'incremento delle soluzioni innovanti per l'autosufficienza energetica, dei materiali da costruzione ecologici e degli spazi verdi." Secondo al testo, le persone sono interessate nella ~~sostenibilità~~ sostenibilità ~~delle~~ delle prodotte loro pagano ~~per~~ per.

In fonte numero due, un ~~grafico~~ grafico di «il mercato smart house in Italia» e la economica di smart homes. ~~Se~~ Secondo il grafico, ~~le~~ ~~le~~ elettrodomestici

Page 3

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risaldamento, e lampadine connesse
~~Ma~~ ~~non~~ ~~questo~~ fanno 185 milioni
 € in uno anni. Il denaro questa è
 da il mercato smart home in Italia
 e evidenza questa le persone capiscono
 Ma clima è importante e pagare per
 per la clima.

Ma la clima è non ~~non~~ buona,
 e le persone capiscono questa. Perché
~~capiscono~~ e capiscono, avere sostenibilità
 e non comfort e convenienza.

Page 4

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0005345

- **Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:
Email Reply



Task 2:
Argumentative Essay



Begin your response to each task at the top of a new page. Do not skip lines.

Il Casse audio e il innovazione tecnologica piu importante.
E muy similar a il home speaker. Il Casse audio e un del
les innovaziones meno persone uscire. La altro innovazione tecnologica
sono muy importante. Il sicurezza proteja lo Smarrthomes.
Il elettrodomesti e importante per il lavara la ropa.
Il riscaldamento e climatizzazione aiutare il tempa ~~lavora~~.
de la casa. Il Casse audio e il innovazione tecnologica piu
importante, il Casse audio e per confort e convenienza.

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task assessed writing in the presentational communicative mode by having the student write an argumentative essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the audio source twice. Afterward, they had 40 minutes to write the essay. Students were asked to clearly present and thoroughly defend their own position on the topic. They were instructed to integrate viewpoints and information they found in all three sources to support their argument. As students referred to the sources, they were supposed to identify them appropriately and organize their essay into clear paragraphs. The response received a single, holistic score based on how well it accomplished the assigned task.

The course theme of the argumentative essay was Global Challenges (*Sfide globali*). Students wrote essays in response to a prompt that asked them to choose which objective is more important in buildings: comfort and convenience or sustainability. Students needed to support their response with evidence from the following sources:

- A newspaper article showing the results of a survey on sustainability and efficiency that highlighted the importance of efficient energy, ecological building materials, green spaces, and building and living in a way that respects the environment.
- An infographic illustrating the market for features of smart homes in Italy that compares price changes from 2018 to 2019.
- An audio interview with a real estate agent who discusses the Italian interest in purchasing new homes possessing modern conveniences (a concierge, shopping rooms, etc.), as opposed to rehabbing more traditional homes.

The prompt was proposed in the form of a question and did not require previous knowledge of the topic. The three sources provided students with the contextual and content support to develop their essay. However, students were expected to understand the main idea(s) and supporting details of the three sources, to discern some unfamiliar and idiomatic vocabulary by inferring meaning within the context of the source, and to comprehend paragraph-length discourse, vocabulary, and language structures. They were expected to demonstrate critical reading skills by identifying facts and data and interpreting the intent of the texts and to utilize that information to illustrate and support their argument.

Question 2 (continued)**Sample: 2A****Score: 5**

The response earned a score of 5 because it illustrates a strong performance in Presentational Writing. It presents an effective treatment of the topic within the context of the task (*“Nei ultimi anni, l’Italia ha visto un sviluppo nella costruzione delle abitazioni e nell’innovazione tecnologica.”*). The response demonstrates a high degree of comprehension of the sources’ viewpoints (*“Nell’articolo, ‘Sostenibili ed efficient: le case degli italiani nel 2050...’, l’autrice discute come si sentono le persone sulla questione dell’importanza dell’autosufficienza energetica e dell’ambiente.”*). Additionally, it integrates content from all three sources to support the argument (*“Frequentamente durante l’intervista, usava parole positive mentre discuteva il nuovo modo di vivere.”*; *“Nell’infografico, ‘Il Mercato Smart Home in Italia’ pubblicato su un blog sulla comunicazione digitale, e illustrato un crescita nel mercato smart home.”*). The response presents and defends the student’s own position on the topic (*“Nella mia opinione, E più importante la sostenibilità nella costruzione di abitazioni. Nel mondo in qui viviamo oggi, è importante a prendere cura a le risorse che abbiamo ancora.”*). It is organized with effective use of transitional elements (*“Nell’articolo”*; *“Frequentamente durante l’intervista”*; *“Nell’infografico”*; *“Per concludere”*) and is fully understandable with only occasional errors that do not impede comprehensibility (*“Questa informazione vadere l’importanza al ‘eco friendly’ agli italiani.”*), with varied and appropriate vocabulary (*“discute ... sulla questione”*; *“punto di vista”*; *“prospettive”*) as well as idiomatic language (*“dà priorità”*; *“non tengono conto”*; *“supportano l’idea”*; *“visto l’importanza”*; *“prendere cura”*). The response shows variety in grammar and syntax with few errors (*“Questo ‘nuovo modo’ dà priorità alla convenienza e comfort, con posti nei palazzi per ordinare la spesa, invece di uscire.”*; *“In Italia, e visto una crescita”*). Additionally, it develops paragraph-length discourse with clear topic sentences and accurate evidence from the sources, as well as a mix of simple and compound sentences, and some complex sentences (*“Nei confronti degli italiani, è più importante il comfort e convenienza”*; *“Nel mondo in qui viviamo oggi, è importante a prendere cura a le risorse che abbiamo ancora.”*).

Sample: 2B**Score: 3**

The response earned a score of 3 because it illustrates a fair performance in Presentational Writing. It demonstrates a suitable treatment of the topic within the context of the task. The response also shows a moderate degree of comprehension of the sources’ viewpoints, with some inaccuracies (*“In europa, sostenibilità è multi importante. Secondo un sondaggio di ManoMano.it.”*). The response presents the student’s own position on the topic (*“A me, sostenibilità è più importante perché il mondo è più interessante nella salute della clima e meno interessante in convenienza.”*). There is some organization but limited use of transitional elements (*“Nella giorno di nuova”*; *“In europa”*; *“In fonte numero due”*). The response is generally understandable, with errors that may impede comprehensibility (*“Perché capiscano, avrebbero sostenibilità e non comfort e convenienza.”*). It uses appropriate but basic vocabulary (recycles vocabulary from the three sources, particularly *“clima”*), with some control of grammar, syntax, and usage (*“Nell’innovazione tecnologia nella costruzione di abitazioni, le persone domandano questa è più importante i comfort e convenienza o sostenibilita.”*). The response uses strings of mostly simple sentences, with a few compound sentences (*“La clima è non buona, e le persone capiscano questa.”*).

Question 2 (continued)

Sample: 2C

Score: 1

The response earned a score of 1 because it illustrates a poor performance in Presentational Writing. It shows almost no treatment of the topic within the context of the task (“*Il casse audio e il innovazione tecnologica piu importante.*”). The response demonstrates poor comprehension of the sources’ viewpoints and presents significant inaccuracies (“*E muy similar a il home speaker.*”; “*Il sicurezza proteja lo Smart homes.*”; “*Il elettrodomesti e importante per il lavara la ropa.*”). It mostly repeats fragments from the sources and only minimally suggests the student’s own position on the topic (“*Il elettrodomesti [...]*”; “*Il riscaldamento e climatizzazione [...]*”). The response has little organization and is challenging to understand, with very few vocabulary resources (recycles words from the infographic, particularly “*casse audio*”). It also shows little control of grammar (“*Lo ottro innovazione tecnologica sono muy importante.*”) and uses very simple sentences (“*Il riscaldamento e climatizzazione aiutare il tempa de la casa.*”).