

**IT2002 Examination. May 2004.**

**Time allowed: 2 hours**

**Candidates must answer both section A and section B**

**SECTION A (50%)**

**Translate the following passage into Italian:**

Understanding the difference between these two university systems is important. In Britain the number of students attending university remains relatively low, in spite of the increase in student numbers -- encouraged by the British government -- which has happened in recent years. Universities are generally organised around a campus, which has banks, supermarkets and other shops, but also houses built for the student population. Classes are relatively small and it is possible for young people, often leaving home for the first time, to meet and get to know their teachers. Students usually choose a university quite far from their parents' home. A degree lasts 3 or 4 years in England and 4 or 5 years in Scotland. Students nearly all graduate within these periods and few abandon their studies. Exams are almost always written.

In Italy, however, student numbers are much higher and even small cities may have a university with thousands of students enrolled. This means that Italian students receive less direct help from their lecturers who may not always recognise them. Students must, therefore, become independent very quickly. Although, on average, their course should last 4 years, many Italians take up to six years to finish their studies. Italian examinations are mainly oral and students are asked to know important facts and to read many books. Because there is no system of loans or scholarships it is common for students to remain in their local region, staying with their parents until they graduate. Because of this situation it can be difficult for foreign students to make friends when they first arrive in the country.

**SECTION B (50%)**

**Answer ONE question. You may not answer a question on the author on whom you have already written for your in-course assessment.**

A. Montale

1. Analyse, discuss and compare the following poems by Montale: 'A Liuba che parte' e 'Dora Markus'. Take into consideration the female characters of the poems, the historical times referred to by them and the fantastic settings they create.

2. The excursus of Montale's poetry, from *Ossi di seppia* to *Satura* and beyond, can be pictured as forming a parabola curve. Discuss, referring to the texts studied in class.

B. Dante (Illustrate your answers with appropriate examples, and cover the whole of the *Inferno*.)

1. In what ways, if any, might the *Inferno* be regarded as autobiographical?
2. What sorts of people does Dante *personaggio* meet as he travels through Hell, and why do you think Dante chose to include them in the *Inferno*?

C. Machiavelli

1. What sort of examples does Machiavelli use in *Il principe* and what is their purpose? How effectively does he use them?
2. Do Machiavelli's ideas about *fortuna* and *virtù* which he presents in *Il principe* form a clear and consistent theory?