

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

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**Thursday 21 May 2020**

Afternoon (Time: 40 minutes and  
5 minutes' reading)

Paper Reference **1IN0/1H**

**Italian**

**Paper 1: Listening and understanding in Italian**

**Higher Tier**

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Italian.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the test.  
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### SECTION A

#### Problemi in vacanza

1 I tuoi amici Olga e Nicola parlano dei problemi avuti in vacanza.

Completa le frasi con una parola presa dal riquadro. Ci sono più parole che spazi.

albergo	mattina	pagare	elettricità
ascensore	internet	sera	rumore
acqua	ristorante	telefonare	centro sportivo

**Esempio:** I problemi sono stati in ..... albergo .....

- (a) Il problema di Olga si presentava ogni ..... (1)
- (b) Alla stessa ora mancava l' ..... (1)
- (c) Il problema di Nicola è stato l' ..... (1)
- (d) Per risolvere il problema, bisognava ..... (1)
- (e) Nicola ha risolto il problema andando al ..... (1)

**(Total for Question 1 = 5 marks)**

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### La paura degli esami

2 Massimiliano parla dei consigli dei suoi amici contro la paura degli esami.

Chi pensa che cosa? Scegli fra: **Roberto, Cristina, Giulia o Riccardo.**

Puoi utilizzare questi nomi più di una volta ciascuno.

**Esempio:** Secondo Roberto, non bisogna studiare il giorno dell'esame.

- (a) Secondo ....., parlare della paura può essere d'aiuto. (1)
- (b) Secondo ....., non si deve rispondere subito alla domanda. (1)
- (c) Secondo ....., tutti gli studenti hanno paura degli esami. (1)
- (d) Secondo ....., non bisogna andare all'esame da soli. (1)
- (e) Secondo ....., ai primi esami si ha sempre più paura. (1)

**(Total for Question 2 = 5 marks)**

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**TOTAL FOR SECTION A = 10 MARKS**



## SECTION B

### Il Banco Alimentare

3 While in Italy, you hear a radio report on il Banco Alimentare, Italy's Food Bank.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

**Example:** The Banco Alimentare is ...

<input type="checkbox"/>	<b>A</b> a financial organisation.
<input checked="" type="checkbox"/>	<b>B</b> a food charity.
<input type="checkbox"/>	<b>C</b> a food company.
<input type="checkbox"/>	<b>D</b> a supermarket chain.

(i) According to the report, every year ...

<input type="checkbox"/>	<b>A</b> 25% of food is wasted.
<input type="checkbox"/>	<b>B</b> 10% of food is wasted.
<input type="checkbox"/>	<b>C</b> 15% of food is wasted.
<input type="checkbox"/>	<b>D</b> 20% of food is wasted.

(ii) The Banco Alimentare ...

<input type="checkbox"/>	<b>A</b> only collects surplus food.
<input type="checkbox"/>	<b>B</b> only distributes surplus food.
<input type="checkbox"/>	<b>C</b> collects and distributes surplus food.
<input type="checkbox"/>	<b>D</b> coordinates the work of other charities.

(iii) By reducing food waste, the Banco Alimentare contributes to ...

<input type="checkbox"/>	<b>A</b> saving energy.
<input type="checkbox"/>	<b>B</b> cutting production costs.
<input type="checkbox"/>	<b>C</b> cutting recycling costs.
<input type="checkbox"/>	<b>D</b> reducing food prices.

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(iv) For the Banco Alimentare, it is also important to...

<input type="checkbox"/>	<b>A</b> tackle poverty.
<input type="checkbox"/>	<b>B</b> recycle food packaging.
<input type="checkbox"/>	<b>C</b> encourage more volunteers.
<input type="checkbox"/>	<b>D</b> encourage farmers to reduce production.

(Total for Question 3 = 4 marks)



### The Uffizi art gallery in Florence

4 While in Italy, you listen to the audioguide of the Uffizi art gallery in Florence.

What does the guide tell us?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

<input checked="" type="checkbox"/>	<b>Example:</b> it is one of the most popular museums in the world.
<input type="checkbox"/>	<b>A</b> how many rooms there are.
<input type="checkbox"/>	<b>B</b> how many visitors there are every day.
<input type="checkbox"/>	<b>C</b> how paintings are organised.
<input type="checkbox"/>	<b>D</b> why some painters are so important.
<input type="checkbox"/>	<b>E</b> why visitors must arrive at the specified time.
<input type="checkbox"/>	<b>F</b> at what time visitors must exit.
<input type="checkbox"/>	<b>G</b> which sculptures visitors should see.

(Total for Question 4 = 3 marks)

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**QUESTION 5 BEGINS ON THE NEXT PAGE**



### Changing trends in tourism

- 5 Two students in your Italian partner school have recorded a podcast talking about eco-tourism in their region.

What do Luciana and Guido say?

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** Luciana says in their region eco-tourism is ...

<input type="checkbox"/>	<b>A</b> very popular.
<input checked="" type="checkbox"/>	<b>B</b> increasing.
<input type="checkbox"/>	<b>C</b> not very popular.
<input type="checkbox"/>	<b>D</b> not creating jobs.

- (i) Luciana thinks that sustainable tourism means ...

<input type="checkbox"/>	<b>A</b> fewer tourists and less wealth.
<input type="checkbox"/>	<b>B</b> more tourists and more jobs.
<input type="checkbox"/>	<b>C</b> more tourists and more wealth.
<input type="checkbox"/>	<b>D</b> fewer tourists and more wealth.

- (ii) In Guido's view, in order to create more jobs, there must be ...

<input type="checkbox"/>	<b>A</b> more tourist locations.
<input type="checkbox"/>	<b>B</b> tourists all year round.
<input type="checkbox"/>	<b>C</b> more hotels.
<input type="checkbox"/>	<b>D</b> better tourist services.

- (iii) Guido thinks that in future there will be ...

<input type="checkbox"/>	<b>A</b> 7% fewer jobs.
<input type="checkbox"/>	<b>B</b> 7% fewer tourists.
<input type="checkbox"/>	<b>C</b> 7% more tourists.
<input type="checkbox"/>	<b>D</b> 7% more jobs.

(Total for Question 5 = 3 marks)

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**An environmental initiative**

**6** On an Italian radio phone-in, you hear a discussion amongst some young people about an environmental initiative.

Listen to the recording and answer the following questions **in English**.

(a) What was the initiative? (1)

(b) How did Lorenzo find out about the initiative? (1)

(c) In what way is Grazia critical of people in her town? (1)

(d) What did the tourists on the beach do? (1)

(e) Why is it important to take care of the beach, in Grazia's view? (1)

**(Total for Question 6 = 5 marks)**

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### The fastest man in Italy

7 You are listening to a radio interview with the young Italian sprinter Filippo Tortu.

Listen to the interview and answer the following questions **in English**.

(a) Why does Filippo not feel under pressure? Give **two** reasons.

(2)

(b) How does Filippo feel at the beginning of a race?

(1)

(c) Why does Filippo find it difficult to know what is going on around him during a race? Give **one** reason.

(1)

(d) What does running the 100 metres represent for Filippo? Give **one** detail.

(1)

(Total for Question 7 = 5 marks)

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**QUESTION 8 BEGINS ON THE NEXT PAGE**



### Repeating a school year

- 8 Whilst listening to an Italian radio station, you hear an interview with a student who recently failed the school year.

Listen to the recording and put a cross ☒ in the correct box for each question.

**Example:** Matteo had to repeat ...

<input checked="" type="checkbox"/>	<b>A</b> his fourth year.
<input type="checkbox"/>	<b>B</b> his first year.
<input type="checkbox"/>	<b>C</b> his final year.
<input type="checkbox"/>	<b>D</b> his fifth year.

#### Part (a)

- (i) Matteo failed the year ...

<input type="checkbox"/>	<b>A</b> in June and in all subjects.
<input type="checkbox"/>	<b>B</b> in September, in just two subjects.
<input type="checkbox"/>	<b>C</b> in June, in just two subjects.
<input type="checkbox"/>	<b>D</b> in September and in all subjects.

- (ii) Matteo failed ...

<input type="checkbox"/>	<b>A</b> because he did not do any drawings.
<input type="checkbox"/>	<b>B</b> in spite of the fact he did all the drawings.
<input type="checkbox"/>	<b>C</b> because he did not do the hand drawings.
<input type="checkbox"/>	<b>D</b> because he did not do the computer drawings.

- (iii) When he failed, Matteo ...

<input type="checkbox"/>	<b>A</b> felt bad and never settled into his new class.
<input type="checkbox"/>	<b>B</b> felt bad but quickly settled into his new class.
<input type="checkbox"/>	<b>C</b> didn't feel bad as he didn't care.
<input type="checkbox"/>	<b>D</b> never felt bad as he's not shy.



**Part (b)**

(i) Matteo believes that the new school year went well ...

<input type="checkbox"/>	<b>A</b> because he had covered much of the material before.
<input type="checkbox"/>	<b>B</b> because the teachers were nicer.
<input type="checkbox"/>	<b>C</b> because his classmates were nicer.
<input type="checkbox"/>	<b>D</b> because he worked harder.

(ii) As a consequence, for the first time ...

<input type="checkbox"/>	<b>A</b> he enjoyed school.
<input type="checkbox"/>	<b>B</b> he passed the year in September.
<input type="checkbox"/>	<b>C</b> he spent the summer studying.
<input type="checkbox"/>	<b>D</b> he didn't have to study over the summer.

(iii) On the whole, Matteo feels failing the year ...

<input type="checkbox"/>	<b>A</b> was a waste of time.
<input type="checkbox"/>	<b>B</b> was a good thing.
<input type="checkbox"/>	<b>C</b> was a really bad thing.
<input type="checkbox"/>	<b>D</b> has not changed his attitude towards school.

**(Total for Question 8 = 6 marks)**



### Young people and social networks

9 During an internet link with your exchange school, Rossella and Emanuele give their views on social networks.

Listen to Rossella and answer the following questions **in English**.

(a) (i) What is a positive feature of social networks? (1)

(ii) How do young people sometimes misuse social media? (1)

(iii) Why does Rossella feel this behaviour is not acceptable? (1)

(iv) What is the main cause of young people's unhappiness, in Rossella's view?  
Give **two** details. (2)

(b) Now listen to Emanuele.

(i) How does Emanuele describe his relationship with social media?  
Give **two** details. (2)

(ii) What would the consequence of his not using social media be? (1)

(iii) What should young people learn to do? (1)

(iv) Why is it better to talk face-to-face? (1)

(Total for Question 9 = 10 marks)

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### Becoming a teacher of Italian to foreign students

10 You hear a radio interview with Lara, a teacher of Italian as a foreign language.

Put a cross  in each of the **two** correct boxes for each question.

(i) What does Lara say?

<input type="checkbox"/>	<b>Example:</b> A desire to communicate is fundamental.
<input type="checkbox"/>	<b>A</b> Not everyone can be a teacher.
<input type="checkbox"/>	<b>B</b> A good teacher will always make students work hard.
<input type="checkbox"/>	<b>C</b> You need to be able to improvise.
<input type="checkbox"/>	<b>D</b> She was helped by a relative who had a language school.
<input type="checkbox"/>	<b>E</b> The owner of a language school was impressed by her email.

(ii) What else does Lara say about finding work?

<input type="checkbox"/>	<b>A</b> Apps and websites can help you find language schools.
<input type="checkbox"/>	<b>B</b> There aren't many private language schools in Italy.
<input type="checkbox"/>	<b>C</b> It can be harder to get work at Cultural Institutes than private language schools.
<input type="checkbox"/>	<b>D</b> Knowing someone at a private language school is essential.
<input type="checkbox"/>	<b>E</b> You can gain experience by teaching in the voluntary sector.

(Total for Question 10 = 4 marks)

**TOTAL FOR SECTION B = 40 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**

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Sourced from: [https://www.youtube.com/watch?v=\\_1-3TkOITyw](https://www.youtube.com/watch?v=_1-3TkOITyw)

**Title: La paura degli esami**

Sourced from: [https://www.studenti.it/ansia\\_esame.html](https://www.studenti.it/ansia_esame.html)

**Title: Il Banco Alimentare**

Sourced from: <https://www.bancoalimentare.it/it/chi-siamo>

**Title: The Uffizi art gallery in Florence**

Sourced from: <https://florence.ticketbar.eu/it/musei/galleria-degli-uffizi---/>

**Title: Repeating a school year**

Sourced from: <https://www.youtube.com/watch?v=8fjekN6S2LQ>

**Title: Young people and social networks**

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