

Markscheme
Barème de notation
Esquema de calificación

May / Mai / Mayo de 2024

English / Anglais / Inglés ab initio

Standard level – Paper 2 – Listening comprehension
Niveau moyen – Épreuve 2 – Compréhension orale
Nivel Medio – Prueba 2 – Comprensión auditiva

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1. For questions where candidates must write their answers, do not award the mark if the answer is incomplete, or if there is additional information that is irrelevant or shifts the focus of the answer. However, accept other words with the same meaning as the correct answers in the markscheme.
2. Accept spelling and grammatical mistakes provided they do not change the meaning of the answer.
3. For questions where candidates choose an answer from options, if two answers are given – one in the box and one outside – only mark the answer inside the box.
4. Words inside brackets in this markscheme are optional: candidates may include these words in their answer, but they are not essential for the mark to be awarded. If there are more than one possible answer to a question, these answers are indicated by a slash (/).
5. This markscheme must be read in conjunction with the Marking Instructions for the relevant component on IBIS.

1. En ce qui concerne les questions pour lesquelles les candidats doivent rédiger leurs réponses, n'attribuez pas le point si la réponse est incomplète, ou s'il y a des informations supplémentaires qui ne sont pas pertinentes ou qui modifient l'objet de la réponse attendue. Néanmoins, l'utilisation de mots ayant le même sens que les bonnes réponses est acceptée dans le barème de notation.
2. Les erreurs d'orthographe et de grammaire sont acceptées si elles ne changent pas le sens de la réponse.
3. En ce qui concerne les questions pour lesquelles les candidats doivent choisir une réponse parmi plusieurs propositions, s'ils ont donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
4. Les mots entre parenthèses dans ce barème de notation sont facultatifs : les candidats peuvent les inclure dans leur réponse, mais ils ne sont pas essentiels pour justifier l'attribution du point. S'il y a plus d'une réponse possible à une question, celles-ci sont indiquées par une barre oblique (/).
5. Ce barème de notation est à lire parallèlement aux instructions de notation disponibles sur IBIS pour la composante concernée.

1. En las preguntas en las que los alumnos deban responder por escrito, no otorgue la puntuación si la respuesta está incompleta, o si aportan detalles adicionales que cambian el enfoque o no son pertinentes. No obstante, acepte otras palabras con el mismo significado que las respuestas correctas en el esquema de calificación.
2. Acepte los errores de ortografía y gramática, siempre y cuando no modifiquen el significado de la respuesta.
3. En las preguntas en las que los alumnos deban elegir una opción, si se han escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la que esté dentro de la casilla.
4. Las palabras entre corchetes en este esquema de calificación son opcionales: los alumnos pueden incluirlas en la respuesta, pero no son fundamentales para que se otorgue la puntuación. Si hay más de una respuesta posible a una pregunta, esto se indica con una barra (/).
5. Este esquema de calificación debe leerse junto con las instrucciones para la corrección del componente en cuestión disponibles en IBIS.

Text A

Question		Target answer	Accept	Do not accept	Marks
1.		A, C, F, H, J	In any order		5
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
2.		lifestyles		millenials	1
3.		(their) minimalism			1
4.		experience(s)			1
5.		(a) (new) watch			1
6.		less wasteful			1
7.		C			1
8.		C			1
9.		A			1
10.		B			1
11.		A			1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
12.		Both			1
13.		Fiona			1
14.		Both			1
15.		Dr Muller			1
16.		Fiona			1
17.		242			1
18.		December			1
19.		resource			1
20.		2021			1
21.		future generations	the future		1
				Total	10

Text A

You are going to hear two friends, Cara and Bruce, discuss an exercise class.

Cara	I've joined the new exercise class.
Bruce	Is that the one where you don't need weights, Cara?
Cara	Yes, Bruce! The class information says you can get fit in much less time than usual, even for older people.
Bruce	Sounds good!
Cara	You have to push yourself really hard for 30 seconds on an exercise bike. Then cycle slowly for three minutes. You repeat this for 20 minutes in total, and that's it. But if you prefer running, Bruce, it takes even less time. That's because you run as fast as you can for only 20 seconds instead of 30. In both cases, to get the most benefit, you need to allow time to recover between classes. The most often you should do it is once every five days.
Bruce	Even I can do that! Can I join you?

Text B

You are going to hear a podcast about the attitudes of young adults, known as “millennials”.

Presenter	Welcome back, everyone. In this series, we’ve been talking about lifestyles. In today’s episode, we’re going to talk about young adults, the millennials: first about their minimalism, then their attitudes to work.
Presenter	Minimalism means having few possessions. Today, many millennials prefer experiences over things. They get excited about a road trip, not about having a new watch. In fact, they will buy second-hand products if they buy anything at all, because it’s less wasteful.

Presenter	Some people think millennials are less hard-working and less committed at work than older people but that’s unfair. They just want different things.
Presenter	When millennials choose a job, they don’t always want the highest salary. Although the work environment is important, the most important thing is a good work-life balance.
Presenter	Once in an organization, they value flexibility over job security and even over support for personal development.
Presenter	Millennials are passionate about their beliefs and fully committed to them. That makes me feel bad because I never have time for mine!
Presenter	So that’s the millennials, also known as Generation Y, though I know many of you are from Generation Z. Next time, you’ll hear about my own generation, Generation X.

Text C

You are going to hear a discussion between Dr Muller and Fiona, a student, about rivers having legal rights, like people have.

Dr Muller	OK, Fiona, let's talk about your homework, about how rivers can have legal rights, just like a person. I find it fascinating, don't you?
Fiona	Definitely, Dr Muller! I didn't know we can see a river as a living thing, and give it rights, like the right to flow and to be safe from pollution. This is great for protecting the environment!
Dr Muller	Hmm. That's the theory. But, in practice, I think it will be many years before it works well.
Fiona	Oh I disagree! It already changes completely how we think about rivers and nature in general.
Dr Muller	You are right that it changes our thinking about nature. But I believe it would be more effective for the ocean than for rivers.
Fiona	Really? Oceans are so big, it's difficult for countries to agree about what to do.
Dr Muller	Actually, most of an ocean belongs to nobody, so I think it's easier to agree.
Fiona	I still think rivers are our first concern because their water becomes the ocean.
Dr Muller	For me, the environment is interconnected so I disagree there, Fiona. Anyway, let's look at two river case studies.

Dr Muller	Our first example is the Yarra in Australia, which is 242 km long, and was protected in December 2017. The Yarra River Protection Act means the Yarra is seen as a living being. Now, it is not just a resource to be used by humans, but it also deserves respect.
Dr Muller (cont.)	Another example is the Magpie in Canada, which is 200 km long, almost the same length as the Yarra. In February 2021, the Magpie gained legal rights. Its guardians, the Innu people, can now protect it for future generations.
Fiona	That's so interesting. Thank you, Dr Muller!