

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre 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 is 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.		move (around)			1
2.		5	five		1
3.		insects			1
4.		outside			1
5.		easy		fun	1
Total					5

Text B

Question		Target answer	Accept	Do not accept	Marks
6.		Jane			1
7.		Jane			1
8.		Mike			1
9.		Jane			1
10.		Both			1
11.		last summer			1
12.		(spend time in) nature / (see the) midnight sun	In any order, 1 mark for each correct answer.	spend time / sun	2
13.		(the) smell of trees	smell trees	trees	1
14.		when to get up	Other words with the same meaning, e.g. "what time to get up".	wake up	1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
15.		A, E, G, H, J			5
16.		C			1
17.		A			1
18.		A			1
19.		B			1
20.		B			1
				Total	10

Text A

You are going to hear a student report to classmates about a birds' nest in the school garden.

Student	Today I'm going to talk about the birds' nest in the school garden. Like us, the birds have a regular routine. From the camera inside the nest, we know they don't rest well during the night. Quite often one or two of them wake up and move around before going back to sleep.
Student	They are all awake from five in the morning, though. And they are so noisy! Perhaps they're hungry!
Student	Then, from around 8 o'clock, the parents start getting food. We often see them eating birdseed from the Science Lab window but the young only get worms or insects!
Student	And, in the evening, from 6 o'clock, it becomes really fun. Last week, for the first time, the young ones started playing outside. Though not on the grass because of the school cat!
Student	Overall, although they look busy, they definitely have an easy life!

Text B

You are going to hear two friends, Mike and Jane, discuss the topic of friendship in a café.

Mike	Hi Jane! Let's order drinks.
Jane	Already done, Mike! Let me tell you about a blog I read yesterday. It said friends are more important than family.
Mike	No way! Really, Jane?
Jane	I agree with the article. I love my friends. And I've got far fewer friends than family. A small number of good friends is best.
Mike	I have dozens of friends, and I think that's great!
Jane	What makes a friend, then?
Mike	A friend is someone you can have a fun time with.
Jane	Hmm. I think it's deeper than that. It's someone you can do anything with.
Mike	That's impossible in one person.
Jane	It's also someone you can disagree with and still be friends.
Mike	That's definitely important for me too.
Jane	Oh, here are our drinks.

Jane	I do so much with my best friend. We went to Scandinavia last summer; because we both really wanted to spend time in nature. We also went there because we wanted to see the midnight sun.
Mike	Where did you stay?
Jane	We camped out, without a tent. We woke up each morning surrounded by the smell of trees.
Mike	Great! But did you always agree?
Jane	No. We argued every morning about when to get up!

Text C

You are going to hear a podcast about a cliff tram. The presenter will introduce the cliff tram then speak to a local expert, Chris.

Presenter	I'm in a coastal town because I love being by the sea. Here, the major attraction is the cliff tram. However, the tram is shut for repairs, which is disappointing because the view on the way up is beautiful. And it is so nice to drink coffee looking out at the sea from the café at the Top Station. That said, I haven't used the tram at all this year. But every time I went on it before, I wondered who built it and when. Someone told me it was built in the early twentieth century, but I think it looks older. She also said the tram once went all the way to the lighthouse, but the lighthouse is a long way from the tram so that's not true. But we will soon find out the truth from local expert, Chris, who I'm meeting here at the Visitors' Centre next to the Bottom Station.

Presenter	Hi Chris. Tell us more about the tram!
Chris	Well, the Cliff Tram was built in 1861, 10 years after the great Capital Exhibition of 1851 and 5 years after the lighthouse. Although it's only used by tourists now, the tram's original purpose was to bring fish up to the top of the cliff. At first, when it was coal-powered, it was owned by a local businessperson. Recently it has been bought by a charity after much of the twentieth century in the hands of the local council. Although the most famous picture of it is from the 1920s, the plan is to restore the tram to its earlier original design, with modern equipment. The charity also wants to use a government grant to develop the café and attract senior citizens during the week with special lunch deals.
Presenter	Thank you, Chris.