

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre de 2025

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.		Cycling			1
2.		Cycling			1
3.		Running			1
4.		Both			1
5.		Running			1
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
6.		C			1
7.		A			1
8.		B			1
9.		A			1
10.		B			1
11.		Zone 1			1
12.		(your) age			1
13.		slowed (down often)	Slow (down often)		1
14.		less smooth			1
15.		(the) conversation (with the driver)	talking (with the driver)		1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
16.		C, D, E, H, J	in any order		5
17.		1986			1
18.		bought	buy / buys		1
19.		[the] extra electricity	excess/sold electricity / electricity sold		1
20.		grants / money			1
21.		water			1
				Total	10

Text A

You are going to hear a podcaster talk about what he does for exercise.

Podcaster	G'day! In today's episode, I want to tell you more about how I exercise. I run on Tuesdays and cycle on Fridays – I used to run on Fridays too but changed it for a more relaxing end to the week!
Podcaster	You all know I came first in the cycling competition last year, so you'll be surprised to hear I now prefer running. I often ask myself why. Maybe it's because I ride in town and running takes me out of town and into the woods. I love hearing the birds sing!
Podcaster	I run in the morning and cycle in the evening. I don't like mornings, but whichever activity I do and whenever I do it, I feel really good about myself afterwards.
Podcaster	So, what can you expect from me in my next podcast? I've talked about cycling a lot so I hope you'll be happy to know you're going to hear me describe my favourite run next time!

Text B

You are going to hear two friends, Ellen and Tony, discuss self-driving taxis.

Ellen	Guess what I did yesterday, Tony? I took a self-driving taxi!
Tony	Wow, Ellen! Tell me about it!
Ellen	When it arrived, the taxi parked on the other side of the road to me. When I got in, I was surprised it was just like a normal car – it had a steering wheel and there was no robot driver. Inside, the car was very clean and, when I closed the door, an electronic voice told me to fasten the seatbelt. On a screen in front of me, I could see where I was on a real-time map, the destination, and an estimated time of arrival. When we arrived, the app automatically took the fare. It was impossible to pay any other way, not even by local transport card or cash. Let me show you the app on my phone.

Tony	Do you think self-driving taxis will be popular here?
Ellen	I'm not sure. They can only pick you up and set you down in Zone 1, which makes them a bit inflexible. And some people really don't like that you have to give the app lots of information, even your age.
Tony	Hmm, I wouldn't like that much. But did it feel safe?
Ellen	The car slowed down often – which reassured me. But that was also a problem for me because the journey was less smooth than a normal taxi.
Tony	That's not good. And I don't think self-driving taxis are for me because I enjoy the conversation with the driver while I'm in a taxi.

Text C

You are going to hear a radio interview with Rachel Andrews about green energy from global and local points of view.

Presenter	Good morning, listeners! Today I'm in an English town centre with Dr Rachel Andrews, a consultant from a green energy company. So, why is this important, Rachel?
Rachel	Well, the United Nations believes we should all be able to access clean and low-cost energy. But this has yet to happen even though renewable energy can be generated everywhere. Surprisingly, it is also usually the cheapest option. Renewable energy is also flexible because modern batteries can store power for up to five days for when there is no wind or sun.
Presenter	What can we do?
Rachel	Governments have the money and ability to start more renewable energy projects and they often do. This is good because the United Nations says governments must triple their spending to achieve its clean energy goal by 2050. But another important contribution comes from communities. Even in small towns, you find people with relevant expertise. Here, for example, we have accountants, engineers and fundraisers who are happy to give their time.
Presenter	Now let's walk up to Longley Farm.

Presenter	So, why here?
Rachel	Well, Longley Farm is a great example of a community project. As you can see on this leaflet, the farm has used wind power since 1986. When the original turbine – the machine that generates the power – needed to be replaced in 2015, Longley Farm and the town came together to buy a new one. The Farm uses the electricity from the turbine but extra electricity is sold, and the profit goes to the Green Trust - which offers grants to local projects that benefit the environment. The Trust also uses the money to advise schools on how to reduce their water usage.
Presenter	That's a great project! Thank you, Rachel!