

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre de 2022

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. For the gap-fill question type, however, the answers must fit the gaps grammatically.
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. Cependant, les réponses insérées dans un texte à trous doivent être grammaticalement correctes.
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. Sin embargo, en las preguntas de completar la oración, las respuestas deberán concordar gramaticalmente con su contexto.
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.	B			1
2.	C			1
3.	B			1
4.	C			1
5.	A			1
Total				5

Text B

Question	Target answer	Accept	Do not accept	Marks	
6.	TeachLine			1	
7.	Connect			1	
8.	TeachLine			1	
9.	TeachLine			1	
10.	Both			1	
11.	Both			1	
12.	Email (address)			1	
13.	a unreliable (on phones)	In any order		1	
	b (is) very slow			1	
14.	(a) password			1	
				Total	10

Text C

Question	Target answer	Accept	Do not accept	Marks
15.	A, C, D, G (in any order)			4
16.	the future	they create the future		1
17.	creativity			1
18.	(sets a) good example	the good example		1
19.	\$4 billion	four billion dollars / four billions / 4 billions		1
20.	crime	the crime		1
21.	volunteer			1
Total				10

Text A

You are going to hear two students, Jimmy and Stella, discuss what dish to bring to a “pot luck” dinner at their school.

Jimmy	Hi Stella! I'm looking forward to the pot luck next week.
Stella	What are you bringing, Jimmy? Southern fried chicken, like last year?
Jimmy	This year I'm going with dad's Indonesian heritage and bringing his "Nusantara beef". He makes "Nusantara lamb" too, but this is better. It's cooked in coconut milk and spices.
Stella	Sounds delicious!
Jimmy	How about you, Stella? Something Canadian or Spanish?
Stella	Neither. I'm making a traditional Irish dish. It's my grandmother's recipe. There's no meat but lots of mashed potatoes and some cabbage.
Jimmy	I didn't know you had that connection!
Stella	It's complicated for me. I can count at least four countries' heritage in my immediate family!
Jimmy	Does that mean you're going to bring four different desserts?
Stella	No! But I hope you bring some more of your apple pie. I love it!

Text B

You are going to hear an IT expert, Becky, help a teacher choose an online teaching app. They talk about “TeachLine” and “Connect”.

Teacher	I need your help, Becky. Which app is best for students to ask and answer questions?
Becky	Both have a public chat-box but TeachLine lets students send messages to just one person. Also, you can create a quiz in both. But Connect is better because everyone can see the students' answers, not just the teacher.
Teacher	Do they both have break out rooms for groups?
Becky	Yes, but the number of groups is limited to twenty in Connect. And just recently, TeachLine has added a countdown timer for group activities.
Teacher	Anything else?
Becky	With both, users can set their own background picture. And what else? Oh yes! Although TeachLine is quite old now, both appeal to young people in different ways. Here, let me show you what each app looks like.

Teacher	So, Becky, how easy is each one to set up?
Becky	Well, with TeachLine, you just need to give your email address but Connect requires your birthdate too.
Teacher	How about accessibility? Do they both work on phones?
Becky	Connect works exactly the same on a phone as on a computer but TeachLine is unreliable on phones. Plus, on a phone, TeachLine is very slow.
Teacher	And security? My students often seem concerned about this.
Becky	TeachLine needs a password but anyone can log into Connect.

Text C

You are going to hear a speech by a chief of police.

Chief of Police	It has been a pleasure to serve you and your community as chief of police for the last seven years. As I retire, one question people ask is whether I achieved all my goals. The answer is I would still like to see policing become unnecessary.
	You might think it strange, but I think the best way to do this is to spend less money on the police and more money on reducing poverty.
	In my experience, the reason for much low-level crime is a lack of money. If your parents had low-paid jobs, then you probably believe you will be poor too. And you may have no confidence in the future. This happens when you can't see the many choices I believe we all have in our lives.
	Some people believe government money is the answer. But I believe opportunities for all are even more important.

Chief of Police	This is especially true for young people because they create the future.
	For example, I would spend money on business training for young people; they have creativity, which you need to succeed in this field. Such success is a good thing because it sets a good example for others.
	All this costs money but I believe it would be money well spent. If I had five billion dollars, I would spend one billion on policing and four billion on creating employment opportunities. This is important because when there are legal jobs and other opportunities, it is much less likely that people will turn to crime.
	So, finally, what next for me? I am going to work as a volunteer with a youth business organization to give back to our society.