

**Markscheme
Barème de notation
Esquema de calificación**

May / Mai / Mayo de 2023

English / Anglais / Inglés B

**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.	B			1
2.	C			1
3.	A			1
4.	A			1
5.	B			1
Total				5

Text B

Question	Target answer	Accept	Do not accept	Marks
6.	C			1
7.	A			1
8.	C			1
9.	B			1
10.	A			1

11.	(went) skiing	<ul style="list-style-type: none"> • they did ski • Minor misspellings that do not change meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ skee(ing) ○ skie(ing) ○ sking 	<ul style="list-style-type: none"> • (they) went on a ski trip • Misspellings that alter or obscure meaning, <i>eg</i> "sky(ing)". 	1
12.	every 20 minutes	<ul style="list-style-type: none"> • every 20 mins • Minor misspellings that do not change meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ minats ○ minutes 	Answers without the word "every".	1
13.	(started) losing hair	<ul style="list-style-type: none"> • Other wording with the same meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ hair loss ○ lose hair ○ lost hair ○ her hair started to fall out • Addition of "a lot of" (or similar wording) to describe hair. • Minor misspellings that do not change meaning, <i>eg</i> "loss(ing) hair". 	Misspellings that alter or obscure meaning, <i>eg</i> : <ul style="list-style-type: none"> • loose(ing) • hear • heard 	1
14.	(through) yoga	<ul style="list-style-type: none"> • (from/ with /by doing) yoga • Minor misspellings that do not change meaning, <i>eg</i> "throught yoga" 		1
15.	(to be) thankful	<ul style="list-style-type: none"> • (to) discover (little) things to appreciate • (being) thankful • appreciate small things and be thankful • to be thankful for the little things in life • Minor misspellings that do not change meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ thankful ○ thanksful / thanksfull 	<ul style="list-style-type: none"> • appreciate the moment • learning/starting to be thankful • Misspellings that alter or obscure meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ tankful / tankfull ○ fainful ○ thinkful 	1
Total				10

Text C

Question	Target answer	Accept	Do not accept	Marks
16.	A, C, F, G, J	in any order		5
17.	1964	in 1964		1
18.	(private) French lessons	<ul style="list-style-type: none"> • Other wording with the same meaning, <i>eg</i> “French class(es)”, “French tutoring” • Minor misspellings that do not change meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ leasson(s) ○ leason ○ “french” (with lower case) 	Answers without the word “French”	1
19.	business administration	<ul style="list-style-type: none"> • in business administration • Minor misspellings that do not change meaning, <i>eg</i>: <ul style="list-style-type: none"> ○ bussiness ○ buisness ○ buisnes ○ businesses 	<ul style="list-style-type: none"> • business and administration • “business” on its own 	1
20.	Supermarket (instead)		market	1
21.	March	<ul style="list-style-type: none"> • March of • “march” (with lower case) 	Marsh	1
Total				10

Text A

You are going to hear a teacher giving instructions to students about a school trip.

Teacher	Today we are here to talk about our study trip to the UK. In this morning's meeting, we will go through the timetable, transportation and baggage. In the afternoon, we will talk about the study programme and sightseeing. So, let's get started!
	A bus will take us to the airport. We will leave right on time at 7.30, so make sure you get here a little earlier.
	When we arrive at the airport, we will go through to the departure lounge. You are then free to have breakfast, but make sure you know the departure gate and time!
	When we arrive in London, it's important to stay together. Even though going by taxi or train is quicker, we'll be using the underground because it's much cheaper.
	When we arrive at the school, do take some time to relax. After that, we will have lunch in the cafeteria with the Principal. She will welcome us, show you your class timetable and give you a map of the school to help you find your way around.
	Now I'm going to hand out these notes, which tell you what you need to bring.
	So, in addition to your passport and your phone and phone charger, what else should you bring on your trip?
	Well, money is just as important. You will need to remember to bring some cash – fifty pounds is ideal. It is best to bring ten- or twenty-pound notes because fifty-pound notes are not always accepted.
	The weather in London will be quite warm, so you won't need too many clothes. However, there is a chance it may be wet so bring a waterproof coat with you just in case.
	A gift is a good way to show your thanks, so you should take something for your host family. Our local food is always a good choice, but probably not our fresh fish!

Text B

You are going to hear a conversation between two roommates, Nick and Yuko, about the fear of missing out, commonly known as FOMO.

Yuko	Nick! What's up with you? You slept on the couch again?!
Nick	Hey Yuko. Oh, I went to a party and just came back. Guess I fell asleep here.
Yuko	But I thought you had a night shift at work.
Nick	I was supposed to, but everyone was going. So I called in sick. You know what it's like.
Yuko	Oh, Nick. You have to do something about your FOMO!
Nick	FO what?
Yuko	F-O-M-O. FOMO. Which means Fear of Missing Out.
Nick	What is that?
Yuko	It's the kind of anxiety that you have when you think others are having more fun than you. A lot of people are affected by it – I was one of them!
Nick	Right. True this kind of anxiety can be a big problem for some. But that's not me! I just have an active social life!
Yuko	Well, do you always check your cellphone?
Nick	I like to check on my buddies and see what they're up to – nothing wrong with that, eh?
Yuko	And when they post pictures of their activities, do you wish you were there?
Nick	For sure!
Yuko	So much that you'd stop what you're doing to be there to be part of the so-called fun?
Nick	Of course I'd feel bad if I saw my friends were at a dinner, or a play, or whatever, and I wasn't there!
Yuko	What if I told you I went to a local concert last night?
Nick	What!? Was there one last night!? Argh! I shouldn't have gone to the party!
Yuko	Nick, that's exactly what FOMO does to people – you constantly compare your life with others' and regret every decision that you make.
Nick	Not necessarily. I mean, I'm happy with all my experiences. Let me show you these pictures.

Nick	Remember these? I took them when we went skiing last weekend. It was so much fun!
Yuko	Yes, but you also uploaded a picture every 20 minutes. That's the thing, Nick – you are so concerned about building a cool image that you forget to enjoy the moment.
Nick	Well —
Yuko	It's OK. I was the same before. Actually, because of this fear, I started losing hair – quite a lot actually! Luckily, I learned how to avoid distractions through yoga.

Nick	How did that help?
Yuko	I started to discover little things to appreciate. The best way to overcome FOMO is to be thankful.
Nick	OK I'll focus on my sleep now. Let's chat later.

Text C

You are going to hear an audio recording from a museum of immigration. In the recording, an immigrant family recounts their stories.

Host	In this museum, you will learn about the many contributions immigrants have made to Canada. In the previous section, we looked at some tasty dishes from around the world. Now, an immigrant family will tell us their story.
Chirag	My name is Chirag and I moved to Vancouver from my hometown back in 1946. I would have made a stop in Hong Kong but back then immigrants who made a stopover en route to Canada wouldn't be allowed to land.
	Oh boy, that journey almost killed me! I was not a boat person. I don't even remember how many times I threw up on the boat! Plus, we were only given one small meal a day since the boat was short on food. What truly killed me though, was how much I wished my parents and my wife were there with me. But in the end I made it.
	At the beginning, it was difficult for me to find a job. Many people didn't want to hire me – not because of my skin colour but my different accent, even though English is my mother tongue! So I started to sell traditional food I made myself in the street and I managed to make ends meet.
	After a few years, I opened a convenience store with a friend. A tiny but decent one. On top of local products, we sold spices from India. Surprisingly, it was a huge success!
	Finally, it was — I think it was 1958, when I could sponsor my family to come here, but they didn't arrive until two years later. It was full of hiccups. but they made it!
	Then my daughter Rhea was born. She's taken our business to a whole new level. Rhea, why don't you show them our family photos and tell them our story.
Rhea	Sure, dad.

Rhea	This photo was taken in 1964 and I was still a baby. It was a milestone for us because my dad bought his friend's share and became the sole owner of the convenience store.
	For two full decades, my mom and dad worked 16 hours a day, 7 days a week, so that they could afford private French lessons for me – and I'm forever grateful for how much they've done for me.
	In 1985, I graduated with a degree in business administration and started to manage the store full-time.
	Five years later, I took a huge risk by tearing down the convenience store and founding a supermarket instead. We're thrilled to see how fast it's grown!
	One thing my parents would always insist on was for me to remember our roots, so we've been visiting their hometown every year in March since I was born, no matter what. For sure I'll continue this family tradition and never forget our family history!