

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre de 2020

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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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response			On page comment	
	Tick 1 – automatically awards one point for a given response			Unclear content or language	
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN	
	Ellipse that can be expanded			Good Response/Good Point	
	Horizontal wavy line that can be expanded			Caret – indicates omission	
	Highlight tool that can be expanded			Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On page comment** annotation, please keep the following in mind:

- Avoid covering the candidate's own writing. This can be done by writing your comments in the margins then running the arrow attached to the **"On page comment"** annotation to the appropriate place.
- Provide all comments in the target language.

General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[25]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a 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.
5. Le nombre total de points pour l'épreuve d'examen est de **[25]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[25]**.

Text A

Question		Target answer	Accept	Do not accept	Marks
1.		4:30 / four thirty / half past four			1
2.		(the) library			1
3.		behind building A			1
4.		Friday			1
5.		every 20 minutes			1
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
6.		flat			1
7.		750			1
8.		2			1
9.		public transport			1
10.		garden			1
11.		B			1
12.		B			1
13.		B			1
14.		C			1
15.		C			1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
16.		both			1
17.		both			1
18.		Emily			1
19.		Dave			1
20.		both			1
21.		C			1
22.		B			1
23.		C			1
24.		A			1
25.		C			1
				Total	10

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Audio text A – Starting University (Experiences. Daily routine.)

	Speaker 1	Speaker 2	Speaker 3
Name		University Tutor	
Gender		Male	
Age		20-30	
Notes		Any Australian accent	
Scene location and notes	A university tutor introducing students to facilities on the campus in a university classroom.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.09		You are going to hear a university tutor introducing students to the facilities on the university campus.	
1	0.00-0.04			Sound effect: of background conversation fading out as the speaker comes in.
2	0.04-0.07	Tutor	Hello and welcome to the University.	
3	0.07-0.19	Tutor	Your lessons take place in Building D, from 09:30 until 4:30 with an hour for lunch. You can find your classroom number on the welcome page of the website.	
4	0.19-0.49	Tutor	<p>The Student's Union is next to Building D. Opposite the Student's Union, you will see the Library. You need to go there for your student card.</p> <p>The campus bank is behind Building A. Be careful, because the bank's opening times change during the week. It's open from 8 to 4 Monday to Thursday, and from 9:30 to 12:30 on Friday. It's closed at the weekends.</p>	<p>9:30 to be pronounced "nine-thirty"</p> <p>12:30 to be pronounced "twelve-thirty"</p>

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5	0.49-0.55	Tutor	You can get from the campus direct to the city centre on bus number 4, which runs every 20 minutes.	
6	0.55-1.00	Tutor	OK, that's it for now. Enjoy your weekend and we'll see you in class on Monday!	

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Audio text B – Finding a Home (Social organisation. Neighbourhood.)

	Speaker 1	Speaker 2	Speaker 3
Name	Customer		state agent
Gender	Female		Male
Age	30s		30s
Notes	Any UK accent		Any UK accent
Scene location and notes	An estate agent helping someone decide what kind of accommodation to rent in a new town and what facilities are nearby.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		You are going to hear an estate agent helping a customer to find a suitable place to live.	
1	0.00-0.10	Estate agent	OK, so let's fill in our online enquiry form to see what we have for you. So, are you looking for a flat, or a house, or is that not important?	
2	0.10-0.14	Customer	Ideally a flat, they're easier to keep clean than a house!	
3	0.14-0.17	Estate agent	Very true. How much do you want to spend?	
4	0.17-0.20	Customer	600 to 750 pounds.	
5	0.20-0.23	Estate agent	OK, and how many bedrooms do you need?	
6	0.23-0.27	Customer	Two: one for me, and one for guests.	
7	0.27-0.30	Estate agent	OK, and your preferred location?	

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8	0.30-0.34	Customer	In or near the city centre. I also need to be near public transport.	
9	0.34-0.39	Estate agent	OK, that should be possible. And finally, any special requirements?	
10	0.39-0.44	Customer	I really enjoy relaxing outside, so a flat with a garden would be perfect.	
11	0.44-0.46	Estate agent	OK, let's see what we've got...	
12	0.46-0.49			Sound effects: of keyboard keys tapping, fading out to PAUSE on second and third play-throughs.
13	0.49-0.54	Estate agent	This looks quite good: it's a flat on the fifth floor of a ten-storey building.	
14	0.54-1.57	Customer	Fifth floor? So, no garden?	Sounding surprised.
15	1.57-1.02	Estate agent	No garden, but it does have a large balcony with a view of a playground.	
16	1.02-1.07	Customer	Hmmm, maybe. I need to hear more about it.	
17	1.07-1.14	Estate agent	Well, it's outside the city centre but not far from a supermarket and it's close to the train station.	
18	1.14-1.16	Customer	OK, I'll take a look.	
19	1.16-1.21	Estate agent	Great! We're doing viewings next week. Monday at 10, or Tuesday and Wednesday at 11:30.	"11:30" pronounced "eleven-thirty".
20	1.21-1.23	Customer	Uhhh, I can't do Monday.	
21	1.23-1.25	Estate agent	Tuesday, then?	

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22	1.25- 1.28	Customer	No, sorry! It will have to be Wednesday!	
23	1.28- 1.30	Estate agent	OK, you're booked in!	

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Audio text C – Celebrity Interview (Human ingenuity. Entertainment.)

	Speaker 1	Speaker 2	Speaker 3
Name	Emily (Guest)	Dave (Radio host)	
Gender	Female	Male	
Age	25 - 50	25 - 50	
Notes	Any UK accent	Any Australian accent	
Scene location and notes	A radio host and guest are talking about celebrity status		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.10		You are going to hear a radio show host and his guest discuss celebrity status. The radio show host is Dave and his guest is Emily.	
1	0.00-0.03			Sound effect: of radio jingle, fading out as the speaker comes in
2	0.03-0.13	Dave	G'day, listeners! Welcome to Dave's Discussions. What do we think about celebrity status? To discuss this with me is today's guest Emily Wood who writes for a celebrity magazine.	
3	0.13-0.15	Emily	It's great to be here.	
4	0.15-0.21	Dave	Emily, let me jump straight in. It's too easy to become a celebrity today.	Slight emphasis on "too easy"
5	0.21-0.25	Emily	I agree. But many are celebrities for only a short time.	
6	0.25-0.31	Dave	That is true. But while they are celebrities, they earn far too much money!	

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7	0.31-0.36	Emily	Well, being a celebrity means you don't really have a private life anymore, so I'm ok with that.	
8	0.36-0.44	Dave	In that case, they should be more careful about how they behave all the time. Celebrities are role models after all.	
9	0.44-0.50	Emily	That seems unfair. Celebrities are just people, so they will sometimes do the wrong thing.	
10	0.50-0.54	Dave	And that is a problem because their influence is growing and growing.	
11	0.54-0.59	Emily	I don't think it's a problem but you're right that celebrities' influence is increasing.	
12	0.59-1.01	Dave	Ok! Time for a quick break.	
13	1.01-1.04			Sound effect: of Radio jingle, fading out to PAUSE on second and third playthroughs (when used as Text C).
14	1.04-1.08	Dave	So, back to celebrities. Is there anything you're worried about?	
15	1.08-1.19	Emily	Advertising. Did you know that 80% of car adverts feature celebrities, as well as 71% of sugary drinks adverts, and 81% of adverts for fast food?	
16	1.19-1.22	Dave	I didn't know. But that sounds about right.	
17	1.22-1.26	Emily	Right, and I worry especially about the adverts for sugary drinks.	
18	1.26-1.29	Dave	Because of weight gain and damage to teeth?	
19	1.29-1.34	Emily	No, because sugar has a negative impact on the developing brains of younger people.	
20	1.34-1.36	Dave	That is shocking!	
21	1.36-1.45	Emily	And most of these adverts use sports stars, who are far more popular among teenagers than celebrities such as pop stars and reality TV stars.	

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22	1.45-1.48	Dave	What do you think we can do about this?	
23	1.48-1.53	Emily	Something needs to change. I want them to think more about using their influence in a positive way.	
24	1.53-1.59	Dave	Hmm, well, lot's more to talk about but I'm afraid we're out of time. Thank you very much Emily.	
25	1.59-2.00	Emily	You're welcome.	