

Markscheme Barème de notation Esquema de calificación

May / Mai / Mayo 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.		Friends	As per markscheme only		1
2.		Both	As per markscheme only		1
3.		Family	As per markscheme only		1
4.		Friends	As per markscheme only		1
5.		Family	As per markscheme only		1
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
6.		B	As per markscheme only		1
7.		C	As per markscheme only		1
8.		C	As per markscheme only		1
9.		B	As per markscheme only		1
10.		A	As per markscheme only		1
11.		A	As per markscheme only		1
12.		video games	Play / playing video game(s) / (having the) time to play video games		1
13.		walk the dog	(time to) walk the dog (every evening) / walk dog		1
14.		typical teenager	A typical teenager / typically teenager (or any spelling variant of typical (typical). Also accept any synonym of “typical”, e.g. “normal”	Spellings of “typical” that do not demonstrate understanding of the word, e.g. “tyfical”.	1
15.		take a day off (sometimes)	To take the day off/ to take a day off (sometimes)	(take) days off	1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
16.		(our) (local) lake	(the) (local) lake	lakes	1
17.		(our) (beautiful) swans	Spelling variations, e.g. swams or swons, swoms and singular form of target answer		1
18.		flooding	(general) water shortage / misspellings, e.g. “flooting” / (The ground) gets hard	Closed the swimming pool / misspellings closer to another word, e.g. “floating”	1
19.		closed the (swimming) pool	(they have) (it has) closed (close) the (swimming) pool	Improved water management	1
20.		nothing	(they think) they can’t help	nothink	1
21.		journalists		journalism	1
22.		B, C, E, H	in any order		4
				Total	10

Text A

You are going to hear a teenager talk on her podcast about a festival in her village to celebrate the start of spring.

Teenager	The festival is coming and my friends and family are preparing for it. In a few weeks, I'll take a day trip into town with my friends from the village to get new outfits to wear. We'll also buy special pictures to decorate our homes. I put those up with my brother and my friends come to help.
Teenager	The night before the big day, relatives come to visit and we enjoy small cups of local sweet tea together before we all go out. It's dark but, when I can find my friends, we share our plans for the year ahead.
Teenager	The next day is much quieter. I go with my parents and my brother to my grandparents' house for a traditional dinner of local meat and vegetables. While we eat, my friends always send me photos of the same food from their dinners!

Text B

You are going to hear a radio interview with Tim Smith, a young competitive swimmer.

Presenter	Today we're with Tim Smith, who has just won the regional swimming championships. How did you start, Tim?
Tim	I started age 10 at the local pool but I didn't like it. The pool was new but it was always crowded! Then I found a quieter pool. I loved it after that!
Presenter	How often do you train?
Tim	I used to do three or even four days a week. Currently I do five.
Presenter	What about schoolwork?
Tim	I train early morning, so I do it in the evening. Lunchtimes are too busy. I thought my grades might go down but it's good they haven't changed.
Presenter	How about friendships?
Tim	Surprisingly, much the same – because I still go to the same school. I don't know many other swimmers.
Presenter	I'd love to be as good at tennis as you are at swimming, but I couldn't give it the time you do. Now for the break.

Presenter	So, what advice do you have for other young athletes, Tim?
Tim	You have to be ready to give some things up. For example, I no longer have time to play video games – which I sometimes miss – but that's OK. I still find time to walk the dog every evening. And almost every day I wonder what it would be like to be a typical teenager, but I wouldn't give up swimming. Finally, remember to take a day off sometimes. Sport isn't everything!
Presenter	Thank you, Tim.

Text C

You are going to hear a gardener give a talk to other gardeners about what they can do to reduce the problems caused by climate change.

Gardener	As we all know, this summer has been one of the driest on record. The level of water in our river is extremely low, and our local lake has dried up. This creates problems for some wildlife. For example, we haven't seen our beautiful swans for some weeks.
Gardener	One problem with the lack of rain is that the ground gets hard, which causes flooding. Another problem with the lack of rain is that it leads to a general water shortage. This is why our local council has closed the swimming pool.
Gardener	Most of us gardeners feel there is nothing we can do to make even a small difference to climate change. Journalists just tell us we must stop watering our gardens. But our local organisation, Climate Action, says our gardens are one place we can help. I'll tell you how after the tea break!

Gardener	So, here are three simple ideas from Climate Action.
Gardener	First, for most gardens around a quarter of the land is concrete. If that sounds like your garden, you can apply to Climate Action to help you cover the cost of replacing the concrete with grass.
Gardener	Second, the number of ponds in the area is increasing, which is good. If you don't have one, make one! Ponds are like garden lakes – they store water and attract wildlife – especially our noisy local frogs. Remember, though, according to local law, you must put barriers around your pond for safety.
Gardener	Third, remember to collect water from your roof. Did you know that in an average year you can collect enough water for half your gardening needs? As we all know, in recent times, that means we need to collect water in the spring because there's almost no rain for the rest of the year.
Gardener	For more details, check the Climate Action website. They add new ideas every month.