

# **Markscheme Barème de notation Esquema de calificación**

**May / Mai / Mayo de 2023**

**English / Anglais / Inglés B**

**Higher level – Paper 2 – Listening comprehension  
Niveau supérieur – Épreuve 2 – Compréhension orale  
Nivel Superior – 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 B

Question		Target answer	Accept	Do not accept	Marks
2.		both			1
3.		Ali			1
4.		both			1
5.		Stephanie			1
6.		both			1
7.		family-oriented	<ul style="list-style-type: none"> <li>family-friendly / family(ies)</li> <li>family orientated</li> </ul>	<ul style="list-style-type: none"> <li>family audience</li> <li>family bonding</li> </ul>	1
8.		every other week	Other words with the same meaning, eg “biweekly”; “once every other week”, “in alternate weeks”	“every week/month” or similar wording.	1
9.		tutoring	<ul style="list-style-type: none"> <li>toutoring/toutering</li> <li>(to) tutor</li> <li>(to) teach / teaching</li> </ul>	<ul style="list-style-type: none"> <li>Misspelling obscuring or altering meaning, eg “twochering”; “two things”</li> <li>teacher</li> </ul>	1
10.		bus ticket(s)	buss ticket(s)	<ul style="list-style-type: none"> <li>“tickets” without “bus”</li> <li>complimentary bus tickets</li> <li>post/promo tickets</li> </ul>	1
11.		ice-cream making	<ul style="list-style-type: none"> <li>Other words with the same meaning, eg “ice-cream producing”; “making of ice-cream”</li> <li>Phonetic spelling, eg “ice-scream making”</li> </ul>	<ul style="list-style-type: none"> <li>‘ice-cream’ <b>without</b> ‘making’</li> <li>ice skating</li> </ul>	1
Total					10

Text C

Question		Target answer	Accept	Do not accept	Marks
12.		B			1
13.		A			1
14.		C			1
15.		C			1
16.		B			1
17.		expensive (school) lunches	<ul style="list-style-type: none"> <li>Other words with the same meaning, eg “overpriced lunches”; “high lunch prices”, “the expensive cost lunches”</li> <li>against (their) expensive (school) lunches</li> </ul>	<ul style="list-style-type: none"> <li>“(school) lunches” <b>without</b> “expensive” or other words with the same meaning</li> <li>Misspelling altering meaning, eg “expansive school lunches”, “expensive (school) launches/lanches/bunches”</li> <li>they were giving detention to those protesting expensive lunch prices</li> <li>expense of (school) lunches</li> </ul>	1
18.		<ul style="list-style-type: none"> <li>blocking (the) cafeteria (so others cannot buy food)</li> <li>chanting (in hallways)</li> <li>(writing) graffiti (everywhere)</li> </ul>	Any two, in any order. <ul style="list-style-type: none"> <li>Other words with the same meaning, eg “blocking the canteen”</li> <li>chanting in holdways</li> <li>(writing) graffiti (on) the wall(s of the school)</li> </ul>	<ul style="list-style-type: none"> <li>chanting/shanting hallways</li> <li>blogging the cafeteria</li> <li>locking the cafeteria</li> <li>chanting (at/on) the hallways</li> <li>chatting in hallways</li> </ul>	2
19.		fear	<ul style="list-style-type: none"> <li>a/the feeling of fear</li> <li>the fear caused by/due to the (amount of) control</li> <li>the students feeling afraid</li> <li>fear of punishment/repercussion(s)</li> <li>fear inspired by school's policies</li> </ul>	<ul style="list-style-type: none"> <li>responses that do <b>not</b> identify “fear” as the feeling</li> <li>responses that do <b>not</b> demonstrate understanding of “fear” as given in the text, eg “it brings nothing but fear to students”; “fearing the student/them”; “fear they feel as a result of being monitored online”; “causing fear (by punishing students)”;</li> <li>“fear of expression”; “the fear of speaking</li> </ul>	1

				<p>up”; “punish their actions and have fear”; “creating/giving/bringing fear (to students)” or similar wording</p> <ul style="list-style-type: none"><li>• this very feeling</li><li>• controlling the students and the fear they feel because of this.</li><li>• control / the feeling of being controlled.</li><li>• blaming students for their actions offline and not online</li></ul>		
20.		(a) verbal warning (but not detention)	only a verbal warning	<ul style="list-style-type: none"><li>• detention</li><li>• a variable warning</li><li>• nothing only a verbal warning</li></ul>	1	
					<b>Total</b>	<b>10</b>

**Text A**

**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.
Chirag	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.
Chirag	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.
Chirag	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!
Chirag	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!
Chirag	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.
Rhea	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.
Rhea	In 1985, I graduated with a degree in business administration and started to manage the store full-time.
Rhea	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!
Rhea	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!



**Text B**

**You are going to hear a conversation between Ali and Stephanie, two staff members of a refugee services centre, about ways to engage refugees in the community.**

Ali	Stephanie, have you looked at the survey results on refugees' engagement? Even those who've been here for a while don't feel they belong here. That's pretty alarming, eh?
Stephanie	It certainly is, Ali. This issue has been unaddressed for way too long and it's getting out of hand. We must act on it now.
Ali	Definitely. I feel language has a lot to do with it. I remember coming here as a refugee and language was a huge barrier to my integration. I had a hard time socializing with others, so I always felt like a foreigner.
Stephanie	Well, it used to be the major issue. But these days, many refugees come here with enough English to at least communicate. I think what's deterring them from social engagement is housing.
Ali	Housing?
Stephanie	Yes, with the lack of affordable housing in downtown nowadays, they get pushed to remote suburbs and become socially isolated.
Ali	And our poor public transportation system certainly doesn't help!
Stephanie	Tell me about it! It took me two hours to get here today! In any case, I notice that those who share similar backgrounds tend to stay close to one another – which is not a bad thing because they form a close-knit community. On the flip side though, maybe that has limited their chances to engage with others in the city.
Ali	I see where you're coming from, but based on what I heard from refugee families, many wanted to build stronger connections with their refugee neighbours, but it was tough for various reasons. So, the bonding even within their community is in fact lacking.
Stephanie	Hmm. Perhaps we need to launch another marketing campaign and encourage them to come seek help.
Ali	Or, we need to offer more personalized support instead, such as outreach, in order to get to them – you see what I mean?
Stephanie	That's spot-on!
Ali	It reminds me of a buddy programme I used to run in my previous job – it could be something worth considering.
Stephanie	A buddy programme?
Ali	Yup. Hold on – let me show you the e-flyer we had before.
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Ali	We called it the Family Buddies Programme. The aim was to create a space for locals and newcomers to socialize in family-oriented events. Through these events, the refugees made friends with locals and became familiar with their surroundings. As the name suggests, the “family” piece was the essence of ALL programme activities – hence the programme mission, as you can see on the flyer.

Stephanie	Interesting. How about the logistics?
Ali	We would recruit a volunteer local family and match them with their newcomer counterpart, and then arrange for them to do stuff together every other week. They could do any activity as long as everyone was comfortable with it. We stressed that it had to be interactive in nature though. However, we didn't allow tutoring as an activity since they wouldn't get to explore the city.
Stephanie	That makes sense. But how did you make sure people wouldn't bail out after a few times?
Ali	We gave out complimentary bus tickets to those who had made a six-month commitment as rewards.
Stephanie	It sounds like a comprehensive programme. Did you organize activities at your centre also?
Ali	We did. It was a great way for the entire group to come together and mingle. One of our most successful activities was ice-cream making. It was so much fun!
Stephanie	Sounds good! Let's do that!

**Text C**

**You are going to hear a radio interview about high school students' right to free speech.**

Anchor	Good morning listeners. Some of you may have followed the news about universities withdrawing acceptance offers to candidates who cast some racial slurs online. This has caused many high school seniors to frantically clean up their social media. In fact, one school is taking a controversial approach to watching students' online behaviour. We're glad to have the school director, Anna Jahn, today to explore the topic more.
Anchor	Anna, what makes your school feel the need to monitor what students post online?
Anna	For their personal development, of course. As educators, we have a responsibility to guide students to behave appropriately, even online.
Anchor	But they are not on school grounds. In real life, you don't follow students around to check on them. But you do actively monitor what they write online.
Anna	That's because we're talking about the school forum.
Anchor	OK, so what would be considered inappropriate then?
Anna	Obviously anything that incites hate in any form. For example, let me show you —
Anna	this parody about a teacher here has to go.
Anchor	Do you just delete it?
Anna	Yes.
Anchor	What about free speech? It's no different than a satirical comic in the newspaper.
Anna	Yes, but free speech should come with some boundaries and we absolutely do not tolerate disrespect. That kind of attitude causes disruptions to their learning.
Anchor	But isn't it a form of censorship?
Anna	Well, we are not saying that they cannot voice their opinions, but that should be based on respect.
Anchor	Then what is the standard procedure when the school thinks a student has crossed the line?
Anna	In our current policy, our online monitors actively look for problematic posts and delete them when it's mild like the parody. When something is flagged as severe, our disciplinary team will inform the parents. If it's somewhere in the middle, we typically just meet with the student and encourage them to delete the entry themselves. We do take disciplinary action against students on some of the most severe cases, and unfortunately, that happens more often than we'd like it to.
Anchor	When it gets to that point, what kind of disciplinary action is taken?
Anna	It is all examined on a case-by-case basis. We look at the severity and then determine the form of punishment.
Anchor	Oh Anna, we have a caller on the line who wants to ask you some questions.
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Caller	Hello both. My daughter tells me that your school gave detention to students who tried to mobilize others online to protest against the expensive school lunches. Isn't that a blatant violation of their freedom of expression?
Anna	We do encourage our students to express their voices. At the beginning, students were putting up posters everywhere and we didn't intervene - until we found out online that they were discussing ways to purposefully disrupt learning, like blocking the cafeteria, you know, so others cannot buy food. Also, chanting in hallways? That'd be very distracting. They were even thinking about writing graffiti everywhere. We had to nip it in the bud.
Caller	So basically, you imposed punishment for their thoughts expressed online instead of their actions offline. This kind of control brings nothing but fear to students. And it is this very feeling that hinders their academic development more than any protest action!
Anna	That's a very strong accusation, sir. In any case, I must clarify that in the end the students were only given a verbal warning but not detention.
Caller	Fine. I just want to make sure the school will safeguard students' freedom of expression.
Anchor	Thank you, both, for such an interesting discussion. Let's take a quick break and we'll come right back to it.