

Markscheme

Barème de notation

Esquema de calificación

May / Mai / Mayo de 2026

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 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 paréntesis 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, C, F, G, I <i>[in any order]</i>			5
			Total	5

Text B

Question	Target answer	Accept	Do not accept	Marks
2.	(their) marketing manager	Minor misspellings that do not change meaning, e.g., <ul style="list-style-type: none"> maneger manneger 	<ul style="list-style-type: none"> brand spokesperson pop star 'manager' on its own market manager marking manager market management <p>Misspellings that alter or obscure meaning, e.g.,</p> <ul style="list-style-type: none"> manerger managert 	1
3.	effectiveness (of a pop star)	<p>Other wording with same meaning.</p> <ul style="list-style-type: none"> if it is effective its effectiveness the effectiveness of the idea effective effectivity lasting impact how long the pop star will be popular popularity comes and goes <p>Minor misspellings that do not change meaning, e.g.,</p> <ul style="list-style-type: none"> efectiveness efectivnes evectivnes effectivness 	<ul style="list-style-type: none"> budget effect impact it's effectiveness <p>Misspellings that alter or obscure meaning, e.g.,</p> <ul style="list-style-type: none"> affectiveness efecness effectiness effectines effectisness effectness popularly 	1
4.	<ul style="list-style-type: none"> expand (our) audiences build trust (easily) 	<p>Other wording with the same meaning.</p> <ul style="list-style-type: none"> they /pop stars have a big fan base their big fan base 	<ul style="list-style-type: none"> expand fan base (a) big fan base a lot of fans 	2

	<i>[in any order]</i>	<ul style="list-style-type: none">• because of a large fan base• people will get attract because of them• extend (our / the) audience• expand the brand’s audience• more people (will) know it / the brand• expand brand's reach with customers• expand our customer market <ul style="list-style-type: none">• be trusted easily• building trust <p>Minor misspellings that do not change meaning, e.g.,</p> <ul style="list-style-type: none">▫ built▫ biuld▫ eazly▫ eassily▫ easy	<ul style="list-style-type: none">• many fans attracted• popularity• emotional attachment <i>[or similar wording]</i>• ‘trust’ on its own <p>Misspellings that alter or obscure meaning, e.g.,</p> <ul style="list-style-type: none">▫ audiency		
5.	(to) stand out	<ul style="list-style-type: none">• standing out• standout• stand-out• make the company to stand out	keep(ing) customers	1	
6.	Both			1	
7.	Both			1	
8.	Emma			1	
9.	Both			1	
10.	Sani			1	
				Total	10

Text C

Question	Target answer	Accept	Do not accept	Marks
11.	A			1
12.	C			1
13.	B			1
14.	A			1
15.	B			1
16.	April 2026	<ul style="list-style-type: none"> • 04/2026 • 2026-4 • April, twenty twenty-six 	<ul style="list-style-type: none"> • December (2026 / of the same year) • April 26 	1
17.	implementation	<p>implement</p> <p>Minor misspellings that do not change meaning, e.g.,</p> <ul style="list-style-type: none"> ▫ implimentation ▫ implamentation ▫ inplementation ▫ implemintation ▫ implimentation 	<p>approval</p> <p>Misspellings that alter or obscure meaning, e.g.,</p> <ul style="list-style-type: none"> ▫ emplaimentation ▫ enterplication ▫ employtation ▫ implecation 	1
18.	quarterly	<p>Other wording with the same meaning.</p> <ul style="list-style-type: none"> ▫ each / every quarter ▫ once a / per quarter <p>Minor misspellings that do not change meaning, e.g.</p> <ul style="list-style-type: none"> ▫ quarterly ▫ quartely ▫ quartily 	<ul style="list-style-type: none"> • once a month • (a) quarter • per quarter • (a) month 	1

19.	statement of notice(s)	Minor misspellings that do not change meaning, e.g., <ul style="list-style-type: none"> ▫ statment ▫ steatment 	<ul style="list-style-type: none"> • transparent process • statement notice (without 'of') • statement of notes • 'statement' on its own • state of notice Misspellings that alter or obscure meaning, e.g., <ul style="list-style-type: none"> ▫ stagment 	1
20.	plain language (that is accessible to anyone/ them/clients)	Other wording with the same meaning. <ul style="list-style-type: none"> • simple / easy language • no technical wording • easily understanding words • plain words • words anyone can understand Minor misspellings that do not change meaning, e.g., <ul style="list-style-type: none"> ▫ plain language ▫ plain language 	<ul style="list-style-type: none"> • technical wording • 'language' on its own Misspellings that alter or obscure meaning, e.g., <ul style="list-style-type: none"> ▫ pelain language ▫ plane language ▫ ploin language ▫ pane language ▫ essay understand language 	1
				Total 10

Text A

You are going to hear two students, Shem and Kate, talk before and after their school introduces flipped classroom — where students do homework before class.

Shem	I don't think I'm going to like flipped classroom. What do you think, Kate?
Kate	I think it will be good, Shem – even though it may not work for all our subjects.
Shem	I'm sure that's true. Even so, imagine all the extra homework!
Kate	Yes, I heard it could be a bit more work, but it should be fine.
Shem	I don't like the sound of that! But it will be less work for teachers!
Kate	Actually, I hear it takes them a lot of time. But the most important thing is whether I get better results – and I don't know yet.
Shem	No one knows whether flipped classroom will help! Plus it will involve technology – and we know there are always problems with that.
Kate	I'm sure the equipment will be OK. Let's talk about this again at the end of term.
Kate	Hi Shem! So what do you think about flipped classroom now after a term?
Shem	Well, it was great for Physics – the pre-class videos were super-interesting. But for Computer Science we had online questionnaires that were difficult to use, and I lost interest. How about you, Kate?
Kate	It surprised me how well it worked for Biology – I understood more first time around. And my Maths teacher said it was easier to plan relevant lessons because she knew what we understood before the class.
Shem	That's great! My classmates all really loved it. How about yours, Kate?
Kate	They thought the amount of work was about the same. They thought it was effective, and they want to choose universities that use flipped classroom.
Shem	Yes, one of my friends even said it inspired him to do Education instead of Geography at university!
Kate	Let's hope it helps us both get good grades!

Text B

You are going to hear two colleagues from a clothing company discussing ways to promote a fashion brand.

Emma	Hi Sani. I like your idea to invite a pop star to be our clothing brand spokesperson, but we might have a hard time convincing our marketing manager.
Sani	Why, Emma? Because of budget?
Emma	We do have the funds but the manager often doubts the effectiveness of a pop star.
Sani	As long as we select the right person, it'll work. Pop stars have a big fan base, so partnering with them will expand our audiences. Also, fans are emotionally attached to the star, so we can use this to build trust easily.
Emma	True. Maybe it's just me, but I doubt whether the impact will last though? I mean, their popularity comes and goes.
Sani	Well, the most challenging part of marketing is to stand out, isn't it – then we should focus on keeping customers.
Emma	Fair enough. So, how are we going to use the pop star?
Sani	Let me show you my notes.

Sani	So, I haven't figured out who our pop star might be yet, but that can wait until we confirm the details of the event. Right, Emma?
Emma	We can hold off for now but not for too long.
Sani	Mmhmm. So my idea is, when people like and share our page on social media, they can enter a prize draw, and the winner will have a lunch opportunity with the pop star. People will love it.
Emma	I like it! But the entry requirement. Perhaps they have to at least make a purchase in order to enter the draw?
Sani	I'm not sure if that's legal though, and we want to make it more open, don't we?
Emma	We'll have to check.
Sani	OK. And I'm thinking of having just one winner so that the prize is more exclusive – unless we have the budget for more?
Emma	As long as we justify it well, money won't be a problem.
Sani	Perfect. In terms of the pop star, by the way, I think a budding singer will match our image as a start-up clothing brand.
Emma	I don't know. Shouldn't we go for an older, more well-known star instead?
Sani	I'm not sure if they'll relate to our younger audience though.
Emma	I think they will. Anyway, let's do a bit more research and decide!
Sani	Yea that sounds good. Let's touch base next week!

Text C

You are going to hear a professor talking to a political science class about the government’s use of artificial intelligence.

Professor	We know the government uses artificial intelligence, or AI, to accomplish different tasks – be it developing communication materials, or even screening job applications. In our lecture today, we'll look at the two major risks associated with AI, and what the government has in place to address them.
Professor	Let's start with the risks. The first one – bias.
Professor	Essentially, AI finds patterns in data and comes up with a suggested decision. This could lead to inequalities from the past being carried forward. For example, it was discovered that an AI model developed by a tech company favored male applicants, and this was because outdated training data were used, where past applications received were mostly from men. As you see, we need to think beyond the sample size when analyzing the effectiveness of an AI model for decision-making.
Professor	The second risk is the inability to justify decisions.
Professor	A few years ago, a financially disadvantaged family was denied rental assistance that they were eligible for, and the government couldn't explain why. The inability to explain a decision related to welfare provision like healthcare support, undermines people's faith in the government. With the hefty funds invested, the next step is to enhance the training of AI models.
Professor	Now, let's look at what the government has done so far.

Professor	As you see on this slide, the government recently introduced a regulation on the responsible use of AI. It applies to any new system adopted since April 2026. Other existing systems should catch up by December of the same year.
Professor	The regulation requires an initial testing of AI systems before implementation, much like any other system. Additional tests of AI outcomes must be conducted quarterly to eliminate unintended biases. It might even become once a month soon, but that's pending approval.
Professor	The regulation also requires that automated decisions made by AI must be accompanied by a statement of notice. This helps to keep clients informed and ensures a transparent process. In addition, a department needs to be able to explain the rationale of a decision in plain language that is accessible to anyone. In other words, technical wording is to be avoided.
Professor	The government is moving in the right direction. Do you have any questions so far?