

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre de 2025

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 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.
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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.
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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
6.		Professor Jones			1
7.		Both			1
8.		Both			1
9.		Radio host			1
10.		Radio host			1
11.		Both			1
12.		murals / posters		graffiti	1
13.		(the) internet		social media	1
14.		(a) (sense of) belonging (among members)	• belong as a member • culture belonging • Spelling mistakes and slips that do not change meaning and show understanding, eg: blonging	• emotional response • sense of belongs • belonging a member • belonging and identity • belongings	1
15.		(recognize the) uniqueness (of their culture)	• (the) unique(s of their culture) • Spelling mistakes and slips that do not change meaning and show understanding, eg: uniqness	• uniqueness/uniques of (cultural) art • to recognize their culture in future generations	1
Total					10

Text C

Question		Target answer	Accept	Do not accept	Marks
16.		B, D, F, G	In any order.		4
17.	a&b	Any two from: (enhance) efficiency / (increase) diversity (in the candidate pool) / (decreases bias in) decision-making	• "faster (in the) selection and recommendation (of candidates)" instead of "efficiency" • Spelling mistakes and slips that do not change meaning and show understanding, eg: efficiency; eficiencie	• "selection and recommendation of candidates" without "faster (in the)" • "faster (in the) selection" without "and recommendation (of candidates)" • sufficiency • "decreases bias" without "in decision-making" • faster hiring process • Spelling mistakes that alter or obscure meaning, eg: divesinty; efenciency	2
18.		(fear of) disempowerment	• due to/because of (fear of) disempowerment • Grammatical errors that do not obscure meaning, eg: (fear of) disempower/disempowering • Spelling mistakes and slips that do not change meaning and show understanding, eg: disinpower(ment); desempower(ment) • Other wording with a similar meaning, e.g. losing (their sense of) power	humans should evaluate humans	1
19.		water management	water managing	• developing AI tutors in education • to reduce corruption	1

20.		(greater) transparency / ethics	• great/more transparency • Spelling mistakes and slips that do not change meaning and show understanding, e.g. transparancy	• greater transparency in ethics	1	
21.		clear laws	• (to) define/specify what AI should/can and should/cannot do • clear rules • define clear laws	• The addition of “ethics” to the target answer • discussion about the role of AI • discussing/sharing/understanding/ knowing/teaching what AI should or should not do • uncertain what AI can or cannot do • the role that AI should or should not do • clear goals • Spelling mistakes that alter or obscure meaning, eg: clear lows	1	
					Total	10

Text A

You are going to hear a presentation about ways to bring the older and younger generations together.

Presenter	Hi everyone. Thanks for coming to this presentation on how your town can promote contact between generations. I didn't expect such a big crowd! You may know, the problem of people feeling alone is now a global trend. One contributing factor to this is aging societies. An aging society is one where the average age is rising because people are living longer and having fewer children. This population shift combined with people spending so much time online is reducing chances for different age groups to mix, and it can have negative effects. For example, a lack of both understanding and trust can develop between generations.
Presenter	One way this can be addressed is through multigenerational living, wherein an older person shares their home with a young person, usually a student or recent graduate. This benefits young people as they pay less than they would living alone, and it's often possible to further reduce their rent by helping the elderly person with tasks. This has obvious benefits for the elderly, but the best aspect of this arrangement is that older people are engaged rather than being alone all the time. However, it's not recommended that the young person take on the role of carer for the elderly person, as this can demand a lot of time that students may lack, especially during exam time. So that is something to consider.
Presenter	Now, let's look at another option for intergenerational contact, as shown in the next slide.
Presenter	Now, having childcare centres in care homes is not a new concept. In fact, the first care home to do this was started in Japan, in 1976. Many countries have since utilized this model, including the UK and Singapore. There are benefits for both elderly residents and children. Elderly people tend to be healthier and have better mental functioning. More importantly, they gain an enhanced sense of purpose and enjoy chatting and laughing with others. For children, they develop their social skills and levels of maturity. At the same time, they become more dependable. Staff also plan many activities that both groups enjoy, such as singing and playing instruments, or parties. There is also spontaneous contact. For example, children often like dropping in for lunch with their elderly friends or exchanging notes with them.
Presenter	However, there are considerations to opening this type of care home. Firstly, a large investment is needed for set-up. In addition, government rules can make it harder to start new integrated centres. Such centres require flexibility that might not comply with the rules.
Presenter	So, I hope this information helps you make the right choices for your town.

Text B

You are going to hear a discussion between a radio host and an art historian, Professor Jones, about the importance of art.

Radio host	Is art important? To discuss this with me is Professor Jones from the local college. Welcome to the programme.
Prof Jones	Thanks. I'm here today to advocate for more arts provision in schools. Naturally this is also an appeal for greater investment in arts education.
Radio host	I'd argue that other areas of education deserve more funding. For example, science and maths classes teach skills needed for jobs.
Prof Jones	Actually, artistic self-expression encourages innovative thinking and problem-solving skills, too. Although it has to be said that students tend to learn these skills more from some types of art than others; for example, painting and sketching rather than singing.
Radio host	Well, certainly some art is more relevant to teaching those skills! What about cooking? Some would call that culinary art but I can't agree.
Prof Jones	Many dishes are extremely visual, but I'd argue this is a science rather than an art form. But I do want to stress that art studies go beyond nurturing the skills we've discussed. Art students also achieve higher reading and maths scores. And the study of art reduces truancy... although I have to admit that it was history classes that motivated me to be in school.
Radio host	Really? I never missed days when I had art class!
Prof Jones	Well, beyond education, art plays an important role in well-being. It can reduce anxiety and depression.
Radio host	Surely advances in well-being are the most important aspect then.
Prof Jones	Many might agree, but we can't overlook the skills relevant to work. Teamwork and analytical skills are facilitated through art – these are significant employability skills.
Radio host	Yes, I recall successful collaborative art projects from school. Oh, it's time now for a break.

Radio host	Welcome back. Now, professor, what about art as protest? I've read that art is as influential as books in terms of promoting social change.
Prof Jones	Yes. We often think of graffiti when we think of protest art, but many people don't realize that it also encompasses other types such as murals and posters.
Radio host	I've seen examples like that in museums, especially from the 20 th century. I'd imagine that the internet plays a role now though?

Prof Jones	Indeed. Protest art has evolved immensely for that reason, and now has the power to influence even more people. However, artists often need to embed their protest message, so those critical thinking skills from art classes can help interpret their meaning.
Radio host	It seems that art and culture are also inherently intertwined.
Prof Jones	Yes, another equally important aspect of artistic expression is culture. Art preserves culture in a way that words cannot, because it fosters a sense of belonging among members. This emotional response makes it integral to nurturing identity.
Radio host	Is that still as relevant in the days of social media? People seem willing to merge their cultures now, leading to more variety in cultural art.
Prof Jones	That makes conserving the original cultural art even more significant because current and future generations will recognize the uniqueness of their culture. These are just some of the reasons I hope we'll see more art funding in the next academic year.
Radio host	Thanks for joining us today, professor.

Text C

You are going to hear a podcast presenter give his views on factors involved in the use of Artificial Intelligence, or “AI”, to promote equality.

Podcaster	Welcome back to my podcast, where I give my opinion on anything and everything! In this week’s episode, we’ll look at utilizing Artificial Intelligence, or AI, to promote equality.
	Now, for those like me who aren’t experts, what is Artificial Intelligence? AI is software technology with at least one of several capabilities: first, informative conversation in the form of chatbots, which I actually find highly irritating. But AI can also make more specialized decisions, such as diagnosing medical conditions, or it can apply logical reasoning. Thus, since AI can in theory be used to draw more impartial conclusions, it should lead to a more equitable society because <i>algorithms</i> dictate choices rather than <i>people</i> .
	However, despite assurances from AI developers, many public figures have voiced their concerns over the inherent bias built into algorithms, since they’re generally programmed based on past data. For example, data on former bank loans is used to program AI to make fairer decisions on new applications, potentially eliminating discrimination. But the data <i>itself</i> can reflect partiality that was used in the original decisions, thus perpetuating the system.
	Therefore, AI needs to be programmed not only based on historical accuracy, but also on outcomes that would’ve been fairer. AI developers argue that humans are not good at detecting discrimination in the massive data sets used in machine learning, so AI must be involved in that process as well. But that means using AI, not humans, to judge what’s used to program AI. I question the integrity of that situation, but I understand its need due to the sheer scale of the data sets.
	So, what are some of the applications of AI for promoting equality?

	I’ve mentioned an example from banking, but some experts also promote the use of AI in Human Resources to enable a fairer hiring system, since humans have unconscious biases. They argue that AI can enhance efficiency because it’s faster in the selection and recommendation of candidates. Moreover, it could theoretically increase diversity in the candidate pool because it decreases bias in decision-making. So, it sounds like a viable solution, doesn’t it? However, not many companies use it due to fear of disempowerment. While from applicants’ perspective, one study showed that 67% felt the use of AI was unacceptable because “humans should evaluate humans”. So, although there is potential for more equitable hiring, many people aren’t ready to accept AI as its source.
	Now, on an even bigger scale, I feel it’s possible to use AI to promote equality in many of the United Nations’ Sustainability Development Goals. There are projects like developing AI tutors in education, or using AI for water management, which I think is the most urgent due to climate change. Using AI to reduce corruption is another on-going project.

	It's therefore clear that AI has potential to equalize society in many areas. However, one of the biggest concerns is that without greater transparency and ethics, AI could reinforce inequality instead of making us all more equal, thus not functioning as intended. Steps must also be taken to enable its acceptance by society at large: starting with clear laws, in order to define what AI should and should not do.
	Thanks for listening.