

Cambridge International A Level

FRENCH (MAURITIUS)

9094/05

Paper 5 Listening

October/November 2025

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **13** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

PUBLISHED**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	noteworthy items of correct grammar e.g., correct verbs and agreements
	incorrect material
	Benefit of the Doubt – used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
	No Benefit of the Doubt – used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
	material that invalidates otherwise correct answer
	to indicate where something which is key to the response is missing
	harmless additional material
	spelling error
	query

Annotation used in marking

Other annotations that may appear in the mark scheme:

TC = *tout court* = on its own

TOL = tolerate

TV = too vague

T+ = goes too far

Section 1

Question	Answer	Marks	Not Allowed Responses
Premier extrait : Questions 1–5 One mark per correct answer.			
1	Faux	1	
2	Vrai	1	
3	Faux	1	
4	Vrai	1	
5	Vrai	1	

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Question	Answer	Marks	Not Allowed Responses
<p>Deuxième extrait : Question 6</p> <p>One mark per correct answer up to a maximum of 5.</p> <p>Grammatical accuracy is expected. Some tolerance of misspelling unless it constitutes a grammatical error or forms a different word.</p>			
6	arrivée / venue	1	
	journée	1	
	avion	1	
	tiers	1	Any other spelling / any accent
	critiqué / condamné / contesté	1	rejecté / reproché / condamné

Section 2

Question	Answer	Marks	Not Allowed Responses
Premier entretien : Questions 7–19			
Award the mark if the message is conveyed unambiguously. Complete grammatical accuracy is not required.			
7	Ils veulent (pouvoir) se sentir / être (plus) utile(s). Avoir un métier en accord avec leur(s) conviction(s). Must have verb (can be infinitive)	1	Ils veulent réussir HA <u>nos</u> convictions INV Tolerate <u>convinctions</u> only if in HA to se sentir utiles Poursuivre leur conviction
8	Ils ne <u>s'y</u> reconnaissent plus. Ils ne <u>se</u> reconnaissent plus <u>dans le système</u> (économique).	1	Insist on y / dans le système (économique) Insist on reflexive <u>Ecologique</u> INV
9	(a) l'urgence / la crise <u>écologique et</u> sociale (<u>need both</u>) / les problèmes / difficultés écologiques et sociaux / sociales (b) (Ils risquent) des difficultés financières / problèmes financiers. (Tolerate singular)	2	Economique INV émergence Face à... (without a preceding verb)
10	(a) <u>qu'ils / elles</u> (must be plural or la compagnie / l'organisation) contribue(nt) / une contribution au bien <u>commun / de tous</u> . (b) <u>qu'ils / elles</u> (must be plural or la compagnie / l'organisation) soient soucieux (du bien-être) de leurs employés / travailleurs (au travail). / qu'ils aient de l'empathie ...	2	Reject infinitives or missing pronouns Ils veulent mettre leur énergie etc. HA <u>contribuent</u> Reject <u>employers / employeurs</u> for <u>employés</u> Sympathique / soutien
11	Pour parler / communiquer <u>avec ses parents</u> . Pour montrer <u>à ses parents</u> qu'il n'était pas seul. Pour montrer <u>à ses parents</u> que d'autres jeunes partageaient ses valeurs.	1	Pour ses parents TC Décalage générationnel TV

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Question	Answer	Marks	Not Allowed Responses
12	Ils partagent les mêmes / ses valeurs. (Must be plural) Ils ont les / ces mêmes valeurs. Subject and finite verb needed – allow present or past tense	1	point de vue / situation TV idées ils ont les / ces valeurs la valeur
13	Beaucoup / Ils ont demandé à le voir / sont venus vers Pierre <u>pour voir</u> le documentaire / 250 ont visionné le film. Reference to <u>viewing</u> / <u>screening</u> required. Must be really clear that it isn't the chiefs who <u>screened</u> the film.	1	Projecter <u>En</u> vers Pierre
14	Ils ont (de plus en plus) (de) mal à recruter (les jeunes) / veulent savoir comment attirer eg de nouveaux employés / comment résoudre le problème du recrutement. Le recrutement TC / recruter TC	1	recru <u>i</u> ter / recru <u>i</u> tement / attraction
15	Il ne lui parle plus / a arrêté de lui parler.	1	
16	(un) gros salaire / (une) voiture <u>de fonction(s)</u> / (une) carrière prometteuse or (un) job de rêve Beau / grand / excellent / bon / haut etc for gros (salaire) Must have 2 of 3	1	Reject salarie
17	Son travail n'avait aucun / plus de sens <u>pour lui</u> . Accept <u>sense</u> . Il ne se retrouvait plus dans son travail. Require past tense	1	Reject other spellings of sens (e). se lancer dans la confection de confitures HA
18	(À) la politique / (aux / les) élections municipales / régionales (en Bretagne) / l'engagement politique. Accept il for elle (for Angélique)	1	<u>Grande</u> Bretagne INV (or other places e.g. Espagne) Incorrect spellings of Bretagne acceptable if recognisable.
19	<u>Ils ont</u> l'intention / <u>Avec</u> l'intention de / Pour / Afin de transformer <u>l'entreprise</u> / de <u>la</u> transformer de l'intérieur Verb required / If infinitive must be preceded by pour / afin de / avec l'intention de etc	1	Transformation intérieure Reject any suggestion of interior design, eg when using preposition à (l'intérieur) Transformer l'entreprise TC

Quality of Language: Accuracy (for Questions 7–19)

5 Very Good High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems with transcriptions from the spoken word.
4 Good Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.
3 Adequate Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.
2 Poor Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.
0–1 Very poor Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

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Question	Answer	Marks	Not Allowed Responses
Deuxième entretien : Questions 20–32 Award the mark if the message is conveyed unambiguously. Complete grammatical accuracy is not required.			
20	La proportion / Le pourcentage / Le nombre / La quantité / Le chiffre des / de leurs vêtements portés (par les Français). / Ils ne portent que 30% de leur garde-robe. / Ce qu'ils portent de leur garde-robe / (Ça représente) les vêtements qu'ils portent / portés.	1	Look out for incorrect negative – La proportion qu'ils <u>ne</u> portent <u>pas</u> – and reject.
21	<u>200 millions d'euros de chiffre d'affaires / par an</u>	1	<u>200</u> million figure must be correct
22	(Aux) SDF / personnes (auparavant) exclues / personnes à la rue	1	15 000, if included, must be correct
23	(En la / La) prévention de déchets. Emmaüs / Elle réduit / empêche / prévient / évite les déchets. Accept ils for Emmaüs Accept infinitive	1	Reference to recycling INV Ordures, gaspillage etc
24	Emmaüs les trie. / Le tri / Le triage / trier Emmaüs les répare. / La réparation / réparer Accept ils / il / elle as subject	2	Reject <u>nous</u> as subject. Revendre / collecter Trillage / triyage
25	Ils / Les Français revendent / préfèrent (les) revendre / (leurs vêtements) <u>sur les plateformes / sites</u> (de seconde main). Require subject and mention of plateformes / sites. No need to include de seconde main if state <u>revendre</u> .	1	Revendre TC ... vendre sur des plateformes / sites TC
26	Pour avoir / (se) faire de l'argent. / Ils ont besoin d'argent. / A cause du coût de la vie (qui a augmenté) / Le coût de la vie a augmenté. Parce qu' <u>ils sont des addicts à/de / des accros à/de la mode</u> . Needs verb before or after addicts. Tolerate addicts	2	Reject <u>coup</u> de la vie - INV Qualité de la vie Reject <u>monde</u> for mode – INV Ils changent de mode

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Question	Answer	Marks	Not Allowed Responses
27	(Ils doivent) donner les vêtements / ce <u>qu'ils ne portent / ne mettent / n'utilisent plus / pas</u> (à l'association).	1	Reject donner / donation TC Tu ne le portes pas – donne-le. TC
28	La solidarité / Etre solidaire (avec les gens dans la précarité).	1	une <u>chaîne</u> de solidarité / solide INV
29	Elles ont des moyens démesurés. / Les plateformes sont en concurrence / compétition avec Emmaüs / sont les compétiteurs / les concurrents d'Emmaüs. / Le marché de seconde main <u>en ligne</u> explose. / Emmaüs a des moyens moins démesurés que ses concurrents / les plateformes. Tolerate En concurrent and concurrent / –ance Tolerate ils for elles / or singular	1	Le marché de seconde main explose. TV Compétitions (connotation of sports)
30	(Elle était) meilleure / mieux / plus bonne / bon (qu'aujourd'hui). Ils – referring to dons – étaient etc. Tolerate il or elles	1	Reject answers referring only to % 20 years ago and / or to quality and/or % now. Bonne / bon TC without idea of comparative La qualité a baissé TC

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Question	Answer	Marks	Not Allowed Responses
31	(Elle se sent / Elle est) inquiète / anxieuse. / Elle s'inquiète. Elle ressent de l'inquiétude. Elle est pleine d'inquiétude. (Elle pense que) c'est inquiétant. Present tense required.	1	Inquiétant TC / Inquiéter / <u>Inquiétée</u> / L'inquiétude
32	Elle comprend que ces personnes font face à la pauvreté / ne les critique pas / ne les condamne pas / ne condamne pas (le fait qu'ils doivent vendre leurs vêtements pour se nourrir / pour payer leurs factures) / (trouve que) ce n'est pas normal etc...../.... que c'est anormal Tolerate il for elle (for Florence).	1	abnormal

Quality of Language: Accuracy (for Questions 20–32)

5 Very Good High and consistent levels of accuracy. Only minor errors and slips in spelling and agreements and virtually no problems with transcriptions from the spoken word.
4 Good Accuracy generally quite consistent, but quite a number of minor errors in spelling and agreements and one or two more serious lapses in transcriptions from the spoken word.
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