

A-level  
**FRENCH**  
**7652/1**

Paper 1 Listening, Reading and Writing

---

**Mark Scheme**

June 2022

---

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

**Section A****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Key Idea	Accept	Mark	Notes
01.1	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
01.2	N	Négative	1	

Qu	Key Idea	Accept	Mark	Notes
01.3	P	Positive	1	

Qu	Key Idea	Accept	Mark	Notes
01.4	P+N	Positive + Négative	1	

Qu	Key Idea	Accept	Mark	Notes
02.1	C	Charlotte	1	

Qu	Key Idea	Accept	Mark	Notes
02.2	S	Sophie	1	

Qu	Key Idea	Accept	Mark	Notes
02.3	C	Charlotte	1	

Qu	Key Idea	Accept	Mark	Notes
02.4	M	Michel	1	

Qu	Key Idea	Accept	Mark	Notes
02.5	S	Sophie	1	

Qu	Key Idea	Accept	Mark	Notes
02.6	M	Michel	1	

## Level of response marking instructions for A03

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Determine a mark

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level mark is appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Summary questions**

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.\* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Example:****1**

Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants* or, to demonstrate successful manipulation, *Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

**Serious errors** are defined as those which affect communication.

**Minor errors include:**

*incorrect but close to correct spellings*

*incorrect genders and consequential errors of agreement*

*incorrect or missing accents unless these alter the meaning.*

**Serious errors include:**

*incorrect verb forms especially irregular forms*

*incorrect use of pronouns*

*missing or incorrect agreements of adjectives or past participles.*

Qu	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

*There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.*

*Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 90 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.*

*If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.*

Qu	Key Idea	Accept	Mark	Notes
03	<b>Bullet point 1</b> <ul style="list-style-type: none"> <li>• <u>il a persuadé des sponsors</u> (de lui donner de l'argent)</li> <li>• <u>il a proposé que les visiteurs paient pour entrer dans les cathédrales</u></li> <li>• <u>il a dressé une liste de monuments qui ont besoin de travaux urgents</u></li> </ul>	il a trouvé des nouvelles formes de financement/il a trouvé des sponsors	3	<b>Reject</b>  Il a gagné de l'argent    Il a fait le tour de la France tc
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>il a dû dépenser beaucoup d'argent</u></li> <li>• <u>il a travaillé dur pour participer aux travaux</u></li> </ul>	il a des dettes à cause des travaux  il a aidé avec la restauration	2	<b>Reject</b>
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>il va trouver de l'argent pour les travaux dans les châteaux</u></li> <li>• <u>il va tourner un documentaire sur le prince Charles</u></li> </ul>	il veut introduire des subventions pour les propriétaires de châteaux  il va en Angleterre pour faire une émission de télé/un film <u>sur le prince Charles</u>	2	<b>Reject</b>  past tense but no further penalty for second point if also past tense  avec le prince Charles/du prince Charles



**Question 04**

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Key Idea	Accept	Mark	Notes
04.1	ils ne participent pas à la consultation	ne vont pas participer	2	must suggest future strike
	ils vont lancer un appel à la grève	ils vont faire grève		Reject : ils font grève

Qu	Key Idea	Accept	Mark	Notes
04.2	de protéger l'emploi		2	protéger l'emploi et les salaires = 2
	de ne pas baisser les salaires			

Qu	Key Idea	Accept	Mark	Notes
04.3	les salaires sont (plus) élevés	pour gagner plus	2	
	la (qualité de) vie est meilleure	pour avoir une meilleure (qualité) de vie		

Qu	Key Idea	Accept	Mark	Notes
04.4	Il va revenir de ses vacances	interrompre ses vacances	2	
	il veut continuer à parler aux syndicats			
	il va trouver une solution			
	(any 2 from 3)			

**Section B****Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Key Idea	Accept	Mark	Notes
05	M	sournoise	1	must be in this order
	L	seule	1	
	K	secret	1	
	E	hasard	1	
	B	conçu	1	
	C	conviviale	1	
	A	concours	1	
	F	montant	1	
	J	rompue	1	
	D	élu	1	

Qu	Key Idea	Mark	Notes
06.1	unique	1	

Qu	Accept	Mark	Notes
06.2	incontournable	1	

Qu	Accept	Mark	Notes
06.3	trajectoires	1	

Qu	Accept	Mark	Notes
06.4	reliées	1	

Qu	Accept	Mark	Notes
06.5	problématique	1	

Qu	Accept	Mark	Notes
06.6	tout juste	1	

Qu	Accept	Mark	Notes
06.7	clôture	1	

Qu	Accept	Mark	Notes
06.8	en dehors de	1	

**Question 07**

Reject answers with extra information that changes or contradicts the meaning.

Reject answers with extra information as a result of indiscriminate/untargeted lifting from the source material.

Qu	Key Idea	Accept	Mark	Notes
07.1	(il lui a demandé) de <u>se</u> lever  (et de lui) dire son nom		2	Copying : levez-vous et dites-moi votre nom = 1 (nfp)

Qu	Key Idea	Accept	Mark	Notes
07.2	ils ont ri/ils riaient  ils se sont moqués/se moquaient de lui		2	

Qu	Key Idea	Accept	Mark	Notes
07.3	il ne parlait pas fort  le professeur n'a pas compris (sa réponse)	le professeur ne l'a pas entendu  son nom n'était pas intelligible	2	

Qu	Key Idea	Accept	Mark	Notes
07.4	il regardait la classe sévèrement  il a sorti une canne	il avait un regard sévère  il avait une canne (pour les frapper)	2	

Qu	Key Idea	Accept	Mark	Notes
07.5	il aura des devoirs <u>supplémentaires</u>  il copiera (20 fois) le verbe être	le professeur lui donnera des devoirs supplémentaires  il fera des lignes	2	

Qu	Key Idea	Accept	Mark	Notes
07.6	il lançait des boulettes/du papier  Charles ne bougeait pas/ne le regardait pas	il n'a pas réagi	2	

## Level of response marking instructions for A03

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There is one mark in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Determine a mark

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level mark is appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Summary questions**

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. \* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Example:****1**

Text includes *Après avoir fait des études elle est devenue médecin.*

Summary task includes the bullet point *Ce qu'elle a fait avant de devenir médecin.*

Correct answer is *Elle a fait des études.*

Student writes in response to that bullet point *Après avoir fait des études elle est devenue médecin.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *parce que les ordinateurs remplaceront les enseignants.*

Summary task includes the bullet point *Les évolutions technologiques anticipées.*

Correct answer is *Les ordinateurs remplaceront les enseignants or, to demonstrate successful manipulation, Les enseignants seront remplacés par les ordinateurs.*

Student writes in response to that bullet point *Parce que les ordinateurs remplaceront les enseignants.*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**Serious errors** are defined as those which affect communication.

**Minor errors include:**

*incorrect but close to correct spellings*

*incorrect genders and consequential errors of agreement*

*incorrect or missing accents unless these alter the meaning.*

**Serious errors include:**

*incorrect verb forms especially irregular forms*

*incorrect use of pronouns*

*missing or incorrect agreements of adjectives or past participles.*

Qu	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

*There is no need to use different items of vocabulary from the original text/listening passage in order to access a high AO3 mark as the AO3 mark is for manipulating structures and showing a grasp of grammar. This could include using different items of vocabulary in some cases but need not necessarily.*

*Examiners will award the AO3 mark on a 'best fit' basis. If, for example, a student produces 90 words of material which is relevant to six of the seven content points but omits one content point entirely, that student could still have access to 5 marks for AO3. A mark of zero for AO1/AO2 will lead automatically to a mark of zero for AO3 but otherwise the AO1/AO2 mark and the AO3 mark are awarded independently.*

*If the material relevant to one of the content points appears after marking stops, the student can still have access to 5 marks for AO3 based on the relevant material in relation to the other content points.*

Qu	Key Idea	Accept	Mark	Notes
08	<b>Bullet point 1</b> <ul style="list-style-type: none"> <li>• <u>il est venu en France pour trouver du travail</u></li> <li>• <u>il envoyait /des enveloppes/de l'argent à sa femme</u></li> </ul>	il y avait trop de chômage au Maroc/gagner sa vie au Maroc était impossible  son travail permettait à sa femme d'avoir un meilleur niveau de vie	2	<b>Reject:</b> il existait, c'était tout with no clarification
	<b>Bullet point 2</b> <ul style="list-style-type: none"> <li>• <u>sa femme est venue le rejoindre</u></li> <li>• <u>ses parents sont morts/il a perdu le contact avec ses amis marocains</u></li> <li>• <u>il est resté pour avoir /des droits sociaux/des soins médicaux</u></li> </ul>	il comptait sur le système de santé	3	<b>Reject</b>
	<b>Bullet point 3</b> <ul style="list-style-type: none"> <li>• <u>il y a des avantages économiques</u></li> <li>• <u>l'immigration enrichit la vie culturelle</u></li> </ul>	sans immigration, la croissance économique diminuerait  les Français ont l'occasion de découvrir une autre culture	2	<b>Reject</b>



Qu	Key Idea	Accept	Mark	Notes
09.1	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.2	ND	Information non-donnée	1	

Qu	Key Idea	Accept	Mark	Notes
09.3	F	Faux	1	

Qu	Key Idea	Accept	Mark	Notes
09.4	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.5	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.6	ND	Information non-donnée	1	

Qu	Key Idea	Accept	Mark	Notes
09.7	V	Vrai	1	

Qu	Key Idea	Accept	Mark	Notes
09.8	F	Faux	1	

**Question 09.9 Guidance on level of accuracy in translations into the target language****Errors of accent**

Errors of accent are accepted unless (a) they are grammatical or (b) the inclusion of the accent(s) causes ambiguity.

**Errors of spelling**

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

**Errors of gender**

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

**Alternative answers**

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

**A successful translation**

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

**Repeated errors**

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

<b>Qu</b>			
<b>09.9</b>	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
<b>Box</b>		<b>Accept</b>	<b>Notes</b>
1	People live	Les/des gens/personnes habitent/vivent	
2	in a vulnerable neighbourhood	dans un quartier/une banlieue vulnérable/chaud(e)	Reject: arrondissement/region defavorisé
3	because they are poor.	car/parce qu'ils sont pauvres/défavorisés/démunis.	
4	They stay there	Ils y restent/ils restent là	Là-bas
5	as the lack of work	comme/puisque/parce que/car le manque de travail/d'emploi(s)	A cause de...
6	discourages them.	les décourage.	
7	Boredom leads to fights.	L'ennui mène/conduit aux/à /entraîne des bagarres/luttes/affrontements/combats.	Reject: la violence
8	The presence of drugs	La présence de (la) drogue/de(s) drogues/stupéfiants	

9	has made the situation worse.	a rendu la situation pire.	Accept : a empiré/aggravé la situation
10	The young think	Les jeunes pensent/croient	
11	that they are rejected.	qu'ils sont rejetés.	Reject: marginalisés/abandonnés
12	If they fall into delinquency,	S'ils tombent dans la délinquance,	
13	they will obtain	ils obtiendront/acquerront/auront/gagneront	
14	more respect.	plus de respect.	
15	In order to change the mentality	Afin de/pour changer la mentalité	
16	of the disadvantaged,	des marginalisés/défavorisés/démunis,	
17	the mayor must make efforts	le/la maire doit faire des efforts	
18	to allow the inhabitants to	pour permettre aux habitants de	
19	take part in decisions	participer/prendre part aux décisions	Reject: faire parti
20	which concern them	qui les concernent/regardent/touchent	
21	so that they can	afin/pour qu'ils puissent	
22	feel valued.	se sentir valorisés.	
23	Parents should encourage	Les parents devraient encourager	
24	their children to avoid	leurs enfants à éviter de	
25	taking drugs.	se droguer/prendre/consommer (de) la drogue/des drogues.	
26	If they explained	S'ils expliquaient	
27	to potential delinquents	aux délinquants potentiels/possibles/éventuels	
28	the dangers of terrorising others,	les dangers/les risques de terroriser/autrui/ les autres,	
29	they might stop	ils pourraient arrêter/cesser	Accept : ils arrêteraient peut-être
30	wielding knives.	de manier/brandir le couteau/les/des/couteaux.	Reject : utiliser

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

**Question 10 Acceptable quality of English in translations into English****Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

**Example**

	<b>Accept</b>	<b>Reject</b>
Ce jour-là, il pleuvait.	That day it was raining. That day it was wet. It was a rainy day, that day.	It rained all day. That day the weather was bad.

<b>Qu</b>			
<b>10</b>	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
<b>Box</b>		<b>Accept</b>	<b>Notes</b>
1	Les chiffres de l'immigration	Immigration figures/statistics/numbers/figures on/for immigration	Reject: the figures of immigration
2	provoquent depuis des années	for years have caused/provoked/sparked/triggered	Reject: present tense
3	un débat passionné.	(a) passionate/fierce/heated debate.	
4	Les Français interrogés il y a deux ans	French (people)/the French questioned/asked/interviewed two years ago/back	Reject : interrogated
5	par les journalistes d'une chaîne de télévision	by journalists of/from/on a TV channel/station/network	Reject: chain
6	estimaient que les immigrés	thought/reckoned/estimated/guessed that immigrants	
7	représentaient 25% de la population alors que	represented/made up 25% of the population whereas/while/when	
8	le nombre réel n'était que de 8%.	the real number/figure/statistic was <u>only</u> 8%.	

9	La concentration des étrangers	The concentration of foreigners	
10	dans des quartiers modestes	in modest/humble/working class areas/neighbourhoods	Reject: poor quarters
11	peut conduire les Français	can/may lead the French/French people	Reject: drive/conduct
12	à surestimer la proportion d'immigrés.	to overestimate the proportion of immigrants.	
13	Afin d'éviter tout malentendu,	(In order) to avoid any/all misunderstanding	
14	il faudra que le public prenne conscience de la réalité.	the public will have to be aware/conscious of the reality.	
15	Des études publiées depuis peu	Studies published/out recently	
16	montrent clairement que les gens,	show/demonstrate clearly that (the) people,	
17	s'ils avaient été mieux renseignés,	if they had been better informed/given better information	
18	auraient été moins enclins	would have been less inclined/likely/prone	
19	à en venir à la conclusion	to come to/to draw/to arrive at the conclusion	
20	que les immigrants étaient trop nombreux.	that (the) immigrants were too numerous/there were too many immigrants.	

---

<b>Conversion grid</b>	
<b>Number of ticks</b>	<b>Mark</b>
19–20	10
17–18	9
15–16	8
13–14	7
11–12	6
9–10	5
7–8	4
5–6	3
3–4	2
1–2	1
0	0