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 Assessment Writer.

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
**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. Minor spelling 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, e.g. by ‘lifting’ an element from the original which does not match the phrasing of the question set.

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<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.1</td>
<td>E</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>01.2</td>
<td>D</td>
<td>1</td>
<td></td>
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<tr>
<td>01.3</td>
<td>H</td>
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<td></td>
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<td>01.4</td>
<td>A</td>
<td>1</td>
<td></td>
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<tr>
<td>01.5</td>
<td>F</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>01.6</td>
<td>G</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>02.1</td>
<td>P</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>02.2</td>
<td>P/N</td>
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<td></td>
</tr>
<tr>
<td>02.3</td>
<td>P</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Qu</td>
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<td>Mark</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>02.4</td>
<td>N</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>02.5</td>
<td>P/N</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>02.6</td>
<td>P</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>02.7</td>
<td>P</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.1</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.2</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.3</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.4</td>
<td>B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.5</td>
<td>B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.6</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.7</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.8</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Qu</td>
<td>Accept</td>
<td>Mark</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------</td>
<td>-------</td>
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<tr>
<td>03.9</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>03.10</td>
<td>B</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu 4</th>
<th>Accept (key idea underlined)</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Die Tour findet <strong>zwischen dem 15. Juni und dem 31. Juli</strong> statt. (1)</td>
<td>2</td>
<td>In Qu 4 as a whole, reject ‘eure’ etc on first occurrence; disregard as repeat error on any subsequent occurrence. Accept ‘im Juni und im Juli’ Reject ‘im Juni’ / ‘im Juli’ / ‘im Sommer’ Reject ‘durch...’</td>
</tr>
<tr>
<td>Bullet 1</td>
<td>...in fünf deutschen Regionen... (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any 3 from 5:</td>
<td>Die interaktiven Workshops sollen <strong>den Teilnehmern helfen, ihre (digitalen) Kompetenzen... zu stärken</strong>. (1)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>...und ihr Selbstbewusstsein (im Umgang mit digitalen Medien)... (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sie zeigen</strong> (den Teilnehmern), <strong>wie (die digitale) Technik funktioniert</strong> (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>und was sie damit erreichen können, (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sie fördern Kreativität.</strong> (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullet 2</td>
<td>Die Schülerinnen / Schüler / Sie werden sich dafür begeistern, (1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>weil sie alle Schulbücher hochladen können / weil sie keine schwere Schultasche mehr tragen müssen. (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 70 and 80 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, e.g. 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

Text includes ‘…obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.’

Summary task includes the bullet point ‘die Folgen für Kinder, die zu viel fernsehen’.

Correct answer is ‘Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden’ or, to demonstrate successful manipulation, ‘Sie könnten im späteren Leben aggressiver werden’.

Student writes in response to that bullet point ‘Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden’.

No credit for AO1 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Minor errors include:
incorrect spellings (unless the meaning is changed);
misuse of lower case and capital letters;
incorrect gender (unless the meaning is changed);
incorrect adjectival endings.

Serious errors include:
incorrect verb forms;
incorrect word order in main and subordinate clauses;
incorrect case endings, including pronouns.

<table>
<thead>
<tr>
<th>Mark</th>
<th>AO3 quality of language marks in listening and reading summary tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>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 structures accurately where required by the task.</td>
</tr>
<tr>
<td>4</td>
<td>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 structures accurately where required by the task.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.</td>
</tr>
<tr>
<td>2</td>
<td>The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.</td>
</tr>
<tr>
<td>1</td>
<td>The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.</td>
</tr>
<tr>
<td>0</td>
<td>The student produces nothing worthy of credit.</td>
</tr>
</tbody>
</table>
Indicative content:

Summary 1: 5/5

Die Think Big Tour findet in Juni und Juli in fünf deutschen Regionen statt. Die interaktiven Workshops sollen den Teilnehmern helfen, ihre digitalen Kompetenzen und ihr Selbstbewusstsein im Umgang mit digitalen Medien zu stärken. Sie sollen ihnen zeigen, was sie mit digitaler Technik erreichen können. Die Schülerinnen und Schüler werden sich für die Schul-Cloud begeistern, weil sie keine schwere Schultasche mehr tragen müssen. (63 words)

Summary 2: 4/5

Die Think Big Tour findet statt in Juni und Juli in fünf deutschen Regionen. Die interaktiven Workshops sollen den Teilnehmern helfen, ihre digitalen Kompetenzen und ihr Selbstbewusstsein im Umgang mit digitalen Medien zu stärken. Sie sollen ihnen zeigen, was sie mit digitaler Technik erreichen können. Die Schülerin und Schüler wird sich für die Schul-Cloud begeistern, weil sie keine schwere Schultasche mehr tragen müssen. (63 words)

Summary 3: 3/5


Summary 4: 2/5


Summary 5: 1/5

Der Think Big Tour fährt zwischen den 15 juni und 31 juli durch fünf deutshen regionen. Die interaktive Workshops stärkt ihr eure digitale kompetenzen und eure selbsbewusstsein im umgang mit digitale medien. Wir ziegen euch nich nur wie Digitalen technik zu funktioniert. Die Schulerin und Schuler wird sich begiestert für der Shul-Cloud, wiei si müsst kein schwer schultashe mehr trage. (60 words)
### 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. Minor spelling 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, e.g. by 'lifting’ an element from the original which does not match the phrasing of the question set.

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.1</td>
<td>Kurt</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.2</td>
<td>Alex</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.3</td>
<td>Manfred</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.4</td>
<td>Kurt</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.5</td>
<td>Manfred</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.6</td>
<td>Alex</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.7</td>
<td>Kurt</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>05.8</td>
<td>Manfred</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Qu</td>
<td>Accept</td>
<td>Mark</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>06.1</td>
<td>F</td>
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<td></td>
</tr>
<tr>
<td>06.2</td>
<td>R</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>06.3</td>
<td>N A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>06.4</td>
<td>F</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>06.5</td>
<td>F</td>
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<td></td>
</tr>
<tr>
<td>06.6</td>
<td>N A</td>
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<td></td>
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<td>06.7</td>
<td>R</td>
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</tr>
<tr>
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<td>J</td>
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<tr>
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</tr>
<tr>
<td>07.3</td>
<td>D</td>
<td>1</td>
<td></td>
</tr>
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</table>
### 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 70 and 80 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.

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*Example

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Summary task includes the bullet point ‘die Folgen für Kinder, die zu viel fernsehen’.
Correct answer is ‘Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden’ or, to demonstrate successful manipulation, ‘Sie könnten im späteren Leben aggressiver werden’.

Student writes in response to that bullet point ‘Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden’.

No credit for AO2 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

**Minor errors include:**
- incorrect spellings (unless the meaning is changed);
- misuse of lower case and capital letters;
- incorrect gender (unless the meaning is changed);
- incorrect adjectival endings.

**Serious errors include:**
- incorrect verb forms;
- incorrect word order in main and subordinate clauses;
- incorrect case endings, including pronouns.

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</tr>
<tr>
<td>3</td>
<td>The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.</td>
</tr>
<tr>
<td>2</td>
<td>The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.</td>
</tr>
<tr>
<td>1</td>
<td>The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.</td>
</tr>
<tr>
<td>0</td>
<td>The student produces nothing worthy of credit.</td>
</tr>
</tbody>
</table>
Indicative content:

Summary 1: 5/5
Nachdem Annabel Schäfer das Thema Jugendwerte geforscht hat, hat sie ihre Ergebnisse veröffentlicht. Sie hat gefunden, dass traditionelle Werte Wichtig sind. Vor 50 Jahren sah es anders aus: Viele Jungendliche waren politisch engagiert und waren gegen die Regierung. Viele Mädchen haben heute eine Problem, weil sie eine erfolgreiche Karriere mit einem Mann und zwei Kindern verbinden wollen. Oft kann die Mutter nicht mehr arbeiten, wenn sie ein Baby bekommen hat. (70 words)

Summary 2: 4/5
Nachdem Annabel Schäfer hat Forschung zum Thema Jugendwerte in Deutschland gemacht, hat sie ihre Ergebnisse veröffentlicht. Sie hat gefunden, dass traditionelle Werte Wichtig sind. Vor 50 Jahren viele Jungendliche waren politisch engagiert und gegen die Regierung. Viele Mädchen haben heute eine Problem, weil sie eine erfolgreiche Karriere mit ein Mann und zwei Kinder verbinden wollen. Oft kann die Mutter nicht mehr arbeiten, wenn sie ein Baby bekommt hat. (68 words)

Summary 3: 3/5
Nachdem Annabel Schäfer hat Forschung zum Thema Jugendwerte in Deutschland gemacht, sie hat die Ergebnisse ihre Studie veröffentlicht. Sie hat entdeckt, das Traditionelle Werte hoch im Kurs sind. Vor 50 Jahren die jungend war meist politisch engagiert und gegen das System. Mädchen haben heute eine Problem, weil sie wollen eine erfolgreiche Karriere mit ein Mann und zwei Kinder verbindet. Oft die Mutter kann nicht mehr arbeitet, wenn sie ein Baby bekommt hat. (72 words)

Summary 4: 2/5
Annabel Schäfer hat im lezten Jahr Forschung zum Thema Jugendwerte in Deutschland gemacht. Sie hat die Ergebnisse ihre Studie veröffentlicht. Sie hat entdeckt, das Traditionelle Werte hoch im Kurs ist. Vor 50 Jahren die jungend war miest politisch engagiert und gegen das System. Madchen hat eine problem, legt es aber auch oft Wert auf eine erfolgreiche Karriere, weil wenn bekommt ein Ehepaar doch ein baby, muss die neue Mutter meistens noch auf ihre Karriere verzichten. (75 words)

Summary 5: 1/5
Annabel Schäfer hat im lezten Jahr Forschung zum Thema Jugendwerte in Deutschland. Hat sie die Ergebnisse ihre Studie veröffentlicht. Hat entdeckt, das Traditionelle Werte ist hoch im Kurs. Vor 50 Jahren die jungend war miest politisch engagiert und gegen das System. Madchen hat eine problem, legt es aber auch oft Wert auf eine erfolgreiche Karriere, weil wenn bekommen ein Ehepaar doch eine baby, die neue Mutter muss meistens noch auf ihrer Karriere verzichth. (73 words)

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.2</td>
<td>One from two: Sauberkeit (1) Pünktlichkeit (1)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.3</td>
<td>Sie glauben ihnen/den Zeitungen</td>
<td>1</td>
<td>Accept: …..einem Medium</td>
</tr>
<tr>
<td>Qu</td>
<td>Accept</td>
<td>Mark</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>08.4</td>
<td>(Sie informieren sich) im Internet</td>
<td>1</td>
<td>Accept: On-line</td>
</tr>
<tr>
<td>08.5</td>
<td>Internet-Mobbing/Es ist gestiegen</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>08.6</td>
<td>Sie sind gleich betroffen</td>
<td>1</td>
<td>Reject: Verbreiten von Beleidigungen</td>
</tr>
<tr>
<td>09.1</td>
<td>(Er bietet/gibt) kostenlose Veranstaltungstickets (1) an Menschen, die maximal 900 Euro (netto pro Monat) verdienen (1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>09.2</td>
<td>jeder Berliner soll die kulturelle Vielfalt/die Kultur (der Stadt) genießen</td>
<td>1</td>
<td>Reject: egal wie groß sein Geldbeutel ist.</td>
</tr>
<tr>
<td>09.3</td>
<td>13.000 Gäste haben sich angemeldet</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>09.4</td>
<td>man meldet sich an (1)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helfer rufen die Gäste an (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gäste bekommen zwei Tickets (auf Wunsch und nach Verfügbarkeit) (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 e.g. 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

<table>
<thead>
<tr>
<th>Qu</th>
<th>Accept</th>
<th>Mark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.5</td>
<td>One from two: Sie baut Isolation ab / reduziert Isolation / Abbau der Isolation (1) (Hilfe mit) persönliche(r) Bereicherung. (1)</td>
<td>1</td>
<td>Reject: baut Isolation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dies war bisher ohne die Hilfe von anderen nicht möglich.</th>
<th>Accept</th>
<th>Reject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previously that was not possible without the help of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up till then it was possible only with the help of others / with other people helping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously the help of others was essential for this to take place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously that was not possible without other help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up till then it was possible with the help of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously it was important for other people to help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up till then nothing was possible without the help of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.

<table>
<thead>
<tr>
<th>German</th>
<th>Possible English answer</th>
<th>Other acceptable answers</th>
<th>Unacceptable answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsere Informationsgesellschaft hat sich ... entwickelt.</td>
<td>Our information society has developed</td>
<td>developed</td>
<td>Our IT society... Our IT company... is developed.</td>
</tr>
<tr>
<td>in den letzten Jahren dramatisch</td>
<td>dramatically in recent years.</td>
<td>in the last few years.</td>
<td>dramatically in the last years dramatically in the last year</td>
</tr>
<tr>
<td>Immer mehr sind wichtige Informationen</td>
<td>Increasingly, important information is</td>
<td>More and more / ever more crucial / significant news / pieces of information</td>
<td>More and more important information is Information is more and more important</td>
</tr>
<tr>
<td>nur noch im Internet erhältlich.</td>
<td>only available on the internet.</td>
<td>just… on line</td>
<td>still receivable on the internet</td>
</tr>
<tr>
<td>In der Schweiz ... die Organisation „Zugang für alle“</td>
<td>In Switzerland the organisation 'Access for All'</td>
<td>The Swiss (organisation…)</td>
<td>……access for everything</td>
</tr>
<tr>
<td>kämpft ... seit dem Jahr 2000 für barrierefreie Technologie.</td>
<td>has been campaigning for barrier-free technology since 2000.</td>
<td>has campaigned… …fighting / battling… …since the year 2000 / the turn of the century / the turn of the millennium / the new millennium</td>
<td>is campaigning since 2000…</td>
</tr>
<tr>
<td>German</td>
<td>Possible English answer</td>
<td>Other acceptable answers</td>
<td>Unacceptable answers</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dank dieser Initiative ist schon viel erreicht worden.</td>
<td>Thanks to this initiative a lot has already been achieved.</td>
<td>Because of / As a result of…</td>
<td>………many have been reached.</td>
</tr>
<tr>
<td>Ein gutes Beispiel sind die Bildschirmleseprogramme, die blinden und sehbehinderten Menschen erlauben,</td>
<td>A good example is screen readers which allow blind and partially sighted people</td>
<td>…are…</td>
<td>………is the picture programmes……</td>
</tr>
<tr>
<td>populäre Online-Dienste wie Reiseplanung zu nutzen.</td>
<td>to use popular on line services such as journey planning.</td>
<td>…exploit / make use of…</td>
<td>to plan journeys on line.</td>
</tr>
<tr>
<td>Dies war bisher ohne die Hilfe von anderen nicht möglich.</td>
<td>Previously that was not possible without the help of others.</td>
<td>This…</td>
<td>………without other/further help.</td>
</tr>
</tbody>
</table>

