



# **GERMAN: SECOND LANGUAGE**

## **ATAR course examination 2018**

### **Written marking key**

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

**Section One**  
**Response: Listening**

30% (43 Marks)

**Text 1: Zahl der Pendler****Question 1 (3 marks)**

What did an evaluation by the Technical University of Munich reveal?

Description	Marks
number of commuters in 2017	1
reached a new record	1
<b>Total</b>	<b>3</b>

**Question 2 (5 marks)**

Complete the following sentences.

(a) Sixty per cent of workers

Description	Marks
commute (to work) in another city or town(ship)/district	1
	1
	1
<b>Total</b>	<b>3</b>

(b) Around two-thirds of workers in Frankfurt am Main, Düsseldorf and Stuttgart

Description	Marks
come (to work) from out of town/elsewhere	1
	1
<b>Total</b>	<b>2</b>

**Question 3 (3 marks)**

Tick (✓) the factors in the table below that have led to the trend referred to in the news item.

Description	Marks
rising rental costs	1
there is not as much green space in the city	1
it is safer in the country	1
<b>Total</b>	<b>3</b>

**Question 4 (3 marks)**

List the **three** negative outcomes of a longer journey to work.

Description	Marks
they are (commuters) frequently stressed	1
have greater time pressure	1
more sick days	1
<b>Total</b>	<b>3</b>

**Text 2: Eine moderne Schulausbildung****Question 5****(3 marks)**

What is the topic of the radio program?

Description	Marks
Totally/entirely/completely	1
digital	1
education	1
<b>Total</b>	<b>3</b>

**Question 6****(2 marks)**

What is the announcer's opinion of the equipment required at his son's school?

Description	Marks
expensive/dear	1
over the top/excessive	1
<b>Total</b>	<b>2</b>

**Question 7****(3 marks)**

What negative comment does Rosi make about the use of technology at university?

Description	Marks
distraction/temptation	1
to email	1
chat (online)	1
<b>Total</b>	<b>3</b>

**Question 8****(2 marks)**

Explain Rosi's difficulty with the use of pen and paper.

Description	Marks
after a day	1
cannot read handwriting	1
<b>or</b>	
out of practice	1
writing neatly	1
<b>Total</b>	<b>2</b>

**Question 9****(1 mark)**

How does Rosi feel when her battery is flat?

Description	Marks
annoyed	1
<b>Total</b>	<b>1</b>

**Text 3: Das Leben nach der Schule****Part (i)****Question 10****(2 marks)**

What did Hans do after completing school?

Description	Marks
travelled	1
99 days	1
<b>Total</b>	<b>2</b>

**Question 11****(3 marks)**

Why does Tanja want to go travelling?

Description	Marks
has only been on holiday/vacation	1
to three continents	1
so far/only ever	1
<b>or</b>	
has not been on holidays/vacation	1
to four continents	1
so far/only ever	1
<b>Total</b>	<b>3</b>

**Question 12****(3 marks)**

How did Hans plan for his journey?

Description	Marks
sold	1
or gave away	1
everything	1
<b>or</b>	
no plan	
no destination	
always lucky	
<b>Total</b>	<b>3</b>

**Question 13****(4 marks)**

(a) What did the first driver who picked up Hans offer him?

**(2 marks)**

Description	Marks
casual job/temporary	1
in his company/firm	1
<b>Total</b>	<b>2</b>

(b) What was the result of this? (2 marks)

Description		Marks
worked		1
for 2 weeks		1
<b>Total</b>		<b>2</b>

**Part (ii)**

**Question 14** (3 marks)

What does Hans suggest to Tanja about her future plans?

Description		Marks
<i>First of all:</i>	study or learn something for life	1
<i>Postpone:</i>	travel	1
	time off/take a break	1
<b>Total</b>		<b>3</b>

**Question 15** (3 marks)

What financial incentive does Hans offer Tanja?

Description		Marks
1000 Euro		1
for every completed		1
year of study		1
<b>Total</b>		<b>3</b>

## Section Two

Response: Viewing and reading

30% (62 Marks)

Text 4: *Ich hau' ab*

## Question 16

(2 marks)

What question is the writer asking himself?

Description	Marks
whether it is time	1
to move out/leave home	1
<b>Total</b>	<b>2</b>

## Question 17

(4 marks)

What does the writer look forward to?

Description	Marks
running a household	1
how he wants to	1
bearing/taking on more	1
personal responsibility	1
<b>Total</b>	<b>4</b>

## Question 18

(5 marks)

Outline why the writer finds family meals on the weekend annoying.

Description	Marks
eating is just for a purpose/necessity	1
parents are opinionated/obstinate	1
do not tolerate	1
different/opposing opinions	1
particularly at the dinner table	1
<b>Total</b>	<b>5</b>

## Question 19

(2 marks)

What does he say about his relationship with his brother?

Description	Marks
last year hardly saw each other	1
due to his girlfriend	1
<b>or</b>	
when they see each other	1
at each other's throats/at loggerheads	1
<b>Total</b>	<b>2</b>

## Question 20

(3 marks)

Why is he not sure about leaving home?

Description	Marks
he has his own space	1
food	1
and lodging	1
<b>Total</b>	<b>3</b>

**Text 5: Party, Feiern und Co.****Question 21****(5 marks)**

According to the article, what is the law in regard to children:

- (a) attending public dance parties?
- (3 marks)**

Description	Marks
under 16	1
not allowed to (attend/participate)	1
unless accompanied by a legal guardian	1
<b>Total</b>	<b>3</b>

- (b) attending a private event?
- (2 marks)**

Description	Marks
children can go	1
as long as parents give permission/allow them	1
<b>Total</b>	<b>2</b>

**Question 22****(3 marks)**

Refer to the text. Tick (✓) the statements below that relate to setting rules for going to parties.

Description	Marks
Parents and children should determine the rules for going to parties.	1
Knowing who the child is going to the party with and where the party is being held is important.	1
Parents have the right to sometimes make exceptions to the rules.	1
<b>Total</b>	<b>3</b>

**Question 23****(5 marks)**

Describe public and private alcohol consumption among young people.

Description	Marks
<b>Public</b>	
covered by law	1
(boys and girls) under 16	1
not permitted to drink alcohol	1
<b>Subtotal</b>	<b>3</b>
<b>Private</b>	
discretion/decision of/judgement up to parents	1
if their son or daughter/child can drink or not	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>5</b>

**Question 24****(4 marks)**

According to the article, what **three** pieces of information should parents explain to their children in relation to alcohol?

Description	Marks
the dangers of alcohol	1
the dangers of addiction	1
that regular consumption (of alcohol) is harmful/damaging	1
<b>Total</b>	<b>4</b>

**Question 25****(9 marks)**

When young people organise their own parties, what advice does the article provide in relation to

- (a) planning a party? (1 mark)

Description	Marks
should be done by parents and children (together)	1
<b>Total</b>	<b>1</b>

- (b) the time frame of a party? (4 marks)

Description	Marks
agree (on a time frame)	1
guests should be informed from the outset/before the party of the finishing time	1
<b>Total</b>	<b>4</b>

- (c) alcohol consumption when everyone is over 16 years of age? (3 marks)

Description	Marks
beer, wine, champagne/sparkling wine in moderation	1
no spirits/high percentage alcohol	1
<b>Total</b>	<b>3</b>

- (d) where parents should be during the party? (1 mark)

Description	Marks
parents should be in another room	1
<b>Total</b>	<b>1</b>



**Text 6: Arbeiten in der Schweiz – 10 Dinge, die Sie beachten müssen****Question 26****(3 marks)**According to the article, what **three** things attract tourists to Switzerland?

Description	Marks
green (alpine) pastures	1
astonishing/impressive gorges/canyons/ravines	1
magical lakes	1
<b>Total</b>	<b>3</b>

**Question 27****(6 marks)**

Refer to the text. Tick (✓) the statements below as true or false.

Description			Marks
Statement	True	False	
Swiss salaries are the best in the world.		✓	1
If you are trained in the areas of IT, gastronomy or medicine, you have a good chance of finding a well-paid job.	✓		1
Swiss people don't like to discuss salaries.	✓		1
EU citizens can be unemployed in Switzerland for up to 90 days a year without a visa.		✓	1
It is easy for German immigrants to visit their homes.	✓		1
Swiss are not particularly interested in the environment and animal welfare.		✓	1
<b>Total</b>			<b>6</b>

**Question 28****(3 marks)**

Refer to the text. Tick (✓) the statements below that relate to factors you should be aware of when working in Switzerland.

Description	Marks
Salaries in Switzerland are high because of a high cost of living.	1
EU citizens need a work permit to work in Switzerland.	1
When job hunting, the most important thing to consider is the language spoken.	1
<b>Total</b>	<b>3</b>

**Question 29****(6 marks)**

Complete the table below by explaining the significance of the given time frames in relation to employment conditions in Switzerland.

Description		Marks
60 hours	expected to work each week	1
4 weeks	average	1
	annual holiday	1
1–3 months	period of notice (when resigning)	1
7 days	time within you can lose your job	1
	during probationary time/trial period	1
<b>Total</b>		<b>6</b>

**Question 30****(2 marks)**

According to the article, what will a good salary and beautiful environment help a person to do?

Description		Marks
forget		1
any/the possible teething problems/starting difficulties		1
<b>Total</b>		<b>2</b>

## Section Three: Written communication

40% (40 Marks)

## Part A: Stimulus response

20% (20 marks)

## Question 31

(20 marks)

Using the graffiti as a stimulus, write a speech for your classmates in which you discuss how advances in technology have impacted on society's values.

Description	Marks
<b>Content and relevance of response to the stimulus text</b>	
Provides detailed content that relates to the information in the stimulus text.	6
Engages the audience and provides supporting information with well-developed examples.	
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration.	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information.	3
Includes some content that superficially addresses some of the information in the stimulus text.	2
Provides content which has little relevance to the stimulus text.	1
Relies heavily on content that has no relevance to the stimulus text or provides insufficient content.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structures with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
No application of rules. Evidence of literal translations from English.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a speech; informal register, responding to the stimulus topic.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 32

(20 marks)

Write a blog posting summarising the survey results provided and giving your opinion as to why teenagers engage in this behaviour and the extent to which they participate.

Description	Marks
<b>Content and relevance of response to the stimulus text</b>	
Provides detailed content that relates to the information in the stimulus text. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the content required and relates it to the stimulus text. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects in the stimulus text with some elaboration.	4
Uses familiar content which is generally relevant to the stimulus text. Attempts to clarify information.	3
Includes some content that superficially addresses some of the information in the stimulus text.	2
Provides content which has little relevance to the stimulus text.	1
Relies heavily on content that has no relevance to the stimulus text or provides insufficient content.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
No application of rules. Evidence of literal translations from English.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a blog posting; informal register, responding to the stimulus topic.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows evidence of some sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

**Part B: Extended response****20% (20 marks)****Question 33****(20 marks)**

Write a personal account of how your relationship with your family has influenced your ability to interact with others. Give specific examples to support this.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Relies heavily on content that has no relevance to the question or provides insufficient content.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Shows no application of rules. Evidence of literal translations from English.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a reflective account; informal register, personal.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 34

(20 marks)

You have been asked to write an article for an environmental magazine on the following topic: Repairing is better than recycling. List **three** reasons why it is better to repair items, outlining the benefits to the individual and the community.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Relies heavily on content that has no relevance to the question or provides insufficient content.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Shows no application of rules. Evidence of literal translations from English.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes a magazine article; formal register, presenting ideas and opinions.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## Question 35

(20 marks)

You have been offered a job in Austria and are unsure whether you should take up the opportunity or finish your studies in Australia. Write an email to your friend, in which you outline your concerns and ask them for advice.

Description	Marks
<b>Content and relevance</b>	
Provides detailed information. Engages the audience and provides supporting information with well-developed examples.	6
Includes most of the information required by the question. Uses examples to elaborate but may be superficial with treatment of some information.	5
Uses content which is generally relevant and covers a range of aspects with some elaboration.	4
Uses familiar content which is generally relevant. Attempts to clarify information.	3
Includes some information that is irrelevant to the question and highly repetitive.	2
Provides content which has little relevance to the question.	1
Relies heavily on content that has no relevance to the question or provides insufficient content.	0
<b>Subtotal</b>	<b>6</b>
<b>Grammar</b>	
Uses a range of grammar and complex sentence structures effectively.	3
Uses a range of grammar and sentence structure with occasional influence of the syntax of another language.	2
Relies predominantly on a limited repertoire of sentence structures with the clear influence of the syntax of another language.	1
Uses set structures, single words and short phrases. Sentence structure is heavily influenced by another language.	0
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary</b>	
Uses vocabulary that is contextually relevant and a range of expressions. Includes contemporary, colloquial and specialised vocabulary when required.	3
Shows an adequate command of vocabulary and selects words appropriate to the question.	2
Relies on the repetitive use of basic vocabulary.	1
Shows insufficient command of basic vocabulary.	0
<b>Subtotal</b>	<b>3</b>
<b>Accuracy (grammar, syntax and spelling)</b>	
Uses language accurately and consistently. Occasionally omits words or makes minor errors. Inaccuracies do not affect meaning or flow.	3
Uses language that is mostly accurate however, errors interfere with the flow of a phrase or sentence.	2
Makes incorrect choice of language which impedes meaning and flow. Applies rules of grammar inconsistently.	1
Shows no application of rules. Evidence of literal translations from English.	0
<b>Subtotal</b>	<b>3</b>
<b>Conventions of text type</b>	
Uses all the key conventions of the text type including appropriate register to address the purpose of writing and the audience. Writes an email; informal register, personal experience.	2
Uses some of the conventions of the text type. Uses register that is generally appropriate to the purpose of writing and the audience.	1
Does not observe the conventions of the text type. Shows lack of consideration of the audience or the purpose for writing.	0
<b>Subtotal</b>	<b>2</b>
<b>Organisation</b>	
Sequences information coherently and cohesively. Provides context for writing including a clear introduction and conclusion where applicable.	3
Shows some evidence of sequencing and paragraphing with simple and straight-forward connections.	2
Shows limited organisation of ideas which impedes flow and understanding.	1
No evidence of sequencing ideas.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

## ACKNOWLEDGEMENTS

### Text 1

#### Questions 1–4

Information from: BILD. (2017). *Rekord: 60 Prozent aller deutschen Arbeitnehmer pendeln*. Retrieved May, 2018, from <http://www.bild.de/news/aktuelles/news/zahl-der-pendler-erreicht-rekord--muenchen-51113484.bild.html>

### Text 4

#### Questions 16–20

Information from: Seubert, A. (2013, December 20). *Ich hau' ab. Fluter*. Retrieved May, 2018, from <http://www.fluter.de/ich-hau-ab>

### Text 5

#### Questions 5–25

Information from: Kinder.de. (n.d.). *Party, Feiern und Co*. Retrieved May, 2018, from <https://www.kinder.de/themen/jugendliche/pubertaet/party-feiern-und-co/>

### Text 6

#### Questions 26–30

Information from: Lohncomputer. (2013). *Arbeiten in der Schweiz – 10 Dinge, die Sie beachten müssen*. Retrieved March, 2018, from <https://www.lohncomputer.ch/de/blog/lesen/arbeiten-in-der-schweiz-10-dinge-die-sie-beachten-muessen-49/>

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