

AS and A level Chinese 2017

Getting Ready to Teach
18IBAL06





Objectives

- Gain an overview of the main changes for the new AS and A level courses
- Explore the question papers and mark schemes and take part in activities
- Look at teaching and learning strategies for integrating newer elements of the course
- Find out more about the support available to guide you through these changes
- Have the opportunity to network, discuss best practice and share ideas with other teachers



Agenda

- A level reforms and new requirements for Chinese
- Overview of the new specification content
- Themes
- Paper 1 AS and A levels: assessment content
Teaching and learning activities
- Paper 2 AS and A levels: assessment content
Teaching and learning activities
- Paper 3 AS and A levels: assessment content
Teaching & learning activities
- Support and resources



AS and A level reforms

- All new AS and A levels will be assessed at the same standard as they are currently
- All new AS and A levels will be fully linear
- AS levels will be stand-alone qualifications
- The content of the AS level can be a sub-set of the A level content to allow co-teachability, but marks achieved in the AS will not count towards the A level



Timeline

	2017	2018	2019
Current specification		Final AS and A2 exams	Final AS and A2 resits
New 2017 specification	First teaching (AS level and 2-year A level)	First AS examinations and first teaching (1-year A level)	First A level exams

- The last available assessment for the legacy AS and A levels was June 2018
- The reformed AS first assessment was in 2018 and A level will be in 2019



Key changes from 2017

- Renewed focus on Culture, with a specific assessment objective (AO4) to assess knowledge and understanding of the TL culture
- Compulsory literature at A level, and either a literary work or film at AS
- Independent research project at A level assessed through the oral
- Translations at AS and A level
- Prescribed themes:
 - Social issues and trends
 - Political and/or Intellectual and/or Artistic culture



Our Research

- Research carried out with:
 - Teachers, Heads of Departments across the country in face-to-face interviews, phone interviews, and surveys
 - Subject advisory group, including representatives from the teaching community and universities



Teacher research – key findings

- Discrete listening and reading assessments at A level
- A greater focus on the cultural element of learning a language
- Reduced content at AS so more time can be spent on each topic and teaching grammar
- Increased word count for the writing paper
- Mark schemes with exemplification that differentiate between abilities



Teacher and internal research findings on assessment

- Mark schemes to be precise and clear for learners, teachers and examiners
- Tasks that encourage spontaneity and grammatical understanding
- Ensure comparability across languages
- Word counts in the writing papers should be recommended only



Our Approach

- All 4 skills assessed separately at AS and A level.
- Cultural content that engages, inspires and motivates your students.
- Choice of popular and accessible works covering contemporary and classical titles, linked to the topics and from a diverse range of directors and authors.
- Choice of questions on literature and film in the writing paper.
- Clear mark schemes that ensure differentiation across the ability ranges.
- A specification that supports progression from GCSE and though to university.



Our design principles

- Provide choice in the writing paper
- Ensure that contexts within the reading and listening papers are set within the target language countries
- Provide scaffolding for essays at AS
- Mark schemes that encourage spontaneity



Our content principles

- A mix of familiar and new themes to support a wide range of interests
- Year 1 Themes should facilitate progression from KS4
- Themes that relate directly to the culture of the target language countries
- Themes that meet requirements of the subject criteria



Content – Year 1 A level/AS

Social issues and trends

Theme 1 – Changes in contemporary Chinese society

- **Family**

Family structure and the generation gap; family planning and ageing population.

- **Education and the world of work**

School life and student issues; work opportunities; and work-life balance.

Political and/or intellectual and/or artistic culture

Theme 2 – Chinese culture

- **Traditions**

Festivals (Spring Festival, Dragon Boat Festival, Mid-autumn Festival, Qing Ming Festival); and customs.

- **Cultural activities**

Film; television; music and reading (in relation to Chinese culture)



Content – Year 2 (A level only)

Social issues and trends

Theme 3 – Evolving Chinese society

- **Communications and technology**
Internet and social media.
- **Economy and environment**
Economic developments; environmental protection.

Political and/or intellectual and/or artistic culture

Theme 4 – The impact of reform and opening up in 1978 on China

- **Reform**
Rich-poor gap; super-cities; urban migration
- **China-United Kingdom relations**
Trade; cultural exchanges; educational exchanges



Delegate Activity 1

Talk with the person next to you about the themes:

- Which ones do you feel confident teaching?
- Which ones do your learners enjoy?
- Which ones are you concerned about?



Literary works and films: selection criteria

- Selection of works featuring both classical and contemporary titles
- Variety of literary styles, including novels and short stories
- Works that could be co-taught
- Works which have some existing teaching and learning support



Assessment Objectives

		Weighting
AO1	Understand and respond: <ul style="list-style-type: none">•in speech to spoken language including face-to-face interaction;•in writing to spoken language drawn from a variety of sources.	20%
AO2	Understand and respond: <ul style="list-style-type: none">•in speech to written language drawn from a variety of sources;•in writing to written language drawn from a variety of sources.	30%
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%
AO4	AS: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken. A level: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	20%



Overview of new AS specification

	Assessment Objectives				
	AO1 %	AO2 %	AO3 %	AO4 %	Total for all Assessment Objectives
Paper 1: Listening, Reading and Translation into English	15	25			40%
Paper 2: Written response to works, translation into Target Language and grammar exercises			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for AS	20	30	30	20	100%



Overview of new A level specification

	Assessment Objectives				
	AO1 %	AO2 %	AO3 %	AO4 %	Total for all Assessment Objectives
Paper 1: Listening, reading, translation into English, translation into target language	15	25			40%
Paper 2: Written response to works, literary and film			20	10	30%
Paper 3: Speaking	5	5	10	10	30%
Total for A level	20	30	30	20	100%



AS Paper 1 – Listening, reading and translation into English

Section	Assessment 1 hour 45 minutes
Section A: Listening (24 marks)	<ul style="list-style-type: none">• Three questions made up of multiple-choice and open-response questions, including questions testing summary skills.• All questions, with the exception of Q3(b), are set in Chinese and must be answered in Chinese.• Q3(b) is set in English and must be answered in English.
Section B: Reading (28 marks)	<ul style="list-style-type: none">• Four questions comprising both multiple-choice and open-response questions based on texts provided.• All questions are set in Chinese and must be answered in Chinese.
Section C: Translation into English (12 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from Chinese into English.



Paper 1 – Listening, reading and translation into English (AS & AL)

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from Chinese into English.



AL Paper 1- Listening, Reading and Translation into English

Paper	Assessment 1 hour 50 minutes
Section A: Listening (30 marks)	<ul style="list-style-type: none">• Three questions made up of multiple-choice and open-response questions, including questions testing summary skills.• All questions are set in Chinese and must be answered in Chinese.• Q3(b) specifically assesses the student's ability to summarise in the target language.
Section B: Reading (30 marks)	<ul style="list-style-type: none">• Four questions comprising both multiple-choice questions and open-response questions based on texts provided.• All questions are set in Chinese and must be answered in Chinese.
Section C: Translation into English (20 marks)	<ul style="list-style-type: none">• Students must translate one unseen text from Chinese into English.



Looking at the SAMs

AS Paper 1

- Question 1 (listening) is similar to the current AS.
- Questions 2 and 3 (listening) require answers in Chinese (with the exception of Question 3(b)).
- Question 4 (listening) requires a summary in English.
- Questions 5 to 7 (reading) require a higher proportion of answers in Chinese than at the present.
- Question 8 requires translation into English.



Looking at the SAMs

A level Paper 1

- Question 1 (listening) is multiple choice.
- Questions 2 and 3(a) (listening) require answers in Chinese.
- Question 3(b) (listening) requires a summary in Chinese.
- Question 4 (reading) is multiple choice.
- Questions 5, 6 and 7 (reading) require answers in Chinese.
- Question 8 is a translation into English.



Delegate Activity 2

Discuss the changes.

- How will you prepare candidates for the gist listening question?
- How will you prepare candidates for the greater proportion of answers required in Chinese, both in the listening and the reading sections?
- Do you know of any useful resources?



Summarising information

At AS students will need to summarise information in **English**.

At A level students will need to summarise information in **Chinese**.

Teachers teaching both AS and A level students in the same class can easily differentiate this task.



Summarising skills

Students will need to:

- listen to a larger amount of spoken language to get the information.
- select the key information.
- summarise it either in English (AS) or in the target language (A level).



Step 1

Students need to analyse the questions.

- How many marks?
- Key words?
- Predict what sort of language they might hear.



Step 2

- Listen and make notes.
- Select the information according to the key words.
- Ask themselves 'Is the information I am selecting relevant to my question/key words?'
- Ask themselves 'Have I listened to the whole passage relevant to my question?'



AS Exemplars

- What marks do you think were awarded for question 3b in these scripts? Why?
- Were you correct?



Translation marking principles (AS and A level)

- Misspelling is tolerated as long as it doesn't lead to ambiguity
- Learners are likely to write variants on the acceptable answers listed and these will be considered as acceptable if they convey the same intended meaning.
- Translation is successful if an English speaker would understand the translation without having understood the text in its original language.



AS Exemplars

- What marks do you think were awarded for question Q in these scripts? Why?
- Were you correct?



Break



AS Paper 2 – Written response to works and translation

Paper 2	Assessment 1 hour 40 minutes
Section A: Translation into Chinese (20 marks)	<ul style="list-style-type: none">Students must translate one unseen text from English into Chinese.
Sections B and C: Written response to works (40 marks)	<ul style="list-style-type: none">Students respond to one question (with three ‘scaffolding’ bullets to help candidates structure their response) on either a literary text (Section B) or a film (Section C).It is recommended that students write between 225–300 Chinese characters.



AS Paper 2 – Written response to works and translation

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical responses in the language of study to the works taken from the prescribed list given
- produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues, and the social context, as appropriate to the work studied
- present viewpoints, develop arguments persuade and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Chinese.



A level Paper 2 – Written response to works and translation

Paper 2	Assessment 2 hours 40 minutes
Section A: Translation into Chinese (20 marks)	<ul style="list-style-type: none">Students must translate one unseen text from English into Chinese.
Sections B and C: Written response to works (100 marks)	<ul style="list-style-type: none">Students respond to two questions about two works, either two selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films).It is recommended that students write between 250–350 Chinese characters for each essay.Students must respond to one literary work at A level.



AL Paper 2 – Written response to works and translation

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided
- produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied
- present viewpoints; develop arguments; persuade; and analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into Chinese.



Looking at the SAMs

AS Paper 2

- Translation from English into Chinese (20 marks)
- One question on a literary text or a film, with three 'scaffolding' bullets to help candidates structure their response, to be answered in Chinese (40 marks)
(225–300 characters each)



Looking at the SAMs

A level Paper 2

- Translation into Chinese (20 marks)
- Written response to works, **either** two questions on literary texts (Section B) **or** one question on a literary text (Section B) and one on a film (Section C) (50 marks per question, 100 marks in total)
(250–350 characters each)



Looking at mark schemes

- At both AS and A level, the translation is marked on a points based mark scheme.
- The translation is broken up into a small number of “chunks”, each of which is awarded 1 mark.
- Regional variations are allowed.
- Minor errors in character formation are allowed, providing it does not lead to ambiguity.



Looking at mark schemes

AS written response to works

Two marking criteria:

- Critical response (20 marks)
- Accuracy and range of grammatical structures and vocabulary (20 marks)

There is also indicative content for each question.



Looking at mark schemes

A level response to works

Three marking criteria:

- Critical and analytical response (20 marks)
- Range of grammatical structures and vocabulary (20 marks)
- Accuracy of language (10 marks)

There is also indicative content for each question.



Delegate Activity 3

Discussion

- Which texts / films are you planning to teach and why?
- What approaches have you tried / are you planning to try?



Course planning considerations

Stage 1 – Introduction to film/literary study

Stage 2 – Introduction to the work to author/
director/historical background/other works

Stage 3 – Overview of the book – plot/characters/
themes/style/settings...

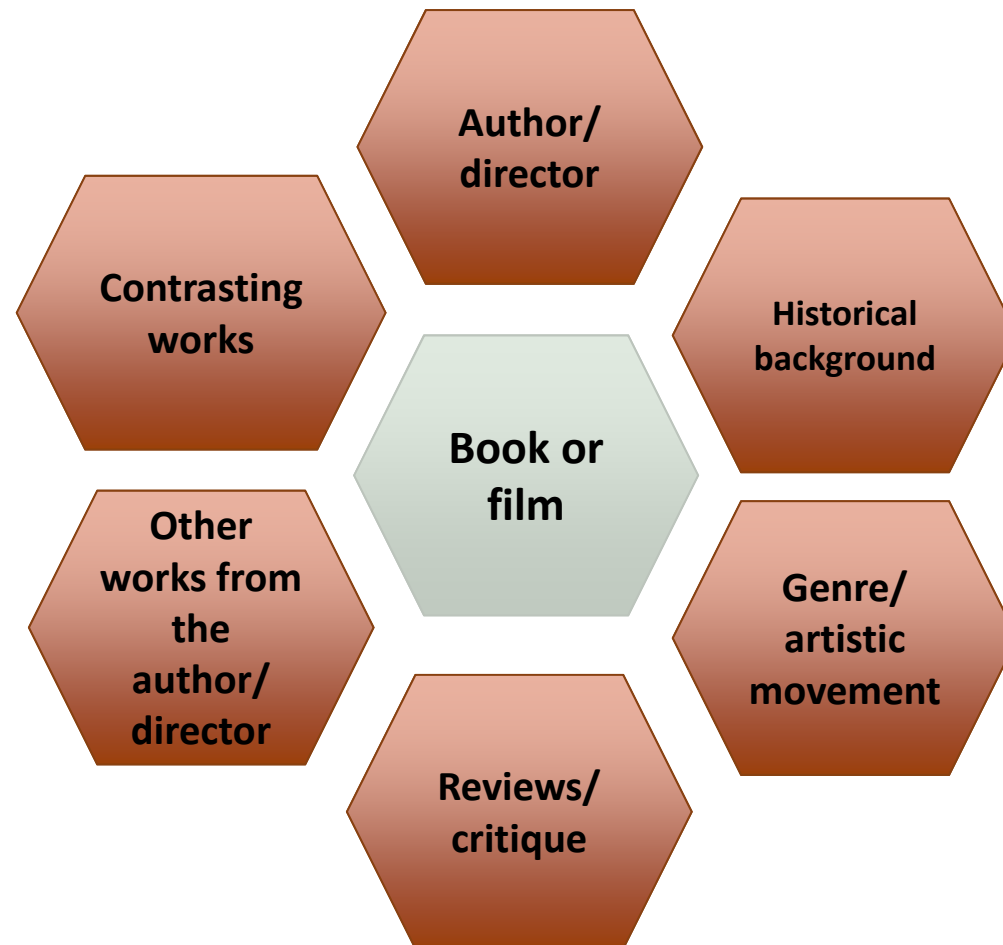
Stage 4 – Detailed and focused analysis of e.g.

- Themes
- Characters
- Form and presentation techniques
- Social and cultural settings
- Concepts and issues within the work
- Structure of the plot
- Main/pivotal scenes/passages

Stage 5 – Exam questions – *this could be carried out alongside the analysis*



Introduction to the Work





Some planning considerations for teachers

- Research: what is specific to the work you have chosen/the author/director?
- Have a list of the main ‘quotations’/‘images’ per theme
- Have a list of the main ‘quotations’ per character
- Identify the main scenes/extracts
- Prepare a grid with the elements of your work and refer to it as you are planning
- Build up a bank of exam questions



Some key planning considerations

- **Pre-study work** (summer holiday?)
- **Start** of the first work? The second work?
- **Support needed** – list of technical terms/phrases to use.../learning materials?
- **Analysis** expectations from the start
- **Essay writing skills** – ‘little and often approach’
- **Language** barrier
- **Note keeping and topping up** – booklet to record all the notes and activities together and will allow for ‘topping-up’ throughout the course (Overview - useful language – quotes – characters – setting - insert extracts - shots from the film... analysis - exam questions)
- Any others?



Main areas of study and analysis

Film	Literature
<p>Characters Themes Social and cultural settings Narrative style Structure Issues and concepts</p>	
<p>Narrative style</p> <p>Film techniques Visual and audio</p>	<p>Narrative style</p> <p>Literary techniques Syntax and language</p>



Delegate Activity 4

Discussion

- Would you study the work chronologically or by themes / characters?
- What are the advantages and disadvantages of both approaches?



Analysis and practical activities

- Students will have to analyse and must **avoid re-telling the story**.
- They will need to use their **references** to the work **effectively**.



The P-E-E technique

<u>P</u>oint What is my point in relation to the question?	
<u>E</u>vidence What I can see/ read	
<u>E</u>xplanation What can I say/ deduce/explain from the above?	



Analysis of characters

	Character 1	Character 2
Physical description		
Personality		
Actions		
Their relationship with other characters?		
Their similarities with other characters?		
Their differences with other characters?		



Using de Bono's PMI

Plus – *what is positive about our character?*

Minus – *what is negative about our character?*

Interesting – *what is interesting about them?*



Language

Before studying a passage from a book, think of ways the vocabulary can be introduced before any reading activities.

- Identify words you think could be a barrier to comprehension.
- Think of activities you can do to introduce this vocabulary, so as to allow access to the texts.



Filming techniques

If students are studying a film, they will need to think about filming techniques

- Camera work
- Sound
- Position of characters
- Lighting
- Music
- Colours
- Movement



Filming techniques

Questions to ask include:

- Why did the director use that technique?
- What is the impact on the viewer?
- Are the techniques effective? Why or why not?



AS Exemplars

- Let's see how students performed on this question in June 2018.
- What grade do you think each student achieved and why?
- Were you correct?



Lunch



AS Paper 3 – Speaking

Assessment Time: Marks:	12–15 minutes (plus 15 minutes' preparation time) 72 Marks
<ul style="list-style-type: none">• Task 1: stimulus card on a sub-theme from Theme 1• 7–9 mins• 42 marks	<ul style="list-style-type: none">• Four compulsory questions.• The teacher-examiner must ask follow-up questions for the remainder of the task on the same sub-theme. These follow-up questions should allow the candidate to: demonstrate their understanding of the cultural and social context by expressing relevant ideas / exemplification / information; and express their opinion on issues relating to the cultural and social context.
<ul style="list-style-type: none">• Task 2: general discussion on a sub-theme from Theme 2• 5–6 mins• 30 marks	<ul style="list-style-type: none">• Part 1 – the teacher-examiner asks three compulsory questions then develops the discussion by asking follow-up questions relating to the stimulus card subject matter.• Part 2 – the teacher-examiner broadens the discussion by moving on to any other aspect(s) of the same sub-theme.



AS Paper 3 – Speaking

Students should be able to demonstrate:

- their ability to summarise information from the written source provided
- their ability to respond in speech to the written language in the two texts provided
- their knowledge and understanding of the cultural context, demonstrated by giving examples and information on two Themes
- their ability to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context
- their ability to interact and hold a natural discourse
- their skill in manipulating the language accurately.



Preparation

- Candidates have 15 minutes' preparation time for both tasks.
- Preparation takes place immediately before the exam.
- Candidates must be supervised during this time.
- No dictionaries or phones allowed.
- Candidates may make notes up to max. one side of A4 paper for both tasks.
- Centres must keep the notes.



AS Task 1

- Recommended to last 7–9 minutes.
- The candidate has a stimulus card.
- You must ask the four compulsory questions in the order they are written.
- These compulsory questions may be repeated but must not be rephrased.
- You should then ask follow up questions for the remainder of the time.



AS Task 2

- Recommended to last 5–6 minutes.
- The candidate will have a stimulus card.
- Part 1 – you must ask the three compulsory questions in the order they are written (repeats allowed, rephrasing not).
- Then develop the discussion by asking follow up questions.
- Part 2 – broaden the discussion by moving onto other aspects of the same sub-theme.



Looking at the SAMs

- Look at the stimulus cards for both Task 1 and Task 2.
- Look at both the candidate card and the teacher card for the same task. (You will need to scroll through the SAMs to find these.)



Looking at the marking criteria

- Four mark grids are applied to Task 1
 - Responding to written language in speech (12 marks)
 - Knowledge and understanding of society and culture (12 marks)
 - Accuracy and range of language (12 marks)
 - Interaction (6 marks)



Delegate Activity 5

- Work in groups of 3 (or 4).
 - One person should be the candidate, the other the examiner.
 - The 3rd (and 4th) person should have the marking grids open.
 - Try out one of the cards and see how the task works, and how it is marked.



Delegate Activity 5

Discussion

- Did you agree about the marks to be awarded?
- What is it important for candidates to do to score well in this task?
- How therefore will you teach and practice this task with them?



Looking at the marking criteria

- Three mark grids are applied to Task 2.
 - Knowledge and understanding of society and culture (12 marks)
 - Accuracy and range of language (12 marks)
 - Interaction (6 marks)



Delegate Activity 6

- Work in the same groups as for the previous activity, but swap roles.
 - One person should be the candidate, the other the examiner.
 - The 3rd (and 4th) person should have the marking grids open.
 - Try out one of the cards and see how the task works, and how it is marked.



Delegate Activity 6

Discussion

- Did you agree about the marks to be awarded?
- What is it important for candidates to do to score well in this task?
- How therefore will you teach and practice this task with them?



A level Paper 3 – Speaking

Assessment Time: Marks:	16–18 minutes (plus 5 minutes' preparation time for Task 1) 72 Marks
<ul style="list-style-type: none">• Task 1: Discussion on a theme (dictated by stimulus card)• 30 marks• 5 minutes' preparation time• 6–7 minutes' discussion	<ul style="list-style-type: none">• Students will choose one out of two sub-themes on the day.• Students will be permitted five minutes' supervised preparation time to consider the stimulus card and may make notes for this task.
<ul style="list-style-type: none">• Individual research presentation and follow-on questions• 42 marks• 10–11 minutes (including 2-minute presentation)	<ul style="list-style-type: none">• Students select an area of interest that is related to the target language culture.• Students complete a RP3 form and send to Pearson three weeks in advance of the assessment with 6–10 bullets about their chosen research.• Students will be permitted to refer to their RP3 form for this task but may not make further notes for this task.• Students must refer to at least two different written sources in the task in the original assessed language.



A level Paper 3 – Speaking

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the Chinese-speaking world
- the ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- the ability to interact and hold a natural and fluent discourse
- skill in manipulating language accurately
- the ability to respond to written language in speech



Preparation

- Candidates have 5 minutes prior to the examination.
- The preparation time takes place immediately before the exam.
- Candidates must be supervised.
- No access to dictionary or phone.
- Candidates may make notes on one side of A4 for Task 1 only.
- The centre should keep such notes.



A level Paper 3 Task 1

- The task should last between 6–7 minutes.
- Candidates will be given a choice of stimulus cards. The invigilator will announce the theme of the cards in English (but not show the cards) to the candidate.
- The candidate should choose one theme immediately and then start their preparation time.



A level Paper 3 Task 1

- Part 1: The teacher must ask the two compulsory questions.
- These questions may be repeated but not rephrased.
- The teacher should then develop the discussion by asking follow up questions.
- Part 2: The teacher should broaden the discussion to cover other aspects of the overall theme.



A level Paper 3 Task 2

- The candidate starts by making a presentation on their written sources used in their research project.
- This should not take more than 2 minutes.
- They may refer to form RP3.
- The teacher then asks follow up questions and starts a wider discussion of the research topic as a whole.



A level Paper 3 Task 2

The Independent Research Project must:

- be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to Chinese-speaking culture and/or society
- include evidence of the student's research findings, investigated independently, from a range of authentic sources including the internet
- enable the student to contextualise, analyse and summarise findings independently
- enable the student to identify at least two written sources which they can summarise and give a personal response to in their presentation.



A look at the SAMs

- Look at one of the Task 1 cards.
- Look at both the candidate card and the teacher card. (You will need to scroll through the candidate cards to get to the teacher cards.)



Looking at the marking grids

Three marking grids are applied to Task 1:

- Knowledge and understanding of society and culture (12 marks)
- Accuracy and range of language (12 marks)
- Interaction (6 marks)



Looking at the marking grids

One marking grid applied to Task 2 part 1
(independent research presentation):

- responding to written language in speech (12 marks)



Looking at the marking grids

Three marking grids applied to Task 2
part 2:

- Knowledge and understanding of society and culture (12 marks)
- Accuracy and range of language (12 marks)
- Interaction (6 marks)



Delegate Activity 7

Work in groups of 3 (or 4)

- Pick one of the cards given for Task 1.
- One person should be the candidate, the other the teacher, and try out the card.
- The other 1 (or 2) people should use the marking grids to mark the performance.



Delegate Activity 7

- What will candidates find easy or difficult about this speaking task?
- What is it important for candidates to do to score highly on the marking grids?
- How will you teach and prepare candidates to help them acquire these skills?



Some key considerations about developing speaking skills:

- When to start preparing the students on the skills?
- How much independence/guidance to give them?
- How to develop research skills?
- How to organise the notes?
- How to practise their notes?
- Time in lessons to practise their knowledge and skills?



Break



Support for planning

The following can all be found on the Edexcel website:

- Course planner
- Scheme of work
- Matching charts
- Getting Started guide
- Student guide



Teaching and learning support

- Approaches to teaching film
- Approaches to teaching literature
- How to analyse a text – glossary
- How to develop research skills
- Teaching PowerPoints – literary works and films



Support for assessment

- Sample Assessment Materials
- Student exemplars with commentary
- Vocabulary list in specification (Indicative)
- You can see the full list of free support [here](#)



Contact details



- Alistair Drewery, Subject Advisor
- Phone:
 - UK: 020 7010 2187
 - Intl: +44 (0) 207 010 2187
- Email: TeachingLanguages@pearson.com
- Twitter: [@PearsonMFLquals](https://twitter.com/PearsonMFLquals)

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Any questions?





Evaluation Forms

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We value your feedback!



Thank you for
attending

