

GCSE German (2024)

Mastering Dictation

Agenda

- Welcome and introduction
- **Part 1** – Overview of the Dictation task, including SSCs
- Teaching and learning for the Dictation
- How to approach the task in the exam
- Dictation mark scheme
- **Part 2** – Unpacking exemplars (language specific)
- Resources, support and further training

Today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs.
- Briefly explore teaching and learning approaches to prepare for the task.
- Consider techniques and approaches for successful transcription in the exam.
- Understand the application of the mark schemes to exemplar material (language specific).
- Know how to access resources, ongoing support and upcoming training.



Overview of the Dictation task

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What is the dictation task?

- Students are assessed on their ability to transcribe spoken language into written language.
- Students are rewarded for their accuracy of spelling, based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.
- Always the final task in the Listening paper.

All about SSCs

What are SSCs?

- SSC = sound symbol correspondence

Where can I find them?

- Listed in Appendix 2 of the specification for each language

Why are they in the specification?

- To ensure and assess that students learn the key differences between SSCs in English and the target language. (Sounds that are the same are not in the list)

Dictation format – FT

12 You are going to hear someone talking to a waiter in a restaurant.

Introduction sentence explains the subject of the dictation

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in German**.

Example: Dieses Restaurant soll

The example will link to the subject

gut sein.

1. Ich hier.

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

2. Was die.

3. Ich will den.

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich empfehle den Fisch.

The example will link to the subject

4

5

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list

6

(Total for Question 12 = 10 marks)

Dictation format – HT

The rubric explains the subject of the dictation

You are going to hear someone talking about holidays.

Sentences 1 and 2: write down the missing words in the gaps provided.
In each gap, you will write one word in **German**.

Example: *Im Moment habe ich keine Stelle.*

The example links to the subject

1. _____ Jahr _____
ich mein _____.

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled with one word from outside the vocabulary list**

2. Ich _____ einen _____
und _____ Beruf.

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled with words from outside the vocabulary list**

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: *Das ist leicht zu übersetzen.*

The example links to the subject

3. _____
_____.

4. _____
_____.

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

5. _____
_____.


Sentences 5 & 6 may be longer and contain more demanding grammatical structures

6. _____
_____.

Dictation grammar parameters

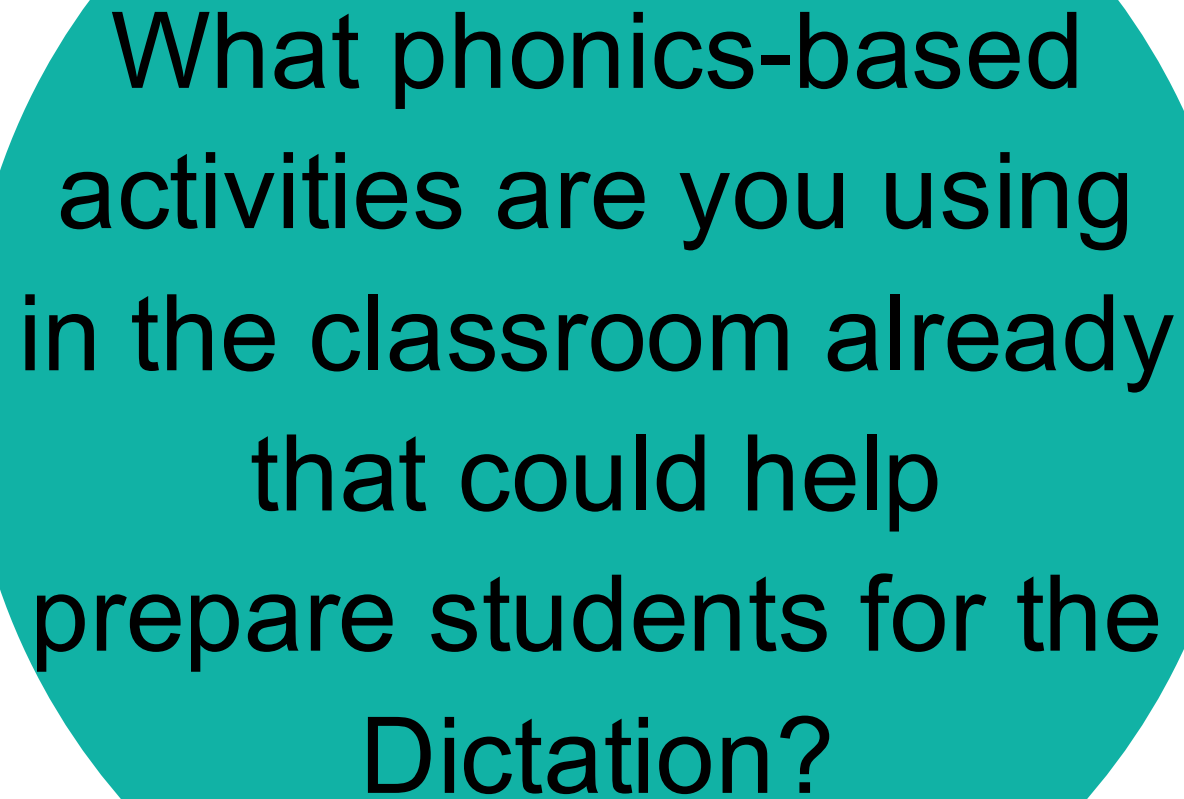
- **Foundation tier:**
 - present tense or the familiar conditional
 - future: *werden* + infinitive
 - a future timeframe such as *morgen früh* with the present tense
 - use the first- or third-person singular with verbs
- **Higher tier:**
 - present tense or the familiar conditional
 - future: *werden* + infinitive
 - a future timeframe such as *morgen früh* with the present tense
 - use the first- or third-person singular **and plural** with verbs

Grammar is not assessed in the dictation.



Teaching and learning for the Dictation

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A large teal circle is centered on a white background. Inside the circle, the text "What phonics-based activities are you using in the classroom already that could help prepare students for the Dictation?" is written in a black, sans-serif font, arranged in six lines.

What phonics-based
activities are you using
in the classroom already
that could help
prepare students for the
Dictation?

Ideas for classroom activities

1. Visual supports in the classroom
2. Linking to corresponding English sounds
3. Bingo games
4. Pairs games
5. Multi-choice sheets for sound recognition
6. Decoding activities – recognising & reproducing / mark-up activities / decode and explain
7. Chunking for longer words

Working with longer words

Chunking

Compound words			
1 vor	2 köst	3 wöhn	4 en
5 un	6 stell	7	8
9 an	10 zieh		
13 ver	14 schloss		
17 ein	18 ruf		
21 be	22 zahl		
25 ge	26 steig		

Suggested words

1. bezahlen
2. verzeihen
3. besteigen
4. köstlich
5. verkosten
6. anständig
7. ärgerlich
8. beantworten

9. eingestiegen
10. vorziehen
11. ungewöhnlich
12. verantwortlich
13. unvorstellbar
14. geschlossen
15. verärgern
16. Anrufbeantworter

Introducing the main sounds in German that differ from English

1 w	2 v	3 z	4 j
5 ch	6 sch	7 st	8 sp
9 th	10 pf	11 s-	12 -d

- Most consonants are pronounced the same as English.
- Some change their sound if they are at the beginning (s-) or the end (-d) of the word.
- Practise these new sounds with your teacher and your partner.

Class / individual practice

Beat the teacher – the class only repeat if the sound is correct

Words can be associated with the sounds

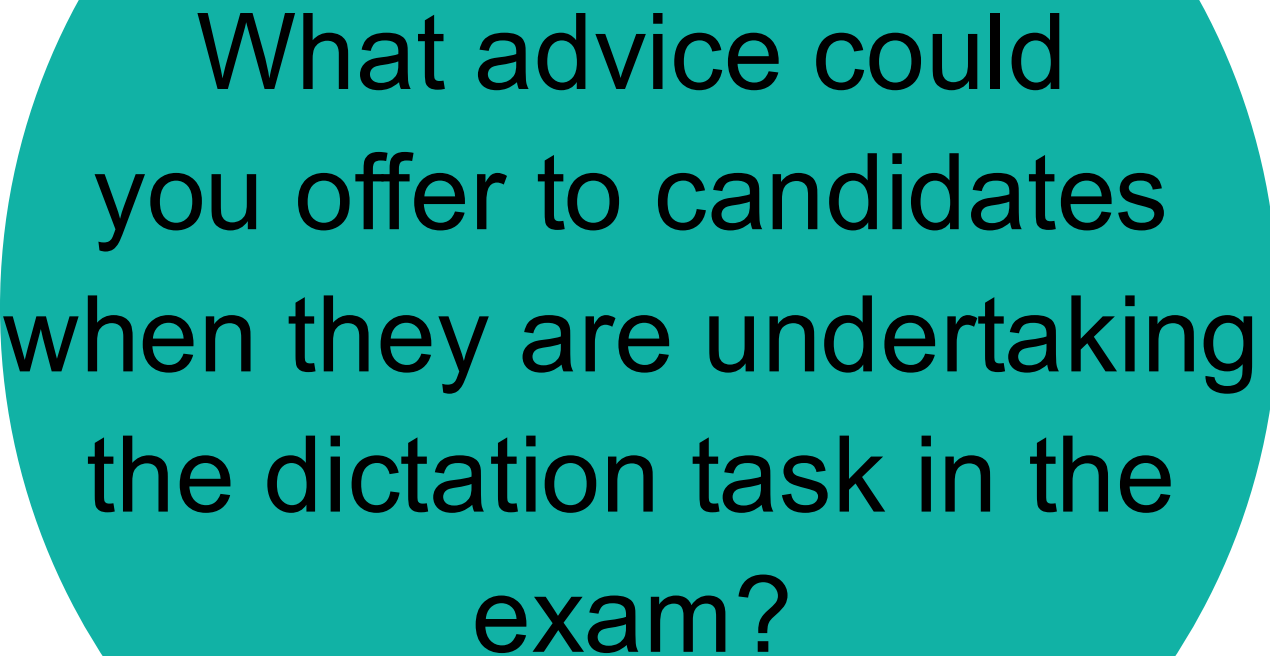
eu (like 'oi') Deutsch 	j (like 'y') Junge 	v (like 'f') Vogel 
ä (like 'air') Bär 	ö (like 'urgh') Löwe 	ch (like 'ch') (back of throat) Buch 
sp (like 'schp') Spinne 	st (like 'sht') Stern 	ü (like 'ew') Tür 

Ideas for homework tasks

- Chunk/decode a list of words that they have been given, which could include complex or unfamiliar words.
- Practise saying a list of words with help of audio file; record themselves, and reflect on easiest and most difficult sounds.
- Listen to audio file of a few sounds and find words with the same sounds (from a list or prior knowledge).
- Annotate a set of sentences to mark intonation, stresses, silent letters etc.
- Flipped learning activities to prepare for the next lesson.



In the exam

A large teal circle is centered on a white background. Inside the circle, the text "What advice could you offer to candidates when they are undertaking the dictation task in the exam?" is written in a black, sans-serif font, arranged in five lines.

What advice could
you offer to candidates
when they are undertaking
the dictation task in the
exam?

How students are supported in the exam

- The subject of the Dictation is given – all sentences are from that subject, and are linked, so students already have a framework for the task.
- All off-spec words appear in the gap-fill section of the text – this supports students with scaffolding for the off-spec words, so that they can use the words given to help them with renditions of the words in the gaps.
- All words in the full-sentence transcription will be on-spec words from the vocabulary list.
- There won't be repetitions of sounds / word families e.g. Deutsch / Deutschland, apart from small essential words like 'ich'!

What approaches / techniques can they use?

- Be clear about how many words they need to write overall – if they have too many / too few, something isn't right!
- Consider / write down options where the sound could be made by different SSCs before deciding on the most appropriate / probable.
- Consider the context – speculate on the meaning of the sentence within the subject stated and what possible words could be spoken.
- Consider the word class – e.g. if it comes after der/die/das it's normally a noun.
- Check that the word is recognisable.
- Check that (as far as they can tell) the sentence makes sense.

Marking points

- Clarity – make sure the examiner can clearly read what is intended.
- Umlauts – make sure it is clear which letter(s) it is being used on.
- Alternatives – if two or more alternatives have been left in the transcription, the examiner will mark the first one only.
- Crossing out – if a word has been crossed out and replaced, it is the replacement word that will be considered, even if the crossed-out word is spelled correctly.

Dictation mark scheme

How is the dictation marked?

- Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs).
- The number of rewardable words will then be given a mark on a sliding scale of 0 to 10.
- Exemplification is provided in the SAMs to help teachers see how to use the mark scheme.

How is the dictation marked?

Foundation tier

- Exactly 20 words to be transcribed.
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 20 to a mark out of 10

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

Higher tier

- Exactly 30 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 30 to a mark out of 10


Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

Rewardable words

- Words spelled exactly as in the transcript.
- In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
 - Same sound but different spelling: e.g. *sint* instead of *sind*; *gesunt* instead of *gesund*
 - Double consonants, e.g. *Sparggel* instead of *Spargel*, *mitt* instead of *mit*

Non-rewardable words

- Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. Kase instead of Käse, schon instead of schön. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
- Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. Kese (Käse) outside the sentence *Ich mag den Käse nicht*; seh in the sentence, *Ich gehe am See spazieren*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

A close-up photograph of a woman with blonde hair, wearing round, gold-rimmed glasses. She has a surprised or excited expression, with her mouth open and her hands framing her face. The background is dark with bright, out-of-focus light streaks in shades of pink and blue.

Application of mark schemes to exemplar material (German)

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Foundation tier exemplar

GCSE German - Foundation Tier - DICTATION TASK 1

12 You are going to hear someone talking about shopping.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap, you will write one word **in German**.

Example: Ich brauche neue Kleidung.

1. Ich morgen

2. Ich neue

3. Mein ist sehr

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich habe nicht viel Geld.

4.
.....

5.
.....

6.
.....

Question 12

You are going to hear someone talking about shopping.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word **in German**.

Example: Ich brauche neue Kleidung.

1. Ich gehe morgen einkaufen.
2. Ich suche neue Stiefel.
3. Mein Kleid ist sehr schick.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich habe nicht viel Geld.

4. Im Supermarkt ist Milch billig.
5. Ich gehe am Dienstag dahin.
6. Ich will danach essen.

Foundation Tier Transcription 1

1. (Ich) gehe (morgen) einkaufen.
2. (Ich) suche (neue) Stiefel.
3. (Mein) Kleid (ist sehr) schick.
4. Im Supermarkt ist Milch billig.
5. Ich gehe am Dienstag dahin.
6. Ich will danach essen.

What marks would
you give?

Question 12

You are going to hear someone talking about shopping.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word in **German**.

Example: Ich brauche neue Kleidung.

1. Ich gehe morgen einkaufen.
2. Ich suche neue Stiefel.
3. Mein Kleid ist sehr schick.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **German**.

Example: Ich habe nicht viel Geld.

4. Im Supermarkt ist Milch billig.
5. Ich gehe am Dienstag dahin.
6. Ich will danach essen.

Foundation Tier Transcription 2

1. (Ich) gehe (morgen) einkaufen.
2. (Ich) suche (neue) Stiefel.
3. (Mein) Kleid (ist sehr) chic.
4. Im Supermarkt ist Milch billig.
5. Ich gehe am Dienstag dahin.
6. Ich will da nach essen.

What marks would
you give?

Question 12

You are going to hear someone talking about shopping.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap you will write one word in **German**.

Example: Ich brauche neue Kleidung.

1. Ich gehe morgen einkaufen.
2. Ich suche neue Stiefel.
3. Mein Kleid ist sehr schick.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **German**.

Example: Ich habe nicht viel Geld.

4. Im Supermarkt ist Milch billig.
5. Ich gehe am Dienstag dahin.
6. Ich will danach essen.

Higher tier exemplar

You are going to hear someone talking about sport.

Sentences 1 and 2: write down the missing words in the gaps provided.
In each gap, you will write one word in **German**.

Example: Ich spiele jeden Tag Fußball.

1. Um neun gehe ich
..... ins
2. Dort ich
..... Stunden Tag.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **German**.

Example: Meine Schwester schwimmt regelmäßig.

3.
.....
4.
.....
5.
.....
6.
.....

You are going to hear someone talking about sport.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap, you will write one word in **German**.

Example: Ich spiele jeden Tag Fußball.

1. Um neun Uhr gehe ich gelegentlich* ins Fitnesszentrum.
2. Dort trainiere* ich anderthalb* Stunden pro Tag.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in **German**.

Example: Meine Schwester schwimmt regelmäßig.

3. Meine Eltern interessieren sich auch für Sport.
4. Sie mögen besonders wandern.
5. Jede Woche bin ich im Stadion.
6. Leider verliert meine Mannschaft fast alle Spiele.

Higher Tier Transcription 1

1. (Um neun) Uhr (gehe ich) gelegentlich (ins) Fitnesszentrum.
2. (Dort) trainiere (ich) anderthalb (Stunden) pro (Tag).
3. Meine Eltern interessieren sich auch für Sport.
4. Sie mögen besonders wandern.
5. Jede Woche bin ich im Stadion.
6. Leider verliert meine Mannschaft fast alle Spiele.

You are going to hear someone talking about sport.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in German**.

Example: Ich spiele jeden Tag Fußball.

1. Um neun Uhr gehe ich gelegentlich* ins Fitnesszentrum.
2. Dort trainiere* ich anderthalb* Stunden pro Tag.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Meine Schwester schwimmt regelmäßig.

3. Meine Eltern interessieren sich auch für Sport.
4. Sie mögen besonders wandern.
5. Jede Woche bin ich im Stadion.
6. Leider verliert meine Mannschaft fast alle Spiele.

What marks would
you give?

Higher Tier Transcription 2

1. (Um neun) heur (gehe ich) gelegertlich (ins) fitnesszentun.
2. (Dort) trelehrelich (ich) andethalt (Stunden) pro (Tag).
3. Meine Eltern interessieren ehre lich aus fuß Sport.
4. Sie muger besonders vanden.
5. Jede Woche will ich im Stadium.
6. Lieder ver liert meine manschaft alers vierle.

What marks would
you give?

You are going to hear someone talking about sport.

Sentences 1 and 2: Write down the missing words in the gaps provided.
In each gap, you will write one word **in German**.

Example: Ich spiele jeden Tag Fußball.

1. Um neun Uhr gehe ich gelegentlich* ins Fitnesszentrum.
2. Dort trainiere* ich anderthalb* Stunden pro Tag.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Meine Schwester schwimmt regelmäßig.

3. Meine Eltern interessieren sich auch für Sport.
4. Sie mögen besonders wandern.
5. Jede Woche bin ich im Stadion.
6. Leider verliert meine Mannschaft fast alle Spiele.

Dictation Quick Quiz!

1. How many marks in total?
2. What's the breakdown for gap fill v full sentences in FT and HT?
3. Are sentences thematically linked or random subjects for each?
4. How many non-vocab list words are in each the FT/HT?
5. What are the three categories for 'rewardable' words?

Any questions?



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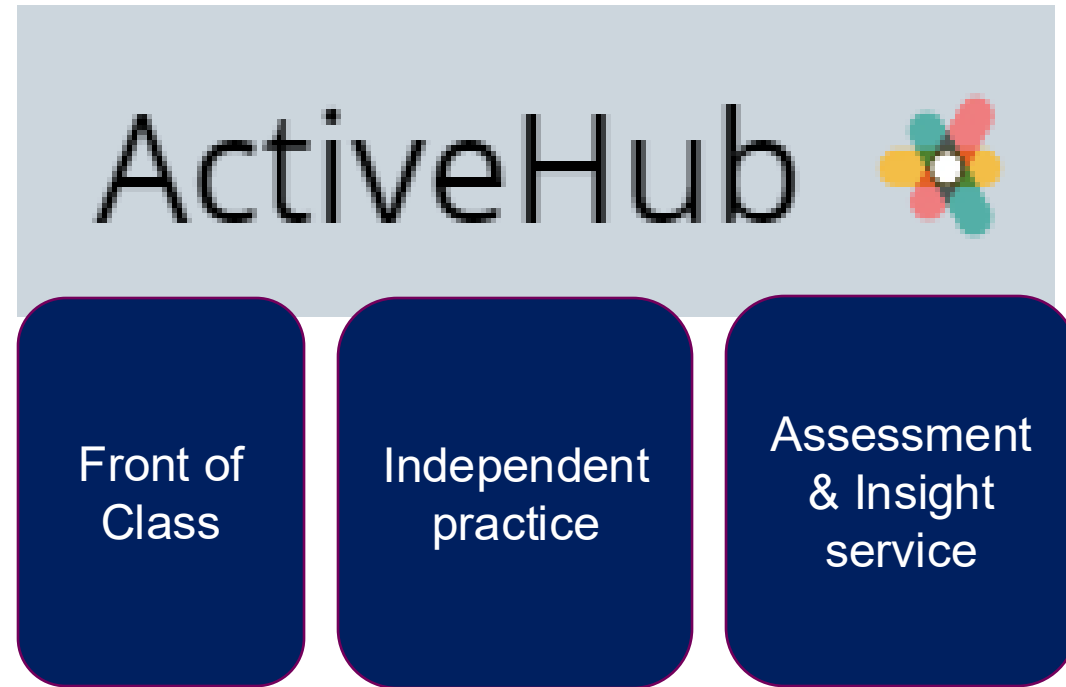
Resources and support

GCSE resources from Pearson



Higher
Tier
Student
Book

Foundation
Tier
Student
Book



Pearson scheme of work

Phonics PPTs

Phonics: silent final consonants **silent verb endings**

Practise the word **dangereux**. Listen and repeat.

In French, the final consonants **-s**, **-t** and **-x** are usually silent. The verb endings **-e**, **-es** and **-ent** are also silent.

Listen and repeat the words.

1 avis	7 parfois
2 vêtement	8 tout
3 jeux	9 affreux
4 regarde	10 parle
5 joues	11 envoie
6 téléchargent	12 achètent

Grammar quiz worksheets

1 Ma vie en ligne

Grammar quiz – The present tense of regular -er verbs

A Read the grammar box on the left. Then complete the verb table with the correct present tense endings.

There are many regular -er verbs in French. Remember that they work like this in the present tense.

je joue (to play)	regarde (to watch)
tu joues	tu regardes
il/elle/on joue	il/elle/on regarde
vous jouez	vous regardez
ils/elles jouent	ils/elles regardent

B Circle the correct form of the verb in these sentences. Then translate the sentences into English.

Exemple: Nous jouons / jeuons / j'écoute à des jeux en ligne. We play online games.

- Je regarde / regardes / regardes des clips vidéo.
- Elle télécharge / télécharges / télécharge de la musique.
- Tu parles / parles / parles avec tes amis.
- Ils partagent / partages / partages des photos.
- Vous cherchez / cherchez / cherchez des idées.

C Circle the verb mistakes in these sentences and then write out the correct versions.

Exemple: Mes copains (passé) beaucoup de temps sur Internet passe.

- Elles communiquons sur les réseaux sociaux.
- Nous achètes des vêtements en ligne.
- Mon frère chatte avec ses amis sur GamesChat.
- Ma mère pense qu'Internet est dangereux.

Sentence builder grids

Ma vie en ligne

Qu'est-ce que tu fais en ligne?
What do you do online?

J'écoute / I listen to	de la musique / music	avec mes écouteurs / with my headphones.
Je télécharge / I download	de la musique / music	
Je regarde / I watch	des clips sur TikTok / clips on TikTok	
Je partage / I share	des photos / photos	avec mon ami / with my friend.
Je parle / I talk	des selfies / selfies	



Answers – Ex. 1 Écouter

- b
- f
- c
- a
- d
- e

1 – Qu'est-ce que tu fais en ligne?
– Je télécharge et j'écoute des chansons sur mon portable.

2 – Je parle avec ma famille en Tunisie, en Afrique, et je partage des photos.

3 – Qu'est-ce que tu fais en ligne?
– Je cherche des idées, et puis parfois, j'achète des vêtements et d'autres choses.

4 – Je joue à des jeux contre ma meilleure amie.

5 – Et toi? Qu'est-ce que tu fais en ligne?
– Je regarde des clips, et des vidéos amusantes.

6 – J'envoie des messages à mes copains et copines.

Answer PPTs

3 Qu'est-ce que tu regardes?

Writing skills – Ce que j'aime regarder

A Draw a line to match the key words to the correct English translation.

- Les émissions de télé-réalité
- Les émissions de sport
- Les séries
- Les vidéos amusantes d'animaux
- Les vidéos de cuisine
- Les films d'action
- Les films de science-fiction

B Read Céline's email to Christophe about her viewing habits. Complete it using the words below.

regarder la télé réel de sport chaînes ordinateur cinéma télé réalité un grand écran émissions

Bonjour Christophe!

J'aime _____ (1) un peu de tout mais je préfère les _____ (2) musicales. Je regarde souvent des clips sur des _____ (3) de musique et je regarde aussi _____ (4) le soir ou le week-end. Je ne regarde jamais les émissions de _____ (5).

Audio files and transcripts

1 Tu as du temps à perdre? – Fêtes et jeux

Audio transcript (Page 7 Exercise 2)

- Pardon. Les dix jours sans écran – à ton avis, c'est une bonne idée, ou une mauvaise idée?
– À mon avis, c'est une bonne idée. C'est assez amusant.
- Et toi? Tu es d'accord? Les dix jours sans écran, c'est une bonne idée?
– Non, je ne suis pas d'accord. À mon avis, c'est une mauvaise idée! C'est ennuyeux et c'est complètement nul!
- Tu es d'accord? À ton avis, c'est une bonne idée?
– Oui, je suis d'accord. À mon avis, c'est une très bonne idée – c'est très intéressant.

Skills worksheets

1 Ma vie en ligne

Speaking confidence – Preparing for the read-aloud task (independently)

A Practise reading aloud the words below. Remember to pay attention to the silent endings in bold.

chêne jouit trop ils jouent affreux je parle beaucoup tu télécharges parfois tout le temps j'envoie loufoques la regarde dangereux ils passent réseaux sociaux

B Read the dialogue. Underline all silent final 'e', circle the silent final consonants and highlight the silent verb endings. Then practise reading the text aloud.

– Est-ce que tu utilises beaucoup ton portable?
– Oui, j'utilise mon portable tous les jours.
– Qu'est-ce que tu fais en ligne?
– Je joue à des jeux avec mon meilleur ami. Et toi, est-ce que tu joues en ligne?
– Non, mais je regarde tout le temps des vidéos amusantes.
– Aes ferez aussi regarder des clips sur YouTube.

C French cognates look like English words but are pronounced differently. Find ten cognates in the box and practise pronouncing them in your best French accent.

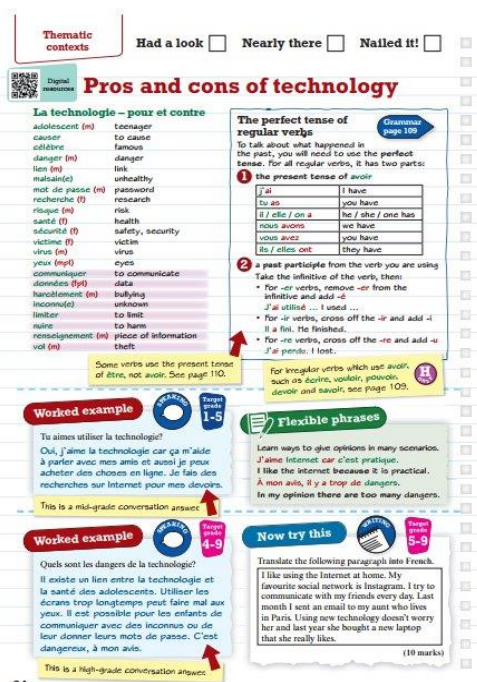
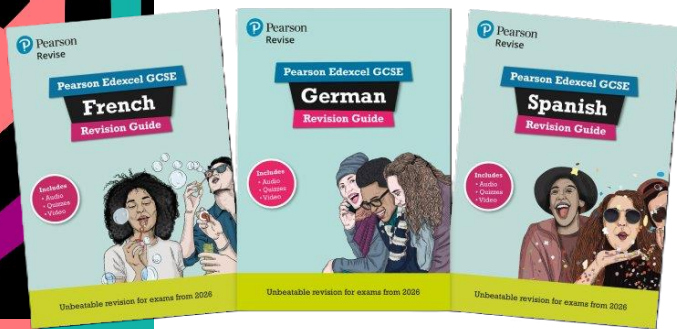
Internet	écran	harcèlement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tolérer	achat	jeunesse	portable	identité
victime	vol	temps	communiquer	jeux

D Look at the pairs of phrases below. Underline the phrase in each pair that uses a liaison. Then practise reading all phrases aloud.

- des apple / des jeux
- les vêtements / les achats
- c'est trop intéressant / c'est trop génial
- sans portable / sans écran
- c'est formidable / c'est essouffé
- je joue aux jeux / je joue aux jeux en ligne

Speaking confidence worksheets

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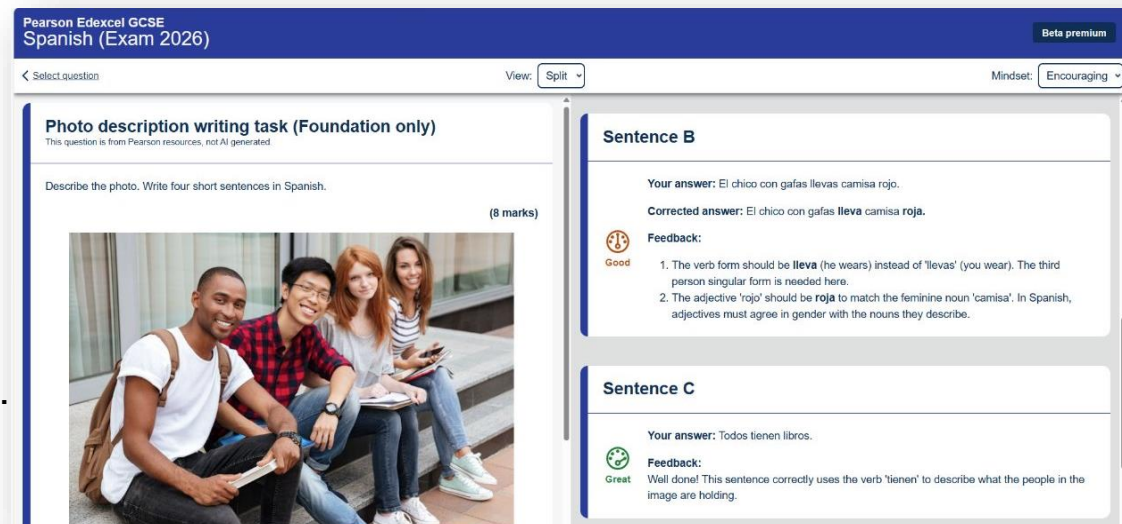
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- **Vocab flashcards** for self-testing of every word on the vocab list. Plus, students can create their own.



Try it all with free teacher access to Pearson Revise Online:

<https://www.pearsonschools.co.uk/exampracticeassistant>

Further training and resources

- Training currently available on the [PD Academy](#):
 - Conducting the Speaking Exam – live and pre-record training
 - Drop-in clinics
 - New to Pearson Edexcel (which replaces our GRTT training)
 - Effective phonics teaching
 - Unpacking the Speaking Exam / Unpacking the Writing Exam
 - [YouTube playlist](#) of event recordings
- [Paper 2, Listening and Understanding – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE German \(2024\) | Pearson qualifications](#)

Review of today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs
- Briefly explore teaching and learning approaches to prepare for the task
- Consider techniques and approaches for successful transcription in the exam
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training

Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Languages

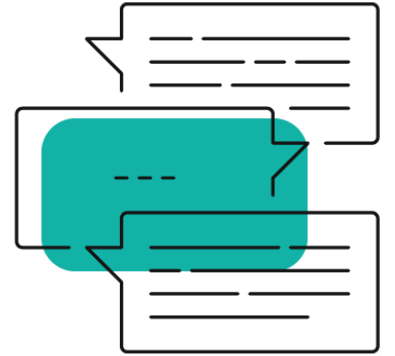
Email: teachinglanguages@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

Rebecca Waker
Languages



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Pearson Edexcel Facebook Page

Don't forget to follow us on Facebook for the latest updates about our qualifications. You can also find the latest updates from JCQ and Ofqual here too.

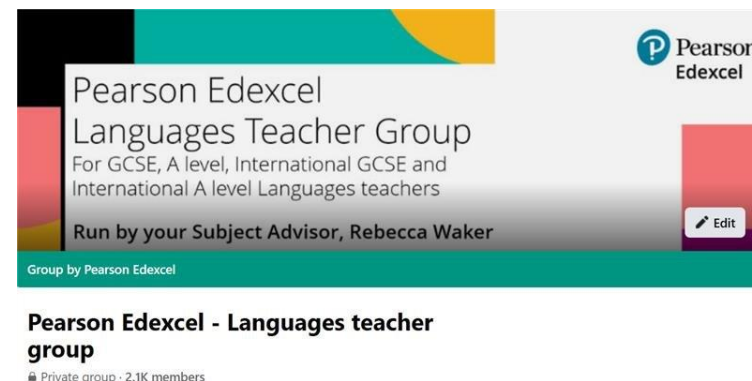
Click [here](#) to find our page, or scan this code



Facebook Teacher Groups

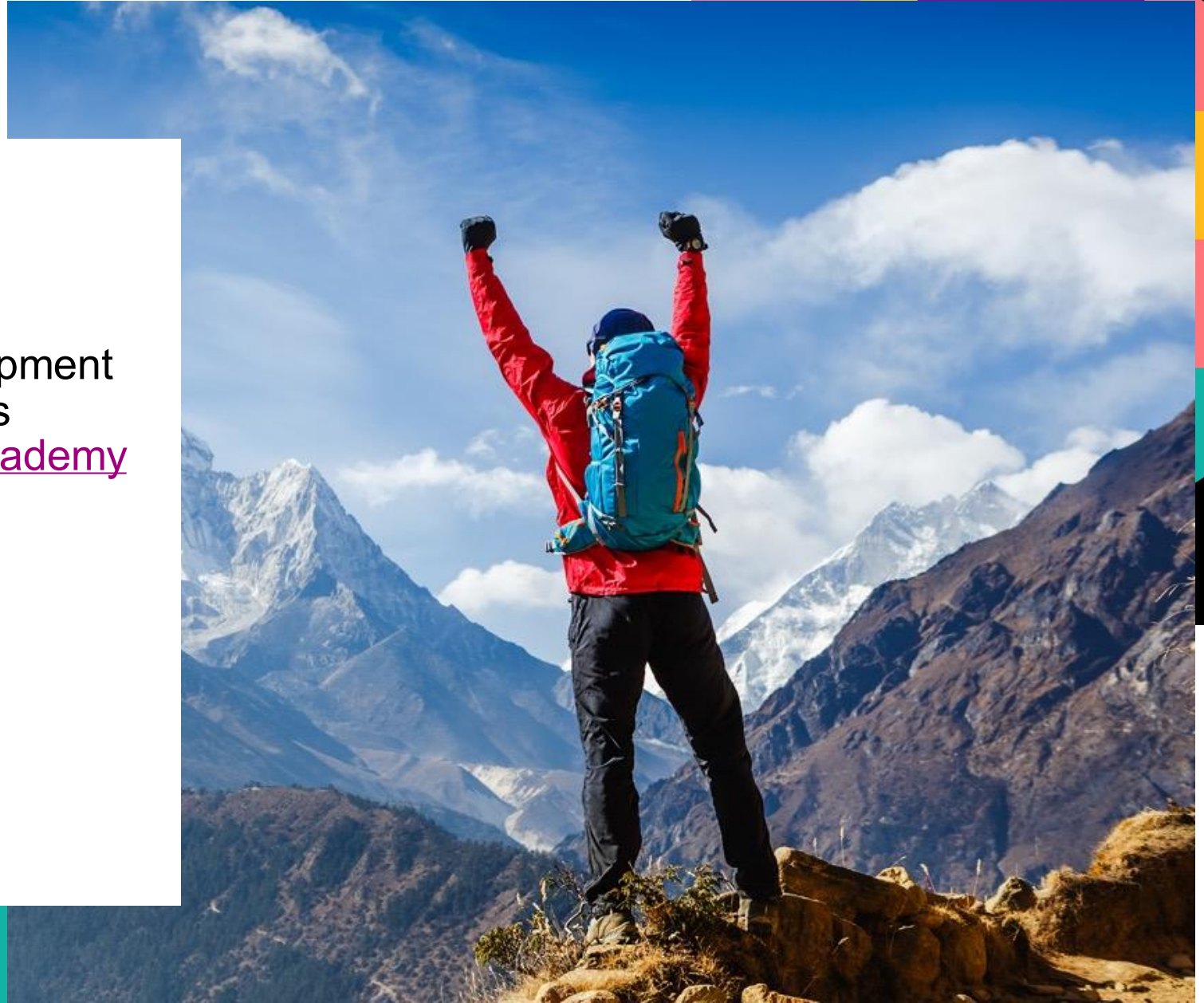
Be sure to also join our Pearson Edexcel Languages teacher group on Facebook. Created to give Languages teachers a private, professional space to have discussions. The group is managed by your Subject Advisor.

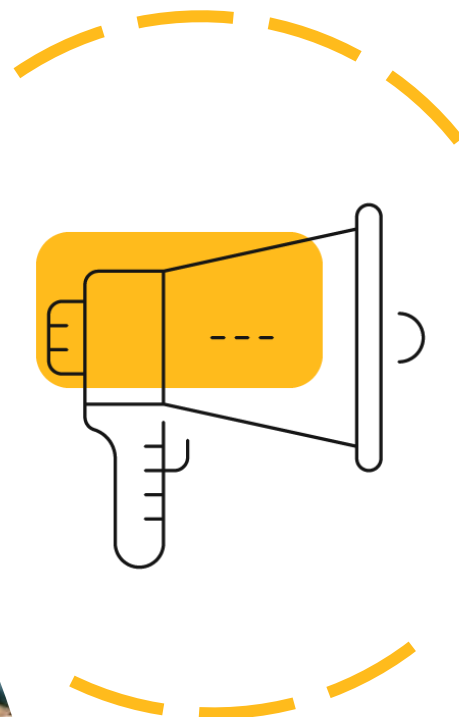
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Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



Thank you for coming!



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