Learning
Resource Network

# INTERNATIONAL AS AND A-LEVEL ENGLISH LANGUAGE (2061)

THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

# Contents

# BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

# ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

# MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

# CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence.
Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.

# INTRODUCTION

This specification provides an overview to the LRN International AS & A Level English Language[1]. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

# OBJECTIVE

The LRN International A & AS Level English Language qualification is designed to help students acquire abilities which universities regard as highly desirable.

# MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

# PROGRESSION

The LRN International AS & A Level English Language has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 3 qualification in English Language;
2. A higher level of any qualification – e.g., Degree
3. Vocationally Related Qualifications

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[1] LRN International AS/A Level are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

# QUALIFICATION OVERVIEW

| Number | Subject Content | LRN International AS Level | LRN International A Level | AO | Exam |
|--------|-----------------|---------------------------|--------------------------|-----|------|
| 1 | Reading | √ | √ | 1,2 and 3 | Combination of written exam papers (externally set and marked). |
| 2 | Writing | √ | √ | 2 and 3 | **AS Level** |
| 3 | Language Analysis | – | √ | 1,2,4 and 5 | **Paper 1:** |
| 4 | Language Topics | – | √ | 1,2 and 4 | Reading |
| | | | | | Duration: 2 hours |
| | | | | | Weighting: 50% |
| | | | | | **Paper 2:** |
| | | | | | Writing |
| | | | | | Duration: 2 hours |
| | | | | | Weighting: 50% |
| | | | | | **A Level** |
| | | | | | **Paper 1:** |
| | | | | | Reading |
| | | | | | Duration: 2 hours |
| | | | | | Weighting: 25% |
| | | | | | **Paper 2:** |
| | | | | | Writing |
| | | | | | Duration: 2 hours |
| | | | | | Weighting: 25% |
| | | | | | **Paper 3:** Language Analysis |
| | | | | | Duration: 2 hours |
| | | | | | Weighting: 50% |

| | | | | | **Paper 4:** Language Topics<br><br>Duration: 2 hours 30 minutes<br><br>Weighting: 50%<br><br>Language Topics |
|---|---|---|---|---|---|---|

# BREAKDOWN OF ASSESSMENT OBJECTIVES

### AO1

- Read a wide range of unseen texts and respond as directed (structure, style and vocabulary to fit a specific audience, form and purpose)
- Critically analyse given text commenting on form, language and structure using appropriate terminology

### AO2

- Write a response to a given prompt including a reflective commentary demonstrating an understanding of language related concepts and issues
- Produce a continuous piece of writing expressing ideas accurately, clearly and coherently as well as reflecting an appropriate range of language

### AO3

- Explore and develop understanding how language adapts to reflect changes by way of researching the topic
- Research and evaluate child language acquisition in the early stages and get familiarised with relevant theories, theorists and conventions

### AO4

- Respond to a given text and discuss salient issues raised based on knowledge derived from wider study regarding English in the world and explore connections across texts
- Respond to a given text and discuss salient issues raised based on knowledge derived from wider study regarding language and the self

### AO5

- Examine and utilise a great variety of language and language related data demonstrating the use of English to communicate in different ways

# ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

| Assessment objectives (AOs) | Weighting | | | |
|---|---|---|---|---|
| | **Paper 1** | **Paper 2** | **Paper 3** | **Paper 4** |
| AO1 | 35% | 0% | 10% | 40% |
| AO2 | 10% | 85% | 10% | 15% |
| AO3 | 55% | 15% | 0% | 0% |
| AO4 | 0% | 0% | 40% | 45% |
| AO5 | 0% | 0% | 40% | 0% |

# GUIDED LEARNING HOURS (GLH)

The LRN International AS Level guided learning hours (GLH) are 180 and 360 guided learning hours for LRN International A Level. Please note the hours stated are indicative.

# ENTRIES CODES

One entry per qualification is sufficient and will cover all the question papers including certification.

# PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

# GRADING

The LRN International A Level will be graded on a six-point scale: A*, A, B, C, D and E and LRN International AS Level will be graded on a five-point scale: A, B, C, D and E Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

# RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

# RE-TAKES

Whereas candidates can re-take each paper as often as they wish, within the shelf-life of the specification.

# CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner.  In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday.  Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services.  The timetable for responding is as follows:

- E-mail: 5 working days
- Letter:  5 working days
- Telephone message: 5 working days

# DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials.  Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010.  Specifically, we comply fully with the requirements laid out in the Equality Act 2010.  In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

| 1 | Reading |
|---|---------|

**Aim**

The aim of this subject content is to encourage learners to read extensively throughout their programme of study thereby deepening and enriching their appreciation of a varied selection of reading material and develop their knowledge and understanding of conventions and discourses related to a diverse range of contexts, genres and styles.

| Learning Outcomes - The learner will | | Assessment Criteria - The learner can | |
|---|---|---|---|
| 1. | Read and demonstrate understanding of a wide variety of texts for a range of audiences and purposes including conventions, linguistic elements as well as literary features (adverts, editorials, podcasts, diaries, [auto] biographies etc) | 1.1 | **Read** a variety of texts and **analyse** how linguistic elements in a text create meaning |
| | | 1.2 | **Identify** and **comment on** characteristic features of texts relating these to audience, context and purpose of the texts |
| | | 1.3 | **Compare** linguistic elements and style of own writing with those of a given text |
| 2. | Read widely and understand the significance of audience in texts and how context, genre and purpose shape the meaning of texts | 2.1 | **Read** a given text and **write** a directed response using quotations and evidence to produce accurate and meaningful commentaries |
| | | 2.2 | **Recognise** the importance of audience and the effect of context, genre and purpose with regard to meaning of texts |
| | | 2.3 | **Select** and **define** words and phrases with accuracy and care |

| 2 | Writing |
|---|---------|

**Aim**

The aim of this subject content is to enable learners to experiment with a similarly wide variety of contexts, genres and styles in their writing so as to encourage them to become reflective writers able to express themselves with clarity and precision and to adapt their style of writing to cover a range of forms, audiences, contexts and purposes.

| Learning Outcomes - The learner will | | Assessment Criteria - The learner can | |
|---|---|---|---|
| 1. | Write appropriately, creatively and effectively for a wide range of audiences and purposes demonstrating accurate use of conventions, linguistic elements and literary features | 1.1 | **Write** for a specific audience and purpose (short text and reflective commentary) |
| | | 1.2 | **Select** and **produce** an appropriate structure especially for longer pieces of writing |
| | | 1.3 | **Demonstrate** appropriate and effective use of paragraphs and specific effects |
| 2. | Recognise the significance of audience in texts (whether composing or reading) and how context, genre and purpose enhance the meaning of texts | 2.1 | **Produce** a longer (extended) piece of writing |
| | | 2.2 | **Express** ideas accurately, clearly and coherently at sentence and word level displaying an appropriate range of language |
| | | 2.3 | **Develop** and **evaluate** writing with regard to aspects appropriate to audience, form and purpose in order to enhance meaning |

| 3 | Language Analysis |
|---|---|

**Aim**

The aim of this subject content is to familiarise learners with conventions and strategies to study language such as skills and techniques for analysing and comparing unseen texts; absorbing relevant technical terminology; evaluating sources of evidence; conducting independent research in respect of language concepts; expressing their views in relation to theories.

| Learning Outcomes - The learner will | | Assessment Criteria - The learner can | |
|---|---|---|---|
| 1. | Understand the essential features and chronology of English language development (Early Modern English to Contemporary English) including theories, tables, graphs, concepts and terminology relating to language change and the production of meaning and style | 1.1 | **Analyse** prose text reflecting how the English language has changed over time |
| | | 1.2 | **Explain** and **evaluate** given quantitative language data |
| | | 1.3 | **Support** and **expand** response with reference to deeper and wider study of language change |
| 2 | Demonstrate knowledge of development stages in respect of child language acquisition together with relevant theories, theorists and conventions in the field | 2.1 | **Evaluate** and **respond** to given transcript (featuring language spoken between certain ages) |
| | | 2.2 | **Analyse** how language is used (in the transcript) |
| | | 2.3 | **Relate** observations to ideas and examples from deeper and wider study of language acquisition |

| 4 | Language Topics |
|---|---|

**Aim**

The aim of this subject content is to encourage learners to look beyond the practical application of English language engaging in a deeper consideration regarding theoretical issues related to its use. Learners are expected to develop an ability to engage in discussion on how various forms of English existing across the world interact both with one another and with other languages, and, how language use contributes to the development of the self.

| | Learning Outcomes - The learner will | | Assessment Criteria - The learner can |
|---|---|---|---|
| 1. | Demonstrate understanding with regard to theories, theorists and studies in relation to the development of English as a global language including varieties of English and specific ethical considerations | 1.1 | **Respond** accurately and effectively to a given text |
| | | 1.2 | **Discuss** and **address** the most relevant issues raised in the text with regard to a specific aspect of the role of the English language in the world |
| | | 1.3 | **Comment** on specific details in the text based on and with reference to their deeper and wider study in respect of 'English in the world' |
| 2. | Understand linguistic issues, concepts, methods, approaches and studies in relation to learning and innateness, the relationship between language and thought as well as language and social identity | 2.1 | **Respond** accurately and effectively to a given text |
| | | 2.2 | **Discuss** and **address** the most relevant issues raised in the text with regard to a specific aspect of the relationship between language and the self |
| | | 2.3 | **Comment** on specific details in the text based on and with reference to their deeper and wider study in respect of 'Language and the self' |