

SPECIFICATION > For exams January, May and November onwards
For teaching from September 2023 onwards



**Learning
Resource Network**

LRN INTERNATIONAL GCSE ENGLISH — FIRST LANGUAGE [2028]



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

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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 GCSE First Language English. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

LRN International GCSE First Language English is designed to enable international candidates to demonstrate their ability to communicate effectively in the medium of the English language. This qualification will assess the following components: reading, writing and speaking and listening. Key aspects will also include a focus on grammar, spelling and punctuation as well as pronunciation and intonation patterns.

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

LRN International GCSE First 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. a similar level 2 qualification in English Language;
2. LRN Level 2 Certificate or Diploma in Pre A Foundation Studies;
3. a higher level of any qualification – e.g. A-Level, Diploma
4. National or Vocationally Related Qualifications

QUALIFICATION OVERVIEW

All candidates are required to take 3 components in total.

- 1- Paper 1,
- 2- Paper 2 **or** 3, and
- 3- Paper 4

Number	Subject Content	AO	Exam
1	Reading	1 and 2	<p>Combination of written exam papers including portfolio work as well as an oral and aural exam. (Assessment is externally set and marked by LRN; Paper 3 is internally marked and externally moderated)</p> <p>Paper 1: Reading Questions with sub questions based on given texts</p> <p>Duration: 2 hours</p> <p>Paper 2: Instructed Writing Compilation Questions with sub questions based on a selection of given texts</p> <p>Duration: 2 hours</p> <p>OR</p> <p>Paper 3: Coursework Three assignments to be completed demonstrating different writing intentions and styles</p> <p>Duration: Completed during course</p> <p>Paper 4: Speaking and Listening Individual talk followed by a conversation regarding related aspects</p> <p>Duration: 10-12 minutes.</p>
2	Instructed Writing Compilation or Portfolio (coursework)	1 and 2	
3	Speaking and Listening	3	

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO1 – Reading

- Be able to read for a variety of purposes, including reading critically with deep understanding and comprehension
- Be able to read a range of texts in order to determine and understand explicit information
- Be able to read a range of texts in order to determine and understand implicit information
- Be able to read a range of texts with the ability to analyse and evaluate writers' thoughts and views
- Be able to read a range of texts to determine and understand how writers achieve effects

AO2 – Writing (Instructed Writing Compilation OR Portfolio, coursework)

- Be able to write effectively for a variety of purposes, audiences and context as well as for impact
- Be able to produce a range of texts in order to accurately define opinions and thoughts
- Be able to use language creatively, imaginatively and persuasively
- Be able to use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling, grammar and punctuation
- Be able to classify facts, ideas and opinions as required

AO3 – Listening and Speaking

- Be able to express clearly and distinctly what is felt, imagined and thought
- Be able to communicate facts, ideas, information and opinions accurately, clearly and effectively in respect of audiences, context and purposes
- Be able to listen and respond adequately and appropriately to contributions of others
- Be able to use a variety of grammatical structures and vocabulary accurately and effectively showing good control of intonation and pronunciation patterns
- Be able to engage actively and effectively in a conversation in order to move it forward

ASSESSMENT

The assessment for this qualification consists of (i) written exam papers, (ii) development of written material (report, article and letter), and (iii) oral and aural exam, set and marked by LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2 / Paper 3	Paper 4
AO1	80%	20%	0%
AO2	20%	80%	0%
AO3	0%	0%	100%

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. 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

Results are reported, as 9 to 1.

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 the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification.

Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

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 enable candidates to read a great variety of texts for different purposes by way of developing understanding of subject content, genre and meaning of words. Candidates will be exposed to reading materials (fiction and non-fiction) across various periods of time with the intention of enabling them to recognise and understand structure, linguistic devices and language forms, encouraging them to read for pleasure as well as for deeper understanding of the language and ultimately improve own writing.			
Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Be able to read a vast selection of texts effortlessly and with critical understanding		
		1.1	Recognise a wide range of different genres and text types (and the phrases and vocabulary included therein)
		1.2	Identify facts, ideas and opinions
		1.3	Explore methods writers use to influence their audiences
2	Be able to critically compare, scrutinise a selection of texts based on knowledge gained from wide reading	2.1	Select details/ information for specific contexts or purposes as required
		2.2	Arrange and utilise material for specific contexts or purposes as required
		2.3	Distinguish between a great variety of linguistic devices, their use and application with regard to their effect on readers

2 & 3	Writing (Instructed Writing Compilation / Coursework)		
Aim The aim of this subject content is to enable candidates to create and compose a variety of engaging and interesting texts that are written effectively and coherently for a range of purposes and audiences including argumentative, descriptive and narrative types. Candidates are required to use grammar correctly, punctuate and spell accurately and generally apply a wide range of vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions.			
Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Be able to structure facts, ideas and opinions in a clear, continuous and coherent manner	1.1	Summarise and organise information within texts such as facts, meanings, opinions and perspectives effectively and efficiently
		1.2	Determine clearly what is felt, imagined, implied and/ or thought
		1.3	Compose writing for impact (emphasising key points, citing quotations, including rhetorical devices)
2	Be able to produce a variety of texts displaying a wide range of language structures	2.1	Formulate output clearly, effectively and imaginatively in and for different forms, purposes and audiences adjusting register, style and tone accordingly
		2.2	Apply a wide range of grammatical structures and vocabulary accurately and effectively including paragraphing
		2.3	Demonstrate full control of spelling, punctuation and grammar

4	Speaking and listening		
Aim			
The aim of this subject content is to enable candidates to demonstrate a variety of speaking and listening skills regarding factual information and ideas from a range of topics familiar to their experience. Candidates are required to actively and effectively engage in conversations and respond comprehensively and spontaneously to questions and prompts.			
Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Be able to listen and respond comprehensively to a range of questions	1.1	Listen and respond effectively to facts, (complex) ideas, information, opinions and attitudes
		1.2	Articulate what is felt, imagined, implied and/ or thought
		1.3	Demonstrate control of pronunciation and intonation patterns
2	Be able to deliver a continuous talk (on a selected topic) and respond to (topic related) questions thereafter	2.1	Present facts, ideas, information and opinions in an organised and engaging manner
		2.2	Communicate clearly with focus and purpose in respect of context
		2.3	Apply spoken Standard English as well as register appropriate to audience and context