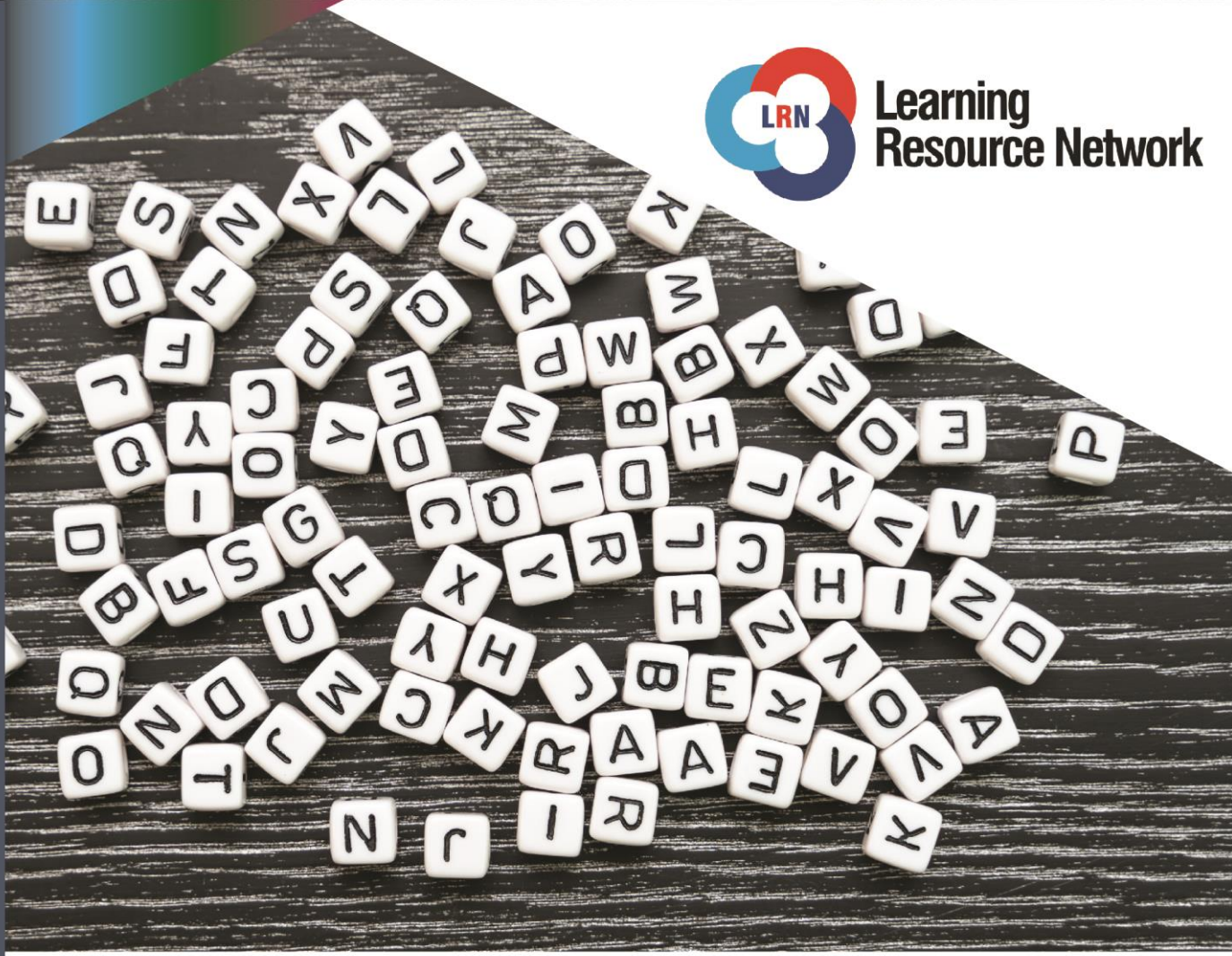


For exams January, May and November onwards  
For teaching from September 2021 onwards

SPECIFICATION 



Learning  
Resource Network

# LRN INTERNATIONAL GCSE ENGLISH LANGUAGE (2031)



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 English Language<sup>1</sup>. 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

The LRN International GCSE English Language 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: speaking, listening, writing and reading. Key aspects will also include a focus on grammar, spelling and punctuation.

## 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 GCSE 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

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<sup>1</sup> LRN International GCSEs 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

Candidates must take all three components.

Subject Content	AO	Exam
Writing & Reading	1,2	Combination of written exam papers as well as an oral and aural exam. Assessment is externally set and marked by LRN.  <b>Paper 1: Writing &amp; Reading</b> Five exercises testing a range of reading and writing skills such as multiple choice, gap filling, summarising, short answer questions, writing an article and email/letter.  Duration: 2 hours  <b>Paper 2: Listening</b> Five exercises with several short extracts and longer texts, and a range of task types, including short-answer questions, matching, multiple choice, gap filling and note taking.  Duration: 50 minutes  <b>Paper 3: Speaking</b> warm-up conversation 3 minutes, independent long speaking task 4 minutes and extended discussion 3 minutes.  Duration: 10 minutes
Listening	3	
Speaking	4	



# BREAKDOWN OF ASSESSMENT OBJECTIVES

## AO1 – Writing

- Be able to write effectively for a variety of purposes and audiences 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 and punctuation

## AO2 – 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 explicit information
- Be able to read a range of texts in order to determine implicit information
- Be able to read a range of texts with the ability to analyse and evaluate writers' thoughts and views

## AO3 – Listening

- Be able to listen and select relevant and specific information
- Be able to listen in order to infer meaning, gist and purpose
- Be able to recognise connections between attitudes, ideas and opinions

## AO4 – Speaking

- Be able to develop responses and link ideas using appropriate linking devices
- Be able to communicate ideas, information and opinions accurately, clearly and effectively
- Be able to use a variety of grammatical structures and vocabulary accurately and effectively and show 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 the LRN.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2	Paper 3
AO1	60%		
AO2			
AO3		20%	
AO4			20%

## **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.



<b>1</b>	<b>Reading</b>	
<b>Aim</b>		
The aim of this subject content is to familiarise candidates with reading of a 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.		
<b>Learning Outcomes - The learner will</b>		<b>Assessment Criteria - The learner can</b>
1	Be able to read a vast selection of texts effortlessly and with critical understanding	1.1 <b>Define</b> the meaning of (i) fact, (ii) opinion, (iii) gist, and (iv) perspective.
		1.2 <b>Identify and comment on</b> explicit and implicit ideas and information as well as on inferences
		1.3 <b>Describe</b> writers' use of language to convey ideas, meaning, perspective and purpose to influence readers.
2	Be able to critically compare and scrutinise two or more texts based on knowledge gained from wide reading	2.1 <b>Analyse</b> information across texts to determine meaning, purpose and opinion and <b>support</b> this with appropriate textual references
		2.2 <b>Interpret</b> and <b>evaluate</b> writers' ideas and perspectives across texts including what is implied but not directly stated
		2.3 <b>Select</b> and <b>synthesise</b> evidence and information from a variety of texts in terms of capturing key points

<b>2</b>	<b>Writing</b>		
<b>Aim</b>			
The aim of this subject content is to enable candidates to produce a variety of engaging and interesting texts that are written effectively and coherently for a range of purposes and audiences. Candidates are required to use grammar correctly, punctuate and spell accurately and generally apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions.			
<b>Learning Outcomes - The learner will</b>		<b>Assessment Criteria - The learner can</b>	
1	Be able to structure ideas and opinions in a clear and coherent manner	1.1	<b>Organise</b> and <b>summarise</b> information within texts such as facts, meaning, opinion and perspectives
		1.2	<b>Distinguish</b> between what is thought, felt and imagined
		1.3	<b>Demonstrate</b> writing for impact (emphasising key points, citing quotations, including rhetorical devices)
2	Be able to produce a variety of texts showing a range of language structures	2.1	<b>Write</b> clearly, effectively and imaginatively in/ for different forms, purposes and audiences adjusting register, style and tone accordingly
		2.2	<b>Apply</b> a range of grammatical structures and vocabulary accurately and effectively including paragraphing
		2.3	<b>Show</b> full control of punctuation and spelling

<b>3</b>	<b>Listening</b>		
<b>Aim</b>			
The aim of this subject content is to enable candidates to understand factual information and ideas from a range of sources. Candidates are required to listen to a variety of texts, voices and accents demonstrating understanding and responding comprehensively and effectively.			
<b>Learning Outcomes - The learner will</b>		<b>Assessment Criteria - The learner can</b>	
1	Be able to listen to a selection of texts varying in length and depth	1.1	<b>Identify</b> and <b>select</b> relevant information
		1.2	<b>Listen</b> and <b>respond</b> appropriately and effectively to ideas, opinions and attitudes
2	Be able to understand what is implied but not expressly stated in a text	2.1	<b>Summarise</b> and <b>present</b> in an orderly manner facts, ideas and opinions
		2.2	<b>Demonstrate</b> how attitudes, ideas and opinions might be connected

4 Speaking			
<b>Aim</b>			
The aim of this subject content is to enable candidates to communicate ideas and factual information with some elaboration and expansion. Candidates will be required to engage in a conversation on a wide range of topics familiar to their experience.			
Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Be able to engage in an independent long speaking task on a given topic	1.1	<b>Develop</b> responses and connect ideas using a range of linking devices
		1.2	<b>Express</b> ideas accurately, clearly and effectively
		1.3	<b>Demonstrate</b> control of pronunciation and intonation patterns
2	Be able to participate in a discussion with subsequent questions and answers	2.1	<b>Articulate</b> what is felt, imagined and/ or thought with accuracy, clarity, focus and purpose using fluent language including a wide range of grammatical structures and vocabulary
		2.2	<b>Engage</b> in a discussion conveying facts, ideas and opinions effectively in order to maintain the interest of the audience and contribute to the progress of the discussion
		2.4	<b>Respond</b> to comments and feedback using spoken Standard English as well as register appropriate to audience and context