

SPECIFICATION > For exams January, May and November onwards
For teaching from September 2022 onwards



**Learning
Resource Network**



LRN INTERNATIONAL GCSE KURDISH (2280)



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BACKGROUND TO LRN

Learning Resource Network (LRN) is an Ofqual regulated 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.



**CUSTOMER
SERVICE
EXCELLENCE®**



INTRODUCTION

This specification provides an overview of the LRN International GCSE Kurdish as a first Language. 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 Kurdish as a first Language is designed mainly for students whose mother tongue is Kurdish. This Kurdish subject will enable international candidates to demonstrate their ability to communicate clearly, and accurately. Also, it will guide them to develop a personal style and awareness of the topics they present in their writing, and it will help in developing general analysis and communication skills.

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 through either method. 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.

PROGRESSION

The LRN International GCSE Kurdish 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 Kurdish;
2. a higher level of any qualification – e.g. A-Level, Diploma
3. National or Vocationally Related Qualifications

QUALIFICATION OVERVIEW

Candidates must take the two components.

Subject Content	AO	Exam
Writing	1	Paper 1: Writing Candidates will write two composition question tasks. 50 marks (each task 25 marks). Duration: 2 hours Paper 2: Reading Candidates will read, analyse and answer questions on two Kurdish passages. 50 marks Duration: 2 hours
Reading	2	

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 eloquent their experience, feelings, 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
- Be able to present facts and opinions.

AO2 – Reading

- Be able to understand and group specific ideas.
- 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 analyse the ideas and information.
- Be able to read a range of texts with the ability to analyse and evaluate writers' thoughts and views.

ASSESSMENT

The assessment for this qualification consists of (i) Writing paper, (ii) Reading

Assessment objectives (AOs)	Weighting	
	Paper 1	Paper 2
AO1		
AO2	50%	50%

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 email help desk 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 familiarise candidates with reading 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 across various periods of time with the intention of enabling them to recognise and understand structure, linguistic devices and language forms.			
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	Define specific information in a passage
		1.2	Identify and comment on explicit and implicit ideas and information as well as on inferences
		1.3	Describe writers' use of language to convey ideas, meaning, perspective and purpose to influence readers.
		1.4	Recognise the meaning of words from the context.
2	Be able to critically compare and scrutinise two or more texts based on knowledge gained from understanding the passages.	2.1	Analyse information across texts to determine meaning, purpose and opinion and support this with appropriate textual references
		2.2	Evaluate effectiveness, analyse, and compare ideas.
		2.3	Show deep accurate understanding of extended passages.

2	Writing		
Aim			
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.			
Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Be able to structure ideas and opinions in a clear and irrational way.	1.1	Organise and summarise information within texts such as facts, meaning, opinion and perspectives.
		1.2	Express thoughts and ideas engage, inform, or convince the reader.
		1.3	Demonstrate 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	Write clearly, effectively and imaginatively in/ for different forms, purposes and audiences adjusting register, style and tone accordingly
		2.2	Apply a range of grammatical structures and vocabulary accurately and effectively including paragraphing
		2.3	Demonstrate accuracy in punctuation and spelling.