



**Learning  
Resource Network**

**QUALIFICATION SPECIFICATION  
- LRN Entry Level Certificate in  
ESOL International (Entry 3)  
(Communication - Speaking and  
Listening)**

**Accreditation Number: 600/9917/3**

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## **BACKGROUND TO LRN**

Learning Resource Network - LRN - is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, FE Providers and employers who can access qualifications through registered educational institutions.

It was founded by a group of educators and business people and specialises in ESOL and management qualifications.

A full list of LRN qualifications can be found on the [register of regulated qualifications](#).

LRN London head office is supported by a team of representatives around the world.

LRN can be contacted on the following address:

Learning Resource Network  
Delta House  
175-177 Borough High Street  
London  
SE1 1HR  
Tel: 0870 6258 408

[enquiries@lrnglobal.org](mailto:enquiries@lrnglobal.org)  
[www.lrnglobal.org](http://www.lrnglobal.org)

## **ESOL INTERNATIONAL QUALIFICATIONS**

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is both available and recognised worldwide and covers the whole range up to the highest level (NQF level 3 / CEF C2). They are suitable for candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the [Common European Framework Reference for Languages \(CEF\)](#). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England, Wales and Northern Ireland ([see Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003](#)).

## **INTRODUCTION**

This specification document provides an overview and orientation to LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) for candidates, centres, administrators, teachers and examiners and outlines the key features and administrative procedures required for this test.

## **OBJECTIVE**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is designed for all non-native English speakers that are required to improve their speaking and listening at B1<sup>1</sup>. Candidates taking LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) will need to demonstrate they are capable of handling familiar and routine communication in the areas of speaking and listening pitched at level B1 on the Common European Framework of References for Languages (CEFR).

## **CANDIDATE CATEGORY**

Candidates interested in taking the LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) may include those:

1. Needing a starting point in order to work towards a qualification in English.
2. Working or seeking work in an English speaking environment.
3. Living and working in a country where the native and official language is English.
4. Submitting an immigration application

Candidates who take LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) are made up of a range of different national and cultural backgrounds.

## **ENTRY REQUIREMENTS**

There are no entry requirements for candidates upon taking this qualification. It is also not necessary for candidates to have achieved a qualification in English prior to registering. However, LRN would recommend that candidates are well

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<sup>1</sup> B1 on the CEFR = Entry 3 on the National Qualifications Framework (NQF)

prepared before taking this test. Downloadable sample materials are accessible through the qualifications section of the LRN website whereby candidates can access sample assessment material. LRN approved centres ensure that candidates are fully prepared to sit LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) through using fully trained teachers and appropriate resources as laid out in the centre agreement with LRN.

## **PROGRESSION**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) 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:

- A higher level of any ESOL International qualification – E .g. Level 1 ESOL qualification
- A key skills or functional skills qualification
- Vocational qualifications

## **LANGUAGE OF ASSESSMENT**

LRN aims to use English that is plain, clear, free from bias and appropriate to Entry Level candidates. All assessments and assessment related materials are written in English and rigorously checked by LRN officers and subject specialists before release. Teachers preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to Entry Level ESOL candidates.

## **QUALIFICATION OVERVIEW**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is based on the CEFR in that it reflects the levels of language ability which are defined by the CEFR. References to the CEFR are made in the LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) Mark Scheme in order to demonstrate linkage between the qualification construct and CEFR.

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is a single unit qualification. Candidates are assessed in the components of speaking and listening which must be completed and passed in order to achieve a certificate at Entry Level 3 (CEFR B1). The recommended guided learning hours for this qualification are 110 against a pre-agreed syllabus set by centres that is approved by LRN.

## **LEVEL**

In line with the ESOL Adult Core Curriculum for Entry 3, LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is designed to be assessed at CEFR level B1 / Entry 3 (NQF). See Annex 1 for more information on National Qualifications Framework and Common European Framework.

## QUALIFICATION FEATURES

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) consists of three sections that measure the level of competency in speaking and listening at Entry level 3. A more detailed breakdown of sections can be found in the Assessment Guide on page 20.

Section	Task and Functions
Section 1	Introduction based on familiar topics. The examiner asks candidates questions about themselves and topics they are familiar with.
Section 2	Each candidate must narrate a story or talk about a given topic where they express and support opinions and views, make comparisons followed by questions from the examiner and paired candidate.
Section 3	Candidates perform a role play where they must obtain services or goods, or engage to communicate, in areas such as: <ul style="list-style-type: none"><li>• Planning a party</li><li>• Dealing with housing arrangements</li><li>• Dealing with authorities during a foreign visit</li><li>• Making travel arrangements</li><li>• Apologising</li><li>• Complaining</li><li>• Booking a holiday</li><li>• Asking for and obtaining detailed directions</li><li>• Making a telephone call</li><li>• Buying a present / gift</li><li>• Shopping, restaurants / cafes</li><li>• Travel &amp; transport</li><li>• Holidays</li><li>• Work &amp; jobs</li><li>• Leisure activities</li><li>• Hobbies &amp; pastimes</li></ul>

## CANDIDATE REGISTRATION

LRN requires candidates to be registered at least 10 working days prior to attending an examination session. Centres must register candidates undertaking delivery and assessment at their centres by completing an LRN registration form. This is downloadable from the LRN website. Completed registration forms must be sent to [exams@lrnglobal.org](mailto:exams@lrnglobal.org) or by post to:

Learning Resource Network  
Delta House  
175-177 Borough High Street  
London  
SE1 1HR

This is in accordance with LRN's policy on candidate registration (see Annex 8), also available on LRN's website.

## **ASSESSMENT BOOKING**

LRN approved centres book assessments 5 working days prior to the session using the LRN assessment booking form downloadable from LRN website. Completed assessment booking forms must be sent to [exams@lrnglobal.org](mailto:exams@lrnglobal.org) or by post to:

Learning Resource Network  
Delta House  
175-177 Borough High Street  
London  
SE1 1HR

## **CANDIDATE IDENTIFICATION**

All candidate identification is checked in all instances prior to the assessment. LRN will **only** accept the following forms of identification:

- Valid Passport
- UK Driving Licence (photocard only)
- UK Border Agency biometric residence permit
- UK Border Agency travel document

LRN will be unable to conduct an assessment for any candidate who fails to provide any one of the documents listed above.

## **ASSESSMENT DELIVERY PROCEDURES**

### **Before**

- LRN schedules the external examiners and this information is relayed to the centre 3 days prior to the assessment session.
- The centre will have already been informed of the exam room requirements and exam rules, as shown on page 9 of this document.
- Exam papers are sent to the centre, under secure and signed delivery, by an LRN approved courier, 48 hours ahead of the scheduled date of assessment.
- The examiner contacts the centre 24 hours ahead of the planned assessment to confirm the arrangements.
- The examiner arrives at the centre 30 minutes before the exam is due to take place and makes contact with the head of centre/centre coordinator on arrival.
- The examiner is advised of possible last minute changes (e.g. candidate absences).
- The centre contact hands over the unopened assessment materials for the examiner to ensure they have not been tampered with or opened.
- The examiner reviews the condition of the exam room to ensure it conforms to the requirements (as set out in the exam room requirements section).
- The examiner opens the materials and prepares to call the first set of candidates into the examining room (only two candidates and the examiner are present in the room during the assessment unless otherwise arranged, i.e. through special consideration or reasonable adjustment).



- The examiner greets the candidates and requests that they be seated (facing them overlooking a table where the dictaphone and support materials are placed).
- The examiner checks each candidate's identification. For more information see Candidate Identification on page 8.
- The examiner ensures that both candidates are ready to proceed and then reads the exam rules, detailed on page 10.

### **During**

- Once the examiner is happy to proceed, the assessment commences by following the assessment rubric given.
- The examiner conducts the assessment using the exam script and candidate booklet.
- The examiner records the assessment using a dictaphone (in order to capture oral and aural responses).
- The examiner scores each candidate's performance in line with the pre-set mark scheme.
- Once the exam has concluded the examiner asks the candidates to leave the room.
- The examiner calls the next pair of candidates (having first consulted their exam schedule).

### **After**

- The examiner asks the final pair of candidates to leave and then processes the assessment documentation for that particular visit.
- After each assessment the examiner allocates a mark for each candidate against the mark scheme and refers to dictaphone data if necessary. Extra batteries are provided should they be needed and all examiners have access to CDs in order to record the CD in the event of dictaphone malfunction, with centre support.
- The examiner completes all LRN administration and secures the assessment material in a sealable poly-bag to be despatched to LRN offices.
- The examiner hands over the sealed poly-bag to the centre manager/centre co-ordinator for collection by LRN approved courier.

## **EXAM ROOM REQUIREMENTS**

The following steps will be considered when making arrangements for Speaking and Listening assessments.

- Examinations must take place in a secure room, free from outside distraction, with adequate size to comfortably accommodate an assessment of this nature.
- The exam room must be situated away from noise and disruption with no view of the outside visible to the candidates.

- A sign with illustrations will be placed outside the room stating: 'no mobile phones', 'no speaking', 'no drinking' and 'no eating'. Please see Annex 10 for more information.
- A sign will be placed outside the door stating: "silence – examination in progress" as previously stipulated to the centre.
- The exam room must be equipped with sufficient furniture to conduct the assessment - for example an adequate numbers of table(s) and chairs.
- The exam room must be clean and have sufficient lighting and ventilation.
- The exam room must be of suitable ambient temperature in order for the assessment to take place.
- Where special consideration or reasonable adjustment is required, the centre must notify LRN in accordance with LRN's Special Consideration and Reasonable Adjustment Policy (see Annex 4 for more information).
- A separate waiting room or waiting area must be provided at a suitable distance from the examining room.
- All personal belongings, including mobile phones, must be left outside the examining room, unless required for medical reasons.
- Centre staff belongings must not be left in the examination room; this is in order to prevent distractions during the assessment.

## **EXAM RULES**

Below is a breakdown of rules that must be adhered to by candidates when sitting LRN assessments.

### Candidates must:

- Leave all personal belongings in a secure place, outside the examining room.
- Ensure that mobile phones, alarms, iPhones and other forms of electronic equipment are switched off throughout the examination. Candidates are liable to be disqualified if a phone rings during the exam.
- Present valid identification to the examiner as indicated in Candidate Identification on page 8.
- Answer the questions directly asked by the examiner.
- Not partake in any communication, in any language, without the prior approval of the examiner.
- Not seek advice or guidance from their paired partner with regard to the structure of the assessment whilst in the examining room.
- Follow the examiner's instructions exactly as provided.

Please note that failure to comply with the rules and regulations listed above will result in actions being reported to LRN, which may result in disqualification.

## CEFR GLOBAL SCALE

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Independent User</b>	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which of are familiar or personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
<b>Basic User</b>	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## CAN DO SUMMARY

### The ALTE 'Can Do' Project

The CAN do Project has been developed by the [Association of Language Testers in Europe \(ALTE\)](#) which offers a framework that covers six levels of language competency that is aligned to the [Council of Europe Common European Framework \(CEFR\)](#) – see Appendix D of the CEFR for more information. The CAN do summary outlines how language candidates can perform and what they can do at each level. They are divided into three areas, social and tourism, Work and Study, and are detailed below CEFR Level **B1** and give examples of typical ability.

## Speaking and Listening

Summary of Overall Ability	
<b>B1</b>	CAN express opinions on abstract/cultural matters in a limited way or offer advice within a familiar area. Can understand instructions or public announcements.

Social and Tourist Skill Area	
<b>B1</b>	CAN express opinions on abstract/cultural matters but in a limited way and pick up nuances of meaning/opinion provided they are not too complicated.

Work Skill Area	
<b>B1</b>	CAN give advice to clients within their own job area on uncomplicated matters.

Study Skill Area	
<b>B1</b>	CAN understand instructions on classes, tasks and assignments given by a teacher or lecturer.

## ASSESSMENT PROCESS

Annex 2 details the process of assessment for each candidate whilst in a paired transaction.

## RESULTS

The examination is conducted by one examiner, trained by LRN, and is recorded on a dictaphone. Marks are allocated for each candidate in accordance with the LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) mark scheme and then returned securely to LRN's head office for processing. Results are then moderated by the moderation team in accordance with LRN's moderation policy. Moderated results are then forwarded to the Lead Moderator for final approval. LRN intends to issue its results to centres within 6-10 working days.

## APPEALS

In order to appeal against an assessment decision, candidates must submit their appeal no later than 14 working days after receiving their assessment results. Candidates must state the reason for the appeal, and can apply:

In writing:

Examinations Services  
Delta House  
175-177 Borough High Street  
London  
SE1 1HR

By e-mail:

enquiries@lrnglobal.org

By fax:

0207 681 1327

Appeals are processed in accordance with LRN's policy on appeals. Further information is provided on the LRN website. LRN's appeals panel intends to ensure appeals are processed within 30 working days of their being submitted. The cost to apply for an appeal is £80 which must be paid at the time of submission. The reason for this fee is to cover the administration processes and staffing involved in the appeals process; the fee has been kept to a minimum in order to prevent its acting as a deterrent to candidates. The fee will be refunded to the candidate in the event of an appeal being upheld.

Candidates should note that an appeal may result in an increase, decrease or no change to their overall assessment result.

For more information on LRN appeals, please see Annex 5.

## **LRN SPECIAL CONSIDERATIONS AND REASONABLE ADJUSTMENT POLICY**

LRN has included its policy on special consideration and reasonable adjustment and has taken this policy into account during qualification design. Special consideration and reasonable adjustment are considered on a case by case basis.

LRN's policy on special consideration and reasonable adjustment is all-inclusive and intends to provide the necessary support for candidates, within reasonable tolerance levels. LRN has to balance the fairness of assessments with ensuring candidates requesting a reasonable adjustment are given an opportunity to demonstrate the level of competence required as part of the assessment.

In the context of LRN's speaking and listening examinations, which includes the Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening), the use of sign language as an interpretive tool (i.e. British Sign Language) is not permissible. This is due to the construct of the qualification which requires candidates to listen and verbally interact with the examiner so the examiner can arrive at a judgement and allocate a score on the candidate's responses in line with the industry approved mark scheme. These are the principles upon which this qualification is based - Common European Framework of Reference for Language (CEFR).

LRN's policy on special consideration and reasonable adjustment does allow for unlimited time for candidates with impaired speech. In terms of comparability with

other ESOL International qualifications, particularly those for Speaking and Listening, LRN's policy is consistent with other awarding organisations. See Annex 4 for more information.

## **LRN DIVERSITY AND EQUALITY POLICY**

LRN is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unfair treatment, thereby ensuring all candidates are treated fairly regardless of race, gender, disability, age, origin, religious or political beliefs, sexual orientation, socio-economic background, and marital or civil partnership status.

See Annex 2 for more information.

## **CENTRE DELIVERY**

All LRN qualifications are delivered through centres that have been approved by LRN.

Centres who wish to deliver LRN qualifications must first demonstrate they have the necessary resources, experience, expertise and administration in place in order to be approved.

All examination papers are sent prior to the examination and must be kept in a lockable cabinet within a lockable room within the approved centre where candidates are due to be assessed.

Centres who wish to raise issues of malpractice are advised to report instances in writing, using the malpractice report form. All instances of malpractice are dealt with within 30 working days. Further information can be found in the LRN policy on malpractice/maladministration (see Annex 9).

## **ASSESSMENT**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is 100% externally assessed by an LRN examiner. Candidates are assessed in pairs.

Assessment takes the format of 3 compulsory sections lasting up to 16 minutes in total which equates to approximately 6 minutes (this timing is approximate due to the varying ability of candidate cognitive demand) per candidate whilst partaking in interrelating discourse. Section 1 covers introductory questions, Section 2, demonstrating competence by expressing and supporting opinions and views through the 'individual turn' and Section 3, participating in a role play. A more thorough breakdown on the skills and language competencies required can be found on page 21.

Examples of typical examiner questions (sample live paper and sample candidate booklet) are below and a fuller version can be found in Annex 6.

## Section 1

I'd like to talk with you about:

1. Your family – do you have many relatives?
2. Your hometown - is it big or small?
3. What you like to read – what type of books do you like reading?

## Section 2

- *Name Candidate A/B*, I'd like you to **tell Name Candidate A/B about a holiday you remember well – either in your own country or another country**. Tell him / her about:

**What you did on holiday.**

- **Tell us about it** and then **say why it was so special**.
- *Name Candidate A/B*, I want you to listen to *Name Candidate A/B*. At the end, please ask him/her **two questions** about his/her holiday.
- *Name Candidate A/B*, you can begin. **You have 1 minute**.
- Thank you

**Examiner:** choose one question (*to candidate A/B*)

- Why do you think holidays are important?
- OR
- What would be a perfect holiday for you?
- OR
- What do you usually get excited about when you go on holiday?

## Candidate A/B

Can you now ask *name Candidate A/B* two questions about his / her **holiday**.

- Thank you

## Section 3

**Examiner:**

- You are going to talk about something together for about **3 minutes**.
- *Both candidates*, I would like you to imagine that **it is your friend's birthday next week and you would like to organise a celebration for him / her. You want to make it a special occasion because he / she is a close, family friend**.

Talk together about:

- (i) **The location of the celebration**
- (ii) **What day of the week is best**
- (iii) **Who you would like to invite**

- I'll say that again (repeat task)
- Think about what you want to say. (Pause) ...
- Are you ready? (Name candidate A/B) Please start...(Pause)

### Short discussion

#### Examiner

- If you were organising your ideal celebration, what would you do?
- What's more important at a celebration – the people or the things you can enjoy (for eg. food).
- (In your country) how do people usually celebrate special occasions?

### MARKING

Marks are allocated by the examiner on the day of the assessment, immediately after the interview has taken place and all interviews are recorded onto a dictaphone. The examiner refers to the mark scheme in order to make a judgement on the marks to be allocated and may refer back to dictaphone data for extra clarification. Extra batteries are provided should they be needed and all examiners have access to CDs in order to record the CD in the event of dictaphone malfunction, with centre support. At the end of the day of assessment the examiner sends all information back to LRN head office which is received within 2 working days. All marks are then submitted to the moderation team. Below is a breakdown of the grade boundaries for LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening).

<b>Merit</b>	<b>Pass</b>	<b>Fail</b>
13 - 15	9 – 12	0 – 8

A full, detailed mark scheme is provided in Annex 7 which gives a further breakdown of the level descriptors and performance criteria.

### MODERATION

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) is moderated in accordance with LRN's moderation policy (See Annex 7).

### CERTIFICATION

Results for LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) are distributed within 6-10 working days from the date assessments are received at head office. Grading is also given on the certificate.

### EXAMINER, MODERATOR AND ITEM WRITER/TEST DEVELOPER RECRUITMENT

Competency profiles are provided for all item writers, examiners and moderators and are reviewed on an annual basis in line with LRN's HR procedures. This enables professional development and progression in areas where improvement is needed.



## EXAMINERS AND MODERATORS

In order for examiners and moderators to be approved for work with LRN, it is compulsory for them to attend standardisation and induction training. Induction consists of 1 day of training and subsequent online standardisation.

Examiner and moderator induction training includes:

<b>Pre induction</b>	<ul style="list-style-type: none"> <li>• Delegates prepare to set the standard to the relevant reference system (LRN mark scheme based on the CEFR)</li> <li>• Delegates complete basic standardisation with supported practice and submit marks prior to training</li> </ul>
<b>Induction</b>	<ul style="list-style-type: none"> <li>• <b>Re-affirm setting the standard</b> (LRN mark scheme based on the CEFR)</li> <li>• <b>Standardisation with supported practice</b> – examiners / moderators allocate marks against the given standard with support using video and dictaphone data &amp; LRN mark scheme</li> <li>• <b>Individual standard check</b> – examiners / moderators allocate marks against the given standard without support using video and dictaphone data &amp; LRN mark scheme</li> <li>• <b>Interlocutor training</b> – covering: timekeeping, dealing with dynamics, management of candidates of differing ability, special consideration and reasonable adjustment</li> </ul>

The examiner panel consists of a mix of examiners and moderators with at least 3 years' experience of examining, teaching EFL and with sound knowledge of the CEFR. In order to ensure consistency in moderator and examiner performance, established examiners and moderators undergo formal, online standardisation every 6 months. Those who do not successfully complete bi-annual standardisation are not allocated to the examiner / moderator pool.

The requirements for examiners and moderators are:

<b>Moderator</b>	<b>Examiner</b>
<ul style="list-style-type: none"> <li>● 5+ (or significant experience) recent years of teaching EFL</li> <li>● 3+ (or significant experience) years current examining (CEFR) for an awarding organisation</li> <li>● 3+ (or significant experience) years experience of carrying out the role of moderator / internal verifier (CEFR framework) – desirable</li> <li>● Cert TEFL / CELTA qualification or equivalent</li> <li>● Sound knowledge of the CEFR</li> <li>● Good verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>● 5+ (or significant experience) years recent teaching EFL</li> <li>● 3+ (or significant experience) years current examining (CEFR) for an awarding organisation</li> <li>● Cert TEFL / CELTA qualification</li> <li>● Sound knowledge of the CEFR</li> </ul>

## **QUALIFICATION DEVELOPMENT - TEST DEVELOPERS**

Item writers are initially expected to have sufficient background in test writing or materials development and CEFR so that they can produce quality items / questions that reflect the relevant CEFR levels. The requirements for test developers and item writers are below:

### **Test developer requirements**

- 5+ (or significant experience) years of teaching or levelling in an EFL setting
- Sound Knowledge of CEFR
- Proven experience in item writing
- DELTA / MA in Linguistics essential

Further information on LRN's competency profile can be found on LRN's website.

## **TEST DEVELOPMENT PROCESS**

See Annex 3 for more information.

## **ITEM / QUESTION WRITING**

Item / question writers are provided with detailed guidelines that are to be followed strictly. At the beginning of each writing cycle, writers must attend a test format meeting which lays the foundation of items for that particular test paper or test paper cycle. Once questions are produced, they are adjusted in standard setting meetings which are held in order to review and standardise items / questions. Items are revised until they are ready for field testing and then revised again afterwards in line with pilot feedback.

Items used in sample and live assessments have been thoroughly checked by a trained team of item writers (qualified to CEFR standard), standard set and trialled.

In addition to standardisation, the aim of the standard setting meeting is to ensure content or text in qualifications is non-biased and non-discriminatory. The strategy is three-fold:

1. to identify faulty questions
2. to ensure that questions are written based on the specifications
3. to make sure questions reflect the intended CEFR levels

## **PILOTING AND TRIALLING**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) has been trialled to the framework set by the qualification development team using a cohort of learners previously individually assessed to Entry level 3 standard. The pilot took place to ensure candidate performance lay within the standard required at entry level 3. Candidates were examined by three trained raters where the allocation of a score was made while aligning candidate response to the CEFR and the industry approved mark scheme. Please refer to the pilot report for more information.

All items have been calibrated according to pilot data collected.

## **EXAM RETAKE**

Candidates who receive a 'fail' are advised to wait until they have progressed to a sufficient degree before registering to retake the examination. Candidates will not sit the same test paper twice.

## **RELIABILITY AND VALIDITY**

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) has been designed in line with the ESOL Core Curriculum and with links to the Common European Framework for Reference for Languages (CEFR) and follows the principles of reliability and validity through the following steps:

### **Validity**

1. Producing quality items to the required standard that measure performance with links to the CEFR.
2. Validating performance through piloting and feeding back into the test development cycle to ensure consistency of items.

The validity of LRN tests is evaluated in terms of the uses and interpretations of scores. The two main concerns in validation studies are:

1. The uses and their meaning to which scores are put in terms of the latent trait(s) they engage and measure. Several validation frameworks, such as Messick (1989) and Kane (2012), emerge from this. Supporting evidence of validity arguments potentially vary from test to test as every test produced has a unique validity argument.

The following inferences are included, following Kane's framework (2012):

- a. evaluation - clear and sufficient domain definition and operationalisation.
- b. generalisation - how confidently performance can be extrapolated on the test to a universe of the tasks.
- c. explanation - analogous to conventional construct validity.
- d. accuracy of scores - representing the amount of the latent trait under assessment.
- e. extrapolation - analogous to conventional criterion validity.
- f. accuracy of candidate performance on the test - prediction of performance on similar devices as well as the target language domain.

Tests developed by LRN are subjected to rigorous data analysis methods in order to ascertain the validity of the uses and interpretations of scores. Consultation is received by a team of experts who assist in undergoing latent trait model analysis on data sets in order to determine the quality of the test.

Evidence yielded from these analyses is used to judge the validity argument of the test.

## **Reliability**

1. Delivering examiner training against LRN Entry Level Certificate in ESOL International (Entry 3) (Communication - Speaking and Listening) mark scheme with links to the CEFR.
2. Conducting standardisation and monitoring to ensure consistent interlocutor performance and accurate grading.
3. Carrying out moderation to ensure consistent, accurate and reliable results.
4. The LRN validation team work with a variety of models relevant to language testing and psycholinguistics. Validation studies for each qualification are produced for every 800 - 1000 responses / grades generated.

## Assessment Criteria

LRN Entry Level Certificate in ESOL International (Entry 3) (Communication – Speaking and Listening) and language expectations. Below details a breakdown of each section

<b>Level</b>	Entry 3 / B1	<b>Paper Overview</b>	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> <li>• Understand clear, standard speech on familiar matters.</li> <li>• Recognise, use and discriminate between open, closed and indirect questions</li> <li>• Use full answers.</li> <li>• Use grammatical structures and range of vocabulary and phrases pertaining to Entry 3 / B1 (CEFR)</li> </ul> <p>Communication is dependent on the ability to understand clear, standard speech on familiar matters.</p>	<b>Paper Breakdown</b>	<p><b>Section 1</b> – (3 minutes) introduction based on familiar topics. Examiner asks candidates questions about themselves and topics they are familiar with.</p> <p><b>Section 2</b> – (6 minutes) candidates must talk about a given topic, express and support opinions and views, make comparisons and also answer questions from examiner and paired candidate.</p> <p><b>Section 3</b> – (7 minutes) consists of a functional transaction where the candidates are required to carry out a role play with the examiner in order to reach a desired outcome. The outcome of the task does not affect how language is assessed as assessment is based on the level of understanding demonstrated and the linguistic processes that take place in order to complete the task.</p> <p>Total time: 16 minutes</p>
<b>Timing</b>	16 minutes	<b>No of Sections</b>	3 compulsory sections	<b>Activity Type</b>	<p>Part 1: Introductory questions – examiner-candidate, candidate-candidate.</p> <p>Part 2: Extended turn – candidate, candidate-candidate, examiner-candidate.</p> <p>Part 3: Functional Transaction – candidate–candidate, examiner-candidate.</p>

<b>Mark Weighting</b>	<p>Four/ categories:</p> <p>Pronunciation, Grammar and vocabulary, Discourse management, Comprehension,</p> <p>Marks allocated out of 15</p> <p>0 – 8 = fail 9 - 12 = pass 13 - 15 = merit</p>	<b>Answer format</b>	<p>Candidates are assessed in line with the marking criteria.</p>	<b>Genre and assessment focus</b>	<p>These include assessing:</p> <p>overall listening comprehension, overall spoken discourse, how well the candidate conveys meaning and understands the interlocutor and pairing candidate, performance in goal orientation and information exchange activities.</p> <p>Level descriptors are rotated for each test covering:</p> <p>recognising, using and discriminating between open and closed direct and indirect questions and instructions; understanding and using a range of vocabulary in relation to topic areas; using full answers; offering straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set; giving and obtaining information in relation to the task set; conveying opinion, personal feelings and views; narrating a straightforward story, description or occurrence (real or imagined) as a linear sequence of points with reasonable fluency; giving a detailed account of experiences, description of feelings and reactions with reasonable fluency; summarising and offering opinion regarding the plot of a book or film; describing dreams, hopes and ambitions; using clarification techniques appropriate to the level; making feelings and personal views and reactions make understood when offering solutions to problems or practical questions; understanding direct and indirect questions, receiving and giving detailed instructions; making requests; giving and receiving advice; offering suggestion; expressing obligation; using grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will, going to, future</p>
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continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.

Genres include:

family & family life; hobbies and pastimes; the weather; leisure activities; home & neighbourhood; news, lifestyle and current affairs; everyday routines; jobs & work; ways of travelling; education; media; travel; planning a party; dealing with housing arrangements; dealing with authorities during a foreign visit; making travel arrangements; apologising / dealing with apologies; complaining / reporting a problem; returning an unsatisfactory purchase; booking a holiday; asking for and obtaining detailed directions; making a telephone call; buying a present / gift; shopping, restaurants / cafes; travel & transport; holidays; work & jobs; leisure activities; hobbies & pastimes; obtaining and using goods or services.

## Annex 1

### LINKS WITH ESOL ENTRY 3 AND THE NATIONAL LANGUAGE STANDARDS

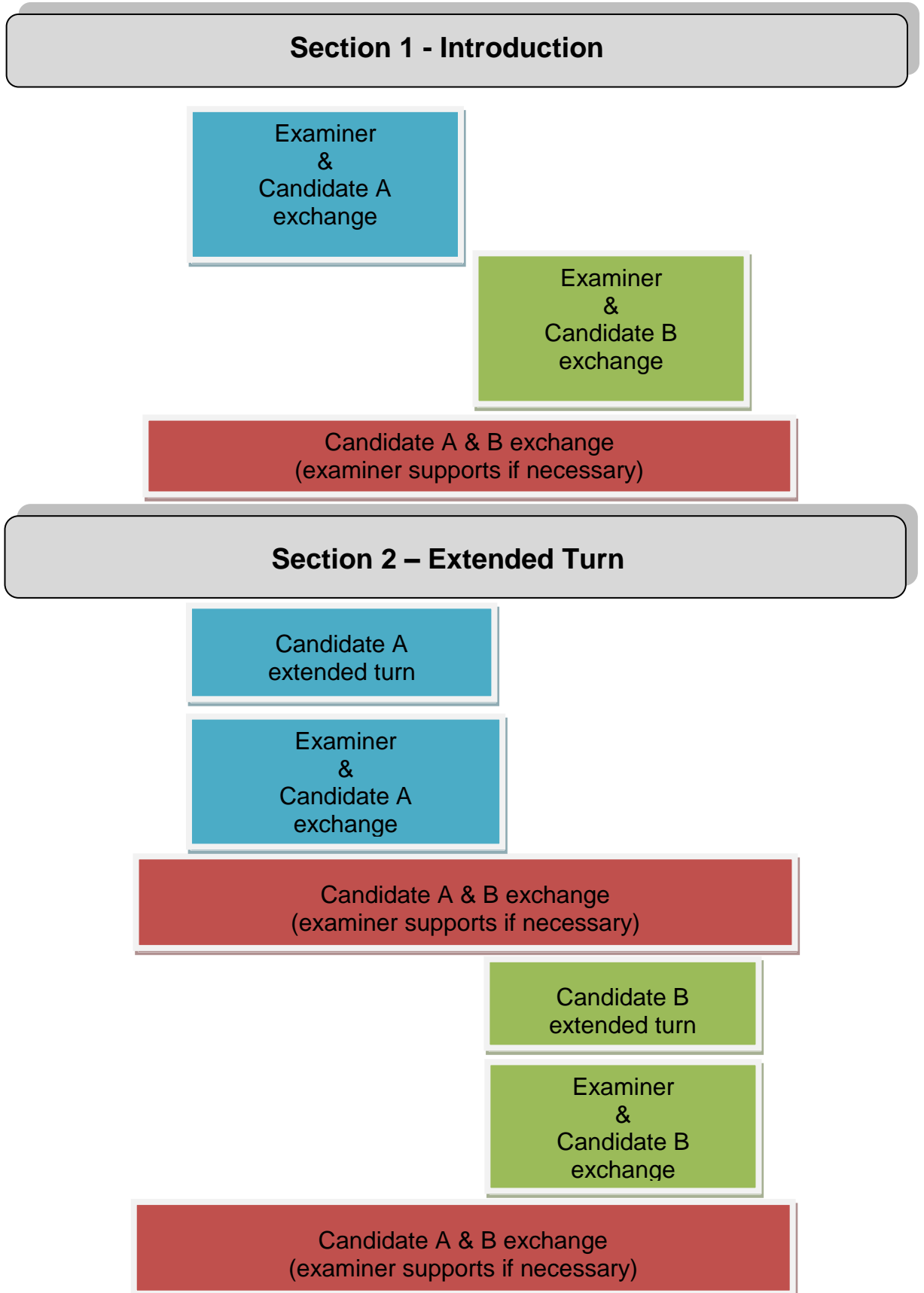
The table below demonstrates how ESOL International Entry level correlates to the National Qualifications Framework and Common European Framework.

LRN Certificate in ESOL International	QCDA						Common European Framework	National Language standards	
	NQF	QCF	NSAL	Functional Skills	Key Skills	A language in common			
Level 2	2	2	2	2	2	National Curriculum Levels 2 – 8	C1 Operational proficiency	4	
Level 1	1	1	1	1	1		B2 Vantage	3	
Entry 3	Entry	Entry	Entry 3	Entry 3			B1 Threshold	2	
Entry 2			Entry 2	Entry 2			A2 Waystage	1	
Entry 1			Entry 1	Entry 1			Level 1 secure/ threshold	A1 Breakthrough	Entry



Annex 2

**BREAKDOWN OF CANDIDATE INTERACTION IN A PAIRED TRANSACTION**



### **Section 3 – Functional Transaction / role play**

Candidate B & A perform transaction / role play  
(examiner supports if necessary)

Discussion – examiner asks questions to both candidate  
A and candidate B

**END OF TEST**

## Annex 3

### DIVERSITY AND EQUALITY POLICY

#### Overview

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 unfair treatment, thereby ensuring all candidates are treated fairly regardless of race, gender, disability, age, origin, religious or political beliefs, sexual orientation, socio-economic background and marital or civil partnership status.

#### Key Principles

LRN is committed to promoting equality of opportunity and prevent unlawful or unjustifiable bias or discrimination. Specifically, LRN will comply fully with the requirements laid out in the following legislative acts and regulations:

- Sex Discrimination Act 1975;
- Sex Discrimination (Gender Reassignment) Regulations 1999;
- Race Relations Act 1976;
- Disability Discrimination Act 1995;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Religion or Belief) Regulations 2003;

In addition to the specified acts of legislation mentioned above, LRN will strive to ensure all candidates are treated fairly regardless of age, origin, socio-economic background and marital or civil partnership status.

#### Changes to legislation and regulations over time

References to the aforementioned legislation include amendments which have been made to the legislation or regulations over time. LRN will ensure it remains up to date with said changes to legislation and regulations, and relevant changes are made to its policy in order to ensure it reflects LRN practice. Relevant changes will be implemented in close consultation with its candidate population and in liaison with its assessment centres and stakeholder network, which include The Learning and Skills Improvement Service (LSIS), UK Border Agency and educational institutions.

#### Monitoring

- As part of its monitoring arrangements, LRN will:
- closely monitor the diverse intake of its candidate cohort through the use of an equal opportunities monitoring form, which will be attached to its candidate registration form;
- monitor the implementation of its policy at periodic points of the reporting year and take immediate action should it discover lapses in how its policy is being implemented across its assessment centres and throughout its operational processes;
- carry out a full review of its unit/qualification development and design process, assessment and awarding functions to determine if candidate are being directly or indirectly discriminated against, and if so, the remedial action required;
- carry out a review as to whether there are any intentional or unintentional barriers to access or equality of opportunity concerns raised through the implementation of its policies;

- conduct an annual review of its Diversity and Equality policy, which will include consulting those involved in all aspects of the Awarding Organisation, e.g. candidates, assessment centres, examiners, senior invigilators and invigilators as well as Awarding Organisation staff responsible for monitoring candidate services;
- specifically consider whether its policy on Special Consideration and Reasonable Adjustment is affected by the outcome of its annual self assessment;
- following the outcome of its annual self assessment, determine whether action is required and if so, recommend the necessary action through an action plan with the Diversity and Equality Review Group and Education Committee;
- where there is evidence of room for improvement, LRN will update its operational policies and procedures whilst ensuring adherence to legislation, policy, LRN practice or regulation;
- formally review its policy on Diversity and Equality; the results of which will be reported and formally signed off by the Accountable Officer of the Awarding Organisation.

## **Communication**

Should candidates, stakeholders or assessment centres wish to contact LRN regarding its policy on Diversity and Equality, enquiries can be sent to:

### In writing

Examinations Services  
Delta House  
175-177 Borough High Street  
London  
SE1 1HR

### By e-mail

[enquiries@LRNglobal.org](mailto:enquiries@LRNglobal.org)

### By telephone

0870 6258 408

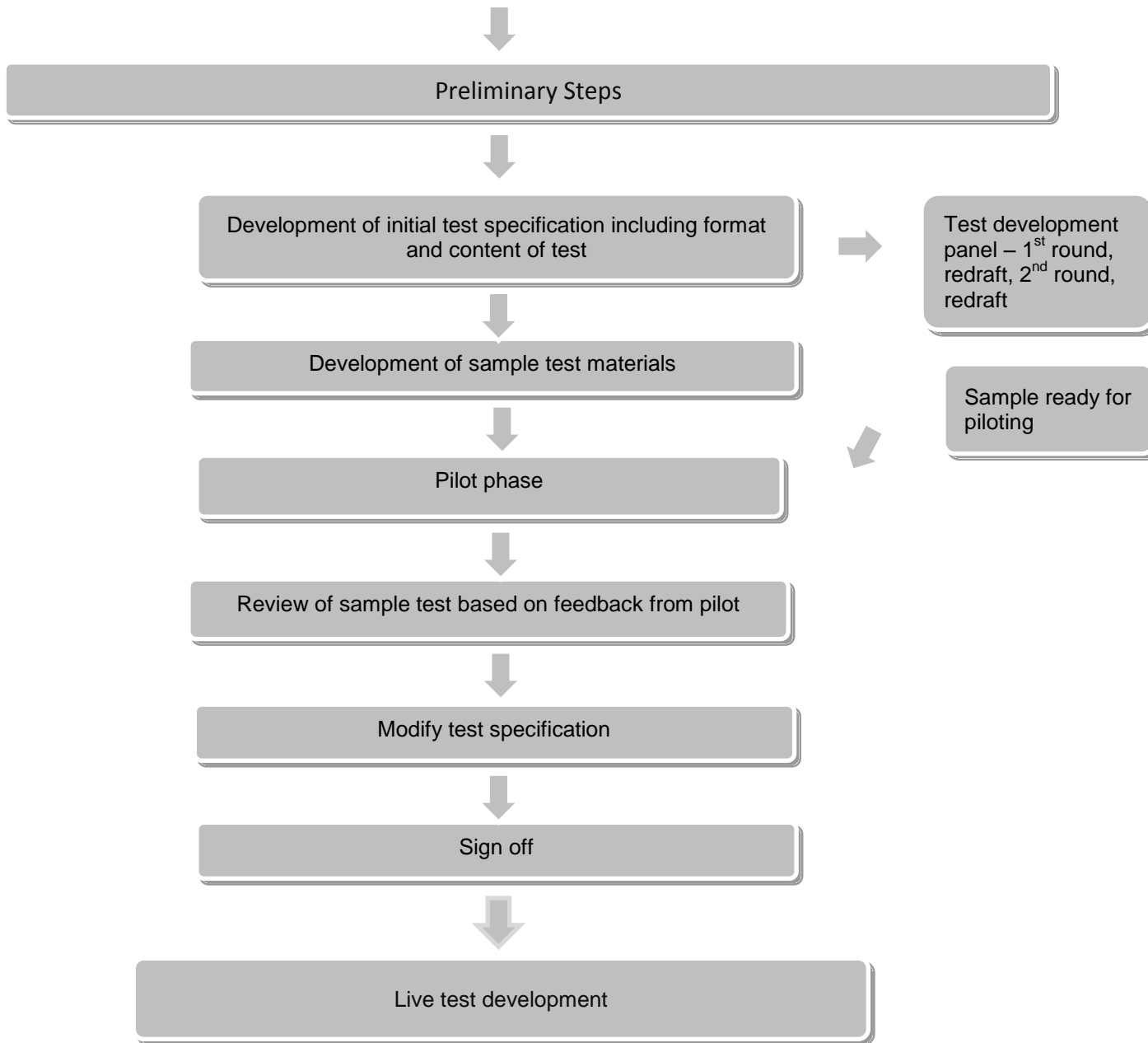
### By fax

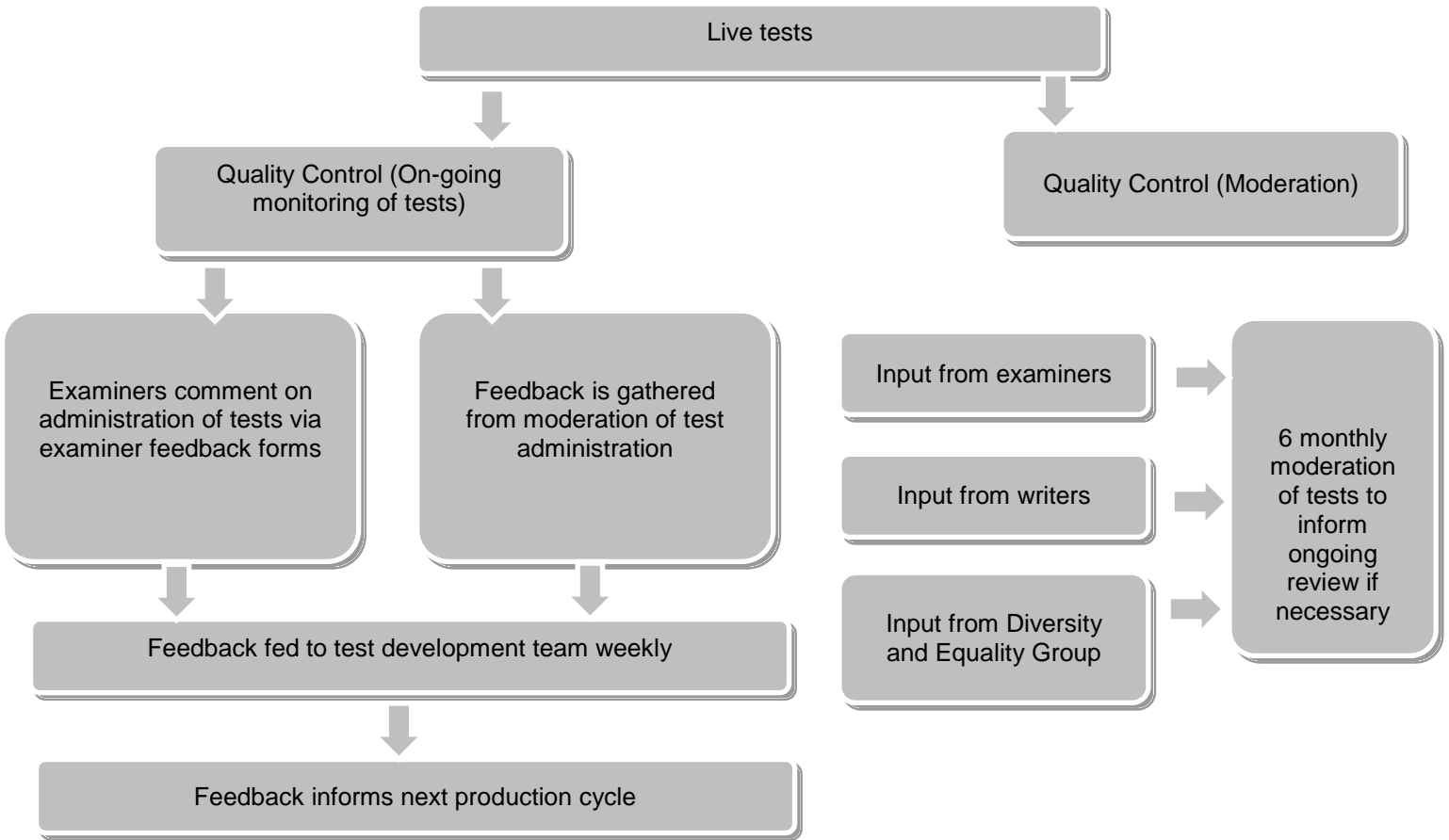
0207 681 1327

For enquiries on accessing this document in Braille, large print or an alternative format, please contact LRN at the address shown above.

## Annex 4

### Qualification and Test Development Process





## **Annex 5**

### **APPLICATION FOR SPECIAL CONSIDERATION OR REASONABLE ADJUSTMENT**

#### **Special Consideration**

Learning Resource Network (LRN) employs assessment methods which test the candidates' knowledge and understanding, and whilst reasonable consideration can be given to allow for a degree of special consideration, LRN wishes to make it clearly understood that should a candidate fail to attend an examination due to, or should their performance in an examination be affected by circumstances such as, conditions of illness, injury or temporary incapacity, LRN will accept a request for the candidate to sit the examination at the next scheduled sitting (with no charge). If a candidate fails to attend their examination, they are to follow the laid-down guidelines as shown in the candidate handbook.

#### **Reasonable Adjustment**

LRN intends to ensure reasonable and fair access to its assessments and in so doing, intends to provide all candidates with any reasonable assistance they may require to complete their examinations. Candidates who feel their circumstances merit assistance are strongly encouraged to make contact with LRN at least one month prior to their examination date. Candidates will be asked to provide documented evidence (e.g. a medical certificate) to support their request and are required to complete form RA2.

Candidates who have a medical condition that may affect their performance or the performance of any other candidate should advise LRN in advance of the examination. Where a candidate provides the requested information as to their special circumstances and provided documentation is provided in support of an adjustment to their assessment, LRN will consider this when arriving at its decision.

Note: with regard to LRN's Skills for Life and ESOL International qualifications, candidates are reminded that those with impaired speech will be given an unrestricted amount of time to complete the ESOL Skills for Life (Speaking and Listening) examinations – at all levels. Furthermore, candidates are asked to note that in keeping with the standard on which the qualification is based, the use of British Sign Language (BSL) as an interpretive tool is not permitted across its ESOL Skills for Life and ESOL International suite of qualifications.

#### **Monitoring and Evaluation**

Our policy on special consideration and reasonable adjustment will be monitored and formally reviewed as part our annual statement of compliance. The results of this will be reported and formally signed off by the Responsible Officer of the Awarding Organisation and Chair of the Education Committee (Governing Body).

## Application for Special Consideration / Reasonable Adjustment (RA1)

This form must be completed by the candidate and approved by LRN administration support team before the examination is due to take place. All details submitted on this form will be treated in the strictest confidence. Candidates wishing to apply for a reasonable adjustment must complete this form, attach any relevant documentation, and submit it one month before their examination in order to allow sufficient time for arrangements to be made. In exceptional cases (e.g. injury), late applications will be accepted, however the level of support available may be restricted.

### Section 1 – candidate and exam details

Candidate Name	Candidate Registration Number	Exam Title
<b>Date of exam</b>		

### Section 2 – level of support required

Please specify the level of support required	Support required
Additional time required (up to 30 minutes) <sup>2</sup>	
Unlimited time required for candidates with impaired speech (Speaking & Listening exam)	
Exam Paper in Large Font	
Access arrangement (please specify in box below*)	
Other support (please explain in the section below)	
Access to a PC <sup>2</sup>	
Access to hearing loop	

Please specify the reason for the level of adjustment indicated above (Use additional paper if required)

**Does the candidate have a medical condition which LRN needs to be made aware of in advance?**

Yes (Medical Certificate or other appropriate documentation must be attached)  
No

<b>Name:</b>	
<b>Date:</b>	
<b>Contact number/e-mail address:</b>	

(\*) Access arrangement could include an alternative access route to the exam environment or a separate exam room.

**To be completed by LRN:**

Approved  Not approved  Date of approval: \_\_\_\_\_

<sup>2</sup> Applies to reading and writing units.



## Annex 6

### LRN ENQUIRIES AND APPEALS POLICY AND PROCEDURE

#### 1. Appeals process

Should a candidate wish to appeal their assessment decision or other decision affecting the candidate, they must submit their appeal, in writing, to the Policy Director within 14 days of being notified of the assessment outcome. This would usually be the date given on the decision letter.

If the appeal relates to another decision, the candidate must notify the Quality Assurance Manager as soon as is practical. The Quality Assurance Manager has the discretion to consider and allow late requests where the candidate is able to demonstrate a good reason for the delay.

Within the request the candidate must provide:

- their full name and date of birth
- candidate registration number
- the date of the exam (not relevant for non assessment based appeals)
- centre number and centre name (if applicable)
- the grounds on which the appeal is being made
- 

#### 2. Stages of the appeal process

1. The Quality Assurance Manager will respond to the candidate in order to acknowledge receipt of the appeal within 5 working days;
2. **Stage One:** A complete review of the candidate's test results will be carried out and which will include a review of the candidate's scores for each of the units (where applicable) and a determination as to whether the marking scheme has been followed in full;
3. If the appeal relates to a non assessment based decision, the review will focus on the reason for the appeal, and where, if applicable, LRN's policy has been infringed;
4. Candidates will be notified in writing within 10 working days of having carried out stage one of the appeals process;
5. If the candidate is dissatisfied with the outcome of stage one they can appeal this decision at which time stage two of the appeals process will be invoked;
6. **Stage Two:** An independent review of the candidate's entire script, which includes a review of the candidate's test results, will be carried out;
7. If the appeal relates to a non assessment based decision, the review will be carried out by an independent member;
8. The candidate will be notified of the outcome of the independent review within 10 working days;
9. The decision of the independent review is final and is not subject to further appeal.

Candidates should note that any appeal may result in an increase, decrease or no change to their overall test result.

### **3. Discovery of errors following publication of results**

Where an appeal calls into question the integrity of LRN's units or qualifications (accredited or otherwise), resulting in an amendment to a candidate's examination script, the candidate's record will be amended and an amended qualification certificate will be issued. In the unlikely event of an individual appeal implying that a more widespread error has occurred, LRN will initiate a full independent review of test results that may have been affected.

Any candidate whose result is changed following this review will be informed in writing and an amended qualification certificate will be issued. It should be noted that prior to releasing candidate results, LRN ensures the test results are moderated in advance, therefore the likelihood of an error is minor. However, LRN accept the need for this policy and will ensure the requirements laid out in it are followed.

### **4. Follow up investigation**

In the event of any follow-up investigation by the qualifications regulators, LRN will work closely and cooperate fully with the investigation and will agree with any necessary remedial action with the qualifications regulators.

### **5. Review of internal processes and procedures**

Where an appeal leads LRN to conclude there has been an error in how the test was administered or in a breakdown of how LRN adhere to the statutory regulation of external qualifications, LRN will initiate a full review of its systems and procedures. The review outcome will be included in the annual statement of compliance and any remedial action required will be noted within an action plan.

### **6. Fees**

Candidates will be charged £80 which must be paid at the time of their submitting the appeal. The reason for this fee is to cover the administration processes and staffing involved in the appeals process; the fee has been kept to a minimum in order to prevent its acting as a deterrent to candidates. The fee will be refunded to candidates in the event of an appeal being upheld.

### **7. Enquiries procedure**

Should centres wish to enquire about LRN's systems, processes or procedures, or should they wish to seek information on assessment decisions affecting candidates at their centre, they are to contact LRN through the established communication channels:

- Phone: 0870 6258 408
- E-mail: enquiries@LRNglobal.org
- Post: Examinations Unit, Delta House, 175-177 Borough High Street, London, SE1 1HR

In addition to the methods outlined above, centres are able to log on securely through the LRN portal and seek information on candidate results, decisions affecting centre policy and updates to LRN centre policies and procedures.

## **8. Centre enquiry and appeals procedure**

Should a centre wish to enquire about or appeal a decision which they feel affects them negatively, they are asked to follow the outlined procedure below:

1. The centre should initially make contact with the LRN Quality Assurance Manager to determine if there has been a misunderstanding in how LRN policy has been interpreted;
2. Should the centre wish to appeal a decision made by LRN, they should present their concerns in writing to the Quality Assurance Manager;
3. The Quality Assurance Manager will acknowledge receipt of the centre's appeal, in writing, within 5 working days;
4. The reasons for the centre's appeal will be investigated by a member of the senior management team;
5. The outcome of the review will be communicated to the centre within 15 working days;
6. Should the centre wish to appeal the outcome of the initial review, they can contact the Quality Assurance Manager who will appoint an independent reviewer (LRN's Appeals Panel) in order to seek a review of the reasons for the appeal and the initial response;
7. The centre will be informed of the decision within 10 working days;
8. The decision of the Appeals Panel will be deemed final and not subject to further appeal.

### **Evaluation of LRN appeals and enquiries policy, procedures and processes**

At the end of each year, and as part of its annual statement of compliance, LRN will conduct an end of year evaluation of its appeals and enquiries policy, procedures and processes. Specifically, LRN will record the number of appeals lodged, the reasons for those appeals having been made, the outcome of those appeals and any areas for review.

Any issues that cause concern, particularly where there is a conflict in how LRN manages its regulatory functions, will form part of a remedial action plan. The outcome of its annual statement of compliance will be formally recorded and reported through the Education Committee and will be signed off at the end of each year by the Responsible Officer and Chair of the Education Committee.

Annex 7

SAMPLE PAPER and MARK SCHEME



**LRN Entry Level Certificate in  
ESOL International (Entry 3)  
(Communication - Speaking and  
Listening)**

**Sample paper**

(16 minutes)

## Notes to examiner

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written **at the pitch of <sup>3</sup>Entry 3** and correlated to The Common European Framework (CEFR) at Entry 3.

Examiners are advised to accompany commands and assist understanding of responses by using a variety of non verbal communication prompts such as pointing to images, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

For those candidates who are above the level of Entry 3 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of Entry 3 will be supported by extra prompts in the rubric.

Examiners must stay within the rubric and facilitate candidates who may be performing below the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Candidates who are below the level of Entry 3 may request clarification from the examiner in order to understand the activities required of them. Examiners must assess ability in line with the Mark sheet and assessment criteria.

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<sup>3</sup> Entry 3 = B1 / Intermediate level

## Paper format

<p><b>Section 1</b></p> <p>3 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability to <b>listen and show understanding through responding</b> to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>The main purpose of this section is to assess ability to <b>listen and show understanding through responding</b> to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>Candidates are expected to be able to:</p> <ul style="list-style-type: none"> <li>• recognise, use and discriminate between open and closed, direct and indirect questions.</li> <li>• understand and use a range of vocabulary in relation to the topic areas.</li> <li>• use full answers.</li> </ul> <p>Familiar topics are such as:</p> <ul style="list-style-type: none"> <li>• Family &amp; family life</li> <li>• Hobbies and pastimes</li> <li>• The weather</li> <li>• Leisure activities</li> <li>• Home &amp; neighbourhood</li> <li>• News, lifestyle and current affairs</li> <li>• Everyday routines</li> <li>• Jobs &amp; work</li> <li>• Ways of travelling</li> <li>• Education</li> <li>• Media</li> <li>• Travel</li> </ul> <p>Candidates are expected to be able to understand clearly articulated speech delivered in a generally familiar accent and respond to questions related to familiar, everyday topics while demonstrating a range of control of vocabulary and grammatical structures expected at Entry 3.</p>
<p><b>Section 2</b></p> <p>6 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability to <b>express and support opinions and views</b> and <b>give opinions</b> supported by examiner prompts where necessary. Candidates are expected to partake in exchanges between both the examiner and the paired candidate, and complete the extended turn.</p> <p>Candidates are expected to be able to:</p> <ul style="list-style-type: none"> <li>• identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar.</li> <li>• generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</li> <li>• convey meaning comprehensibly including opinion personal feelings and views.</li> <li>• offer straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set.</li> <li>• give and obtain information in relation to the task set.</li> <li>• narrate a straightforward story, description or occurrence (real or imagined) as a linear sequence of points with reasonable fluency.</li> <li>• give a detailed account of experiences, description of feelings and reactions with</li> </ul>

	<p>reasonable fluency.</p> <ul style="list-style-type: none"> <li>• summarise and offer opinion regarding the plot of a book or film.</li> <li>• describe dreams, hopes and ambitions.</li> <li>• use clarification techniques appropriate to the level.</li> <li>• use grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.</li> </ul> <p>Familiar topics / tasks set are such as:</p> <ul style="list-style-type: none"> <li>• Detailing the plot of a film or book</li> <li>• Talking about dreams, hopes and ambitions</li> <li>• Offering a detailed account of a personal experience, ie. a holiday, a place recently visited, first day at school / college / work, a time when he / she was ill</li> <li>• Describing a familiar place</li> <li>• Talking about likes and dislikes, offering justification, ie. a favourite / non favourite sport, hobbies and pastimes</li> </ul> <p>Candidates are expected to be able to offer full answers and clarify when necessary.</p>
<p><b>Section 3</b></p> <p>7 minutes</p>	<p>The main purpose of this section is to assess the candidate's ability <b>to complete a goal oriented functional transaction</b>. Tasks set pertain to a requirement, specification or information that needs to be understood in order to complete the task. The outcome of the task does not affect how language is assessed as assessment is based on the level of understanding demonstrated and the linguistic processes that take place in order to complete the task.</p> <p>In relation to the task, candidates are expected to engage to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• cope flexibly with situations and problems in everyday life, even those that are less routine.</li> <li>• identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar.</li> <li>• use clarification and checking techniques appropriate to the level and exchange information.</li> <li>• convey meaning comprehensibly.</li> <li>• make feelings, personal views and reactions understood when offering solutions to problems or practical questions.</li> <li>• understand direct and indirect questions, receive and give detailed instructions though he or she may need to ask for repetition if the other person's response is rapid or extended.</li> <li>• respond to a wide range of language functions and recognise the main characteristics of politeness.</li> <li>• make requests.</li> <li>• give and receive advice and offer suggestion.</li> <li>• express obligation.</li> <li>• use grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.</li> </ul>

Familiar tasks set / situations given are such as:

- Planning a party
- Dealing with housing arrangements
- Dealing with authorities during a foreign visit
- Making travel arrangements
- Apologising / dealing with apologies
- Complaining / reporting a problem
- Returning an unsatisfactory purchase
- Booking a holiday
- Asking for and obtaining detailed directions
- Making a telephone call
- Buying a present / gift
- Shopping, restaurants / cafes
- Travel & transport
- Holidays
- Work & jobs
- Leisure activities
- Give a basic description of experiences
- Hobbies & pastimes
- Obtaining and using goods or services

More information regarding language functions and topics covered can be found in the LRN International ESOL Speaking & Listening mark scheme and specification document.



## Section 1 – Introduction and warm up

(  3 min)

### Examiner:

- Good morning / afternoon. My name is ... Today we will talk together for about 16 minutes.

Alternate questions (in twos) between candidates. Begin with Candidate A

- What's your name?
- And where are you from?

(Repeat same questions for candidate B)

- *Candidate name*, what do you do? / Do you work or are you a student?
- Why are you interested in learning English?

Start with section A and then select two (or more) appropriate questions from section B that are **not** used in sections 2 and 3. Use different categories for each candidate.

### Candidate A (1 minute)

I'd like to talk with you about:

Repeat same sequence with candidate B.

Section A	Section B	Support prompts (use where necessary)
Your family & friends	<ol style="list-style-type: none"> <li>1. Tell us about your family.</li> <li>2. Tell us about your relatives.</li> <li>3. Tell us about your friends or a friend that you are close to.</li> <li>4. Can you tell us about what you usually do with your friends?</li> </ol>	<ul style="list-style-type: none"> <li>▪ Do you come from a big or small family?</li> <li>▪ Do you have many relatives? Can you tell me (a little bit) about them?</li> </ul>
Communication and media	<ol style="list-style-type: none"> <li>1. Tell us about how much television you watch.</li> <li>2. Tell us about how you usually get information (e.g. the news).</li> <li>3. Can you tell us about a favourite newspaper or magazine you read?</li> <li>4. What is different about technology nowadays?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you watch a lot of television, or not (a lot)?</li> <li>2. From the newspaper or watching television, or speaking with friends / family.</li> <li>3. What about a television programme you usually watch.</li> <li>4. Do you think it is easier or more difficult to communicate with people (through mobile phones, the internet and so on)?</li> </ol>
The weather	<ol style="list-style-type: none"> <li>1. Tell us about the weather in your country.</li> <li>2. Tell us about which season you prefer.</li> <li>3. Tell us about the summertime, and what you usually do.</li> </ol>	<ol style="list-style-type: none"> <li>1. Is it hot or cold there?</li> <li>2. What's the weather like in summer / winter / spring / autumn (in your country)?</li> <li>3. Do you go swimming in the summer? Where do you usually go?</li> <li>4. What do you like least about the</li> </ol>

	4. Can you tell us about British weather and what you think of it?	weather (here)?
Your likes & dislikes	<ol style="list-style-type: none"> <li>1. Tell us about what you like to read.</li> <li>2. Tell us about the movies you like.</li> <li>3. Tell us about what you like to do at weekends.</li> <li>4. Can you tell us about your favourite music / the type of music you like to listen to?</li> </ol>	<ol style="list-style-type: none"> <li>1. What type of books do you like reading – horror / romantic?</li> <li>2. What type of movies do you like watching – horror / romantic?</li> <li>3. Where do you usually go? Do you meet up with your friends? What do you usually do?</li> <li>4. Do you go to concerts at all? Which do you prefer – live music or listening to music?</li> </ol>
Your work or study / plans for the future	<ol style="list-style-type: none"> <li>1. Tell us about your job / English course (depending on information already given at the start of section 1)</li> <li>2. Tell us about your hopes for the future.</li> <li>3. Tell us about your ideal job / perfect job?</li> <li>4. Can you tell us why you think it is important to learn English?</li> </ol>	<ol style="list-style-type: none"> <li>1. What's your job? / What do you study?</li> <li>2. What do you plan to do in the future?</li> <li>3. What type of job would you like to do?</li> <li>4. Do you think English is important? Why/Why not?</li> </ol>
<p><i>(Both candidates), now please ask each other <b>one</b> question about (choose an unused topic from section A)</i>  ..... Thank you.</p>		

## Section 2– The Extended Turn - expressing opinions, describing experiences

( 6 min)

**Examiner:** (Address both candidates)

I'm going to ask you to talk about something on your own for about a minute.

**Candidate A** (3 minutes)

- *Name Candidate A*, I'd like you to **tell *Name Candidate B* about a holiday that you remember well – either in your own country or another country.** Tell him / her about:

**What you did on holiday.**

- **Tell us about it** and then **say why it was so special.**
- *Name Candidate B*, I want you to listen to *Name Candidate A*. At the end, please ask him/her **two questions** about his/her holiday.
- Is that clear? Do you want me to say that again? (repeat if necessary)
- *Name Candidate A*, you can begin. **You have 1 minute.**

**Support / back up prompts**

- Can you tell us (more) about what you did while you were on holiday / Can you tell us more about the places you visited.
- How long were you on holiday for?
- What do you usually do to relax? / How do you usually relax?

**Examiner:** (Choose **one** question to ask candidate A)

- Why do you think holidays are important?
- OR
- What would be a perfect holiday for you?
- OR
- What do you usually get excited about when you go on holiday?

**Candidate B**

Can you now ask *name Candidate A* two questions about his / her **holiday**?

- Thank you.

**Support / back up prompts (examiner to formulate no more than 2 questions where necessary)**

- How often do you go on holiday?
- Do you always go back to the same place, or somewhere new?
- Who do you like to go on holiday with?

**Candidate B** (3 minutes)

- *Name Candidate B*, I'd like you to tell *Name Candidate A* about **your favourite city/town or a city/town you would like to visit**. Tell him / her about:

**The things you can do at the weekends.**

- **Tell us what you can do there and which you prefer, a small town or a big city and why.**
- *Name Candidate A*, I want you to listen to *Name Candidate B*. At the end, please ask him/her **two questions** about **city/town life**.
- *Name Candidate B*, you can begin. **You have 1 minute.**

**Support/back up prompts (examiner to formulate no more than 2 questions where necessary)**

- Can you tell us (more) about what you can do in a city/town / Can you tell us more about the places you can visit in a city / town.
- Have you ever lived in a city/town? / How long have you lived in (*city name*)?
- Do you prefer quiet or busy places? Why?

- Thank you

**Examiner:** (Choose **one** question to ask candidate B)

- How has city / town life changed over the years?

OR

- How is city / town life different now to before / when you were younger?

OR

- How do you think city / town life will be in the future?

**Candidate A**

Now ask *name Candidate B* two questions about **city / town life in general**.

Thank you.

**Support / back up prompts (examiner to formulate questions where necessary)**

- Which do you think is better for older people to live in? A city or a small town / village?
- How do you think cities / towns can be made cleaner/quieter/safer?
- What are the best things about a city / town?

## Section 3 – Functional Transaction / Task

(  7 min)

**Examiner:** (Address both candidates) (3 minutes)

- You are going to talk together for about 2½ - **3 minutes**.
- *Both candidates*, I would like you to imagine that **IT IS YOUR FRIEND'S BIRTHDAY NEXT WEEK AND YOU WOULD LIKE TO THROW A PARTY FOR HIM / HER. YOU WANT TO MAKE IT A SPECIAL OCCASION BECAUSE HE / SHE IS A CLOSE, FAMILY FRIEND.**

TALK TOGETHER ABOUT:

- I. **THE LOCATION OF THE PARTY**
- II. **WHAT DAY OF THE WEEK IS BEST**
- III. **WHO YOU WOULD LIKE TO INVITE**

- I'll say that again (*repeat capitalised information above*).
- Think about what you want to say. (Pause) ...
- *Are you ready? Candidate B name*, can you start please...(Pause)

**Support/back up prompts – use when needed**

- Where will you have the party? In someone's house or in a restaurant?
- Which day of the week will be best to have the party? Is the weekend better or not?
- Will it be a lively party or a quiet party?
- How will you make it a special occasion? (e.g. special music your friend likes, your friend's favourite food)

**Short discussion** (3 minutes)

**Examiner –** (address both candidates equally, use names where necessary)

Select one or more questions from each cluster below, as appropriate.

- Do you like going to parties or do you prefer spending time on your own?
- What was the last party you went to? What happened there?
- If you were organising your ideal party, what kind of party would you have?
- What makes a perfect party?
- What's more important at a celebration – the people or the things you can enjoy (e.g. music, dancing, food, party games).
- (In your country) how do people usually celebrate special occasions?
- What's the most popular celebration in your country?

**Support back up prompts – use where needed**

- Why/why not?
- Do you agree?
- What about you?
- What do you think?

**Thank you. This is the end of the exam.**



# **Learning Resource Network**

**LRN Entry Level Certificate in  
ESOL International (Entry 3)  
(Communication - Speaking and  
Listening)**

**MARK SCHEME**

## CEFR links and notes to examiner

<b>Overall expectations</b>	<p>Based on links to the CEFR, below is a general overview of how each candidate is expected to perform at Entry 3. The total time of the assessment is 16 minutes where each candidate is assessed in line with the mark scheme on how they demonstrate both listening comprehension and spoken discourse:</p> <p><b>Listening comprehension covers the following areas:</b></p> <p><u>Word and structure recognition</u> Sufficient knowledge of vocabulary and grammatical structures is required to understand most on topics such as family, hobbies and interests, work, travel, and current events.</p> <p><u>Recognition of language appropriacy and register</u> Candidates are required to recognise a wide range of language functions and conventions of politeness in order to respond accordingly. Common language functions and structures are such as – varying degrees of modal verbs used to express politeness (could / may) used to vary formal and informal register.</p> <p><u>Inferring meaning from context and identifying cues</u> Sufficient listening skills are required to understand the main points of clear, standard speech, infer meaning and identify unfamiliar words from the context on familiar topics.</p> <p><b>Spoken discourse covers the following areas:</b></p> <p><u>Pronunciation</u> Adequate phonological control is required for the candidate to make him / herself understood most of the time with correct pronunciation applied to the repertoire of words and phrases expected at Entry 3.</p> <p><u>Accuracy and range of grammar and vocabulary</u> Sufficient knowledge of grammar and vocabulary is required in order to get by and convey meaning.</p> <p><u>Language appropriacy and register</u> Awareness of basic register and the ability to perform and respond to basic language functions in a simple way is necessary.</p> <p><u>Discourse management</u> Candidates are required to demonstrate the ability to produce extended utterances even though pausing for grammatical and lexical repair may be evident, especially where candidates produce longer stretches of utterances than required.</p> <p><u>Interaction (listening comprehension and spoken discourse)</u> Interaction between the paired candidate and the examiner is required in order to</p>
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	<p>demonstrate listening comprehension and the ability to demonstrate knowledge to Entry 3 standard. Candidates, who require repeated clarification and / or who cannot maintain interaction and / or where communication consistently breaks down, will be considered as performing below the requirements of Entry 3 and judged in line with the mark scheme.</p> <p>Candidates are assessed on their performance during the process of the interview. Performance of each candidate reflects the linguistic ability of each candidate.</p>
	<p>The level descriptors within this marking scheme pertain to what the candidate demonstrates he / she can do through the consistency and regularity of: demonstrating the ability to understand what is being said by responding appropriately; the amount of support that is required from the interlocutor to be understood, the time taken to respond to simple questions &amp; reformulate sentences; the extent of accuracy and range of vocabulary and structures used in utterances delivered that reflect competence at the required level.</p> <p>Where instances of repeated examiner prompting and communication breakdown occur, candidates are judged in line with the mark scheme.</p> <p>Overall, the candidate is expected to:</p> <p><b>Overall listening</b></p> <ul style="list-style-type: none"> <li>• Identify the topic of discussion and obtain specific details related to everyday or job related topics and situations.</li> <li>• Understand the majority of speakers provided speech is clearly articulated in a generally familiar accent and standard dialect. Candidates may sometimes have to ask for repetition of particular words or phrases.</li> <li>• Follow most of what is said on general topics provided the interlocutor avoids using more complex idiomatic expressions.</li> <li>• Handle extended utterances and a range of tenses and vocabulary clusters expected at Entry 3.</li> </ul> <p><b>Overall spoken production</b></p> <ul style="list-style-type: none"> <li>• Interact with confidence in predictable, routine and familiar, less routine and non familiar situations. Candidates can say why something is a problem.</li> <li>• Ask for and express personal information on familiar topics pertaining to everyday life.</li> <li>• Enter into an unprepared conversation on familiar topics.</li> <li>• Participate in long conversations that require focused attention.</li> <li>• Maintain a conversation or discussion but may sometimes be difficult to follow when attempting to say exactly what he or she wants, especially when engaging in more complicated discussions or attempting more complex ideas such as putting over a point of view in a debate.</li> <li>• Express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Candidates can express agreement, disagreement, belief and opinion politely and can express ideas on more abstract cultural topics.</li> <li>• Use clarification strategies confidently. Candidates can repeat back part of what someone has said to confirm mutual understanding.</li> </ul> <p>Below is a breakdown of the level descriptors contained in each section of the exam followed by a mark scheme to enable examiners to pitch the level of competency.</p>



<p><b>Section 1</b></p>	<p>The main purpose of this section is to assess candidates' ability to <b>listen and show understanding through responding</b> to requests for personal information and to give appropriate answers to open and closed questions.</p> <p>The candidate is expected to be able to:</p> <ul style="list-style-type: none"> <li>• recognise, use and discriminate between open and closed, direct and indirect questions.</li> <li>• understand and use a range of vocabulary in relation to the topic areas.</li> <li>• use full answers.</li> </ul> <p>Familiar topics are such as:</p> <ul style="list-style-type: none"> <li>• Family &amp; family life</li> <li>• Hobbies and pastimes</li> <li>• The weather</li> <li>• Leisure activities</li> <li>• Home &amp; neighbourhood</li> <li>• News, lifestyle and current affairs</li> <li>• Everyday routines</li> <li>• Jobs &amp; work</li> <li>• Ways of travelling</li> <li>• Education</li> <li>• Media</li> <li>• Travel</li> </ul> <p>The candidate is expected to be able to understand clearly articulated speech delivered in a generally familiar accent and respond to questions related to familiar, everyday topics while demonstrating a range of control of vocabulary and grammatical structures expected at Entry 3.</p>
<p><b>Section 2</b></p>	<p>The main purpose of this section is to assess candidates' ability to <b>express and support opinions and views</b> and <b>give opinions</b> supported by examiner prompts where necessary.</p> <p>In relation to the task, the candidate is expected to be able to:</p> <ul style="list-style-type: none"> <li>• identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar.</li> <li>• generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</li> <li>• convey meaning comprehensibly including opinion personal feelings and views.</li> <li>• offer straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set.</li> <li>• give and obtain information in relation to the task set.</li> <li>• convey opinion, personal feelings and views.</li> <li>• narrate a straightforward story, description or occurrence (real or imagined) as a linear sequence of points with reasonable fluency.</li> <li>• give a detailed account of experiences, description of feelings and reactions with reasonable fluency.</li> <li>• summarise and offer opinion regarding the plot of a book or film.</li> <li>• describe dreams, hopes and ambitions.</li> <li>• use clarification techniques appropriate to the level.</li> <li>• use grammar expected at Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will, going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal</li> </ul>

	<p>discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.</p> <p>Familiar topics / tasks set are such as:</p> <ul style="list-style-type: none"> <li>• Detailing the plot of a film or book</li> <li>• Talking about dreams, hopes and ambitions</li> <li>• Offering a detailed account of a personal experience, i.e. a holiday, a place recently visited, first day at school / college / work, a time when he / she was ill</li> <li>• Describing a familiar place</li> <li>• Talking about likes and dislikes and offering justification, i.e. a favourite / non favourite sport, hobbies and pastimes</li> </ul> <p>The candidate is expected to be able to offer full answers and clarify when necessary.</p>
<p><b>Section 3</b></p>	<p>The main purpose of this section is to assess candidates' ability <b>to complete a goal oriented functional transaction</b>. Tasks set pertain to a requirement, specification or information that needs to be understood in order to complete the task. The outcome of the task does not affect how language is assessed as assessment is based on the level of understanding and interaction demonstrated and the linguistic processes that take place in order to complete the task.</p> <p>In relation to the task, the candidate is expected to engage to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• cope flexibly with situations and problems in everyday life, even those that are less routine.</li> <li>• identify unfamiliar words from the context and infer meaning of sentences provided the topic is familiar.</li> <li>• use clarification and checking techniques appropriate to the level and exchange information.</li> <li>• convey meaning comprehensibly.</li> <li>• make feelings, personal views and reactions understood when offering solutions to problems or practical questions.</li> <li>• Understand the main points of clear, standard speech regarding common, everyday topics.</li> <li>• understand direct and indirect questions, receive and give detailed instructions though he or she may need to ask for repetition if the other person's response is rapid or extended.</li> <li>• respond to a wide range of language functions and recognise the main characteristics of politeness.</li> <li>• make requests.</li> <li>• give and receive advice and offer suggestion.</li> <li>• express obligation.</li> <li>• use grammar expected at level Entry 3 (in relation to the task set) – present simple, present continuous, past tenses – past simple, used to (if appropriate), present perfect, present perfect continuous, past perfect, will, going to, future continuous, zero, first, second and basic use of 3rd conditional, extended phrasal verbs, reported speech, informal discourse markers, gerunds and infinitives, modal verbs, comparatives and superlatives, the simple passive, wh- questions in the past.</li> </ul> <p>Familiar tasks set / situations given are such as:</p> <ul style="list-style-type: none"> <li>• Planning a party</li> <li>• Dealing with housing arrangements</li> <li>• Dealing with authorities during a foreign visit</li> <li>• Making travel arrangements</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Apologising / dealing with apologies</li><li>• Complaining / reporting a problem</li><li>• Returning an unsatisfactory purchase</li><li>• Booking a holiday</li><li>• Asking for and obtaining detailed directions</li><li>• Making a telephone call</li><li>• Buying a present / gift</li><li>• Shopping, restaurants / cafes</li><li>• Travel &amp; transport</li><li>• Holidays</li><li>• Work &amp; jobs</li><li>• Leisure activities</li><li>• Hobbies &amp; pastimes</li><li>• Obtaining and using goods or services</li></ul> |
|--|--|

## Descriptors and weighting

	<b>3 – pass with merit</b> <sup>4</sup> 8- 10	<b>2 – pass</b> <sup>5</sup> 4 – 7 / 10	<b>1 – fail</b> <sup>6</sup> 0 - 3 / 10
<p><b>Pronunciation</b></p> <p>(Articulation &amp; enunciation of a repertoire of learnt words and phrases)</p> <p><b>(weighting x1)</b></p>	<p>Candidate can be understood all of the time with clear, fairly natural pronunciation, even if foreign accent is evident. Repetition is generally not required. Learnt repertoire extends beyond those of the required level.</p>	<p>Candidate can make him / herself understood most of the time with noticeable accent interference. Repetition is required some of the time but not constantly. Minor errors rarely impede communication. Correct pronunciation is applied to a repertoire of learnt words &amp; phrases expected at the required level.</p>	<p>Candidate can make him / herself understood despite noticeable accent interference. Repetition may be required often in order to be understood, unless the listener has a sympathetic ear. Repertoire of words and phrases expected at the required level are not always pronounced correctly.</p>
<p><b>Grammar &amp; Vocabulary</b></p> <p>(Accuracy &amp; appropriacy)</p> <p><b>(weighting x1)</b></p>	<p>Candidate manages everyday situations with confidence and ease. Applies both grammatical control and range but may make mistakes particularly when attempting more complex language. Meaning comes across clearly and straightforwardly with minimal effort from the listener. Incorrect word choice can occur when attempting words superior to the level required. Candidate can go beyond the basic repertoire of learnt words expected at the required level.</p>	<p>Candidate shows grammatical control and sufficient vocabulary to conduct everyday transactions involving familiar situations and topics. Uses structures generally correctly but not without the occasional error. Candidate may need to reformulate sentences and meaning comes across clearly with little hesitation. Shows good control of stock words &amp; phrases appropriate to the level.</p>	<p>Candidate applies control to structures with some inaccuracies expected that are expected below the required level. Rarely or doesn't reformulate sentences. Meaning still comes across but with effort required from the listener and with some hesitation. Candidate shows production of words appropriate to the prompt and production covers only a limitation of grammatical structures and stock words expected at required level.</p>
<p><b>Discourse Management</b></p> <p>(Fluency, extended contributions, cohesive devices)</p> <p><b>(Weighting x1)</b></p>	<p>Candidate can maintain extended utterances with a fairly even pace despite some noticeable pauses. Uses repair strategies in order to improve. Makes clear, spontaneous and relevant contributions and shows ability to apply a general range of cohesive devices. Candidate can maintain the flow of communication with ease</p>	<p>Candidate can maintain extended utterances despite some pauses and hesitation for grammatical and lexical planning. Candidate sometimes applies repair strategies in order to improve. Makes relevant contributions and can apply a limited range of cohesive devices. Candidate does not need prompting to maintain the</p>	<p>Candidate produces short contributions and can handle short exchanges. Generally the meaning is clear and relevant although hesitation, false starts and regular reformulation is evident. Information may be repeated and the candidate can show tendency to digress from the topic. Cohesive devices are applied some of the time. Candidate needs prompting</p>

<sup>4</sup> 8 / 10 – refers to 7 or more instances out of 10 where candidate responses in line with the assessment criteria and competency expectations of Entry 3 / B1 CEFR.

<sup>5</sup> 4 – 7/10 - refers to 4 – 7 instances out of 10 where candidate responses are in line with the assessment criteria and competency expectations of Entry 3 / B1 CEFR.

<sup>6</sup> 0 - 3 / 10 - refers to instances out of 10 where candidate responses are in line with the assessment criteria and competency expectations of Entry 3 / B1 CEFR.

	on his/her own accord.	flow of communication.	or intervention in order to maintain the flow of communication.
<b>Comprehension</b> (Show evidence of understanding in the given response, level of support required by interlocutor) <b>(weighting x2)</b>	Candidate understands clearly articulated speech in a generally familiar accent. Repetition of particular words or phrases is sometimes required. Little or no support is required.	Candidate understands clear, standard speech on familiar matters when directed at him / her. Candidate can follow most of what is said. Repetition may be required from time to time.	Candidate can understand clear, standard speech and short social exchanges but is rarely able to understand enough to keep the conversation going of his/her own accord. Repetition / reformulation is generally required.

Candidates are not penalised where articulation, accent, stress, pace and fluency are adversely affected by a physical or learning difficulty/impediment. The same applies to a pronunciation which is consistent with accepted non-standard varieties.

0 – 8 = fail    9 - 12 = pass    13 - 15 = merit



Exam		Exam Date	
Level		Centre Number	
Examiner Number		Examiner Name	

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr&Voc 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	Recording no
					1	2			

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	

Candidate Number	Candidate Name	ID Checked	Pron 1 2 3	Gr 1 2 3	DM 1 2 3	LC 1 2 3	Total	Grade F P M	

**Borderline pass & every fail case**—please complete extra feedback sheets enclosed (as is included in mark scheme / sheet)

**Pron** - Pronunciation , **Gr &Voc** – Grammar & Vocabulary, **DM** -Discourse Management, **LC** - Listening Comprehension

(Mark breakdown per component 1 = fail, 2 = pass, 3 = merit) 0 – 8 = (F)fail 9 - 12 = (P)pass 13 - 15 = (M)merit

## Annex 8

### LRN MODERATION POLICY

Moderation is an integral part of assessment. It is a consistent process that is designed to ensure common interpretations of established criteria and standards with regard to candidates' as well as examiners' performances.

The purpose of this moderation policy is to ensure that assessment practices and the awarding of grades are valid and reliable. Moderation is an on-going process and its outcomes feed into exam design and implementation as well as examiner training.

At LRN, moderation is done by:

- Blind and selective sampling of assistant and senior examiners' assessments.
- Additional marking, where applicable and indicated, for example of borderlines, fails and merits.

#### PROCEDURE

ESOL speaking and listening examinations are carried out in approved test centres by trained examiners & senior examiners provided by LRN.

All candidates are assessed in pairs and recorded on digital recording devices. They are assessed in accordance with established assessment criteria by the examiner in situ. All marks are provisionally recorded on paper by the examiner and, together with the recordings, are sent to the LRN head office and moderated by senior examiners; this takes place within 6 working days in order to finalise grades. A sample of the received recordings (see "SAMPLING" example below) is moderated by a senior examiner. This is done with a view to ensuring that

- candidates' marks are fair and in accordance with the established assessment criteria
- assessment procedures and the examiner's conduct conform to good professional practice and do not compromise the integrity and rigour of LRN's examination process

The senior examiner carrying out the moderation listens to a sample (see "SAMPLING" below for details) and records the following information on a "Moderation Report" form.

This includes:

- Test centre name and number.
- Test date and level(s) tested.
- Candidates' names and candidate numbers.
- Examiner's name and examiner number.
- Total number of candidates assessed and sample number.
- Candidates' marks and bands (Fail, Pass, Merit) as assessed by the (initial) examiner in situ.
- Candidates' marks and bands (Fail, Pass, Merit) as assessed by the moderating examiner.
- the divergence between (initial) examiner and moderating examiner's grades
- Any observations on divergence.
- action points arising from the moderation, e.g. "amend candidate's band allocation", "tel. examiner by (date) to discuss need for further

standardisation or guidance on adherence to rubrics” etc. Action points are followed up by the lead moderator.

- Peer moderation takes place twice a year (for the first year of each award) to ensure robustness of assessment.

## **SAMPLING**

40% of sampling is carried out including a combination of examiners and levels sampled. New examiners recently monitored also have 40% samples carried out. Different levels are represented proportionately within that sample.

Blind sampling is carried out, i.e. a random sample of recordings is marked again without prior knowledge of the first examiners’ marks, in combination with selective marking, i.e. certain recordings are targeted for additional marking (e.g. borderlines, fails, merits). Boundaries for grading are assessed every 12 months.

Selective sampling may also be done in response to feedback from candidates, test centres or examiners.

The combination of blind and selective sampling ensures that a representative breadth of test centres, examiners, levels and bands (i.e. fail, pass, merit) is included.

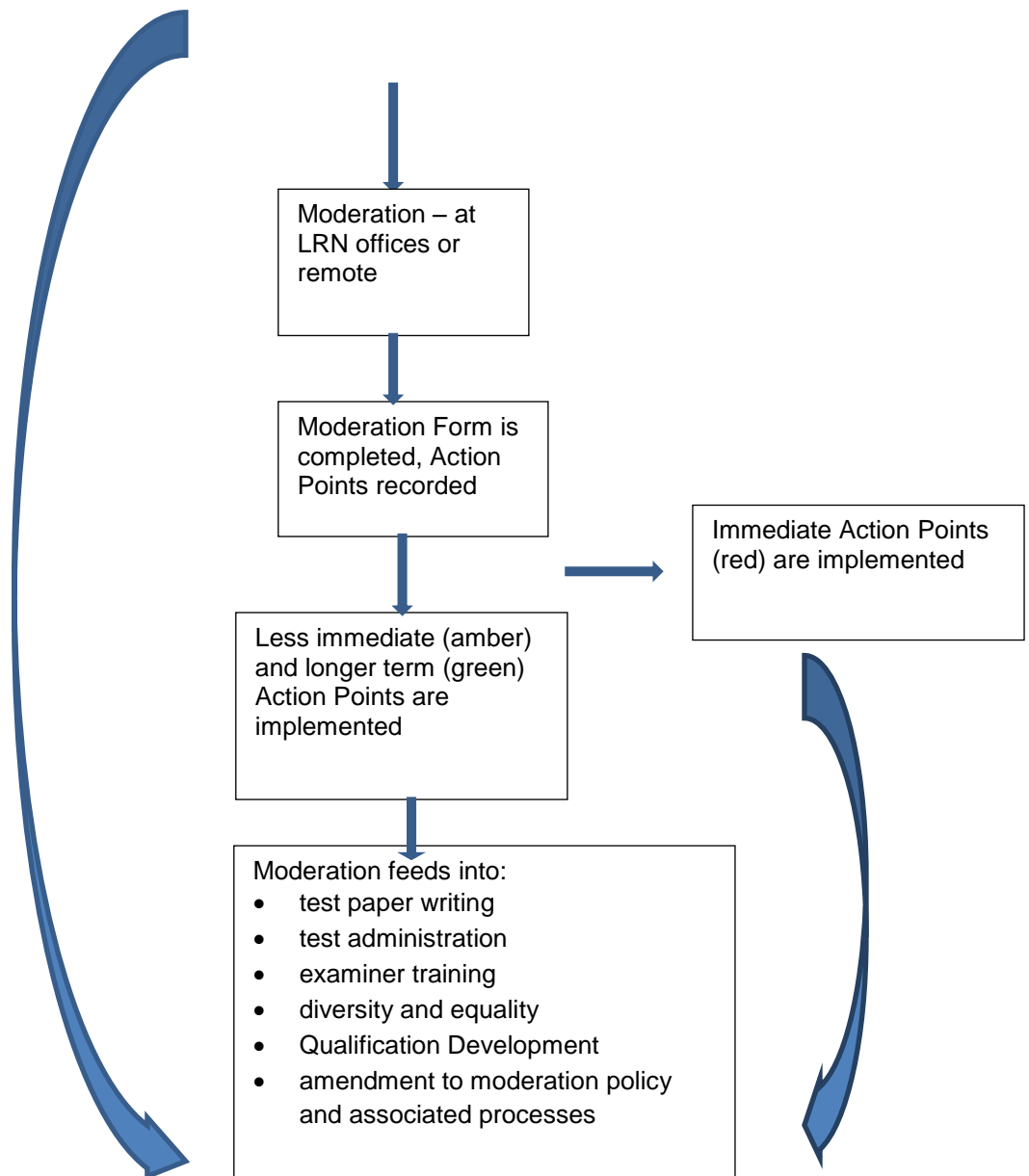
The 40% sampling requirement is then relaxed and reduced to 15% over time if experienced examiners are shown to perform reliably and consistently in line with assessment criteria and good professional practice. Sampling never falls below 15%.

## **FOLLOW-UP**

Once an appropriate sample has been moderated, action points arising from Moderation are to be followed up (see also flow chart below).

- Key points identified are listed in follow up and directly connected to a suggested course of action
- Immediate action (red): any band changes (fail, pass, merit) to candidates’ grades to be processed by administrative staff
- Immediate action (red): any suggestion or evidence of flaws undermining the integrity of an exam, misconduct or malpractice to be investigated and raised with the test centre and/or examiner by Head of Moderation or Head of Accreditation
- Less immediate action (amber): any individual examiner’s **substantial** divergence from the standard as identified by the moderating examiner to be followed up (e.g. by telephone, or by arranging further standardisation training)
- Longer term action (green): data collected during Moderation to be assessed for particular patterns which might feed back into test paper writing, test administration, equality and diversity, examiner training etc.





## **Annex 9**

### **LEARNING RESOURCE NETWORK**

#### **POLICY: CANDIDATE REGISTRATION**

##### **Overview**

Learning Resource Network (LRN) intends to register its candidates within 10 working days. LRN accepts candidate registration directly through its approved centres.

##### **Policy**

LRN ensures its candidates are registered without unnecessary delay whilst allowing for the necessary validation checks on its candidates, which LRN deems essential given the nature of its qualifications and the intended purpose.

##### **Procedures**

- Candidate registration information is collected by the approved centre and sent to LRN by email or post via excel spreadsheet; LRN assigns unique registration numbers and informs the centre via e-mail;
- Candidate unique registration numbers are used in communication between the centre and LRN;
- LRN includes the candidate registration number on results notifications and certificates, where candidates have been successful in their assessment.

##### **Review of policy**

LRN will review the applicability of this policy and associated procedures as part of its annual review of performance.

## Annex 10

### LEARNING RESOURCE NETWORK POLICY: MALPRACTICE AND MALADMINISTRATION

#### Definition

Learning Resource Network (LRN) defines malpractice as an attempt to gain an advantage over other candidates by the use of unfair and unacceptable methods. Common to all cases of malpractice is the attempt to affect by deceitful means an assessment of academic ability, standing or progress.

#### Guidance

LRN ensures its assessment centres, candidates and those involved in the management and administration of its qualifications are made aware of their responsibilities. Malpractice can cover a number of situations, including:

- any action undertaken which is intentional and that provides candidates with an unfair advantage;
- Any action which arises due to ignorance or carelessness in the application of the regulatory criteria.

#### Assessment Centre Responsibility

LRN expects all of its assessment centres to fully comply with this policy. In the case of any investigation by LRN or the regulatory authorities, assessment centres must also comply with the requirements of the investigating team.

In the case of suspected malpractice, assessment centre staff must immediately secure the examinations material and ensure that it is not removed from the centre. They must also ensure that disruption to candidates continuing to sit their examinations is kept to an absolute minimum.

In all cases of suspected malpractice, the Senior Invigilator will become the authorised contact between the centre and LRN.

#### Compliance

LRN will work openly with the qualifications regulators in any follow up investigation. Furthermore, LRN confirms its willingness to make available, upon request, all required information to the regulatory authorities.

#### Assessment Centre Staff Malpractice

Malpractice by assessment centre staff could be in the form of:

- Breaches of security relating to the confidentiality of examination material. E.g. – permitting unauthorised material to be brought into the examination room, failing to keep the examination room secure before and during the examination process, failing to keep examination scripts secure before and after the examination process in order to ensure secure despatch to examiners or amending examination materials without authorisation;
- Providing improper assistance to candidates. E.g. – assisting or prompting candidates with answers during the examination, providing candidates with

excessive amounts of support or providing candidates with evidence to present as their own;

- Other forms of malpractice. E.g. – failing to ensure the examination centre conforms to the requirements laid down by LRN causing or allowing work to be assessed which is not the candidates own work.

### **Invigilator (or other centre representative) malpractice**

Examples of Senior Invigilator (or other centre representative) malpractice could be in the form of:

- Breaches of security relating to the confidentiality of examination material. E.g. Failing to keep examination scripts in a secure location prior to the examination taking place;
- Failing to keep completed examination scripts in a secure location during the correction process; transmitting examination papers or examination results via e-mail in breach of policy;
- Providing improper assistance to a candidate, either by allowing them to become aware of the content (or part thereof) of an examination prior to the examination taking place, or by deliberately marking a candidate's script more favourably than the norm for the examination (or contrary to the approved marking scheme);
- Deliberately hindering a candidate, by marking their script harshly compared to the norm (or contrary to the approved marking scheme), or by losing (or causing to be lost through negligence) a candidate's script (or part thereof).

### **Candidate malpractice**

Examples of candidate malpractice could be in the form of:

- Defacement or misuse of examination material;
- Bringing unauthorised equipment into the examination room (e.g. – mobile phones);
- Failure to follow an invigilator's instruction during the examination;
- Bringing unauthorised and unacceptable evidence into the examination room;
- Copying, or attempting to copy, the work of another candidate;
- Colluding, or attempting to collude, with others during an examination in an attempt to gain an unfair advantage;
- Disruptive behaviour which has the potential to disrupt the smooth running of the examination;
- Plagiarism of another's work;
- Impersonation - allows others to present themselves as the candidate;
- Altering or forging any results documents or certificates;
- Offensive or insulting behaviour towards centre staff.

### **Reporting cases of candidate malpractice**

Where there are suspected or actual cases of candidate malpractice, all instances must be reported in writing using the malpractice report form (MRF1). This must be e-mailed to LRN using the following e-mail address: [enquiries@LRNglobal.org](mailto:enquiries@LRNglobal.org)

Upon receipt of the MRF1, LRN will undertake an investigation into the alleged malpractice.

Should the Senior Invigilator feel a candidate's presence within the examination centre will cause disruption to other candidates, they would have the authority to expel a candidate(s) from the examination centre.

This action must be clearly stated on the report form (MRF1) and include the name of witnesses to the suspected malpractice. In the case of expelling a candidate from the examination centre, their script must be secured and returned to LRN along with the report form. Should LRN feel any of its rules of conduct for the examination have been broken, it may declare the examination void.

Should LRN discover an assessment centre has failed to comply with its duty to report suspected malpractice in a timely manner or should it feel the assessment centre has failed to cooperate to the fullest extent, LRN may restrict that assessment centre from acting as a future centre.

### **Reporting cases of assessment centre, Senior Invigilator, Invigilator staff malpractice**

Where there are suspected or actual cases of assessment centre or Senior Invigilator/Invigilator malpractice, all instances must be reported in writing using the malpractice report form (MRF1).

This must be e-mailed to LRN using the following e-mail address: [enquiries@LRNglobal.org](mailto:enquiries@LRNglobal.org)

Upon receipt of the MRF2, LRN will undertake an investigation into the alleged malpractice.

Should LRN discover an assessment centre, Senior Invigilator/Invigilator has failed to comply with their duty to report suspected malpractice in a timely manner or should it feel that they have failed to cooperate to the fullest extent, LRN may restrict the assessment centre from acting as a future centre or in the case of Senior Invigilator/Invigilator, it will implement the disciplinary procedure outlined in the Rules & Regulations.

### **Investigation of malpractice**

In all cases of malpractice, LRN will investigate the alleged malpractice, which will include interviewing assessment centre staff, the candidates affected and any witnesses to the alleged malpractice. LRN will seek to conclude its investigation within 30 days. In cases of invalid certification, LRN will report these instances to Ofqual and will follow the advice and guidance issued as to the remedial action it should take

### **Timescales**

This procedure is designed to ensure that all decisions are consistent, fair and based on the fullest information available. We intend to complete the investigation of malpractice cases within 30 working days.

### **Monitoring and Evaluation**

Our policy on malpractice will be monitored and formally reviewed as part our policy on self assessment and continuous improvement. The results of which will be reported and formally signed off by the Accountable Officer of the Awarding Organisation.

## MRF1

### MALPRACTICE REPORTING FORM (MRF1)

This form must be used in reporting all suspected or actual cases of candidate malpractice which take place during an examination.

#### Centre Information

Centre Name	
Centre Number	

#### Examination Details

Date of Examination	
Time of Examination	
Unit being examined	
Unit reference number	

#### Candidate Details

Name of candidate(s) involved	Candidate registration numbers

#### Centre officers present

Name of Senior Invigilator	
Name(s) of invigilators present	

**Narrative of suspected or actual malpractice (this section is to include as much information surrounding the malpractice, including timings, actions of those suspected of being involved in the alleged malpractice)**

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**Detail how candidates were made aware of the rules and regulation surrounding the examination beforehand (e.g. - notice placed in assessment centre, announcements made, handouts were issued before the examination took place)**

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**If the incident involved disruptive behaviour, did it cause disruption to other candidates?**

Yes	
No	

If the answer is yes, and you wish to request special consideration for other candidates, please refer to Learning Resource Network's policy on Reasonable Adjustment and Special Consideration.

**If the incident involved the introduction of unauthorised material, is the unauthorised material enclosed?**

Yes	
No	

If the answer is no, please give details of the nature of unauthorised material.

**Declaration**

Name of person completing this form	
Signature	
Position	
Date	

**MRF2****MALPRACTICE REPORTING FORM (MRF2)**

This form must be used in reporting all suspected or actual cases of assessment centre, Senior Invigilator/Invigilator malpractice which take place during or after an examination.

**Centre Information**

Centre Name	
Centre Number	

**Examination Details**

Date of Examination	
Time of Examination	
Unit being examined	
Unit reference number	

**Candidate details (this would apply where the candidate has received an unfair advantage as a result of the alleged malpractice by the assessment centre, Senior Invigilator/Invigilator)**

Name of candidate(s) involved	Candidate registration numbers

**Centre officers present (to include those who were present at the time of the alleged malpractice)**

Name of Senior Invigilator	
Name(s) of invigilators present	

**Narrative of suspected or actual malpractice (this section is to include as much information surrounding the malpractice, including timings, actions of those suspected of being involved in the alleged malpractice)**

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**Declaration**

Name of person completing this form	
Signature	
Position	
Date	



Annex 11

NOTICE TO CANDIDATES

 A black silhouette of a mobile phone is centered within a red circle. A red diagonal slash runs from the top-left to the bottom-right across the circle, indicating prohibition.	<p>No mobile phones <b>outside</b> or <b>inside</b> the examination room</p>
 A black silhouette of a cup, a fork, and a knife is centered within a red circle. A red diagonal slash runs from the top-left to the bottom-right across the circle, indicating prohibition.	<p>No food or drink <b>outside</b> or <b>inside</b> the examination room</p>
 A black silhouette of a human head in profile, facing right, is centered within a red circle. A red diagonal slash runs from the top-left to the bottom-right across the circle. To the right of the head, there are several short, radiating lines, suggesting sound or speech.	<p>No speaking between candidates <b>outside</b> of the examination room</p>