



# **Pearson LCCI Spoken English for Industry and Commerce (VRQ)**

**Preliminary (ASE901)**

**Level 1 (ASE801)**

**Level 2 (ASE813, ASE933)**

**Level 3 (ASE825, ASE951)**

**Level 4 (ASE837, ASE969)**

## **Specification**

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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# Introduction

## LCCI qualifications

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LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. Employers, universities and professional bodies recognise them across the world.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the English Language suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

## **Purpose of the specification**

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This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

## Qualification aims

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The Pearson LCCI Spoken English for Industry and Commerce (VRQ) qualification is a series of awards at 5 levels designed to meet the spoken language requirements of business people today.

Assessment is in the form of a one-to-one interview with a Pearson LCCI examiner that tests a candidate's ability to communicate orally in a business or work context.

The 5 levels are: Preliminary, Level 1, Level 2, Level 3 and Level 4 (see *Appendix A*). The format of each varies and in general terms the emphasis shifts from accuracy of form and an ability to understand or produce discrete linguistic items at the lower levels, to broader fluency of speech and interaction at the higher ones. In addition, the length of the interviews increases with level (from 20 minutes at Preliminary Level to 40 minutes at Level 4) in order to reflect the greater range of skills and linguistic content being tested at each level.

The aims of the Pearson LCCI Spoken English for Industry and Commerce (VRQ) qualification are to enable students to develop the ability to:

- understand basic and highly predictable work- or business-related information and/or instructions and to act on them or respond appropriately when required
- produce basic, formulaic speech of a predictable nature that is sufficiently accurate and clear to be understood by a sympathetic listener.

This qualification is intended for students who have achieved a fundamental understanding of work- or business-related English and an initial competence in interacting (speaking and listening) with English speakers in a work or business context.



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# Specification at a glance

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The Pearson LCCI Spoken English for Industry and Commerce (VRQ) consists of one externally-examined paper.

<b>Pearson LCCI Spoken English for Industry and Commerce (VRQ)</b>	
<ul style="list-style-type: none"><li>Externally assessed.</li><li>Number of series: On demand</li></ul>	<b>100% of the total qualification</b>
<p>Overview of content topics</p> <ol style="list-style-type: none"><li>Basic social language within a business context</li><li>Basic jobs and roles in a work context</li><li>Basic work- or business-related instructions and directions</li><li>Basic office or place of work descriptions</li><li>Basic numerical information</li></ol> <p>In addition students will be expected to demonstrate a level of linguistic competence as outlined in topics 6 to 10:</p> <ol style="list-style-type: none"><li>Linguistic competence (structures)</li><li>Linguistic competence (concepts)</li><li>Linguistic competence (vocabulary)</li><li>Linguistic competence (communicative skills)</li><li>Linguistic competence (functions)</li></ol> <p><b>Coverage of content topics in examinations</b></p> <p>The examination will consist of 4 sections. Section A will concentrate on topic 1, Section B on topics 3 and 5, Section C on topics 2 and 4, and Section D on topics 1 and 2.</p> <p>Topics 6-10 will be included in all sections of the examination.</p> <p>Candidates should note that while each section of the examination will concentrate on testing the topics indicated, because of the communicative nature of the activities, language from other topics will also be included.</p> <p>Overview of assessment</p> <p><b>1 General</b></p> <p>Candidates will be assessed in a one-to-one interview with an examiner. The language used will be within the limits of the level. All the tasks will be set within a work or business context.</p> <p><b>2 Before the start of the examination</b></p> <p>The examiner will check that the assessment form has been completed (Centres must ensure that the candidate details are completed in legible block capitals before the candidate enters the examination room). The examiner will remind the candidate of the format and duration of the examination</p>	

### **3 During the examination**

The candidate will be required to complete all sections of the examination and the examiner will indicate the start of each section to the candidate. The use of dictionaries during the examination is not allowed (except for the preparation phase of the telephone test option).

### **4 At the end of the examination**

The examiner will inform the candidate that the examination has finished. Candidates will not receive any indication of their performance from the examiner and the examiner will keep the candidate's entry form.

#### **Examination Format**

- A 20-minute, one-to-one interview with an examiner. The interview will consist of four sections:
  - Section A (5 minutes) will be a general conversation on predictable topics such as personal history, work, interests. The language content will be restricted to the structures, concepts and content prescribed for the level.
  - Section B (5 minutes) will be a listening comprehension task with the candidate responding to simple, spoken, work-related instructions and directions given by the examiner. The candidate will demonstrate comprehension by successfully completing the tasks. Some questions will relate to a prompt card featuring simple times tables and diagrams.
  - Section C (5 minutes) will be a picture description in which the candidate will answer questions based on a previously unseen, drawn picture (with a business context), supplied by the Board. The purpose is to test vocabulary and verb usage.
  - Section D (5 minutes) will be a dialogue in which the candidate will take part in a brief, structured, transactional dialogue leading from the picture and continuing within the same business context established in Section C.  
The dialogue will be led by the examiner and the candidate will use a cue card supplied by the Board.

#### **Answer Format**

As the purpose of this examination is to assess oral communication, candidates will be expected to respond appropriately in conversation.

This means that candidates are not expected to respond in full sentences unless this would be necessary in natural speech. It also means that in each section the candidate's ability to successfully interact will be rewarded in addition to linguistic accuracy.

#### **Mark Allocation**

The marking is structured as follows:

- 1 Candidates are given a mark out of 10 for each of the following skills:
  - Vocabulary range
  - Comprehension
  - Fluency
  - Grammar
  - Pronunciation and Intonation.

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2 Based on the skills marks, an overall grade for communicative efficiency is awarded.

3 The final result is then determined as follows:

Pass score of 5 or above for all skills

Merit score of 7 or above for all skills

Distinction score of 9 or above for all skills

Note: Candidates may drop down one mark in either Grammar or Pronunciation and Intonation and still qualify for the corresponding award.

4 Candidates receive a full breakdown of all these scores on their results slips, which makes SEFIC a **diagnostic test** as well as a test of overall oral proficiency.

### Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

### OTHER OPTIONS

#### Telephone Tests

This option is available at Level 2, Level 3 and Level 4. At each level it is a purely elective option and will not affect the main result of the examination.

Approximate overall timings for telephone tests (excluding preparation and memo writing phases):

Level 2 3-5 minutes

Level 3 3-5 minutes

Level 4 5-7 minutes

#### Notes

- 1 Telephone Tests are conducted after the main part of the corresponding SEFIC examination so that the candidate has had an opportunity to become accustomed to the examiner's voice.
- 2 Please refer to Notes on Telephone Tests for information on the marking scheme and Guidelines for Administration of Telephone Tests for further information on room lay-out and invigilation.
- 3 Candidates are allowed to use a dictionary in their preparation for the Telephone Tests.

#### Special Topic Option

This is available at Level 3. It is a purely elective option and will not affect the main result of the examination.

The purpose of this option is to allow candidate's at Level 3 to make a business-style presentation. This is not an option for Level 4, as a presentation is an integral part of the Level 4 exam (Section B)

The examiner will complete the Level 3 examination before moving on to the Special Topic option. The linguistic level expected is that of the Level 3 examination as a whole. The test lasts 10 minutes (5 minutes presentation, followed by 5 minutes discussion with the examiner).

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### Notes

- 1 Examiners explain to candidates that during the presentation they will be making notes for questions in the discussion phase. This makes it clear to candidates that they are not being marked as they talk.
- 2 Candidates are marked on their skills in the oral presentation of a topic. The accuracy of the information is not being assessed.
- 3 Candidates may choose to stand or sit when presenting their topic. They may also choose to use OHP's or any other aides for their presentation, but should be advised to prepare these in advance, given the time constraints. At this level it is considered more important to give candidates encouragement in making a presentation than to cut short what they have to say for the purpose of probing. While evidence of preparation and practice are required, candidates will pass if they are able to fill the time available with language of the same quality as would warrant a pass at Level 3.
- 4 As this is an option only, the candidate's performance does not influence the final grade for communicative efficiency already awarded. This means that a candidate's grade for communicative efficiency cannot be lowered in the event of a poor performance nor raised because of a good performance.

### Liaison Interpreting

This is available at Level 4 for speakers of French, German and Spanish only. It is a purely elective option and will not affect the main result of the examination.

The purpose of this test is to assess the candidate's ability to interpret and mediate a business conversation in the respective languages of 2 speakers who have no understanding of the other's language. Centres are required to provide an interlocutor (who is not the candidate's teacher) who can adequately read the part in the candidate's mother tongue. The LCCI examiner will read the part in English and carry out the scoring.

The candidate will be expected to show due tact, initiative and public relations skills in maintaining the communications as well as the linguistic power to interpret what is said. The conversation will last 5–7 minutes.

### Recommended Reading List and Support Material

*How to Pass SEFIC Preliminary Level Student's Book* (LCCIEB) ISBN-10: 3922514332

*How to Pass SEFIC Preliminary Level Teacher's Book* (LCCIEB) ISBN-10: 3922514375

*How to Pass SEFIC Preliminary Level Cassette* (LCCIEB) ISBN-10: 3922514383

*How to Pass SEFIC Preliminary Level Picture Book* (LCCIEB) ISBN-10: 3922514391

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# Knowledge, skills and understanding

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## Content

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The following content must be covered to prepare students for the final assessment of this qualification.

Subject content	Students must be able to:
<b>1 Basic social language within a business context</b>	a) Exchange basic greetings and goodbyes in a business context
	b) Elicit and provide basic personal information
	c) Respond appropriately to invitations
	d) Express gratitude in a business context

Subject content	Students must be able to:
<b>2 Basic jobs and roles in a work context</b>	a) Name basic job titles and work relationships
	b) Name and understand basic work tasks and routines

Subject content	Students must be able to:
<b>3 Basic work- or business-related instructions and directions</b>	a) Understand basic work-related instructions
	b) Understand basic directions to a destination

Subject content	Students must be able to:
<b>4 Basic office or place of work descriptions</b>	a) Name basic office furniture and equipment
	b) Understand a basic office or place of work layout

Subject content	Students must be able to:
<b>5 Basic numerical information</b>	a) Understand basic numerical information, e.g. a phone number or appointment time

Subject content	Students must be able to:
<b>6 Linguistic competence (structures)</b>	a) Use and recognise the following verb forms for common, basic verbs: <ul style="list-style-type: none"> <li>• the simple present and present continuous tenses (e.g. <i>I work./I am working.</i>)</li> <li>• the simple past tense (e.g. <i>I worked.</i>)</li> <li>• the simple future tense expressed by the present plus time marker (e.g. <i>I'm working next week.</i>)</li> <li>• simple imperatives (e.g. <i>Please open the door.</i>)</li> </ul>
	b) Recognise the following verb forms for common, basic verbs: <ul style="list-style-type: none"> <li>• the present perfect form (e.g. <i>I have worked.</i>)</li> <li>• the future expressed with <i>will</i> and <i>going to</i></li> <li>• more complex imperatives (e.g. <i>Please bring me that file.</i>)</li> <li>• the modals <i>can, may, would, must</i> and <i>will</i></li> </ul>
	c) Recognise and use the following types of adjectives: <ul style="list-style-type: none"> <li>• possessive adjectives (e.g. <i>my, his, her</i>)</li> <li>• demonstrative adjectives <i>this</i> and <i>that</i></li> <li>• the descriptive adjective <i>very</i></li> </ul>
	d) Recognise a limited range of descriptive, comparative and superlative adjectives (e.g. <i>little/much (better), big/small(er)(est), more expensive, most expensive</i> )
	e) Recognise and use the locative adverbs <i>here</i> and <i>there</i>
	f) Recognise a limited range of further locative adverbs (e.g. <i>inside, outside, near, far</i> )
	g) Recognise and use the simple possessives <i>my, your, his, her, its, our</i> and <i>their</i>
	h) Recognise the following pronoun forms: <ul style="list-style-type: none"> <li>• possessive pronouns (e.g. <i>mine, yours, his, hers, ours, theirs</i>)</li> <li>• indefinite pronouns <i>anyone, something, anything, nothing</i> and <i>everything</i></li> <li>• relative pronouns <i>who, which</i> and <i>that</i></li> </ul>
	i) Recognise and use the following determiners: <ul style="list-style-type: none"> <li>• singular demonstratives <i>this</i> and <i>that</i></li> <li>• simple quantifiers <i>many</i> and <i>some</i></li> <li>• basic count words (e.g. <i>a bottle of, a piece of, a cup of</i>)</li> </ul>

Subject content	Students must be able to:
	j) Recognise the following determiners: <ul style="list-style-type: none"> <li>• the definite and indefinite articles <i>a</i> and <i>the</i></li> <li>• plural demonstratives <i>these</i> and <i>those</i></li> <li>• a range of quantifiers (e.g. <i>a bit, a few, any, more, most, no, half</i>)</li> </ul>
	k) Ask and respond to Yes/No questions
	l) Recognise and use the interrogatives <i>When? Where? Why? What?</i> and <i>Who?</i>
	m) Recognise a further range of interrogatives (e.g. <i>How far/much/long? Which? Whose?</i> )

Subject content	Students must be able to:
<b>7 Linguistic competence (concepts)</b>	a) Understand and use the following ways of expressing existence: <ul style="list-style-type: none"> <li>• expressing existence <i>there is/is there...?</i></li> <li>• expressing presence and absence (<i>not</i>) <i>here, (not) there</i></li> </ul>
	b) Understand non-existence <i>there isn't any...</i>
	c) Understand and use the following ways of expressing space: <ul style="list-style-type: none"> <li>• geographical location <i>north, south, east</i> and <i>west</i></li> <li>• directions <i>left/right</i></li> <li>• prepositions <i>up/down, in/out</i> and <i>into</i></li> </ul>
	d) Understand the following ways of expressing space: <ul style="list-style-type: none"> <li>• distance <i>near/far</i></li> <li>• direction <i>straight on, back</i></li> <li>• verbs <i>bring, follow, send, carry, turn</i></li> </ul>
	e) Express present, past and future time within the limits of the given verb range (see <i>Section 6.1</i> )

Subject content	Students must be able to:
	<p>f) Understand and use the following ways of expressing time:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• days of the week</li> <li>• months of the year</li> <li>• names of the seasons</li> <li>• time (e.g. <i>It's three o'clock.</i>)</li> <li>• divisions of time <i>day, week, month, year, morning, afternoon, evening</i></li> <li>• start and finish (e.g. <i>I work from 9 to 5.</i>)</li> <li>• frequency <i>always, never</i></li> </ul>
	<p>g) Understand the following ways of expressing time:</p> <ul style="list-style-type: none"> <li>• to be <i>early/late</i></li> <li>• <i>a.m.</i> and <i>p.m.</i> forms</li> <li>• the term <i>holidays</i></li> <li>• sequence <i>first, then</i></li> <li>• expressions of frequency <i>sometimes, (not) often, on Mondays, every Monday, once a week</i></li> </ul>
	<p>h) Understand and use the following ways of expressing number and quantity:</p> <ul style="list-style-type: none"> <li>• singular and plural countables (e.g. <i>computer(s)</i>)</li> <li>• cardinal numbers (up to 4 digits)</li> <li>• quantity (e.g. <i>a bottle/cup of...</i>)</li> </ul>
	<p>i) Understand the following ways of expressing number and quantity:</p> <ul style="list-style-type: none"> <li>• singular and plural uncountables (e.g. <i>money</i>)</li> <li>• ordinal numbers (up to 2 digits)</li> <li>• approximations (e.g. <i>It's about...</i>)</li> </ul>
	<p>j) Understand and use the following ways of expressing quality:</p> <ul style="list-style-type: none"> <li>• shape (e.g. <i>round, square</i>)</li> <li>• dimension: <ul style="list-style-type: none"> <li>- size (e.g. <i>big, small</i>)</li> <li>- length (e.g. <i>metre, kilometre</i>)</li> <li>- weight (e.g. <i>gram, kilo, ton</i>)</li> <li>- volume (e.g. <i>litre</i>)</li> <li>- temperature (e.g. <i>cold, hot</i>)</li> <li>- colour (e.g. <i>blue, black, red</i>)</li> <li>- material (e.g. <i>leather, wood, plastic, metal</i>)</li> <li>- age (e.g. <i>new, old</i>)</li> </ul> </li> </ul>



Subject content	Students must be able to:
	k) Understand the following ways of expressing quality: <ul style="list-style-type: none"> <li>• <i>light/dark (grey)</i></li> <li>• <i>made of wool/wood</i></li> </ul>
	l) Understand and use a very limited range of adjectives to express evaluation and opinion (e.g. <i>cheap/expensive, good/bad, easy/difficult</i> )
	m) Understand some basic comparative forms (e.g. <i>better/worse</i> )

Subject content	Students must be able to:
<b>8 Linguistic competence (vocabulary)</b>	a) Recognise and use the following personal and biographical details: <ul style="list-style-type: none"> <li>• first name and surname</li> <li>• title (e.g. <i>Mr, Mrs, Miss, Ms</i>)</li> <li>• the spelling of their name, using the correct letters of the alphabet</li> <li>• their address, phone number, location (e.g. <i>town, village</i>)</li> <li>• their nationality</li> <li>• their marital status (e.g. <i>married, not married</i>)</li> <li>• the names of immediate family members (e.g. <i>husband, wife, child, children</i>)</li> </ul>
	b) Recognise and use the following basic terms for socialising: <ul style="list-style-type: none"> <li>• greetings (e.g. <i>Hello, Good morning/afternoon, How are you?</i>)</li> <li>• the use of an appropriate form of address (e.g. <i>Mr/Mrs/Miss</i> plus name/first name)</li> <li>• the introduction of another person using <i>This is...</i></li> <li>• leave-taking using <i>Goodbye</i></li> <li>• talking about the weather, using a very limited range of expressions (e.g. <i>It's hot/cold/wet.</i>)</li> <li>• expressing personal likes and dislikes using <i>I like/I don't like...</i></li> </ul>
	c) Recognise and use the following basic terms for making social arrangements: <ul style="list-style-type: none"> <li>• a limited range of relevant vocabulary (e.g. <i>cinema, party</i>)</li> <li>• issuing an invitation using <i>Would you like to...?</i></li> <li>• accepting an invitation using <i>Thank you/Yes, please</i></li> <li>• declining an invitation using <i>No, thank you</i></li> </ul>

Subject content	Students must be able to:
	<p>d) Recognise and use the following terms connected with accommodation:</p> <ul style="list-style-type: none"> <li>• types of accommodation (e.g. <i>house, apartment/flat, room</i>)</li> <li>• basic names of rooms (e.g. <i>bathroom, kitchen, bedroom</i>)</li> <li>• basic names for basic architectural features (e.g. <i>window, door, garden</i>)</li> <li>• types of basic furniture (e.g. <i>chair, table, bed</i>)</li> <li>• names of basic services (e.g. <i>telephone, water, gas, electricity</i>)</li> </ul>
	<p>e) Recognise and use the following terms connected with travel:</p> <ul style="list-style-type: none"> <li>• modes of travel (e.g. by <i>air/train/bus</i>)</li> <li>• related vocabulary (e.g. <i>bag, passport, visa</i>)</li> <li>• location using <i>north, south, east</i> and <i>west</i></li> <li>• directions using <i>left/right</i>, and the prepositions <i>up/down, in/out, to/from, into</i></li> </ul>
	<p>f) Recognise the direction <i>straight on</i></p>
	<p>g) Recognise and use the following terms connected with food and drink:</p> <ul style="list-style-type: none"> <li>• names of main meals (e.g. <i>breakfast, lunch, dinner</i>)</li> <li>• names of main types of foods (e.g. <i>meat, vegetables, fruit</i>)</li> <li>• accepting food and drink using <i>I'd like some/a...</i></li> <li>• basic terms connected with eating out (e.g. <i>restaurant, cafe, menu, bill</i>)</li> </ul>
	<p>h) Recognise and use the following basic vocabulary of the workplace:</p> <ul style="list-style-type: none"> <li>• names of organisations (e.g. <i>company, college</i>)</li> <li>• places of work (e.g. <i>office, factory, department</i>)</li> <li>• job titles/names of occupations (e.g. <i>manager, secretary, assistant</i>)</li> <li>• relationships at work (e.g. <i>team, boss</i>)</li> <li>• office items (e.g. <i>pen, calculator, file</i>)</li> <li>• daily routines: <ul style="list-style-type: none"> <li>- (working hours) <i>I work from 9 to 5</i></li> <li>- <i>I come to work/go home at...</i></li> </ul> </li> </ul>

Subject content	Students must be able to:
	i) Recognise and use a limited range of vocabulary relating to transactions: <ul style="list-style-type: none"> <li>• <i>buy, sell</i></li> <li>• relevant national currencies</li> <li>• the name of the product(s) or service(s) of their own organisation</li> <li>• <i>products, services</i></li> </ul>

Subject content	Students must be able to:
<b>9 Linguistic competence (communicative skills)</b>	a) On a social level: <ul style="list-style-type: none"> <li>• make and respond to basic greetings</li> <li>• introduce self and respond to introductions</li> <li>• ask and respond to basic questions about basic personal information</li> </ul>
	b) In everyday life: <ul style="list-style-type: none"> <li>• ask and respond to basic questions concerning everyday needs</li> <li>• understand basic expressions concerning everyday needs</li> </ul>
	c) At work: <ul style="list-style-type: none"> <li>• make and respond to requests to be given things</li> <li>• ask and respond to basic questions involving numerical information (e.g. prices and quantities)</li> <li>• ask and respond to basic questions concerning times, dates and days of the week</li> <li>• ask for and understand basic directions and instructions concerning predictable work procedures</li> </ul>

Subject content	Students must be able to recognise and use basic, formulaic ways of expressing:
<b>10 Linguistic competence (functions)</b>	a) The social conventions of appropriate address, greeting and leave-taking
	b) Wants (e.g. <i>I want to/I'd like to...</i> )
	c) Enquiries about wants (e.g. <i>Do you want to...?</i> )
	d) Gratitude (e.g. <i>Thank you (very much)</i> )
	e) Apologies (e.g. <i>(Very) sorry</i> )
	f) The simplest forms of communication repair (e.g. <i>Sorry, could you repeat that/speak more slowly, please</i> )

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## **Aims of assessment**

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The examination will assess the candidate's ability to:

- recognise familiar words and basic phrases concerning immediate personal and predictable information requirements, expressed in very simple language within a business context
- use a limited range of basic vocabulary, grammatical structures and formulaic functional language within a business context
- combine these two abilities to take part in basic spoken exchanges within a predictable work or business context

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## Entry and assessment information

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Please see the *Pearson Information Manual and the Pearson LCCI examination regulations*, available from our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci)

### Student entry

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Details on how to enter students for the examination for this qualification can be found on our website: [qualifications.pearson.com/lcci](http://qualifications.pearson.com/lcci).

### Combinations of entry

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There are no forbidden combinations of entry for this qualification.

### Resitting the qualification

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Candidates can resist the examination for Pearson LCCI Certificate in Spoken English for Industry and Commerce (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

## Access arrangements, reasonable adjustments and special consideration

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### Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## **Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## **Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

## **Further information**

Please see our website or email [internationalenquiries@pearson.com](mailto:internationalenquiries@pearson.com) for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: [www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration](http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration)

## Equality Act 2010 and the Pearson equality policy

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Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document Access Arrangements, Reasonable Adjustments and Special Considerations, which is on our website, [qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html).

## Malpractice

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Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

### Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ M1 Form (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### **Staff/centre malpractice**

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at: <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures, available at: [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.



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## Other information

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### Guided Learning Hours (GLH)

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Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Certificate in Spoken English for Industry and Commerce (VRQ) we recommend 60–70 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

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### Student recruitment

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Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

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### Prior learning and other requirements

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There are no formal entry requirements for this qualification.

Pearson recommends that students be at the Common European Framework Breakthrough Level (A1) or the UK National Language Standards Entry Level.

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### Progression

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Students may progress to take Level 1 of the Pearson LCCI Spoken English for Industry and Commerce (SEFIC) (VRQ) qualification and further progress can be made up to Level 4. Each level builds on the previous one to provide a consistent extension of the skills and knowledge developed.

Students may also attempt the Pearson LCCI written examination at the same level: English for Business (EFB) Preliminary Level.

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## Codes

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The subject code for Pearson LCCI Certificate in Spoken English for Industry and Commerce (VRQ) is:

- ASE901: Preliminary
- ASE801: Level 1
- ASE813: Level 2
- ASE933: Level 2 Telephone Test
- ASE825: Level 3
- ASE951: Level 3 Telephone Test
- ASE837: Level 4
- ASE969: Level 4 Telephone Test

The subject codes are used by centres to enter students for a qualification.

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# Support, training and resources

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## **Training**

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

## **Specifications, sample assessment materials and teacher support materials**

To find a list of all the support documents available please visit [qualifications.pearson.com](http://qualifications.pearson.com)



# Appendix A

**LCCI/Common European Framework Equivalence Table**

LCCI LANGUAGE LEVEL	COMMON EUROPEAN FRAMEWORK FOR LANGUAGE LEVELS	DESCRIPTION	
<b>Level 4</b>	Effective Operational Proficiency (C1)	This should be the target level for personnel who need to attend and participate fully in formal or informal business meetings or attend conferences or conventions.	People at this level can: <ul style="list-style-type: none"> <li>• use appropriate language to deal with an extensive range of oral and written tasks</li> <li>• respond to a wide variety of situations with fluency and spontaneity</li> <li>• read, interpret, and produce highly specialised texts/reports and present/discuss complex arguments</li> <li>• make presentations and contribute fully at seminars and conferences.</li> </ul>
<b>Level 3</b>	Vantage (B2)	This should be the target level for people for whom establishing and sustaining business relationships in English is essential, e.g. sales personnel, senior executives, etc.	People at this level can: <ul style="list-style-type: none"> <li>• understand and write complex business correspondence and reports within own field</li> <li>• understand and discuss complex concepts of a general and work-related nature</li> <li>• handle formal and informal meetings and negotiations with, for example, customers or suppliers</li> <li>• relocate to an English-speaking country and function fully in all routine areas and aspects of work</li> <li>• deliver structured presentations and participate in discussions on known topics.</li> </ul>

LCCI LANGUAGE LEVEL	COMMON EUROPEAN FRAMEWORK FOR LANGUAGE LEVELS	DESCRIPTION	
<b>Level 2</b>	Threshold (B1)	This should be the target level for people whose work involves them in extensive contact with overseas colleagues, customers or counterparts, e.g. line managers, technical or research personnel, senior administrators, etc.	People at this level can: <ul style="list-style-type: none"> <li>• understand and interpret key, work-related information, e.g. handling customer enquiries</li> <li>• understand and write standard business correspondence and reports</li> <li>• give more complex instructions and explanations and explain ideas</li> <li>• participate in routine interviews</li> <li>• participate more fully in business meetings and discussions</li> <li>• make more complex formulaic presentations on familiar topics</li> </ul>
<b>Level 1</b>	Waystage (A2)	This should be the target level for people who need to work with overseas counterparts on a routine functional level, e.g. clerical staff, administrators, line supervisors, secretarial staff, etc.	People at this level can: <ul style="list-style-type: none"> <li>• describe the company and its products</li> <li>• confirm and alter meeting arrangements</li> <li>• give simple instructions and explanations</li> <li>• develop contacts and exchange more specific/detailed information</li> <li>• understand and write simple business correspondence and notes</li> <li>• contribute to discussions (e.g. express opinions, agree and disagree) and make simple formulaic presentations on familiar topics.</li> </ul>

LCCI LANGUAGE LEVEL	COMMON EUROPEAN FRAMEWORK FOR LANGUAGE LEVELS	DESCRIPTION	
<b>Preliminary</b>	Breakthrough (A1)	This should be the target level for people who need to use English in their work in basic interaction, e.g. receptionists, line operatives, clerical or secretarial staff who have occasional contact with speakers of English.	People at this level can: <ul style="list-style-type: none"> <li>• make contacts and exchange basic information (personal, work and social)</li> <li>• handle basic business telephone language</li> <li>• work with numbers (e.g. dates and figures)</li> <li>• understand simple requests and instructions</li> <li>• make basic travel arrangements and appointments</li> <li>• handle basic forms and documents.</li> </ul>

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**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)**

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