

The background of the top half of the cover is a photograph of a globe on a black surface. Several hands are visible around the globe, some holding pens and writing on the black surface. There are also some white coffee cups. The image is overlaid with a pattern of red and black squares of varying sizes.

UNCOVER
LEARNER
POTENTIAL

Level 1/2 Vocational Award in
**GLOBAL BUSINESS
COMMUNICATION (FRENCH)**

Teaching from 2022 | Award from 2024

Version 4 - April 2024

SPECIFICATION



WJEC Level 1/2 Vocational Award in Global Business Communication (French)

SPECIFICATION

For teaching from 2022

For award from 2024

Summary of Amendments

Version	Description	Page number
2	Clarification of internal assessment arrangements	32
3	Removal of terminal rule statement	34
	Removal of references to Technical Awards	2-3
4	Clarification of unit resit arrangements	37
5	TBC	

Contents

1. Qualification Overview.....	2
1.1 Who is this for?	3
1.2 Sector overview for WJEC Level 1/2 Vocational Award in Global Business Communication (French).....	3
1.3 Qualification objective	4
1.4 Prior learning requirements.....	4
1.5 What will learners study?	4
2. Specification at a glance.....	5
2.1 Subject content	5
2.2 Assessment overview	5
2.3 Assessment objectives	6
3. Units	7
3.1 Unit format.....	7
3.2 Amplification.....	7
Unit 1.....	8
Unit 2.....	14
Unit 3.....	19
Unit 4.....	25
4. Assessment.....	31
4.1 External assessment (Unit 4).....	31
4.2 Internal assessment (Units 1, 2 and 3)	31
4.3 Candidate and assessor packs.....	32
4.4 Managing the assessments.....	32
5. Guided Learning Hours and Total Qualification Time	33
5.1 Guided Learning Hours.....	33
5.2 Total Qualification Time	33
6. Entries.....	34
6.1 Centre approval.....	34
6.2 Entry procedure	34
Unit entry.....	34
Qualification entry.....	35
Entry codes.....	35
7. Awarding, grading and reporting	36
8. Resit arrangements	37
8.1 Resitting units.....	37
8.2 Post-results services.....	37
9. Malpractice.....	38
9.1 Preventing malpractice	38

1. Qualification Overview

Qualification Title	Vocational Award in WJEC Level 1/2 Vocational Award in Global Business Communication (French)
DfE Qualification Type	Vocational Award
Ofqual QN	603/7488/3
QiW number	C00/4520/1
WJEC Qualification Code	5879QA
Age group approved for	14+
First teaching	September 2022
First certification	June 2024
Key documents	Sample Assessment Materials Administration Guide
Guidance for Teaching	Assessment Guide Delivery Guide Unit 1 Guidance for Teaching Unit 2 Guidance for Teaching Unit 3 Guidance for Teaching Unit 4 Guidance for Teaching

1.1 Who is this for?

WJEC Level 1/2 Vocational Awards provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

1.2 Sector overview for WJEC Level 1/2 Vocational Award in Global Business Communication (French)

Brexit has given urgency to the UK's quest to be a major international trading partner beyond Europe, while at the same time highlighting the importance of our continuing interconnectedness with our European neighbours. Among the skills and capabilities the UK will need, an understanding of other cultures and languages will continue to be important for successful international relationships at all levels. Both within and beyond Europe, we will need to reach out beyond English, not only to maintain and improve our economic position but to build trust, deepen international influence and cultural relationships, and to keep our country safe. But which languages do we need most?¹

According to British Council's *Languages for the Future* report, the languages needed most by the UK are:

- Spanish
- Mandarin
- French
- Arabic
- German.

¹ [languages for the future 2017.pdf \(britishcouncil.org\)](#)

As the United Kingdom looks to deepen and expand its trading ties with other nations, businesses must look to be more competitive. To increase productivity, the UK needs a workforce with the right set of technical knowledge and skills base in order to flourish. This includes the ability to work in a multilingual and culturally diverse marketplace, enabling firms to foster connections across borders.²

1.3 Qualification objective

The Vocational Award in Global Business Communication (French) has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

1.5 What will learners study?

This is a unitised qualification consisting of 4 mandatory units.

Unit	Unit Title	Assessment	GLH
1	Global Opportunities	Internal	30
2	Global Customer Relationships	Internal	30
3	Global Marketing and Sales	Internal	30
4	Global Travel	External	30

² Dr Adam Marshall, Director General, British Chambers of Commerce (forward British Council, Languages for the Future)

2. Specification at a glance

2.1 Subject content

Unit 1 enables learners to gain knowledge and understanding of the benefits of language skills in a global economy both for individuals and for businesses. Learners will develop the skills to be able to identify and apply for jobs in French (page 9).

Unit 2 enables learners to gain knowledge and understanding of the importance of building customer relationships in a global market. They will develop skills to be able to respond to and make customer enquiries, feedback and complaints in French (page 10).

Unit 3 enables learners to gain knowledge and understanding of the principals of global marketing and some of the different strategies that can be used. They will develop an understanding of the use of social media to promote and sell products and services in global markets in French (page 20).

Unit 4 introduces learners to planning and undertaking global travel. Learners will develop knowledge and understanding of how to research and book accommodation. They will gain cultural knowledge about various transport methods in France and understand travel information relating to places in a town or city, weather updates and transport issues in French (page 26).

2.2 Assessment overview

Summary of Assessment	
Unit 1: <i>Global Opportunities</i> Controlled assessment (speaking, reading and writing in French): 6 hours 25% of qualification	50 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.	
Unit 2: <i>Global Customer Relationships</i> Controlled assessment (listening, speaking, reading and writing in French): 7 hours 25% of qualification	50 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.	
Unit 3: <i>Global Marketing and Sales</i> Controlled assessment (speaking, reading and writing in French): 6 hours 25% of qualification	50 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available from the WJEC secure website.	
Unit 4: <i>Global Travel</i> On-screen (listening, reading and writing in French): 1 hour 30 minutes 25% of qualification	50 marks
Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.	

2.3 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of the importance of specific aspects of global business communication.

AO2

Apply language skills (listening, speaking, reading and writing), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
Unit 1	-	23	2	25
Unit 2	2	21	2	25
Unit 3	2	20	3	25
Unit 4	2	20	3	25
Overall weighting	6	84	10	100%

3. Units

3.1 Unit format

Unit title:	Summarises, in a concise manner, the content of the unit.
Guided learning hours (GLH):	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
Vocational context:	Provides a vocational rationale for the content of the unit.
Overview of unit:	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
Topics:	Includes the list of topics covered by the unit.
Assessment:	Summarises the assessment method for the unit.

3.2 Amplification

The amplification provided in the right-hand column uses the following four stems:

- ‘Learners should know’ has been used for the recall of facts such as legislation and definitions.
- ‘Learners should know and understand’ has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- ‘Learners should be aware of’ has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- ‘Learners should be able to’ has been used when learners need to apply their knowledge to a scenario or practical situation.

The subject content is presented in 4 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left-hand column identifies the content to be studied. The right-hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all of the assessable content for the relevant section, unless it states, ‘e.g.’ *including* or *such as*. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners’ needs and interests. The use of the word *including* indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words *e.g.* or *such as* are for guidance only, and an alternative can be chosen.

Unit 1

Unit title	Global Opportunities
Unit entry code	5879U1
GLH	30
Vocational context	Proficiency in another language is a key component of global competence. The importance of language skills in business cannot be overstated. A British Chambers of Commerce study discovered that more than 60% of companies are limited by language barriers in foreign trade. With the United Kingdom no longer part of the European Union, language skills may be in ever increasing demand as British companies wishing to do business with European customers may not be able to rely on employing EU candidates as easily as they have in the past. The extent to which the UK's next generation can succeed in an internationally competitive environment, depends on their ability to communicate and engage with the rest of the world. Language learning has a vital part to play.
Overview of unit	In this unit learners will gain knowledge and understanding of the benefits of language skills in a global economy both for individuals and for businesses. Learners will develop the skills to be able to identify and apply for jobs in French. In addition, they will develop their understanding of the world of work in a global context whilst developing their language skills.
Topics	<ul style="list-style-type: none"> 1.1 Benefits of language skills in the global workplace 1.2 Workplace communication in French 1.3 Job opportunities in French 1.4 Applying for a job in French 1.5 Interview and presentation skills in French
Assessment	<p>This unit is internally assessed through controlled assessment and will assess the skills of speaking, reading and writing in French. The assessment contributes 25% to the overall qualification grade.</p> <p><i>Duration:</i> 6 hours</p> <p><i>Number of marks:</i> 50</p> <p><i>Format:</i> An assignment brief will be provided by WJEC, this will include a scenario and several tasks. The assignment brief will be issued to centres in an assessment pack via the WJEC Secure Website.</p>

1.1 Benefits of language skills in the global workplace

In this topic learners will gain knowledge and understanding of the following areas:

1.1.1 The personal benefits of language skills

1.1.2 The importance of language skills for businesses in a global marketplace

Content	Amplification
<p>1.1.1 The personal benefits of language skills</p>	<p>Learners should know and understand the personal benefits of language skills:</p> <p>Cognitive benefits, such as:</p> <ul style="list-style-type: none"> • enhanced problem-solving skills • improved memory function (long & short-term) • enhanced creative thinking capacity • increased ability to multi-task • improvements in first language competence • increased concentration and listening skills. <p>Social benefits, such as:</p> <ul style="list-style-type: none"> • improved attitude toward the target language and culture • ability to connect and build positive relationships with speakers of other languages • greater access to new cultures and experiences • increased self-confidence • improved job opportunities in global economy.
<p>1.1.2 The importance of language skills for businesses in a global marketplace</p>	<p>Learners should know and understand the importance of language skills for businesses in a global marketplace, such as:</p> <ul style="list-style-type: none"> • greater access to market opportunities and an increased client base • increased customer confidence and loyalty • improved customer satisfaction and loyalty • increased cultural understanding to avoid costly errors/faux pas • ability to operate more effectively in local markets across the world • increased profits.

1.2 Workplace communication in French

In this topic learners will gain knowledge and understanding of the following areas in French:

1.2.1 Greetings and introductions

1.2.2 Communication using telephone and internet

1.2.3 Email communications

Content	Amplification
<p>1.2.1 Greetings and introductions</p>	<p>Learners should be able to use the following in French:</p> <ul style="list-style-type: none"> • formal forms of address • greetings throughout the day • polite interactions in a variety of business settings.
<p>1.2.2 Communications using a phone and the Internet in French</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • use appropriate greetings and sign offs • introduce themselves on the phone or in a virtual meeting • ask to speak to a specific person • spell their name in French • give their phone number/email and address in French • understand and use the language of virtual meetings.
<p>1.2.3 Email communications</p>	<p>Learners should be able to communicate business messages via email in French, such as:</p> <ul style="list-style-type: none"> • arranging a meeting • responding to messages.

1.3 Job Opportunities in French

In this topic learners will gain knowledge and understanding of the following areas:

1.3.1 Different types of jobs in the workplace

1.3.2 Job adverts in French

Content	Amplification
<p>1.3.1 Different types of jobs in the workplace</p>	<p>Learners should be aware of different types of job roles in the workplace in French.</p> <p>Learners should know and understand the various departments that make up a large organisation in French such as:</p> <ul style="list-style-type: none"> • administration • customer service • finance • human resources • ICT • marketing • operations • production • sales.
<p>1.3.2 Job adverts in French</p>	<p>Learners should be able to recognise and understand language used in job adverts in French including:</p> <ul style="list-style-type: none"> • job offers/job adverts • job titles • location • types of contract e.g. full-time, part-time, temporary, permanent, working hours and work placement • salary/pay • skills and other requirements • qualifications. <p>Learners should be aware of gender neutrality legislation in job adverts and be able to recognise language which includes gender neutral use of pronouns, masculine/feminine job titles and gender neutrality legislation in job adverts.</p> <p>Learners should be aware of different ways to search for jobs in French via tools such as websites, employment agencies, newspapers or magazines.</p>

1.4 Applying for a job in French

In this topic learners will gain knowledge and understanding of how to apply for jobs and be able to complete a:

1.4.1 Curriculum Vitae (CV) in French

1.4.2 Covering letter and Personal Statement in French

Content	Amplification
1.4.1 Curriculum Vitae (CV) in French	Learners should be able to produce a professional CV in French to include the following information: <ul style="list-style-type: none">• personal details• education• qualifications• experience• hobbies/interests.
1.4.2 Covering letter in French	Learners should be able to write a covering letter in French to include the following in a formal business letter layout: <ul style="list-style-type: none">• formal greeting• explanation of why they are a suitable candidate (learners should mention any previous experience and personal qualities)• formal ending to close the letter.

1.5 Interview and presentation skills in French

In this topic learners will gain knowledge and understanding of the following areas:

1.5.1 Interview preparation in French

1.5.2 Interview skills in French

Content	Amplification
<p>1.5.1 Interview preparation in French</p>	<p>Learners should prepare for an interview and be able to communicate the following in French:</p> <ul style="list-style-type: none"> • introduce themselves • talk about their personal qualities • explain why they are interested in the job • talk about any relevant experience they may have had • describe their hobbies or interests • discuss their language skills. <p>Learners should be able to prepare some relevant questions relating to the job and/or the company to ask at the end of the interview.</p>
<p>1.5.2 Interview skills in French</p>	<p>Learners should be able to take part in a simple job interview including the following points in their communication in French:</p> <ul style="list-style-type: none"> • use the formal register • respond appropriately to questions • speak clearly enough to be understood • ask for repetition of the question(s) if necessary • ask relevant questions to the interviewer • end the interview appropriately. <p>Learners should be aware of:</p> <ul style="list-style-type: none"> • body language and non-verbal communication • French cultural norms in a work setting.

Unit 2

Unit title	Global Customer Relationships
Unit entry code	5879U2
GLH	30
Vocational context	In a global economy, being able to interact effectively with your customers abroad is vital. It doesn't matter how good your product or service is if you cannot communicate effectively with your customers. Doing business in the language of the customer builds trust, shows respect and provides cultural insight, an important factor in developing successful global customer relationships which is often overlooked. Being able to effectively interact with clients in their own language when dealing with enquiries, feedback or complaints is key to long term business success.
Overview of unit	In this unit learners will gain knowledge and understanding of the importance of building customer relationships in a global market. They will develop skills to be able to respond to and make customer enquiries, feedback and complaints in French. They will also be able to welcome and interact with clients at meetings or trade fairs and be aware of how to use technology and social media to connect with customers.
Topics	2.1 Developing customer relationships 2.2 Customer enquiries, feedback and complaints 2.3 Customer visits 2.4 Global Business Digital Platforms in French
Assessment	<p>This unit is internally assessed through controlled assessment and will assess the skills of listening, speaking, reading and writing in the assessed language. The assessment contributes 25% to the overall qualification grade.</p> <p><i>Duration:</i> 7 hours</p> <p><i>Number of marks:</i> 50</p> <p><i>Format:</i> An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be issued to centres in an assessment pack via the WJEC Secure Website.</p>

2.1 Developing Customer Relationships

In this topic learners will gain knowledge and understanding of the following areas:

2.1.1 How to build customer relationships

2.1.2 Cultural awareness

Content	Amplification
<p>2.1.1</p> <p>How to build customer relationships</p>	<p>Learners should know the key factors to building customer relationships and why these are important such as:</p> <ul style="list-style-type: none"> • communicating in the language of the customer • using formal/polite language • responding promptly • listening effectively • apologising where necessary • resolving issues quickly • communicating with customers • providing information on websites in different languages • acting on feedback.
<p>2.1.2</p> <p>Cultural awareness</p>	<p>Learners should know the cultural norms for business interactions in the language and country of study such as:</p> <ul style="list-style-type: none"> • working business hours • how to greet people • how to address people formally • how to say goodbye • dress code • etiquette for booking and attending meetings • taboo subjects.

2.2 Customer Enquiries, Feedback and Complaints in French:

In this topic learners will gain knowledge and understanding of the following areas in French:

- 2.2.1 Dealing with customer enquiries
- 2.2.2 Gathering customer feedback
- 2.2.3 Dealing with customer complaints

Content	Amplification
<p>2.2.1 Dealing with customer enquiries</p>	<p>Learners should be able to deal with simple customer enquiries in French both on topics such as:</p> <ul style="list-style-type: none"> • delivery costs • delivery timescales • discounts and special offers • instructions or product information.
<p>2.2.2 Gathering customer feedback</p>	<p>Learners should be able to produce a customer feedback survey in French and should:</p> <ul style="list-style-type: none"> • know degrees of response such as; never, sometimes, often, frequently, always or very unlikely, unlikely, maybe, likely, very likely • use ICT to produce a survey.
<p>2.2.3 Dealing with customer complaints</p>	<p>Learners should be able to deal with customer complaints in French using the appropriate register and form of address by:</p> <ul style="list-style-type: none"> • responding to written or verbal complaints.

2.3 Customer Visits in French

In this topic learners will gain knowledge and understanding of the following areas in French:

2.3.1 Visiting an organisation or trade fair

2.3.2 Organising customer invitations

Content	Amplification
<p>2.3.1</p> <p>Visiting an organisation or trade fair</p>	<p>Learners should know how to communicate with customers and clients in French when visiting a trade fair or organisation and should be able to:</p> <ul style="list-style-type: none"> • welcome, greet, make introductions and say goodbye • provide health and safety information • give and ask directions to different locations at the trade fair or office. <p>Learners should be able to search for information on trade fairs in French by:</p> <ul style="list-style-type: none"> • using search engines to locate trade fairs in different sectors • gathering key information from trade fair websites about location, price, dates and times.
<p>2.3.2</p> <p>Organising customer invitations</p>	<p>Learners should be able to invite customers in French to a meeting or event using a range of media such as:</p> <ul style="list-style-type: none"> • formal invitations • invitations on social media • flyers. <p>Invitations should include the following information:</p> <ul style="list-style-type: none"> • details of the event • date/time/location/address • dress code • RSVP details • email and phone number (including international/local dialling code).

2.4 Global Business Digital Platforms in French

In this topic learners will gain knowledge and understanding of the following areas in French:

2.4.1 Website content

2.4.2 Social Media Business sites

Content	Amplification
<p>2.4.1 Website content</p>	<p>Learners should know and understand the importance and benefits of having content available in different language options on websites to:</p> <ul style="list-style-type: none"> • ensure cultural respect • build trust and confidence with customers • give choice to customers. <p>Learners should be able to produce content for a business website in French including the following:</p> <ul style="list-style-type: none"> • key information about the product or service • contact details • information for customer comments/feedback • prices • delivery charges.
<p>2.4.2 Social Media Business sites</p>	<p>Learners should be aware of the use of different social media business sites in French such as:</p> <ul style="list-style-type: none"> • LinkedIn • Viadeo • Xing.

Unit 3

Unit title	Global Marketing and Sales
Unit entry code	5879U3
GLH	30
Vocational context	In global marketing the components of traditional marketing still exist but global marketing requires additional decisions about which elements to standardise and where an adaptation approach ‘think globally and act regionally’ is required. In global marketing distinct aspects such as the linguistic, social, racial, regional, political and economic contexts need to be fully considered. A simple yet effective global marketing strategy is to localise the content instead of simply translating the marketing message directly from one language to another. This helps to avoid costly and embarrassing faux pas. There has been a significant increase in the use of social media to deliver global marketing messages and drive sales. It is therefore important to understand the different marketing channels and tools available and the use of digital platforms in different countries.
Overview of unit	In this unit learners will gain knowledge and understanding of the principals of global marketing and some of the different strategies that can be used. They will develop an understanding of the use of social media to promote and sell products and services in global markets. Learners will be able to produce marketing materials and develop their skills in presenting a product or service to potential new customers in French.
Topics	3.1 What is global marketing? 3.2 Global marketing strategies and social media 3.3 Global marketing materials 3.4 Presenting a product or service (Sales Pitch)
Assessment	This unit is internally assessed through controlled assessment and will assess the skills of speaking, reading and writing in the assessed language. The assessment contributes 25% to the overall qualification grade. Duration: 6 hours Number of marks: 50 Format: An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be issued to centres in an assessment pack via the WJEC Secure Website.

3.1 What is Global Marketing?

In this topic learners will gain knowledge and understanding of the following areas:

3.1.1 Key elements of a global marketing strategy

3.1.2 Standardisation and adaptation

Content	Amplification
<p>3.1.1 Key elements of a global marketing strategy</p>	<p>Learners should know and understand the following:</p> <ul style="list-style-type: none">• Definition of Global Marketing.• The basic elements of the Marketing Mix – 4Ps in French.<ul style="list-style-type: none">• product• price• place• promotion <p>Learners should be able to apply the 4Ps to a product or service in French.</p>
<p>3.1.2 Standardisation and adaptation</p>	<p>Learners should know and understand the concept of standardisation and adaptation ('think global, act regional') for global marketing including:</p> <ul style="list-style-type: none">• definition of the strategies of standardisation and adaptation• advantages and disadvantages of both strategies.

3.2 Global marketing strategies in French

In this topic learners will gain knowledge and understanding of the following areas in French:

3.2.1 Approaches to global marketing

3.2.2 Social media

Content	Amplification
<p>3.2.1 Approaches to global marketing</p>	<p>Learners should be aware of global marketing strategies employed by a range of companies in French such as:</p> <ul style="list-style-type: none"> • Nike • Airbnb • Zara • KFC • Apple • Ikea • Starbucks • Coca-Cola • Spotify • McDonald's. <p>Learners should be able to understand the content of some global marketing campaigns in French.</p> <p>Learners should be able to compare different adverts for the same products in English and French and identify similarities and differences such as:</p> <ul style="list-style-type: none"> • price • use of imagery & symbolism • colour, layout & design • content & language • gender representation and stereotypes.
<p>3.2.2 Social media</p>	<p>Learners should know and understand the advantages and disadvantages of social media for global marketing including:</p> <p>Advantages</p> <ul style="list-style-type: none"> • increased brand awareness • better customer satisfaction • improved brand loyalty • quick feedback and connection with customers • cost effective • attract customers to company website. <p>Disadvantages</p> <ul style="list-style-type: none"> • time consuming to keep up to date • difficult to measure effectiveness • risk of negative publicity

- security and privacy related issues
- risk of information and ideas being taken by competitors
- adaptations required for different target audiences
- takes time to build a following and needs a long-term strategy.

Learners should know the different social media channels available and compare the percentage and type of usage in France (or French speaking countries) with the UK such as:

- YouTube
- Facebook
- Twitter
- TikTok
- Instagram.

Learners should be aware of and understand the uses of social media linked to cultural or linguistic influences and comparisons of social media usage between countries.

Learners should be able to produce content for social media marketing posts in French using phrases such as:

- special offer
- latest news
- discount/reduction
- bargain
- buy 1 get 1 free
- sale
- Black Friday deal.

3.3 Global Marketing Materials in French

In this topic learners will gain knowledge and understanding of the following areas in French:

3.3.1 Describing the key features of different products and services

3.3.2 Creating marketing materials in French

Content	Amplification
<p>3.3.1</p> <p>Describing the key features of different products and services</p>	<p>Learners should be able to describe the key features of a product or service in French such as:</p> <ul style="list-style-type: none"> • colour (light or dark) • size • functionality • features • qualities • target market. <p>Learners should know how to construct comparatives and superlatives in French to promote the product or service such as:</p> <ul style="list-style-type: none"> • better than • more than • less than • best • most • cheapest • largest/smallest • quickest.
<p>3.3.2</p> <p>Creating marketing materials in French</p>	<p>Learners should be able to produce marketing materials in French to promote a product or service; this should include information based on the 4 Ps:</p> <ul style="list-style-type: none"> • product • price • placement • promotion. <p>Learners should be able to provide a rationale for their design of marketing materials and choice of delivery method.</p>

3.4 Presenting a product or service in French

In this topic learners will gain knowledge and understanding of the following areas in French:

3.4.1 Content for selling products/services globally

3.4.2 Sales pitches

Content	Amplification
<p>3.4.1 Content for selling products/services globally</p>	<p>Learners should be able to communicate the following information in French when promoting or selling a product or service:</p> <ul style="list-style-type: none"> • personal introduction • role in the company – job title • presentation of the problem/marketing opportunity • a solution to overcome the problem (name and description of the product/service with key features) • price (including any offers or discounts) • examples of ‘social proof’ e.g. testimonials, celebrity endorsement, expert opinion, awards or statistics • distribution channels – where can the product or service be purchased • contact details.
<p>3.4.2 Sales pitches</p>	<p>Learners should be able to deliver a sales pitch in French using ICT including the following:</p> <ul style="list-style-type: none"> • a professional presentation in French using digital technology e.g. PowerPoint or Sway • a clear structure • appropriate body language and eye contact • clear pronunciation and suitable pace • opportunity to respond to questions.

Unit 4

Unit title	Global Travel
Unit entry code	5879U4
GLH	30
Vocational context	<p>Global travel requirements are constantly evolving, and it is important to know how and where to get information relating to travel legislation and guidance.</p> <p>Planning and research are an important part of global travel and gathering information about transport and accommodation options in the language of study are key to a successful business trip. Booking and arranging accommodation is more successful if carried out in the language of study, so you can be fully prepared and understand all the options available to meet your needs.</p>
Overview of unit	<p>This unit introduces learners to planning and undertaking global travel. Learners will learn about the sources of information for preparing for global travel.</p> <p>Learners will develop knowledge and understanding of how to research and book accommodation. They will gain cultural knowledge about various transport methods in France and understand travel information relating to places in a town or city, weather updates and transport issues in French.</p>
Topics	<p>4.1 Planning a business trip</p> <p>4.2 Researching accommodation and transport in French</p> <p>4.3 Booking accommodation in French</p> <p>4.4 Travel information and directions in French</p>
Assessment	<p>This unit is externally assessed through an on-screen examination and will assess the skills of reading, writing and listening in the assessed language. The assessment contributes 25% to the overall qualification grade.</p> <p><i>Duration:</i> 1 hour 30 minutes</p> <p><i>Number of marks:</i> 50</p> <p><i>Format:</i> short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions in English/Welsh and French.</p> <p>Learners are NOT permitted to use a dictionary in this assessment.</p>

4.1 Planning a business trip

In this topic learners will gain knowledge and understanding of the following areas:

4.1.1 Factors to consider when planning international travel

4.1.2 Sources of travel information and guidance

Content	Amplification
<p>4.1.1</p> <p>Factors to consider when planning international travel</p>	<p>Learners should know the following considerations when planning global travel such as:</p> <ul style="list-style-type: none"> • essential documentation • insurance • currency and exchange rates • visas • time zones • mobile network and charges • electricity supply – different plug and socket types • accommodation • weather • health – immunisations and insurance • travel restrictions • mobile payment apps.
<p>4.1.2</p> <p>Sources of travel information and guidance</p>	<p>Learners should be aware of sources of travel information and guidance from the UK and the country they are planning a business trip to and should be able to check for current travel information from sites such as:</p> <ul style="list-style-type: none"> • Gov.uk website – Foreign Travel • business travel websites.

4.2 Researching accommodation and transport in French

In this topic learners will gain knowledge and understanding of the following areas in French:

4.2.1 Accommodation and facilities

4.2.2 Places to visit in a city or town

Content	Amplification
<p>4.2.1 Accommodation and facilities</p>	<p>Learners should be able to understand information about accommodation and facilities in French including:</p> <ul style="list-style-type: none"> • single/double/twin room • breakfast included/not included • half-board/full board • shower/bath/wet room • Wi-Fi available/not available • gym/swimming pool/sauna • restaurant/bar • room service • parking • price • basement/ground/1st/2nd/3rd etc. floor • lift/stairs • star rating. <p>Learners should be able to understand location details in French such as:</p> <ul style="list-style-type: none"> • city centre • outskirts • near the airport/train station/metro (underground)/bus station • historic quarter • tourist area • business district. <p>Learners should be able to evaluate different accommodation options and decide on the best choice according to specific criteria.</p>
<p>4.2.2 Places to visit in a town or city</p>	<p>Learners should be able to ask for directions to places in a town/city in French such as:</p> <ul style="list-style-type: none"> • airport • station/stop (bus, tram, train) • hotel • conference centre • cinema/theatre • shopping centre • swimming pool • sports centre • museum • public gardens/park

- church/temple/mosque/place of worship
- supermarket
- restaurant
- garage.

Learners should be able to understand and follow directions in French such as:

- left/right/straight on
- first/second/third
- in front of/next to/opposite/beside/behind
- crossroads/roundabout/traffic lights.

4.3 Booking accommodation in French

In this topic learners will gain knowledge and understanding of the following areas in French:

4.3.1 Booking accommodation

4.3.2 Accommodation reviews

Content	Amplification
<p>4.3.1 Booking accommodation</p>	<p>Learners should be able to book accommodation in French including the following information:</p> <ul style="list-style-type: none"> • appropriate greeting • introduction • purpose of stay • room type • number of people • dates of arrival and departure • facilities required • asking questions and checking information • appropriate ending.
<p>4.3.2 Accommodation reviews</p>	<p>Learners should be able to understand and produce accommodation reviews in French including feedback on:</p> <ul style="list-style-type: none"> • food • accommodation • facilities • location • price.

4.4 Travel information and directions in French

In this topic learners will gain knowledge and understanding of the following areas in French:

- 4.4.1 Local travel
- 4.4.2 Transport problems and delays
- 4.4.3 Weather reports

Content	Amplification
<p>4.4.1 Local travel</p>	<p>Learners should be aware of the following cultural information relating to transport options in France and/or French speaking countries, such as:</p> <ul style="list-style-type: none"> • trains (the name and logo of the national network) • taxis • underground/subway/metro/airport • tram • buses (how do you buy tickets?) • rental cycles/cars. <p>Learners should be able to find out the following information for the different transport options in French, to help them plan and carry out local travel:</p> <ul style="list-style-type: none"> • arrivals, departures • boarding, platforms • transport apps • timetables • tickets/price • routes.
<p>4.4.2 Transport problems and delays</p>	<p>Learners should be able to understand information in French relating to transport problems such as:</p> <ul style="list-style-type: none"> • train/plane delays/cancellations and lost property • traffic jams/roadworks • strike action • weather conditions/natural disasters.
<p>4.4.3 Weather reports</p>	<p>Learners should be able to understand weather reports in French including time references and appropriate tenses using vocabulary such as:</p> <ul style="list-style-type: none"> • sunny • rain(y) • floods/flooding • storms/stormy • cloudy • windy • hot/heatwave • cold • icy/frost • snow/snowy/snowing • temperature (+ numbers) • days of the week/yesterday/today/tomorrow.

4. Assessment

4.1 External assessment (Unit 4)

Unit 4 is assessed through an external examination available in May/June each year (first assessment in June 2023).

Learners are NOT permitted to use a dictionary in this assessment.

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour, 30 minute paper
- assess content from each topic in the unit each series
- include 50 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide (Chapter 4)
- be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website. (www.jcq.org.uk).

4.2 Internal assessment (Units 1, 2 and 3)

Units 1, 2 and 3 are assessed through controlled assessment and submitted for external moderation in May each year. The first submission for Unit 1 is May 2023 and the first submission for Units 2 and 3 is May 2024. Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

4.3 Candidate and assessor packs

Candidate and Assessor Packs are available on the secure website for centres to download. Centres have flexibility in when they schedule internal assessment but must ensure that they are using the correct packs for the series in which they intend to enter the work for moderation. Candidates must not have access to the Candidate Packs until they are ready for assessment which should be after all the teaching and learning for the unit has been completed.

4.4 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide. There are four areas that are controlled: supervision, guidance, resources and collaboration. Specific details for each unit can be found in the SAMs and the corresponding unit guide.

5. Guided Learning Hours and Total Qualification Time

5.1 Guided Learning Hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

5.2 Total Qualification Time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:

- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

6. Entries

6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a national centre number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

6.2 Entry procedure

WJEC Level 1/2 in Global Business Communication will be available for certification from June 2024. Thereafter, the qualification will be available for certification each June.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

Entry codes

		Entry Codes	
		English Medium	Welsh Medium
Unit 1 Global Opportunities	Internal assessment	5879U1	5879N1
Unit 2 Global Customer Relationships	Internal assessment	5879U2	5879N2
Unit 3 Global Marketing and Sales	Internal assessment	5879U3	5879N3
Unit 4 Global Travel	On-screen examination	5879U4	5879N4
Cash in code		5879QA	5879CA

7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	75	68	60	53	45	38	30	23	15
Unit 2	75	68	60	53	45	38	30	23	15
Unit 3	75	68	60	53	45	38	30	23	15
Unit 4	75	68	60	53	45	38	30	23	15
Qualification	300	270	240	210	180	150	120	90	60

8. Resit arrangements

8.1 Resitting units

Candidates may resit internally assessed units once only and externally assessed units twice, the best grade will be used for aggregation.

Should candidates wish to enter any internally assessed unit for a third time, no results from units taken previously may be used in aggregating the new grade. Therefore, all units in the qualification must be taken again.

Should candidates wish to enter any externally assessed unit for a fourth time, no results from units taken previously may be used in aggregating the new grade. Therefore, all units in the qualification must be taken again.

8.2 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.

9. Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

9.1 Preventing malpractice

Candidates must not:

- submit work which is not their own;
- make their available work to other candidates through any medium;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement;
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-malpractice>

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment, are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.