



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 GLOBAL BUSINESS
COMMUNICATION IN FRENCH
SUMMER 2023**

Introduction

Our Principal examiners' reports offer valuable feedback on the recent assessment series. They are written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and detail how candidates have performed.

This report offers an overall summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It goes on to look in detail at each question/section of each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.ⁱ

The information found in this report can provide invaluable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive annual programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 6 months after the examination.	www.wjecservices.co.uk or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the overall subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

Exam Results Analysis	WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	www.wjecservices.co.uk
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	www.wjecservices.co.uk or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with invaluable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Subject Officer's Executive Summary

- There were no amendments to the Summer 2023 series and there was a combination of live and deferred entries. This is the last summer for the Legacy Global Business Communications French course. A link to the replacement course is given below.
- This year, there was a pleasing range of grades and many candidates performed well.
- Centre assessments were pleasingly high and the vast majority of assessment grades were accurately judged. The presentations produced by many candidates were also impressive.
- For the future more focus on listening and speaking skills will provide dividends. Candidates continue to find these skills more challenging.
- Centres are reminded that ensuring all work and associated paperwork are completed fully when uploading to WJEC enables an efficient moderation and marking process. Centres are reminded to read guidelines carefully to ensure samples are completed correctly and in the correct formats.

New GBC Specification	Classroom resources	Brief description of resource
https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-global-business-communication-french-2022-keydocuments		Key documents and information regarding the new GBC French course.

GLOBAL BUSINESS COMMUNICATION

Level 1 / Level 2 FRENCH

Summer 2023

UNIT 1 GLOBAL OPPORTUNITIES

Overview of the Unit

This unit provides candidates and centres with the opportunity to consider the value of learning languages in a global economy. This year, there has been a full range of grades for this unit but taken as a whole, many candidates performed very well across the range of tasks as set out in the internal assessment manual and overall, the standard of work produced is very high. The quality, presentation and accuracy of the work submitted has also improved greatly this series and many of the tasks look very professional, befitting of the global workplace.

We would like to thank all centres for their hard work and dedication. We appreciate all the effort that goes into delivering this qualification and we have been impressed that centres have been able to deliver this specification to such a high standard this series.

This year was the second series that work has been uploaded on to the online platform IAMIS for units 1, 3 and 4 and Surpass for unit 2 NEA. This series was also the last time that the unit 2 written paper will be offered as a written exam. Most centres however took the opportunity to take this unit as an online examination.

Most centres filled out all required documentation correctly and on time but there were some instances of grades on mark record sheets not matching the grades awarded on candidates' work. There have also been some omissions and some instances of declaration forms missing. It is vital that all grades are transferred correctly onto these mark sheets and that assessors check carefully that there are no errors before submitting all assessments. It is also important to consult the grading principles for calculating the summative grade for all internal units. Please refer to page 43 of the specification under the section Grading, Awarding and Reporting to ensure that the correct grade has been awarded. There were a few instances of the wrong grade being awarded.

Thank you to all centres and assessors for annotating the Mark Record Sheets. This an integral and necessary part of the assessment process and ensures that the moderating process proceeds smoothly. These comments help to explain the rationale behind the grade awarded for each task. Most centres are very good at this, and moderators appreciate the time and effort, which goes into assessing candidates' work.

The standard of centre assessment this series was very high and teacher/assessors should be congratulated on their professionalism, high standards and their ability to interpret assessment criteria. Almost all assessment grades this series were accepted by the moderators.

Comments on individual questions/sections

This unit provides candidates and centres with the opportunity to consider the value of learning languages in a global economy. This year, there has been a full range of grades for this unit but taken as a whole, many candidates performed very well across the range of tasks as set out in the internal assessment manual and overall, the standard of work produced is very high. The quality, presentation and accuracy of the work submitted has also improved greatly this series and many of the tasks look very professional, befitting of the global workplace.

Task 1: Benefits of learning languages

This task encourages students to consider the personal benefits of learning languages for themselves but also the benefits of language learning to the business world in general. Most candidates were able to access the top bands for this task and were successful in demonstrating their understanding of the advantages of language learning and more significantly, many were able to express this in their own words, which was very pleasing. Many were also able to give appropriate examples and communicate a lot of information effectively. All centres encouraged candidates to follow a clear PowerPoint structure, which helped many of them to access top grades in this section. However, not all candidates provided specific examples of a business successfully using foreign languages, as outlined in the assessment manual. All candidates should be encouraged to make this task less theoretical, which is more in keeping with the ethos of this qualification. In the instances, where this task did not attract top grades, there was a lack of in-depth research and analysis, or the task was incomplete and lacked detail.

Task 2: Comparing information

This task requires candidates to use their comprehension and analytical skills to select, analyse and justify their choice of career from a predetermined selection of possibilities. There are two separate aspects to the task and for the first part, covering AC 2.1, candidates can access a Level 2 Distinction by providing detailed and relevant information from the job adverts. For AC 2.2, candidates need to provide a clear justification for their choice to gain a Level 2 Merit. In centres where candidates were advised to make comparison tables using the bullet points from the Internal Assessment Manual, this task was completed to a generally high standard. A clear and logical presentation also helps in assessing and moderating this task.

Many candidates were able to make reasonable comparisons but not all were able to justify their choices in sufficient depth or clarity and on a few occasions, no justification was given at all. In such cases, it would be wise to remind candidates to refer to the Internal Assessment Manual and to use it as a checklist. To gain top grades, candidates also need to demonstrate that they can compare and contrast the benefits of the jobs in arriving at their conclusion. To achieve a Level 2 Merit band for this task, it is necessary to identify some specific details from more than one advert.

Task 3: Applying for a job in France

This task, which is in French is divided into two sections with three separate assessment criteria.

Part A - Making an application

In this section, candidates prepare professional quality CVs and personal statements that should contain a variety of appropriate vocabulary and structures. Both sections of this task allow candidates to demonstrate their ability to structure and organise their work as well as responding professionally to contextual information. Many candidates performed well in this section, producing well-structured CVs using correct terminology in French. Some candidates, however, did not produce good-looking CVs and with a minimal use of French or with considerable L1 interference.

In the personal statement section of this task, successful candidates were able to tackle all the bullet points and demonstrate a variety of vocabulary and refer to different time frames. Overall, this task was well-executed by many candidates. However, centres should avoid using templates as the work of their candidates then appears formulaic. Attention to detail is also important and candidates should be encouraged to proof-read their work more thoroughly to avoid anglicisms, grammatical inaccuracies and incorrect spellings, which can lead to a breakdown in communication. As candidates have access to a dictionary in this task, centres are encouraged to ensure that their candidates know how to use a dictionary correctly as there were many examples of poor dictionary skills in this task as well as in some other units, where a dictionary is permitted (such as the writing question in unit 2).

Part B - Preparing for interview

For this task, most centres included candidate notes as evidence of their preparation. Centres are reminded that the preparatory notes are part of the assessment criteria and should be included. Although the notes took a variety of forms, they were generally helpful in giving candidates confidence during their interviews as well as helping them prepare for the interview itself.

For many candidates, speaking French is particularly challenging but there were many examples of candidates performing effectively and with confidence. Many demonstrated an ability to manipulate the language and respond well to questions. Both pronunciation and intonation were good in many instances and many candidates performed really well. There were, however, instances where candidates performed significantly worse in this task than in the other tasks in this unit (this was often the case for the speaking element in Unit 2 and the sales pitch in unit 4). L1 interference (especially pronunciation) is a frequent issue as well as a lack of practice on occasions. Many candidates had the vocabulary necessary to communicate but lacked the correct grammatical framework to respond effectively and coherently. As mentioned in this report last year, speaking is a skill that all centres should continue to focus on for future development and improvement.

Task 4: Understanding work-related information

This task is also divided into two sections, and tests listening and reading skills in French. Many candidates were competent in both sections of this task, but a small proportion found the listening section more challenging. Most work was neatly presented and many candidates performed well at this task.

GLOBAL BUSINESS COMMUNICATION

Level 1 / Level 2 FRENCH

Summer 2023

Unit 2 Global travel

Overview of the Unit

This paper is the externally set and marked paper and covers a variety of tasks relating to Global Travel and this year, centred around a theme of organising a business trip to Lille in France. The narrative behind the tasks provides an opportunity for candidates to respond to realistic situations in French. The examination was offered as an online or paper examination.

Comments on individual questions/sections

Q.1 Section A: Understanding travel information in French. This reading task was very well answered with almost all candidates achieving full marks (4/4), demonstrating an ability to extract information relating to train travel. Section B: there was a variety of scores for this question as some candidates did not read the rubric carefully or repeated answers from section B.

Q2 There were three sections to this reading question, based around public transport in Lille. Section A was well-answered with the majority of candidates demonstrating that they could identify specific details. Section B required written answers in English and again, many candidates coped well with this section although *soixantaine* was not widely understood. Section C, a multiple-choice question, was answered less well as many candidates did not understand *soirée*, *gratuit* or *établissements scolaires* so not many candidates scored full marks (3/3).

Q3 and Q4 were both listening questions based on hotel and conference information respectively. Q3 was a true/false/not mentioned question and Q4 required written responses in English. Together both questions were worth 10 marks. Neither of these listening questions were well-answered and some candidates struggled to identify any correct answers at all. Many candidates did not understand : *recherches*, *nettoyage*, *alimentaires*, *nombre*, *délégués*, *loger* or *loisirs*. Very few were able to identify the telephone number for Q4 (iii). Many candidates seem to be able to identify numbers below ten but failed to recognise *quatre-vingt*, *trente*, *soixante* or *vingt*. Aural skills is an area that all centres will need to focus on in the future as well as being able to use numbers with greater confidence.

Q5 was a reading question in two sections on understanding information about train travel. Both sections required responses in English. Many candidates identified the correct information and answered both sections well. *Quinzaine* was however, not readily understood and many candidates wrote 15 days for A (iii). Section B (i) was a little more problematic as many candidates did not identify key vocabulary such as *billet perdu*, *vol de billets*, *réclamation après un voyage* or understood the cognate: *service de médiation*. For (ii) most candidates identified: ask a question. The other two possible correct answers were not known: return to help page or connect to the community.

Q6 was also a reading question based on visa requirements in the form of true/false/not mentioned. Many candidates were able to gain at least 2/5 for this section but very few candidates scored full marks here. The text was longer in length, but it contained many cognates or near cognates, which not all candidates recognised. Words and phrases that were not known by all candidates include: *vérifier... en ligne, toutes les conditions, trois mois de validité, avoir une assurance... médicales et hospitalières, argent liquide or cartes bancaires*.

Q7 is the only question that requires a written response in French. This year, candidates had to write an email in French based on 7 prompts in English, two of which were questions. This written task produced a wide range of responses, including some blank or minimal responses.

In general, candidates were confident in offering an appropriate greeting or introduction and sign-off. Most candidates were also able to communicate the minimum required to gain marks in this task, although a few failed to respond at all. Most candidates had clearly worked their way through the bullet points listed, ensuring that they had the opportunity to access maximum communication marks. Successful candidates combined a structured approach with clear and correct language, containing little or no ambiguity. These candidates also demonstrated an ability to manipulate language with a range of structures. In some cases, however, the communication was impeded by incorrect grammatical structures and anglicisms, which made aspects of the task difficult to decipher and assess. Some left blanks for items of vocabulary they did not know or used the English word instead, which led to very disjointed work with many lapses and breakdowns in communication. Often the message was unclear.

Many candidates were able to achieve reasonable marks for communication & content (8/8) but scored proportionally less well for linguistic accuracy (4/4). Not all candidates were able to supply basic phrases such as: *nous sommes, il y a, le budget est, je voudrais/j'aimerais (confirmer, avoir, savoir si...), j'ai besoin d'un/d'une..., pouvez-vous (me) recommander (un restaurant/un hôtel...), je cherche*. Many candidates also used a form of *attendre* for *assister* à. Again, numbers and hotel facilities were also sources of confusion at times. Many candidates were also unable to formulate a question correctly. All candidates should know the basics: *avez-vous, pouvez-vous me + infinitive, il y a, je peux avoir* or use *est-ce que* correctly. Although not required this series, basic question words should also be added to this list, such as: *où, comment, quand* and *qu'est-ce que*. Some candidates again this series also relied too heavily on the dictionary and ended up translating word for word.

Unit 2 Speaking

This assessment includes a range of interactions that can be prepared by the candidate during their preparation time as well as two unpredictable elements, which test the candidates' ability to think and respond spontaneously in the target language. The dialogue is a stand-alone dialogue, but also fits with the narrative of the written exam. Put together, both elements provide the candidate with an opportunity to demonstrate their ability to arrange global travel using all their language skills. The candidate must give seven responses in French, two of which are questions.

All the teacher/assessors this year were responsive to the needs of their candidates and encouraged the use of repair strategies and there were many instances of repeating questions or rephrasing. This clearly gave many candidates confidence and allowed them access to more marks in many cases. Very successful candidates were able to provide a good range of answers, including dealing with extra information and responding well to less predictable questions. There was a very natural flow of dialogue in these instances.

Pronunciation ranged from highly anglicised to very convincing. Overall, the standard and quality of work was higher than the previous series.

Many candidates were able to access at least half of the marks available for communication and content, indicating that in most cases candidates were able to successfully communicate more than half of the task requirements, including asking their own questions. This showed that many candidates were well-prepared and able to tackle this kind of dialogue and access French vocabulary relating to global travel and respond in some way to unpredictable elements. Some candidates were able to formulate a question correctly, but many struggled with *pouvez-vous réserver* and *à quelle heure/quand est-ce que ...*. The question *où se trouve votre hôtel ?* was problematic for many candidates but for the rest, most candidates were able to respond to some degree to all other questions. Some candidates struggled with *réserver* and invented the word '*booker*'.

GLOBAL BUSINESS COMMUNICATION

Level 1 / Level 2 FRENCH

Summer 2023

Unit 3 Global customer relationships

Overview of the Unit

This unit enables candidates to develop and maintain good customer relationships by using their linguistic skills. The spread of tasks allows candidates to demonstrate their ability to handle customer complaints as well as promoting a business or a product.

Comments on individual questions/sections

Task 1: Organising an event to build customer relationships

Most candidates showed that they were able to communicate social arrangements and follow the brief and context as set out in the Internal Assessment Manual. Most candidates covered the 'must include' bullet points as set out in the task, but a significant number of candidates did not give full details or missed out key facts. Centres and candidates should also note that the material produced in this task is their opportunity to demonstrate a range and variety of linguistic structures and vocabulary. Many candidates generally showed good command of grammatical structures, some were unable to access top grades due to the more limited nature of their French and a lack of more complex structures and vocabulary.

Task 2: The benefits of building global relationships

This task was well executed demonstrating overall a good range of understanding and knowledge relating to global relationships, cultural similarities and differences. Most candidates presented their information as a PowerPoint. In general, this research was carried out well and many of the PowerPoint presentations looked very professional and were executed to a very high standard.

Task 3: Understanding customer complaints and queries

This is a reading and listening task, where candidates have to make notes in English based on sources in French. This task was generally well-answered and many candidates scored well. Where candidates did not score highly, this was due mainly to a lack of detail in their written responses. Again, some candidates found the listening part challenging.

Task 4: Communicating with customers

This task requires responses in French and is made up of a speaking and a writing section. Part A was an audio recording and as expected, there was a wide variety of performances ranging from very good to less successful. Most candidates were well-practised and well-prepared, and they knew how to structure their responses, others however, lacked the vocabulary and linguistic structures to perform well. Most recordings were well conducted and well recorded.

The second element of this task, the written response in French to a customer query, elicited a variety of responses but many communicated well and fulfilled most of the elements required. Accuracy varied as did detailed content as the more able candidates often developed their responses more. Written errors tended to be centred around the incorrect use of verbs and verb endings, misspellings, lack of technical vocabulary or L1 interference. Overall, the standard was generally quite good this series.

GLOBAL BUSINESS COMMUNICATION

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Unit 4 Global sales and marketing

Overview of the Unit

By researching global marketing, candidates are given the opportunity to use their knowledge to develop marketing for their own product in French. The level of challenge contained within this unit enables students to access this topic at a level appropriate to them. There was a huge variety of products chosen this series and many were extremely well-presented with imagination, creativity and flair. Many presentations were produced to a very high standard and looked very professional.

Comments on individual questions/sections

Task 1: Identifying opportunities

Many candidates showed that they had a good understanding and working knowledge of the global marketplace. Most candidates were able to describe clearly why the global marketplace is important to companies and provided justifications. The most successful of these used companies, that have taken this step and demonstrated how global marketing had benefitted them. Successful presentations were informative, well-planned and interesting. The standard of presentations was very high this year.

Task 2: Promoting products or services

This was another task that was generally very well-answered with many examples of excellent work. Successful candidates considered a wide range of strategies and evaluated the effectiveness of marketing techniques in detail. In some cases, candidates evaluated only a few techniques, but produced detailed explanations of each marketing technique. There was this year a wide range of advertisements used and there was a good degree of analysis and creativity in candidates' approach to the task. Many candidates scored high marks in this task.

Task 3: Comparing key features and producing marketing materials

There are two parts to this task, a listening section and producing a flyer in French. For the most part, many candidates identified the key elements in the listening task and produced detailed notes in English. Part B, the flyer in French, allowed candidates to use their product knowledge and creativity to produce effective and imaginative flyers in French. Many were of a very high standard and it was obvious that a lot of thought and hard work had gone into to them. Others were less successful and this was often due to poor or minimal French, omissions or to a lack of detail or analysis. Overall, the task was well-answered so many candidates scored highly.

Task 4: Sales Pitch

The sales pitch this series was back to being in the form of a spoken presentation. Many presentations were recorded in MP4 format, but some were also a PowerPoint presentation with video clips. Many were very well-planned, well-structured and executed with plenty of detail. They were very convincing and professional in their appearance. Others, however, were less successful in both their content and execution. Some of the PowerPoint presentations had no audio content at all and some of the video recording had poor sound quality. A few were barely audible, which was a great shame.

The quality of the French also varied from very competent and accurate French to more basic language and grammatical structures, varying in degrees of accuracy and linguistic competence. Pronunciation also varied and some were highly anglicised. Many candidates had practised their sales pitch, but it was equally evident, that some had not at all as they struggled to varying degrees in delivering their sales pitch. Many candidates had good presentation skills, but others relied heavily on reading their script and these tended to perform less well and make more mistakes both in the quality of their language they produced but also in their pronunciation. Often this was highly anglicised and, on some occasions, garbled and almost incomprehensible.

Taken as a whole, however, many candidates performed well in this section and there was certainly an obvious progression for many candidates in their performance across the units. This demonstrates progress both in terms of knowledge and understanding but also in terms of confidence in producing more detailed and accurate work. There was also an overall improvement in the quality of their language work, which is both very pleasing and encouraging.

Supporting you

Useful contacts and links

Our friendly subject team are on hand to support you between 8.30am and 5.30pm, Monday to Friday.

Tel: 029 2240 4298

Email: languages@eduqas.co.uk

Qualification webpage: <https://www.eduqas.co.uk/qualifications/global-business-communication-french-level-1-2>

See other useful contacts here: [Useful Contacts | WJEC](#)

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ⁱ *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*