



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 AWARD IN GLOBAL
BUSINESS COMMUNICATION (GERMAN)
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.¹

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. This is the last summer for the Legacy Global Business Communications German course. A link to the replacement course is given below.
- It was pleasing to see candidates achieving the standard required of the qualification. There were high-level outcomes with in-depth evaluation, detailed research, and clarity. Candidates demonstrated the value of language learning through the ability to extract relevant information successfully.
- However, some candidates failed to access higher mark bands due to a lack of detail in their work. Listening and writing tasks proved challenging for some and it was evident that some candidate responses would benefit from being more extensive. Pronunciation was an aspect that let some candidates down and it was disappointing that IT packages were not used more widely. It is also helpful to remember detailed attention to task requirements is beneficial to candidates.
- 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-german-2022-keydocuments		Key documents and information regarding the new GBC German course.

GLOBAL BUSINESS COMMUNICATION (GERMAN)

Level 1 / Level 2

Summer 2023

UNIT 1 GLOBAL OPPORTUNITIES

Overview of the Unit

In this unit, candidates are required to show understanding of the benefits of languages in a global economy and to understand the opportunities available to them individually and for businesses. This unit is assessed through controlled internal assessment of 4 tasks. Candidates should be able to research job opportunities and evaluate the suitability of jobs. They should also demonstrate an understanding of written and spoken text in German, relevant to job opportunities. Candidates are also required to respond to information by speaking and writing German. In this unit candidates are required to produce a CV, Personal Statement and take part in a job interview.

Most of the candidates were able to meet the requirements of the four tasks. Some were completed to a very high level. Most candidates showed evidence of well detailed research and were able to give clear points about advantages and disadvantages of language learning both individually and for business. Most students presented a CV and interview preparation professionally using PowerPoint with notes or Word using professional layouts. Some candidates presented the information in note form, and some were even handwritten. Whilst there is no specific requirement to use IT, it is recommended that candidates aim to produce evidence to a professional standard using IT packages, as would be expected in a Global Business Environment. It is useful for centres to provide comments or a rationale to explain how marks were awarded. Centres are reminded to check the internal assessment process and ensure that when awarding a grade for a unit, the candidate has met all the minimum requirements of the task. Teachers should familiarise themselves fully with the assessment criteria to ensure candidates are not disadvantaged. Most candidates submitted tasks in correct order and met all the requirements in a professional manner.

Comments on individual questions/sections

Task 1: Benefits of learning languages

Many candidates were able to clearly show the benefits of learning languages and explain the advantages of foreign language skills for companies. However, many candidates failed to give any examples of businesses using language skills to expand their market. The task was to prepare a written presentation, however some candidates produced written notes in a limited way or even handwritten. Many candidates presented using PowerPoint, with slides in clear structure giving well detailed information, showing appropriate evidence. Centres are advised to encourage candidates to address all bullet points with any given task.

Task 2: Comparing information on job opportunities

Many candidates were able to identify the key details from job adverts and explain the suitability of a job, giving reasons. Some candidates gave limited information. Candidates need to develop their evaluation and provide a reason, as they have not met all the requirements of the task. Most students were able to justify decisions and give more detail.

Task 3: Applying for a job in Germany

Some candidates produced well detailed and professional CVs. However, some candidates produced a CV which was split into note form over 2 pages. It is advised that candidates are exposed to examples of CVs to be able to personalise their own versions, ensuring they clearly know the expectations of the task. Personal Statements were well detailed with many candidates showing a range of linguistic structures and variety of tenses. Good examples used imperfect, future, and conditional tenses, with some students showing good use of modal verbs. Part B of this task involved preparing for the interview. Many candidates demonstrated a good variety of questions in preparation. Centres are reminded that candidates should not be over-reliant on notes as this often leads to mispronunciation. Centres should be encouraging students to practice more spontaneous answering lessons, to ensure that they are building confidence in expression and pronunciation.

Quality of recordings was often clear. When the quality of recordings was poor, it was difficult to understand candidates, which may have disadvantaged them. Centres are reminded to check the quality of recordings and to ensure that recording devices are placed closer to candidates, to ensure their response can be heard clearly. Despite speaking often perceived as the most challenging task, many candidates were able to communicate their responses even if the pronunciation was not always clear.

Task 4: Understanding work related information

Many candidates were able to extract key information and key details from the written and spoken texts. For Part A the most successful candidates were able to identify key messages including company career paths, work conditions, opportunities for development and other information. For Part B, most candidates were able to extract the main messages from spoken German including times, dates and telephone numbers. Centres are reminded to ensure candidates are secure in their knowledge of numbers. To access the highest level for this task, candidates should give detailed information.

GLOBAL BUSINESS COMMUNICATON (GERMAN)

Level 1 / Level 2

Summer 2023

UNIT 2 GLOBAL TRAVEL

Overview of the Unit

This unit develops the language skills so that candidates are able to effectively plan, organise and undertake work related travel in German. Candidates are expected to research, plan and book work related travel. Candidates are expected to show understanding of spoken and written German, as well as produce an email in German confirming travel arrangements. This unit is externally assessed through an external examination. The external examination is available onscreen or on paper. There were a variety of responses across this unit. As the externally assessed exam, it is expected that there would be a wider range of outcomes. However, many candidates find the listening and writing questions most challenging. Most candidates demonstrated good responses in extracting understanding from written texts.

Comments on individual questions/sections

- Q.1** This question requires 4 key factors to consider when planning and organising global travel. Most candidates were able to answer this correctly with the most common answers being “valid passport / currency/ time differences/ visa “.
- Q.2** This question required candidates to read an email from your manager and to identify three of his travel and accommodation needs. Many candidates were able to complete this successfully and most candidates identified his budget, preferred mode of travel and location of hotel.
- Q.3** This question required candidates to extract information from a written internet source. This task is a multiple-choice question and requires candidates to indicate True/ False or Not Mentioned for nine statements. Most candidates completed this question well. Candidates sometimes found question (vii) challenging as many indicated “False” when “Not Mentioned” was the correct answer. Candidates should take time to reflect on the information and how it has been presented in the text.
- Q.4** This question required candidates to extract information from a sound clip, providing information about an electronic timetable. Section A is a multiple-choice question. Most candidates were successful in identifying the correct answers and able to access full marks. Question (i) many students were able to recognise the word “schnellsten”. Most students were able to answer part (ii) and (iii) well, identifying the word “Start- “which would then help them identify the correct answer and the word “-kosten”. Section B was completed by most candidates well. Many candidates found question (i) challenging as they were unable to identify “einfach”. If students identified “bequem”, they were unable to adapt the meaning to context. Many candidates answered with the electronic timetable being “comfortable”, although the correct meaning was “convenient /easy” in this context. Candidates are recommended to think about their answers to ensure they make sense within the context. Many candidates mixed up their answer to question (ii), as they confused “train “and “tram”.

- Q.5** This question required candidates to extract information from a written internet source. This is a multiple-choice question and candidates need to identify the correct hotel the statement corresponds to. Most candidates achieved full marks for Section A, identifying correct answers. Section B was also completed well with many students achieving full marks, choosing the best option, and giving two reasons why.
- Q.6** This question required candidates to listen and extract information. This question was the most challenging for candidates. Many candidates answered Section A (i) correctly with “passport”. Many candidates were unable to identify “Parkplatz” in Section A (ii). Most candidates were also unable to identify “Hilfe am Flughafen” in response to Section A (iii), with some incorrect answers including “reserving seats” or “checking in luggage”, which seem totally unrelated. In Section B there were only a few candidates who were able to recognise “Gepäckaufgabe / Passkontrolle” for (i). If candidates identified “Pass” they could still not convey meaning into “Passport Control”. Many candidates did not identify “zu viele” as “too many” for (ii). More candidates were able to answer (iii) with “traffic”. It is important to ensure candidates are exposed to listening practice to ensure they can identify keywords and meaning.
- Q.7** The writing question required candidates to write an email, confirming the travel arrangements for their manager. There was a small number of candidates whose responses were not worthy of credit. Some candidates produced well detailed and highly accurate responses. Many candidates were able to cover most bullet points giving good detail and attempting a variety of different structures and tenses. Some candidates used 3rd person future, demonstrating complex word order. In general, many candidates achieved a similar band for Communication and Content and Linguistic Accuracy. As expected in writing, there was a wide variety of outcomes. Many candidates were able to use appropriate greetings, give the name of their manager, give the flight number, and give contact details. Many candidates were unable to formulate questions and were unable to use “wo” or “wann/ um wieviel Uhr”. Many candidates were unfamiliar with producing complete sentences and being able to conjugate verbs. It is recommended students are familiar with selecting correct words according to context if using dictionaries. Candidates are advised to include all bullet points in the writing tasks and ensure they consider structure. It is recommended that candidates are encouraged to develop skills in manipulating language and being able to formulate verbs and questions.

GLOBAL BUSINESS COMMUNICATION (GERMAN)

Level 1 / Level 2

Summer 2023

UNIT 2 GLOBAL TRAVEL SPEAKING

Overview of the Unit

This task requires candidates to make a hotel booking for their manager on a work-related trip. This unit is externally assessed through an external spoken non-exam assessment (NEA) task. The task required candidates to give seven responses, including being able to give details, ask a question and respond to an unpredictable question. There were a variety of responses and a range of marks awarded for this unit. As an externally assessed exam, it is expected that there would be a wider range of outcomes. Most candidates were able to communicate many of the requirements in German. Most recordings were clear and conducted appropriately. However, centres are reminded to ask questions in the correct order to avoid any confusion. Many candidates were able to communicate the points, however responses were often limited or not communicated clearly due to inaccurate pronunciation. Some candidates were able to communicate all the points with a good level of accuracy and good pronunciation.

Comments on individual questions/sections

Many candidates scored higher marks for communication and content as they managed to make themselves fully understood, even if their pronunciation or language was inaccurate. However, many candidates also scored low on both criteria as the messages could not be understood. Many had practised and prepared well for the speaking assessment. Many responses were in English or included simple numbers or a noun and were therefore not complete sentences. For example, when giving dates of the stay, a candidate may give a number and month "eins Juli". Many candidates would give a mix of English and German in their responses, resulting in an unclear response. Candidates are reminded to ensure they give as full a response as possible to meet the criteria. Some candidates were unfamiliar with asking questions. Many candidates were able to formulate a question, even if it was not always completely accurate. Some candidates attempted authentic pronunciation and intonation. Candidates should have opportunities to focus on improving pronunciation to ensure communication is clear. Candidates should be aware of basic phonics in German and especially key pronunciation of "w", "ie" and "ei". Pronunciation on many occasions hindered candidates significantly as the meaning could not be clearly understood. Candidates should have opportunities to interact in practice role plays and be familiar with the process.

GLOBAL BUSINESS COMMUNICATION (GERMAN)

Level 1 / Level 2

Summer 2023

UNIT 3 GLOBAL CUSTOMER RELATIONSHIPS

Overview of the Unit

In this unit, candidates are required to show understanding of the importance of building customer relationships in a global market and to develop the customer service skills to respond to enquiries or complaints in German. This unit is assessed through controlled internal assessment of 4 tasks. Candidates should be able to explain the benefits of global customer relationships. They should also demonstrate an understanding of written and spoken text in German, relevant to customer enquiries or complaints. Candidates are also required to respond to information by speaking and writing German. In this unit candidates are required to produce a social event invitation, a written response in German to a complaint and take part in a discussion with a customer.

Many candidates achieved merits for this unit overall. In some cases, certain pieces of work were exemplary showing detailed benefits of building global customer service relationships and evaluating cultural factors. Many candidates can identify key information from customer messages and are able to respond appropriately. Some candidates did not give enough detail, reflecting minimal research and limited responses which was reflected in their marks.

Comments on individual questions/sections

Task 1: Organising an event to build customer relations

Most candidates were able to produce an invitation, whilst some candidates only produced notes. Candidates should be reminded to ensure they cover all points to ensure they can achieve the highest performance band for the task. The task states "You must include the following information:". Many candidates were very creative in their presentation of these invitations.

Task 2: The benefits of building global relationships

Many candidates produced professional presentations, identifying the benefits of building global customer relationships and cultural factors to consider when dealing with German-speaking countries. Some candidates produce handwritten, and candidates are to be reminded the task clearly states in which format this should be presented. The task should be produced using a PowerPoint with slides, a video, Screencast or Adobe Spark. Many candidates identified a wide range of cultural factors including forms of address and behaviour. Some candidates were unable to present detailed information coherently or provide evidence of research.

Task 3: Understanding customer complaints and enquiries

Most candidates were able to extract a considerable amount of detail from the written messages on the webpage. Most candidates were also able to make notes conveying key messages from spoken German too. The most successful candidates were able to make a template or table to ensure they recorded specific and key information from the written text.

Task 4: Communicating with customers

Part A required candidates to respond to a customer enquiry. Most candidates were able to complete this task well. Some candidates were heavily reliant on notes, often in full sentences and exceeding one page of A4, as the task states. Part B required candidates to compose a response in German to a customer message. Most candidates were able to identify the problem and suggest a possible solution. However, some candidates were unable to create complex sentences accurately and cover all the bullet points.

GLOBAL BUSINESS COMMUNICATION GERMAN

Level 1 / Level 2

Summer 2023

UNIT 4 GLOBAL SALES AND MARKETING

Overview of the Unit

In this unit, candidates are required to show understanding of the principles of global sales and marketing and to develop the language skills to promote and sell products or services in German. This unit is assessed through controlled internal assessment of 4 tasks. Candidates should be able to produce a presentation to explain marketing techniques. They should also demonstrate an understanding of written and spoken text in German, relevant to global sales and marketing. Candidates are also required to respond to information by speaking and writing German. In this unit candidates are required to produce a flyer, and to present a sales pitch in German.

A few candidates were able to achieve distinctions in this task overall, although many candidates were unable to achieve the highest band due to limited detail in their sales pitch.

Comments on individual questions/sections

Task 1: Identifying opportunities

Most candidates were able to give the benefits of marketing on a global scale. Most candidates produced a good amount of detail and explanation. Most candidates were able to meet the criteria of this task. Some candidates produced a handwritten task. Centres are reminded to read the instructions for Task 1, where it states “a written presentation (slides or a leaflet)”. For a business qualification, candidates are expected to submit work in a professional format.

Task 2: Promoting products/services

This required candidates to explain different types of media and marketing techniques, to evaluate their effectiveness and to identify cultural, social and economic factors to consider when developing a marketing strategy for the German market. Some candidates gave limited information for the task evaluating German adverts and the development of the factors. Many candidates were unable to address the cultural, social, and economic factors. Some candidates produced work which met the assessment criteria well.

Task 3: Comparing key features and producing marketing materials

Part A required candidates to compare key features of two products from a listening extract in German. Most candidates were able to understand key information. Some candidates were limited in their response to select a product and give the reasons. Candidates are reminded to complete all requirements of the task. Part B required candidates to create a flyer. Some candidates produced impressive flyers with attempts at more complex vocabulary and structures in German and professional presentations. Some candidates did not include all the bullet points given to produce the flyer and therefore could not achieve the higher bands of performance. It is important that candidates consider the presentation of their evidence as this should be in the context of professional business.

Task 4: Sales Pitch

This task required candidates to submit a video presentation. Some submissions were PowerPoints with audio which is not the same as a video. Centres are reminded to carefully read the requirements of the task. Most candidates provided comprehensive and detailed information, with some candidates attempting some complex language, even if not always correct. Some students demonstrated a good sales pitch, prepared well with a good amount of detail. Many candidates were unable to correctly pronounce the words which impeded communication. Candidates are expected to pronounce words accurately and with good intonation. Candidates are reminded that rehearsing a script may impede pronunciation and candidates are encouraged to practise their pitch focusing on pronunciation. Candidates should be expected to answer a few questions using key structures to respond, to access higher marks.

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-german-level-1-2>

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

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

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We support our education communities by providing trusted qualifications and specialist support, to allow our learners the opportunity to reach their full potential.



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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.*