

VOCATIONAL



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

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

**SAMPLE ASSESSMENT
MATERIALS - INTERNAL**

Teaching from 2017
For award from 2019



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

SAMPLE INTERNAL ASSESSMENT

For teaching from 2017

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**LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN
GLOBAL BUSINESS COMMUNICATION
(SPANISH)**

MODEL ASSIGNMENT

UNIT 1: GLOBAL OPPORTUNITIES

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

The aim of this unit is to understand the benefits of languages in a global economy and the opportunities available for an individual and for businesses.

In this unit you will develop the skills to search and apply for jobs requiring language skills either in the UK or abroad. You will develop skills in understanding work-related communication in Spanish.

BRIEF - WORKING ABROAD

You are nearing the end of your studies and have decided to apply for a work placement abroad to gain work experience and to have an opportunity to further develop your Spanish language skills. The local college is holding a careers fair for school leavers and one of the organisations attending helps to arrange work placements abroad.

You have decided to attend the event to find out what opportunities are available.

Task 1: Identifying opportunities

Whilst at the careers fair you are provided with details of three different job opportunities. (see support materials)

You need to:

- Compare the different job opportunities on offer including the type of job, information about the company, experience and skills required, location, salary and working hours and other key details.
- Select which one of these job opportunities is the most suitable for you taking into account your own skills, interests and aspirations.
- Justify why you have chosen the job opportunity and why the other jobs might not be appropriate.

Your response to Task 1 must be **in English**.

Task 2: Applying for jobs

Making an application

You have decided to apply for your chosen job opportunity. You will need to produce a professional CV and covering letter in Spanish to send to the company.

Your CV must include:

- your personal details
- qualifications being studied or already achieved
- your skills and any work experience
- hobbies/interests

Your letter must include:

- where you saw the advert
- why you are interested in the job and why you are suitable for the job (skills/work experience)
- your availability
- question(s) about the job

Preparing for interview

The organisation has reviewed your application and you have been invited to attend an interview. You will need to prepare brief notes for the interview which include:

- potential questions you could be asked and your answers
- potential questions for you to ask at the interview
- any other relevant information

Attending an interview

You have completed your preparation and are now ready to go for your interview. The interview will be in Spanish and you will need to respond to the interviewer's questions and persuade them to give you the work placement. Remember you can ask questions too. Don't forget you can take your preparation notes into the interview with you.
¡Buena suerte!

Your response for Task 3 must be in Spanish. You may use a dictionary.

Task 3: Understanding work-related information

Induction

Your interview was successful and you have received some induction information from the company about starting your work placement. (see support materials)

Produce a brief summary of the induction information that you are sent which includes: any details about the training, things that you need to bring on your first day, things that you need to do in advance, hours of work and pay, job benefits and any other key information.

Your response for Task 3 must be in English.

Health & Safety

Before joining the organisation, you are required to watch a training video about Health and Safety arrangements. Having watched the video, you should summarise what the video is informing you about and what you should do in the case of the situation mentioned.

Your response Task 3 must be in English.

Task 4: The importance of learning a language

Before you leave for your work placement you have been asked to produce a leaflet/poster/presentation to encourage Year 9 learners to continue to study Spanish. Your chosen response should explain the benefits of learning a language for the individual and for businesses.

Your response for Task 4 must be in English.

Administrativo/a en el departamento de Publicidad



En España contamos con más de 530 tiendas y un equipo de más de 11.500 empleados que trabajan activamente en la consecución de nuestros objetivos de crecimiento y expansión.

Tus responsabilidades

- **Desarrollo del folleto publicitario**
- **Realización de tareas administrativas dentro del área de Publicidad**
- **Gestión de la publicidad en prensa**

Tu perfil

- **Formación Profesional de grado Medio - Superior**
- **Experiencia previa en el sector de la distribución y alimentación**
- **Persona dinámica, entusiasta y con capacidad de comunicación y trabajo en equipo**
- **Capacidad de análisis y organización**

Te ofrecemos

- **Contrato de verano**
- **Un trabajo interesante y diversificado – turnos de 8 horas**
- **Posibilidad de promoción interna y de desarrollo**
- **Salario mínimo interprofesional (SMI) diario**

**¿Te interesa? ¡Envíanos tu currículum! Oportunidades en Galicia,
Castilla-León y Castilla La Mancha
empleo@lidl.es**

¡Ven con nosotros! Ofrecemos los servicios y soluciones más innovadoras del mercado a nuestros clientes



FUNCIONES:

- Garantizar una experiencia excepcional del cliente en tienda
- Cumplir con los objetivos marcados, de servicio y venta
- Realizar el proceso de venta y de atención al cliente siguiendo en modelo de atención
- Realizar el proceso de activación y cobro
- Resolver dudas de clientes y facilitar información
- Redireccionar al cliente a otras áreas de atención
- Revisar el funcionamiento de cajas y datafonos antes de empezar su turno y realizar la apertura de caja
- Asegurar el orden en los puestos de atención y en la zona de atención

La persona seleccionada deberá demostrar las siguientes competencias:

- Positivismo, entusiasmo y pasión por su trabajo
- Nivel alto de orientación al cliente y empatía
- Orientación a resultados
- Habilidad de comunicación y escucha alta
- Trabajo en equipo
- Tranquilo y conciliador ante conflictos
- Flexibilidad de adaptación

REQUISITOS:

- Estudios de Fp I / Fp II ó titulación universitaria.
- Se valorará la experiencia en actividad comercial con relación directa con cliente en tiendas de informática, telefonía y tecnología y/o centros de atención al cliente en contacto con productos y servicios de telecomunicaciones.

Horario: Tiempo parcial (25-30 horas por semana), pago semanal (más del SMI), contrato temporal de tres meses (mínimo)

Tipo de empleo: Prácticas, oficinas y tiendas por toda España

Deja tu CV empleos@vodafone.es

Bolsa de trabajo en Parque Warner Madrid



Si quieres trabajar con nosotros durante el verano envíanos tu CV a Recursos Humanos de Parque Warner.

El equipo de Parque Warner Madrid está formado por profesionales inquietos y con una experiencia heterogénea en diferentes campos. Amantes de los retos, con aptitudes y gustos que tienen mucho que ver con el entretenimiento y la diversión. Porque nuestro parque une el espíritu juguetón y divertido de nuestros personajes animados de la factoría Warner al encanto de la era dorada del cine en Hollywood y la acción de los superhéroes.

Buscamos personas de múltiples perfiles profesionales, procedentes de actividades diversas, que sumen su background a todo el equipo y se complementen entre sí. Salario negociable según experiencia. Horarios y contratos flexibles.

Por eso, si crees que eres una de esas personas, ¡no lo dudes! Ponte en contacto con nuestro Departamento de Recursos Humanos y envíanos tu currículum vitae por correo electrónico a rrhh@parquewarner.com.

¡Trabaja y diviértete con nosotros!

Task 3: Understanding work-related information Reading

¡Te estamos esperando!



Tu programa de orientación y formación dura dos semanas. Preséntate con tu pasaporte, original y copia, así como con una copia del recibo de agua, luz o teléfono y tu certificado de estudios a las nueve en punto el 6 de noviembre.

Llámanos por teléfono al 985.21.53.00 para comunicarnos tus datos personales y tus datos bancarios antes del fin de octubre. Avísanos lo más pronto posible si necesitas alojamiento para la duración del programa.

Ofrecemos:

- Ingreso a planilla y beneficios de ley desde el primer día de trabajo
- Buen clima laboral
- Pago semanal durante el período de formación (Salario Mínimo Interprofesional)
- Salario mensual después de la formación (remuneración por encima del mercado)
- Transporte gratuito al personal de zonas cercanas a la empresa
- Disponibilidad de trabajar en turnos de 4-8 horas (mínimo de 20 horas semanales)

Para cualquier información no dudes en contactar en el teléfono 985.21.53.00

Task 3 – Understanding work-related information - Listening

TRANSCRIPT:

Para evitar un incendio deben tenerse en cuenta, entre otras, las siguientes medidas de prevención:

- Mantenimiento del orden y limpieza en los lugares de trabajo y almacenamiento.
- Mantenimiento en perfecto estado de las instalaciones eléctricas
- Respetar las limitaciones de fumar
- Conocer la localización de los pulsadores de alarma y de los extintores próximos
- Conocer las vías de evacuación principales y alternativas.

Si a pesar de todo ello, se declara un incendio, su actuación personal se ajustará a las siguientes instrucciones:

- Cuando reciba la orden o suene la alarma, siga las instrucciones del equipo de salvamento, dirigiéndose con calma, pero rápidamente, al punto de reunión asignado a su sección, donde dará su nombre al responsable del equipo de alarma y evacuación.
- Una vez en el exterior, vaya al punto de reunión que le corresponda y no lo abandone hasta que se lo indiquen. No vuelva a entrar en el edificio por ningún motivo.

Unit 1 - Summary of tasks, evidence requirements and controls

Task Number	Evidence	AC	Controls
1	<ul style="list-style-type: none"> • Comparison of job adverts. • Justification for selection of job. 	<p>AC 2.1 understand job adverts in Spanish</p> <p>AC 2.2 evaluate the suitability of different jobs</p>	<p>Time: 1 hour 30 minutes</p> <p>Resources: Details of job opportunities, IT to produce evidence, dictionary.</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
2	<ul style="list-style-type: none"> • CV • Covering Letter • Interview Plan • Audio/Video file of interview 	<p>AC 3.1 respond to a job advert in Spanish</p> <p>AC 3.2 prepare for an interview</p> <p>AC 3.3 present information at an interview in Spanish</p>	<p>Time: 3 hours</p> <p>Resources: Details of job opportunities, IT to produce evidence, dictionary, video/digital recorder</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
3	<ul style="list-style-type: none"> • Summary of job details • Summary of Health and Safety training information 	<p>AC 4.1 Extract relevant work-related information from written Spanish</p> <p>AC 4.2 Extract relevant work-related information from spoken Spanish</p>	<p>Time: 1 hour 30 minutes</p> <p>Resources: Induction Information sheet, dictionary, Health & Safety video/sound file recording.</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>
4	<ul style="list-style-type: none"> • Leaflet/ Poster/ Presentation 	<p>AC 1.1 explain the benefits of learning a language</p>	<p>Time: 1 hour</p> <p>Resources: IT to produce evidence.</p> <p>Supervision: You will be supervised throughout</p> <p>Collaboration: Individual task</p> <p>Feedback: You cannot be given feedback on the work you produce until it has been marked</p>

Total assessment time: 7 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Units 1, 3 and 4 of the WJEC Level 1/Level 2 Vocational Award in Global Business Communication are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

For the Level 1/Level 2 Vocational Awards WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'Instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task Setting

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- The assignment can specify a number of tasks but tasks must be coherent i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose.

Task Taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are 7 hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated. The dates and times when learners complete their evidence must be logged on the unit timesheet.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access ICT software to develop their outputs for all tasks. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Speaking evidence will be carried out by teachers at the centre, audio recorded and assessed.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

Task Marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment. Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

The format of the evidence is specified within the assignment brief. Learners can present their evidence using ICT software or handwritten. In a business context professional presentation is important. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their evidence orally where indicated on the task.

For spoken evidence audio/video recordings will need to be submitted as specified in the assignment brief and task instructions. Observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed, except for references to the specific context of the assignment brief e.g. name of the company.

Purpose

No changes allowed.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is not allowed for this unit when learners are producing evidence for assessment.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



**WJEC LEVEL 1 / LEVEL 2
in
GLOBAL BUSINESS COMMUNICATION**

INTERNAL CONTROLLED ASSESSMENT TIMESHEET

Unit 1: Global Opportunities

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 7 hours

The timed, supervised hours took place as follows:

Task	Date	Time Allowed <i>7 hours</i>	
		Hour	Minutes
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
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<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
		Total	<input style="width: 100%; height: 25px;" type="text"/>

I certify that the learner completed their unit evidence only during the specified dates and times above.

Supervisor's Signature: **Date:**

I confirm that my evidence submitted for assessment has been produced only during the times specified above.

Candidate's Signature: **Date:**

**LEVEL 1/LEVEL 2 AWARD IN GLOBAL BUSINESS COMMUNICATION
CONTROLLED ASSESSMENT MARK RECORD SHEET**

UNIT 1: GLOBAL OPPORTUNITIES

Centre Name Centre Number

Candidate Name Candidate Number.....

DECLARATION BY CANDIDATE

I confirm that the evidence submitted for assessment has been produced by me without any assistance other than is acceptable within the specification.

Signature **Date**

Assessor Name

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Signature **Date**

Lead Assessor Name

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature **Date**

THE OVERALL GRADE AWARDED FOR THIS UNIT IS

.....

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 1.1 Explain the benefits of learning a language	Identifies basic facts about the benefits of learning a language with limited explanation.	Describes clearly the advantages of learning languages and provides appropriate evidence or justifications.			
	Assessors comments:				
AC 2.1 Understand job adverts in Spanish	Identifies basic information from more than one job advert.	Identifies some key information from more than one job advert.	Clearly explains key information and identifies a few specific details from more than one job advert.	Gives clear and detailed explanations of key information and specific details from a range of job adverts.	
	Assessors comments:				
AC 2.2 Evaluate the suitability of jobs	Outlines the suitability of a job(s) with limited reasoning.	Explains the suitability of a job(s). There is some evidence of reasoning.	Explains with clear opinion and reasoning the suitability of a job(s).		
	Assessors comments:				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 3.1 Respond to a job advert in Spanish	Responds with basic information to a job advert. There are significant omissions and errors. There is a limited range of vocabulary and simple linguistic structures are used. Evidence may lack structure.	Response has some detail and is mainly appropriate but may have omissions and errors. There is some variety of vocabulary and linguistic structure although this is generally quite simple. Evidence has basic structure.	Detailed and appropriate response with minor omissions and errors. There is a range of vocabulary and linguistic structures, including a range of tenses where appropriate. Evidence is well structured.	Response is comprehensive and detailed incorporating a wide range of vocabulary and linguistic structures, including a variety of tenses where appropriate. There are minimal errors. Evidence is very well structured.	
	Assessors comments:				
AC 3.2 Prepare for an interview	Preparation covers less than half of the main points required and with some omissions and errors. .	Preparation covers more than half of the main points and has some detail and may have one or two omissions and errors.	Preparation has detail with minor errors and omissions. A few questions have been considered.	Preparation is comprehensive and detailed with a range of potential questions.	
	Assessors comments:				

<p>AC 3.3 Present information at an interview in Spanish</p>	<p>Presents basic relevant information. Limited range of vocabulary and linguistic structures. There may be an over reliance on notes. There are some instances of accurate pronunciation and intonation though there may be frequent errors. Demonstrates understanding of some questions although they may need rephrasing. Responses are limited.</p>	<p>Presents information which is mainly appropriate though there may be some reliance on notes There is some range of vocabulary and linguistic structures. Pronunciation and intonation are generally accurate though there may be some inconsistency which occasionally affects comprehension. Demonstrates some understanding of questions and attempts made to respond.</p>	<p>Presents information with some detail. There is a good range of vocabulary and linguistic structures, including tenses where appropriate. Pronunciation and intonation are mostly accurate with only occasional errors. Responds to unpredictable elements with some hesitation and occasional reliance on notes. Demonstrates understanding of most questions but able to use repair strategies where necessary to sustain communication. Is able to ask some relevant questions.</p>	<p>Presents comprehensive and detailed information incorporating a wide range of vocabulary and linguistic structures, including a variety of tenses where appropriate. Pronunciation and intonation are accurate. Responds well to unpredictable elements with minimal hesitation. Demonstrates understanding of questions and is able to use repair strategies effectively if necessary. Asks relevant questions where appropriate and demonstrates understanding of the answers.</p>	
	<p>Assessors comments:</p>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 4.1 Extract relevant work-related information from written Spanish	Demonstrates basic understanding of the key information from a limited range of written materials.	Demonstrates understanding of key information and a few specific details from a range of written work-related materials.	Demonstrates full understanding of the key messages and some specific details from a wide range of written materials.		
	Assessors comments:				
AC 4.2 Extract relevant work-related information from spoken Spanish	Demonstrates basic understanding of the key information from a limited range of spoken sources.	Demonstrates understanding of key information and a few specific details from a range of spoken work-related sources.	Demonstrates full understanding of the key messages and some specific details from a wide range of spoken materials.		
	Assessors comments:				



**LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN
GLOBAL BUSINESS COMMUNICATION
(SPANISH)**

MODEL ASSIGNMENT

UNIT 3: GLOBAL CUSTOMER RELATIONS

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

The aim of this unit is to understand the importance of building customer relationships in a global market and develop customer service skills to respond to enquiries and/or complaints in Spanish.

In this unit you will develop language skills and cultural knowledge to organise social activities and be able to offer hospitality to customers and socialise with colleagues.

BRIEF - WORKING ABROAD

You are undertaking a work placement at a company in the UK that has just started to export to Spain. They are very impressed that you are able to help them with their Spanish customers' enquiries.

Task 1: The importance of building customer relationships

Your boss has been invited to a business network meeting to explain the benefits of international commerce. You have been asked to prepare a brief presentation (**3-4 minutes**) in English outlining the benefits of building global customer relationships and some of the cultural factors which need to be considered (when dealing with Spanish-speaking countries) You need to produce some information (in English) which can be sent to people not able to attend the meeting.

Either:

- PowerPoint slides (with notes)
or
- A video of your presentation

Your response to Task 1 must be in English.

Task 2: Understanding Customer Complaints/Enquiries

Your colleagues in the Customer Services team have received various messages from Spanish customers and have asked for your help.

- Listen to the voicemail messages from Spanish customers make notes **in English** to pass on to your colleagues. (play audio)

The customer services team are so grateful for your help that they've asked if you could have a look at the customer comments that have been left on the company's website.

- Read the customer comments and make notes **in English** to pass on to the customer services team. (see Customer Comments sheet)

Your response to Task 2 must be provided in English.

Task 3 - Communicating with Customers

The Customer Services team have now asked you to respond to some of the Spanish customers.

Part A

Select one of the customers who left a message on the answer machine. Call them by phone to negotiate a suitable outcome. You must:

- greet the customer and introduce yourself
- explain why you are ringing them
- apologise on behalf of the company
- offer a suitable solution
- include any other relevant information

You should also be prepared to respond to the customer's questions.

You can use brief notes (half a side of A4, NOT full sentences) for the phone call.

Part B

You now need to communicate in writing. Select one of the written messages and write an email back to the customer. You must include:

- an introduction and why you are writing
- an apology
- an explanation of why there was a problem
- your proposed compensation/solution
- your contact details
- any other information that you think is relevant

Your response for Task 3 must be in Spanish. You may use a bi-lingual dictionary as well as notes you have made in class.

Task 4 - Building Customer Relationships

Your Customer Service colleagues have decided to organise a customer event in Spain to improve the public image of the company after the recent problems and complaints. They would like you to organise a social event with special offers for anyone who has made a recent purchase and/or who makes a purchase this month.

Design an invitation in Spanish to be sent to customers. You must include the following information:

- Location
- Date and times
- Food/Drink available
- Activities/Entertainment
- Special offers
- Any other relevant information

Your response for Task 4 must be in Spanish. You may use a bi-lingual dictionary

Mensaje	
Nombre	Sr. Alonso
Mensaje	Después de realizar la compra de tres productos, recibí un correo informándome que no había stock de los productos y que mis compras serían canceladas.
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input type="checkbox"/>

Mensaje	
Nombre	Sra. Delgado-Herrero
Mensaje	He comprado un producto por internet y no tiene las mismas características que indica la publicidad de la página web, ¿tengo derecho a devolverlo?
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input type="checkbox"/>

Mensaje	
Nombre	Srta. Garrido
Mensaje	La semana pasada compré el producto, pero comenzó a mostrar anomalías a los tres días de uso.
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input checked="" type="checkbox"/>

Mensaje	
Nombre	Sr. Rodríguez
Mensaje	El producto no funciona y no tiene garantía. Me gustaría devolverlo.
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input checked="" type="checkbox"/>

Mensaje	
Nombre	Sra. Blanco-González
Mensaje	Recibí el producto incorrecto. He intentado llamar tres veces, pero nadie me ha contactado.
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input checked="" type="checkbox"/>

Mensaje	
Nombre	Srta. Pozo de la Vega
Mensaje	Compré el producto, pero ahora sale mucho más barato en su sitio web. ¿Qué puedo hacer?
Contacto:	E-mail <input checked="" type="checkbox"/> teléfono <input checked="" type="checkbox"/>

Task 2: Understanding Customer Complaints/Enquiries

TRANSCRIPT

Message A

Me gustaría cancelar mi pedido. El número de pedido es 3879. Gracias.

Message B

Buenos días. Hice un pedido en su tienda de internet hace un mes y no lo he recibido. Llevo dos semanas intentando hablar con ustedes por teléfono. ¿Dónde está mi pedido?

Message C

Hola, realicé una compra de tres productos en línea el 17 de mayo. Recibí el paquete, pero solamente contenía dos de las cosas pedidas. El número de pedido es 7910 y mi email es alexa.sanchez@envios.es

Message D

El producto ha dejado de funcionar. ¿Sería posible cambiarlo? Me llamo Señor Borgas, se escribe b – o – r – g – a – s, y mi número de teléfono es 07876 532764.

Unit 3 - Summary of tasks, evidence requirements and controls

Task	Evidence	AC	Controls
1	Presentation on benefits of building international customer relationships and cultural factors <ul style="list-style-type: none"> • PowerPoint slides and notes or • Video of presentation 	AC 1.1 explain the benefits of building global customer relationships AC 1.2 explain cultural factors to consider when building global customer relationships	Time: 2 hours Resources: - IT equipment, PowerPoint or Video recorder. Supervision: - You will be supervised throughout Collaboration: - Individual task Feedback: - You cannot be given feedback on the work you produce until it has been marked
2	Customer Complaints / Enquiries <ul style="list-style-type: none"> • Notes from answer machines messages • Notes from written messages 	AC 2.1 understand customer enquiries and complaints in spoken Spanish AC 2.2 understand customer enquiries and complaints in written Spanish	Time: 1 hour 30 minutes Resources: - Access to IT, and bi-lingual dictionary Supervision: - You will be supervised throughout Collaboration: - Individual task Feedback: - You cannot be given feedback on the work you produce until it has been marked
3	Communicating with Customers <ul style="list-style-type: none"> • Phone conversation • E-mail 	AC 3.1 make or respond to a customer enquiry or complaint in spoken Spanish AC 3.2 make or respond to a customer enquiry or complaint in written Spanish	Time: 1 hour 30 mins Resources: - IT for e-mail, digital recorder, bi-lingual dictionary Supervision: - You will be supervised throughout Collaboration: - Individual task Feedback: - You cannot be given feedback on the work you produce until it has been marked
4	Building Customer Relationships <ul style="list-style-type: none"> • Invitation 	AC 4.1 plan social activities for customers AC 4.2 communicate social arrangements in Spanish	Time: 2 hours Resources: - IT internet access, bi-lingual dictionary Supervision: - You will be supervised throughout Collaboration: - Individual task Feedback: -You cannot be given feedback on the work you produce until it has been marked

Total assessment time: 7 hours

ASSESSOR INFORMATION

WJEC Approach to Assessment

Units 1, 3 and 4 of the WJEC Level 1/Level 2 Vocational Award in Global Business Communication are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

For the Level 1/Level 2 Vocational Awards WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'Instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task Setting

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- The assignment can specify a number of tasks but tasks must be coherent i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose.

Task Taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **7** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated. The dates and times when learners complete their evidence must be logged on the unit timesheet.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access IT software to develop their outputs for all tasks. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Speaking evidence will be carried out by teachers at the centre, audio recorded and assessed.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

Task Marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

The format of the evidence is specified within the assignment brief. Learners can present their evidence using ICT software or handwritten. In a business context professional presentation is important. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their evidence orally where indicated on the task.

For spoken evidence audio/video recordings will need to be submitted as specified in the assignment brief and task instructions. Observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed, except for references to the specific context of the assignment brief e.g. name of the company.

Purpose

No changes allowed.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is not allowed for this unit when learners are producing evidence for assessment.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



**WJEC LEVEL 1 / LEVEL 2
in
GLOBAL BUSINESS COMMUNICATION
INTERNAL CONTROLLED ASSESSMENT TIMESHEET**

Unit 3: Global Customer Relationships

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 7 hours

The timed, supervised hours took place as follows:

Tasks	Dates	Time Allowed <i>7 hours</i>	
		Hour	Minutes
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
		Total	<input style="width: 25%; height: 25px;" type="text"/>

I certify that the learner completed their unit evidence only during the specified dates and times above.

Supervisor's Signature: **Date:**

I confirm that my evidence submitted for assessment has been produced only during the times specified above.

Candidate's Signature: **Date:**

**LEVEL 1/LEVEL 2 AWARD IN GLOBAL BUSINESS COMMUNICATION
CONTROLLED ASSESSMENT MARK RECORD SHEET**

UNIT 3: GLOBAL CUSTOMER RELATIONSHIPS

Centre Name Centre Number
Candidate Name Candidate Number.....

DECLARATION BY CANDIDATE

I confirm that the evidence submitted for assessment has been produced by me without any assistance other than is acceptable within the specification.

Signature **Date**

Assessor Name

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Signature **Date**

Lead Assessor Name

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature **Date**

THE OVERALL GRADE AWARDED FOR THIS UNIT IS

.....

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 1.1 Explain the benefits of building global customer relationships	Identifies the benefits of building global relationships with limited explanation.	Describes clearly the importance of developing global customer relationships and provides appropriate justifications.			
	Assessors comments:				
AC 1.2 Explain cultural factors to consider when building global customer relationships	Identifies basic cultural factors to consider when building global relationships with limited explanation.	Describes clearly the cultural factors to consider when building global customer relationships and provides appropriate justifications.			
	Assessors comments:				
AC 2.1 Understand customer enquiries and complaints in spoken Spanish	Demonstrates basic understanding of the key information from spoken enquiries and complaints.	Demonstrates understanding of key information and a few specific details from a range of spoken enquiries and complaints.	Demonstrates full understanding of the key messages and able to provide specific details from a wide range of spoken enquiries and complaints.		
	Assessors comments:				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 2.2 Understand customer enquiries and complaints in written Spanish	Demonstrates basic understanding of the key information from written enquiries and complaints.	Demonstrates understanding of key information and a few specific details from a range of written enquiries and complaints.	Demonstrates full understanding of the key messages and specific details from a wide range of written enquiries and complaints.		
	Assessors comments:				
AC 3.1 Make or respond to a customer enquiry or complaint in spoken Spanish	Makes or responds to customer enquiries or complaints with basic information. Limited range of vocabulary and linguistic structures. There are some instances of accurate pronunciation and intonation though there may be errors which occasionally affect comprehension. Demonstrates basic understanding of some of the unpredictable elements although they may need some support and rephrasing.	Conveys information which is mainly appropriate. There is some range of vocabulary and linguistic structures. Pronunciation and intonation are generally accurate. There may be some inconsistency but the message can be understood. Demonstrates some understanding of unpredictable elements and attempts made to respond.	Conveys information with some detail. There is a range of vocabulary and linguistic structures, including tenses where appropriate. Pronunciation and intonation is mostly accurate with occasional errors. Demonstrates understanding of most unpredictable elements and is able to attempt repair strategies where necessary to sustain communication.	Presents comprehensive and detailed information incorporating a wide range of vocabulary and linguistic structures, including a variety of tenses where appropriate. Pronunciation is clear and intonation accurate. Demonstrates clear understanding of unpredictable elements and is able to respond effectively.	
	Assessors comments:				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 3.2 Make or respond to a customer enquiry or complaint in written Spanish	Makes or responds to a customer enquiry or complaint with basic information. There are significant omissions and errors. There is a limited range of vocabulary and simple linguistic structures are used. Evidence may lack structure.	Makes or responds to a customer enquiry or complaint with some attempts at detail. Communication is mainly appropriate and relevant but may have omissions and errors. There is some range of vocabulary and linguistic structures although there may be some errors. Evidence has basic structure.	The response addresses all the issues of the enquiry / complaint with only minor omissions. There is a range of vocabulary and linguistic structures, including tenses where appropriate. Is able to ask appropriate questions. Errors often occur when more complex structures are attempted. Evidence is structured.	Response is comprehensive and detailed incorporating a wide range of vocabulary and more complex linguistic structures, including a variety of tenses where appropriate. There are minimal errors. Asks relevant questions where appropriate. Evidence is very well structured.	
	Assessors comments				
AC 4.1 Plan social activities for customers	Plan covers most of the main points with basic information. There may be some omissions and errors.	Plan covers all the main points and has some detail but may have some omissions and errors.	Plan is comprehensive and detailed. Additional information and detail is provided.		
	Assessors comments:				

<p>AC 4.2 Communicate social arrangements in Spanish</p>	<p>Communicates basic social arrangements with limited detail. There is a limited range of vocabulary and simple linguistic structures are used. There may be some major errors but they do not affect the overall comprehension.</p>	<p>Communicates key information about social arrangements with a few additional details. There is some range of vocabulary and linguistic structures but there may be frequent minor errors. Communication is generally clear but with some inconsistency.</p>	<p>Communicates social arrangements with clear details. There is a range of vocabulary and linguistic structures, including tenses where appropriate. Communication is mostly accurate with some minor errors. Errors often occur when more complex structures are attempted.</p>	<p>Communicates social arrangements with extensive detail. There is a wide range of vocabulary and linguistic structures, including tenses and complex structures where appropriate. Communication is accurate with only very occasional minor errors.</p>	
	<p>Assessors comments:</p>				



**LEVEL 1/LEVEL 2 VOCATIONAL AWARD IN
GLOBAL BUSINESS COMMUNICATION
(SPANISH)**

MODEL ASSIGNMENT

UNIT 4: GLOBAL SALES & MARKETING

LEARNER ASSIGNMENT BRIEF

APPLIED PURPOSE (AIMS)

The aim of this unit is to understand the principles of global sales and marketing and to develop language skills to promote and sell products or services in Spanish.

BRIEF - WORKING ABROAD

A small local company has been sent some information about an international trade fair in Spain with opportunities to export abroad.

They require some specialist help to prepare for and attend the event.

Task 1: Identifying opportunities

When you arrive at the company you are asked to present a case to the directors explaining why the company should launch into overseas markets and attend the trade fair in Madrid.

Part 1

You need to:

- Explain the benefits of having a global marketing strategy (produce slides or notes of your key points)

Part 2

Well done you have successfully persuaded the directors of the benefits of exporting and the company has now asked you to help them develop their Spanish marketing strategy.

You need to:

- Explain the different types of marketing media available
- Find some Spanish adverts and explain the different marketing techniques that have been used.
- Evaluate how effective they are.

Your response to Task 1 must be in English.

Task 2: Producing Marketing Materials

The company are delighted with your work and have invited you to attend the trade fair with them in Madrid. In preparation for the trade fair they have asked you to produce some marketing materials.

You need to design and produce a marketing leaflet to effectively promote the company's product/ service. You must:

- Develop a slogan
- Present the benefits of the product
- Include a description of the product and include promotional information.
- Write a short e-mail to new customers to introduce your product and service and present your marketing material.

Your marketing materials for Task 2 must be in Spanish. You may use a dictionary.

Task 3: Comparing key features

The company thinks it would be really useful to get a Spanish mobile phone for use with Spanish customers whilst at the trade fair. You are asked to compare two different phones and provide a recommendation on which one to buy.

Listen to the adverts and draw up a table of comparison of the two phones.

Explain which phone you would recommend and why.

Your comparison and response for Task 3 must be in English. You may use a dictionary.

Task 4: Sales Pitch

The company has asked you to present a short sales pitch during the trade fair to introduce the product/service to new customers in Spain. You will be expected to deliver a PowerPoint presentation in Spanish about the company and the products/services they offer.

Your PowerPoint presentation must include the following information:

- Introduction of yourself (name, job title etc.)
- details about the company
- details of the product(s)/service(s) you are promoting
- details of any special offers/promotions
- contact details
- any other relevant information
- ask if anyone has any questions

You should be prepared to answer at least **two** questions at the end of your presentation. You need to produce print outs of the slides for reference.

Your presentation and slides for Task 4 must be delivered in Spanish and videoed. You may use a dictionary.

TRANSCRIPTS

Task 3: Comparing key features - Listening

Text 1

El Aqua Pro es el nuevo modelo de la firma India Index que ya se encuentra disponible en nuestro país a un precio sorprendente, tan solo 139 euros. Un Smartphone potente, barato y con 4 años de garantía. ¿Lo conocemos mejor?

En primer lugar, hay que señalar que nos encontramos ante un Smartphone de 15,5 centímetros con resolución HD y 2 GB de memoria RAM. Respecto a su aparato fotográfico, el Aqua Pro dispone de una cámara trasera de 13 megapíxeles y una cámara delantera de 5 megapíxeles, ambas con flash. Contratos de 12 meses. Disponible inmediatamente.

Text 2

El Smartphone Lex22 llega en seis diferentes colores y su cuerpo está fabricado en plástico. Su pantalla se queda en 12 centímetros con resolución HD y 2 GB de memoria RAM. El aparato multimedia está formado por una cámara principal de 10 megapíxeles. Además, el Lex22 incorpora una tecnología de audio muy avanzada. EL Lex22 comenzará su comercialización el próximo mes de diciembre por un precio alrededor de los 99 euros.

Unit 4 - Summary of tasks, evidence requirements and controls

Task Number	Evidence	AC	Controls
1	<ul style="list-style-type: none"> • Benefits of Global market – slides / notes • Explanation of different types of marketing media • Analysis and evaluation of Spanish adverts. 	<p>AC 1.1 explain why the global marketplace is important to companies</p> <p>AC 2.1 identify different types of marketing media</p> <p>AC2.2 explain different marketing techniques to consider when developing marketing materials</p> <p>AC3.2 evaluate marketing materials</p>	<p>Time: 3 Hours</p> <p>Resources: - Details of job opportunities, dictionary</p> <p>Supervision: - You will be supervised throughout</p> <p>Collaboration: - Individual task</p> <p>Feedback: - You cannot be given feedback on the work you produce until it has been marked</p>
2	<ul style="list-style-type: none"> • Marketing materials • E-mail 	<p>AC 3.3 produce marketing materials for a product / service in Spanish</p>	<p>Time: 2 hours</p> <p>Resources: - Access to IT, dictionary</p> <p>Supervision: - You will be supervised throughout</p> <p>Collaboration: – Individual task</p> <p>Feedback: - You cannot be given feedback on the work you produce until it has been marked</p>
3	<ul style="list-style-type: none"> • Written summary of comparison of 2 products. 	<p>AC 3.1 compare the key features of different products/ services</p>	<p>Time: 30 minutes</p> <p>Resources: - Access to IT, advert recordings, dictionary</p> <p>Supervision: - You will be supervised throughout</p> <p>Collaboration: - Individual task</p> <p>Feedback: - You cannot be given feedback on the work you produce until it has been marked</p>
4	<ul style="list-style-type: none"> • Audio/Video of sales pitch • Power Point slides / notes 	<p>AC 4.1 present information at a sales pitch in Spanish</p>	<p>Time: 2 hours 30 minutes</p> <p>Resources: - Access to IT (Screen and video recorder), dictionary</p> <p>Supervision: - You will be supervised throughout</p> <p>Collaboration: - Individual task</p> <p>Feedback: - You cannot be given feedback on the work you produce until it has been marked</p>

Total assessment time: 8 hours

ASSESSOR INFORMATION

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- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

For the Level 1/Level 2 Vocational Awards WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'Instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task Setting

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- The assignment can specify a number of tasks but tasks must be coherent i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose.

Task Taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **8** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated. The dates and times when learners complete their evidence must be logged on the unit timesheet.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access ICT software to develop their outputs for all tasks. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Speaking evidence will be carried out by teachers at the centre, audio recorded and assessed.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment.

Task Marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

The format of the evidence is specified within the assignment brief. Learners can present their evidence using ICT software or handwritten. In a business context professional presentation is important. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their evidence orally where indicated on the task.

For spoken evidence audio/video recordings will need to be submitted as specified in the assignment brief and task instructions. Observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed, except for references to the specific context of the assignment brief. e.g. name of the company.

Purpose

No changes allowed.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is not allowed for this unit when learners are producing evidence for assessment.

Supervision

No changes are allowed.

Feedback

No changes are allowed.



WJEC LEVEL 1 / LEVEL 2
in
GLOBAL BUSINESS COMMUNICATION
INTERNAL CONTROLLED ASSESSMENT TIMESHEET

Unit 4: Global Sales and Marketing

Centre Name:

Centre Number:

Candidate Name:

Candidate Number:

The total time allowed must not exceed 8 hours

The timed, supervised hours took place as follows:

Tasks	Dates	Time Allowed 8 hours	
		Hour	Minutes
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<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>	<input style="width: 25%; height: 25px;" type="text"/>
		Total	<input style="width: 25%; height: 25px;" type="text"/>

I certify that the learner completed their unit evidence only during the specified dates and times above.

Supervisor's Signature: **Date :**

I confirm that my evidence submitted for assessment has been produced only during the times specified above.

Candidate's Signature: **Date:**

**LEVEL 1/LEVEL 2 AWARD IN GLOBAL BUSINESS COMMUNICATION
CONTROLLED ASSESSMENT MARK RECORD SHEET**

UNIT 4: GLOBAL SALES & MARKETING

Centre Name Centre Number
Candidate Name Candidate Number.....

DECLARATION BY CANDIDATE

I confirm that the evidence submitted for assessment has been produced by me without any assistance other than is acceptable within the specification.

Signature **Date**

Assessor Name

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

Signature **Date**

Lead Assessor Name

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature **Date**

THE OVERALL GRADE AWARDED FOR THIS UNIT IS

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Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 1.1 Explain why the global marketplace is important to companies	Identifies basic facts about why the global marketplace is important to customers with limited explanation.	Describes clearly why the global marketplace is important to companies and provides appropriate justifications.			
	Assessors comments:				
AC 2.1 Identify different types of marketing media	Demonstrates basic understanding of more than one type of marketing media.	Demonstrates clear understanding of various methods of marketing media.			
	Assessors comments:				
AC 2.2 Explain different marketing techniques to consider when developing marketing materials	Identifies basic techniques to consider when planning marketing strategies with limited reasoning.	Explains with clear opinion and reasoning the techniques to consider when planning marketing strategies.			
	Assessors comments:				

AC 2.3 Explain factors to consider when planning marketing strategies in Spanish	Outlines basic factors to consider when planning marketing strategies with limited reasoning.	Explains with clear opinion and reasoning the factors to consider when planning marketing strategies.			
	Assessors comments:				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 3.1 Compare the key features of different products / services	Identifies basic information about the key features of more than one product or service.	Identifies some key similarities and differences between the key features of more than one product or service.	Clearly describes key similarities and differences and identifies a few specific details between the key features of more than one product or service.	Compares the key features of a range of products giving clear and detailed explanations including specific details of key similarities and differences.	
	Assessors comments:				

<p>AC3.2 Evaluate marketing materials</p>	<p>Demonstrates basic understanding of the key information from a limited range of marketing materials. There is limited reasoning.</p>	<p>Demonstrates understanding of key information and some specific details from a range of marketing materials. There is some evidence of reasoning.</p>	<p>Demonstrates full understanding of the key messages and specific details from a range of marketing materials. Explains with clear opinion and reasoning.</p>		
	<p>Assessors comments:</p>				
<p>AC 3.3 Produce marketing materials for a product/service in Spanish</p>	<p>Evidence covers most of the main points required but with limited content and some omissions. There are frequent minor errors. There may be some major errors although the message can be understood. Little if any evidence of use of marketing techniques.</p>	<p>Evidence covers all the main points with a few details. There are several minor errors. Attempts are made to use a few marketing techniques.</p>	<p>Evidence covers all the main points with clear details. There is evidence of using different marketing techniques. Language has some minor errors but is mostly accurate. There may be attempts to produce materials in different formats.</p>	<p>Evidence is comprehensive and detailed. Clear evidence of successfully using different marketing techniques and formats. Language is very accurate and there may be evidence of more complex structures.</p>	
	<p>Assessors comments:</p>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC 4.1 Present information at a sales pitch in Spanish	<p>Presents basic information. Limited range of vocabulary and linguistic structures. There are limited instances of accurate pronunciation and intonation. Communication is hesitant at times with reliance on notes. Demonstrates limited understanding of questions which may need rephrasing. There is limited response to unpredictable elements.</p>	<p>Presents information which is mainly appropriate. There is some range of vocabulary and linguistic structures. Pronunciation and intonation is generally accurate with some inconsistency. Demonstrates some understanding of questions attempts repair strategies with some success. There is some response to unpredictable elements but this may be brief.</p>	<p>Presents information with detail. There is a range of vocabulary and linguistic structures, including tenses where appropriate. Pronunciation and intonation are mostly accurate with occasional errors. Demonstrates understanding of most questions but able to use repair strategies where necessary to sustain communication. Responds to unpredictable elements with minimal hesitation.</p>	<p>Presents comprehensive and detailed information incorporating a wide range of vocabulary and linguistic structures, including a variety of tenses where appropriate. Pronunciation and intonation are mostly accurate. Communicates with confidence. Demonstrates understanding of questions. Responds confidently to unpredictable elements.</p>	
	Assessors comments:				