

VOCATIONAL



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

REGULATED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2017
For award from 2019



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

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1 INTRODUCTION

1.1 Qualification title and code

This specification covers the following qualification:

WJEC Level 1 and Level 2 Vocational Award in Global Business Communication (German)

The Ofqual Qualification Number (listed on [The Register](#)) is: 603/0769/9.

This specification is designated for use in Wales. The Qualifications Wales Designation Number (listed on [QiW](#)) is: C00/1178/2.

1.2 About WJEC Vocational Awards and Certificates

WJEC Vocational Awards are designed primarily for 14-16 year old learners in a school or college environment and can be delivered alongside GCSEs and other Level 1 and Level 2 qualifications as part of the Key Stage 4 curriculum. They offer exciting and interesting experiences that focus learning for 14-16 year-olds through applied learning. The qualifications are devised around a 'plan, do, review' approach to learning, where learners are introduced to a concept, carry out activities and review outcomes and learning.

Available in the following subject areas, WJEC Vocational Awards provide learners with a broad introduction to a vocational sector and support them to progress to further study or training.

- Constructing the Built Environment
- Creative and Media
- Designing the Built Environment
- Engineering
- Event Operations
- Hospitality and Catering
- Planning and Maintaining the Built Environment
- Retail Business
- Health and Fitness
- Health and Social Care
- Tourism

WJEC Vocational Certificates are suitable for learners aged 14-19 to provide them with an opportunity to extend their learning and focus on additional areas within a sector. Vocational Certificates are available in the following subjects:

- Creative and Media
- Retail Business
- Health and Fitness
- Health and Social Care
- Tourism

Vocational Awards and Certificates are characterised by:

- clearly structured content and straightforward assessment criteria
- opportunities for flexible teaching approaches
- regular teacher training courses
- high quality resources including teacher guides and digital resources
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- accessibility of materials
- direct access to subject specialists

1.3 About the Qualification

The Vocational Award in Global Business Communication is designed to support the aims of the Welsh Government Global Futures strategy in providing a vocational MFL qualification that will facilitate a learner's ability to work more effectively in the global economy.

The development of the qualification is based upon key findings from the *Born Global* research carried out by the British Academy which indicates that language competence should be seen as a major enabling skill and delivered within a context of broader employability skills.

This new qualification aims to practically address employer concerns which indicate general dissatisfaction with language skills, international awareness and business and customer awareness skills amongst young people joining the workforce.

The qualification is designed to create independent learners who will develop skills associated with language learning such as problem solving, creativity and literacy and also gain an understanding of the personal benefits of linguistic competence and the importance of cultural awareness.

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

The Vocational Award in Global Business Communication will be designed to sit alongside other general and vocational qualifications being delivered as part of the Welsh Baccalaureate qualifications in Wales.

1.4 Skills development and the Welsh Bacallaureate

The WJEC Vocational Award in Global Business Communication enables learners to gain essential employability skills that are valued by employers, further and higher education including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

In Wales, these skills are formally assessed as part of the Skills Challenge Certificate (Welsh Bacallaureate).

1.5 Structure

The WJEC Vocational Award in Global Business Communication is made up of 4 units.

| Unit | Assessment | M/O | GLH |
|---------------------------------|------------|-----|-----|
| 1 Global Opportunities | Internal | M | 30 |
| 2 Global Travel | External | M | 30 |
| 3 Global Customer Relationships | Internal | M | 30 |
| 4 Global Sales and Marketing | Internal | M | 30 |

Key: M = Mandatory Unit, O = Optional Unit

1.6 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in the Vocational Award in Global Business Communication has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects centres to provide to support learners to achieve a unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to the Vocational Award in Global Business Communication is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification, this is referred to as the Total Qualification Time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and e-assessment and all guided learning.

The total number of TQT assigned to the Vocational Award in Global Business Communication is 160 hours.

2. UNITS

2.1 Unit format

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided learning hours (GLH)

Guided learning hours represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time may include lectures, supervised practical periods and supervised study time.

Aim

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand and/or be able to do as a result of completing the learning in the unit.

Assessment Criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance Bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

Vocational Awards are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

2.2 Unit 1

| | |
|-------------------|----------------------|
| Unit title | Global Opportunities |
| GLH | 30 |

| |
|---|
| Aim |
| The applied purpose of the unit is for learners to understand the benefits of languages in a global economy and to understand the opportunities available to them individually and for businesses. Learners will develop the skills to search and apply for jobs requiring language skills either in the U.K. or abroad and build their skills in understanding work-related communication in German. |

| |
|--|
| Unit Introduction |
| <p>Why do you need to learn languages? What are the benefits of using languages at work? Why do employers need to consider the global marketplace? What is different about working in Germany or German speaking countries? How do you search and apply for jobs in a global market? How do you prepare for an interview or presentation in German?</p> <p>Individuals need to understand how languages can benefit themselves professionally. They also need to understand the importance of languages for companies in a global market. Everyone in a company, regardless of their role and the size or location of the company, can benefit from developing their language skills and cultural knowledge.</p> <p>You will learn about different types of jobs and develop the language skills to search and apply for jobs in German. You will gain confidence in speaking German and be able to present structured information and take part in an interview. This unit will develop your presentation skills in German and enable you to understand work related communication.</p> |

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|---|
| Skills Development |
| <p>This unit will provide learners with an opportunity to develop skills in:</p> <ul style="list-style-type: none"> • literacy and numeracy • digital literacy • critical thinking and problem solving • planning and organisation • creativity and innovation • personal effectiveness |

Learning outcomes, assessment criteria and taught content – Unit 1

| Learning outcome | Assessment criteria | Taught content/Language |
|--|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO1 Understand the importance of languages for an individual and for business | AC 1.1 Explain the benefits of learning a language | <ul style="list-style-type: none"> Advantages and benefits e.g. opportunities for employment, increased cultural awareness, enhanced leisure and travel, global business development, issues with translation software |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO2 Be able to research job opportunities in German | AC 2.1 Understand job adverts in German | <ul style="list-style-type: none"> Information on job adverts (websites, newspapers and magazines) e.g. job titles, qualifications, nationalities, languages, skills, personal qualities, abbreviations etc. |
| | AC 2.2 Evaluate the suitability of different jobs | <ul style="list-style-type: none"> Location e.g. cities, points of interest, distance etc. Employment benefits/working conditions e.g. pay rates, contract types, salary, shifts, hours of work etc. Job requirements e.g. qualifications, qualities, work permits, experience required etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO3 Be able to apply for jobs in German | AC 3.1 Respond to a job advert in German | <ul style="list-style-type: none"> • Job applications (including CV writing skills, application forms and formal letters) • Requesting information/asking questions e.g. website enquiries/phone calls/e-mails |
| | AC 3.2 Prepare for an interview | <ul style="list-style-type: none"> • Making appropriate arrangements e.g. formal acceptance, confirming details, dates and times, locations etc. • Making notes e.g. writing a brief presentation, preparing questions and responses |
| | AC 3.3 Present information at an interview in German | <ul style="list-style-type: none"> • Personal details (including introductions, meeting & greeting) • Formal/informal language • Asking questions • Responding to unexpected questions • Expressing and justifying opinions |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO4 Understand work-related information in German | AC 4.1 Extract relevant work-related information from written German | <ul style="list-style-type: none"> Working day information e.g. location, directions, company information, company policies, Health & Safety, instructions (positive and negative), start and finish times, location of facilities, layout of building, dress code |
| | AC 4.2 Extract relevant work-related information from spoken German | See AC 4.1 taught content |

Performance bands – Unit 1

| Learning Outcome | Assessment criteria | Level 1 Pass | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|--|--|--|--|
| LO1 Understand the importance of languages for an individual and for business | AC 1.1 Explain the benefits of learning a language | Identifies basic facts about the benefits of learning a language with limited explanation. | Explains clearly the advantages of learning languages and provides appropriate evidence or justifications. | | |
| LO2 Be able to research job opportunities in German | AC 2.1 Understand job adverts in German | 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 some 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. |
| | AC 2.2 Evaluate the suitability of different 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). | |

| Learning Outcome | Assessment criteria | Level 1 Pass | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|--|---|---|--|--|---|
| LO3 Be able to apply for jobs in German | AC 3.1 Respond to a job advert in German | 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 structures 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. |
| | AC 3.2 Prepare for an interview | Preparation covers less than half of the main points required and with omissions and errors. | Preparation covers more than half of the main points and has some detail but 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. |

| Learning Outcome | Assessment criteria | Level 1 Pass | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|------------------|--|--|--|---|---|
| | <p>AC 3.3 Present information at an interview in German</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 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 understanding of most questions and makes relevant responses.</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. 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> |

| Learning Outcome | Assessment criteria | Level 1 Pass | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|--|--|--|--|--|----------------------------|
| LO4 Understand work-related information in German | AC 4.1 Extract relevant work-related information from written German | 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 specific details from a wide range of written materials. | |
| | AC 4.2 Extract relevant work-related information from spoken German | 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 specific details from a wide range of spoken materials. | |

Assessment summary

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions. Controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant and that the teaching and learning takes place within a work related context.

To support the course it is recommended where possible that links are made with businesses that operate in German speaking countries. Opportunities to organise school visits with international businesses based in the UK are very beneficial in bringing to life the practical application of language skills in the workplace.

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

Resources

Websites

<http://www.britac.ac.uk/sites/default/files/Talk%20the%20Talk%20Download.pdf> - Benefits of learning languages

<https://www.routesintolanguages.ac.uk/resources/opportunities-language-learning-guide-students-and-parents> - Opportunities for language learning - a guide for students and parents

www.thirdyearabroad.com/language/launchpad - Reasons for learning languages with video clips

Publications

Unternehmen Deutsch (Grundkurrs Lehrbuch) (2004) - by Norbert Becker, Klett
ISBN-13: 978-3126757409

Wirtschaftsdeutsch für Anfänger- Aufbaustufe (Lehr-und Arbeitsbuch 2) (2006) – by Dominique Macaire , Gerd Nicolas - Klett. ISBN-13: 978-3126751285

Alltag, Beruf &Co (Kursbuch + Arbeitsbuch) (2008) – by Hueber by Norbert Becker, Jörg Braunert ISBN-13: 978-3191015909

2.2 Unit 2

| | |
|-------------------|---------------|
| Unit title | Global Travel |
| GLH | 30 |

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|---|
| Aim |
| The applied purpose of the unit is to develop the language skills to be able to effectively plan, organise and undertake work-related travel in German. |

| |
|---|
| Unit Introduction |
| <p>What do you need to consider when making arrangements for work-related travel abroad? How do you search for travel options and make bookings in German? What information do you need to know when making travel or accommodation bookings? What factors do you need to consider e.g. Health & Safety, contingency plans etc.? What preparations do companies need to make when travelling for work?</p> <p>Learners need to understand how to make suitable arrangements when making plans to travel to other countries and be able to understand and deal with problems that arise.</p> <p>In this unit you will gain knowledge about travelling globally and be able to make appropriate and effective arrangements. You will learn and develop language skills to be able to research, plan and book work-related travel and accommodation in German. You will develop your ability to be able to understand travel information in German whether you are at an airport, train station or in a hotel and to make a complaint if necessary. You will understand some of the cultural aspects of international travel in Germany.</p> <p>This unit will enable you to become competent at organising all different aspects of travelling abroad whether as an individual or on behalf of work colleagues.</p> |

| |
|---|
| Skills Development |
| <p>This unit will provide learners with an opportunity to develop skills in:</p> <ul style="list-style-type: none"> • literacy and numeracy • digital literacy • critical thinking and problem solving • planning and organisation • creativity and innovation • personal effectiveness |

Learning outcomes, assessment criteria and taught content – Unit 2

| Learning outcome | Assessment criteria | Taught content/Language |
|---|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO1 Know the factors that need to be considered when travelling globally | AC 1.1 Explain factors to consider when planning work-related travel | <ul style="list-style-type: none"> Different factors e.g. budget, time zones, currency/exchange rates, time zones, visas/work permits, Health & Safety, accommodation, cultural knowledge |
| | AC 1.2 Identify work-related travel needs | <ul style="list-style-type: none"> Extract information from different sources e.g. email, phone calls, face-to-face conversation, voice messages relating to work-related travel e.g. methods of transport, reasons for travel, dates and times, accommodation etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|---|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO2 Be able to plan work-related travel in German | AC 2.1 Research different travel/accommodation options in German | <ul style="list-style-type: none"> Travel information e.g. timetables, times and dates, tickets, prices/ discounts, types of transport, distances, itinerary etc. from a variety of sources e.g. websites, leaflets, brochures, adverts, reviews etc. |
| | AC 2.2 Evaluate the suitability of different travel/accommodation options against established criteria | <ul style="list-style-type: none"> Descriptions and comparisons of journeys e.g. speed, comfort, punctuality, journey times, flexibility, costs, facilities, itinerary etc. |

| Learning outcome 3 | Assessment criteria | Taught content/Language |
|---|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO3 Be able to make work-related travel arrangements in German | AC 3.1 Make enquiries about travel/accommodation arrangements in German | <ul style="list-style-type: none"> • Making requests and asking for information e.g. completing online forms, making phone calls, internet research, making reservations, posting on social media, directions etc. |
| | AC 3.2 Make a suitable travel/accommodation booking in German | <ul style="list-style-type: none"> • Making a booking e.g. completing online forms, writing emails, making phone calls, speaking to a travel agent etc. |
| | AC 3.3 Communicate details of travel arrangements to a colleague/customer in German | <ul style="list-style-type: none"> • Conveying information e.g. itinerary, accommodation, meals, facilities, instructions, travel details, directions, dates and times, reference numbers and booking details etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO4 Understand travel information in German | AC 4.1 Extract relevant information from written German | <ul style="list-style-type: none"> Extracting travel information (e.g. delays, problems, alternative arrangements, arrival and departure times, weather conditions, compensation and claims etc.) from different sources e.g. timetables, brochures, leaflets, websites, social media, arrival and departure boards etc. |
| | AC 4.2 Extract relevant information from spoken German | <ul style="list-style-type: none"> Extracting travel information (see 4.1) from different sources e.g. station/airport announcements, in-travel information, travel news and reports, in person enquiries, phone calls etc. |

Assessment summary

This unit is externally assessed. The on-line assessment will be available in June each year. The specification for the external assessment is as follows:

Duration: 90 minutes

Number of marks: 60 marks

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant and that the teaching and learning takes place within a work related context.

To support the course it is recommended where possible that links are made with businesses that operate in German speaking countries. Opportunities to organise school visits with international businesses based in the UK are very beneficial in bringing to life the practical application of language skills in the workplace.

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification

Resources

Websites

<https://www.bahn.de/p/view/index.shtml> - Researching train travel and timetables

<https://www.rocketlanguages.com/german/learn/airport-in-german/> - Introduction of keywords with pronunciation guide

<https://www.rocketlanguages.com/german/learn/booking-hotel/> - Introduction of keywords with pronunciation guide

Publications

Unternehmen Deutsch (Grundkurs Lehrbuch) (2004) - by Norbert Becker, Klett
ISBN-13: 978-3126757409

Wirtschaftsdeutsch für Anfänger- Aufbaustufe (Lehr-und Arbeitsbuch 2) (2006) – by Dominique Macaire , Gerd Nicolas - Klett. ISBN-13: 978-3126751285

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2.2 Unit 3

| | |
|-------------------|-------------------------------|
| Unit title | Global Customer Relationships |
| GLH | 30 |

Aim

The applied purpose of the unit is for learners to understand the importance of building customer relationships in a global market and to develop the customer service skills to respond to enquiries and/or complaints in German. Learners will also develop language skills and cultural knowledge to organise social activities in a more informal situation, to be able to offer hospitality to their customers or socialise with colleagues.

Unit Introduction

What factors do you need to consider when building global customer relationships? How do you communicate effectively in a global market? What cultural factors do you need to consider? What's appropriate when you meet - a handshake or a hug? What's the most appropriate language to use to communicate effectively with customers in German? How should companies deal with enquiries and complaints in German?

Customer relationships are vital to the success of any company in the global market. All employees in a company, regardless of size/location, need to understand the best way of communicating effectively with global customers.

Learners need to understand how to create a positive impression when representing their company globally. They need to take cultural factors and conventions into consideration such as formal and informal language, verbal and non-verbal communication, humour, stereotypes and expected cultural norms.

In this unit you will gain knowledge of the importance of effective communication in a global market in order to build positive customer relationships. You will learn and develop the language skills and appropriate social conventions to initiate and respond to different types of customer communications in German including enquiries, orders, complaints and social interactions.

Skills Development

This unit will provide learners with an opportunity to develop skills in:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

Learning outcomes, assessment criteria and taught content – Unit 3

| Learning outcome | Assessment criteria | Taught content/Language |
|--|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO1 Understand the importance of developing global customer relationships | AC 1.1 Explain the benefits of building global customer relationships | <ul style="list-style-type: none"> • Benefits for companies and customers e.g. advantages in the marketplace, trade agreements, repeat business, retention of jobs etc. |
| | AC 1.2 Explain cultural factors to consider when building global customer relationships | <ul style="list-style-type: none"> • Cultural factors e.g. social conventions, non-verbal language, response times, punctuality, time zones, formal/informal language, dress code, idioms, humour, stereotypes etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO2 Be able to understand customer enquiries and complaints in German | AC 2.1 Understand customer enquiries and complaints in spoken German | <ul style="list-style-type: none"> • Customer communication (e.g. requests, instructions, apologies, complaints) from different sources e.g. phone calls, voice messages, Skype, face-to-face meetings etc. |
| | AC 2.2 Understand customer enquiries and complaints in written German | <ul style="list-style-type: none"> • Customer communication (see 2.1) from different sources e.g. online forms, social media, letters, emails etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|---|--|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO3 Be able to make/respond to customer enquiries and complaints in German | AC 3.1 Make or respond to a customer enquiry or complaint in spoken German | <ul style="list-style-type: none"> • Making or responding to enquiries or complaints e.g. initiating contact, asking questions, offering/requesting compensation, negotiating an outcome, requesting information, confirming details, apologies etc. (e.g. by phone, voice message, Skype, a face-to-face meeting etc.) • Appointed register e.g. standard telephone responses, greetings, formal/informal language, apologies etc. |
| | AC 3.2 Make or respond to a customer enquiry or complaint in written German | <ul style="list-style-type: none"> • Making or responding to enquiries or complaints (see 3.1) in different ways e.g. online forms, social media, letters, emails • Appointed register e.g. formal letters, letter writing and email conventions, formal/informal language, apologies etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|---|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO4 Be able to develop positive Customer Relationships in German | AC 4.1 Plan social activities for customers | <ul style="list-style-type: none"> • Researching and making/suggesting plans e.g. types of activity, dates and times, locations and cost, transport arrangements etc. |
| | AC 4.2 Communicate social arrangements in German | <ul style="list-style-type: none"> • Convey information from 4.1. in different ways e.g. text messages, email, social media, noticeboards, websites, written and spoken invitations etc. |

Performance bands – Unit 3

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|--|--|---|----------------------|----------------------------|
| LO1 Understand the importance of developing global customer relationships | 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. | - | - |
| | 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. | - | - |

| Learning outcome 2 | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|--|--|--|--|----------------------------|
| LO2 Be able to understand customer enquiries and complaints in German | AC 2.1 Understand customer enquiries and complaints in spoken German | 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 specific details from a range of spoken enquiries and complaints. | - |
| | AC 2.2 Understand customer enquiries and complaints in written German | 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 range of written enquiries and complaints. | - |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|--|--|---|--|---|
| <p>LO3 Be able to make/respond to customer enquiries and complaints in German</p> | <p>AC 3.1 Make or respond to a customer enquiry or complaint in spoken German</p> | <p>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.</p> | <p>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 makes attempts to respond.</p> | <p>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 only occasional errors. Demonstrates understanding of most unpredictable elements and is able to use repair strategies where necessary to sustain communication.</p> | <p>Presents comprehensive and detailed information incorporating a wide range of vocabulary and linguistic structures, including a wide variety of tenses where appropriate. Pronunciation is clear and intonation accurate. Demonstrates clear understanding of unpredictable elements and is able to respond effectively.</p> |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|------------------|---|--|--|---|--|
| | <p>AC 3.2 Make or respond to a customer enquiry or complaint in written German</p> | <p>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.</p> | <p>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.</p> | <p>The response addresses all the issues of the enquiry/complaint with only minor errors or 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.</p> | <p>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.</p> |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|---|---|--|---|--|---|
| LO4 Be able to develop positive Customer Relationships in German | 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. | |
| | AC 4.2 Communicate social arrangements in German | 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. | 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. | 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. | 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. |

Assessment summary

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions. Controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant and that the teaching and learning takes place within a work related context.

To support the course it is recommended where possible that links are made with businesses that operate in German speaking countries. Opportunities to organise school visits with international businesses based in the UK are very beneficial in bringing to life the practical application of language skills in the workplace.

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification

Resources

Websites

<http://businessculture.org/western-europe/business-culture-in-Germany/> - video clip on German business culture and useful facts and figures

<https://quizlet.com/55288981/German-functional-phrases-customer-service-nb-15-flash-cards/> - vocabulary builder and sound files for customer services

Publications

Unternehmen Deutsch (Grundkurs Lehrbuch) (2004) - by Norbert Becker, Klett
ISBN-13: 978-3126757409

Wirtschaftsdeutsch für Anfänger- Aufbaustufe (Lehr-und Arbeitsbuch 2) (2006) – by Dominique Macaire , Gerd Nicolas - Klett. ISBN-13: 978-3126751285

Alltag, Beruf &Co (Kursbuch + Arbeitsbuch) (2008) – Hueber by Norbert Becker, Jörg Braunert ISBN-13: 978-3191015909

2.2 Unit 4

| | |
|-------------------|----------------------------|
| Unit title | Global Sales and Marketing |
| GLH | 30 |

Aim

The applied purpose of the unit is for learners to understand the principles of global sales and marketing and to develop the language skills to promote and sell products or services in German.

Unit Introduction

Why is the global marketplace important for companies? What information do you need to consider when designing marketing materials? How can you ensure your advert or publicity attracts attention? What makes an effective sales pitch? What are the best social media sites to use to promote your products in Germany or German speaking countries? What do companies need to consider when designing a website in German?

Marketing strategies play a crucial role in increasing sales globally. Employees need to understand how to best promote their companies' products or services and the key factors which need to be taken into consideration when developing an effective global sales and marketing strategy in German.

Learners will develop an understanding of the principles of effective marketing and be aware of how to design suitable marketing materials and the different promotional channels available such as; websites, social media, company literature, flyers or attending trade fairs.

In this unit you will gain knowledge about the principles of global sales and marketing in order for you to promote products/services in German. You will learn and develop language skills to produce sales and marketing materials, present your product and services during a sales pitch and interact effectively with global customers in German.

Skills Development

This unit will provide learners with an opportunity to develop skills in:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

Learning outcomes, assessment criteria and taught content – Unit 4

| Learning outcome | Assessment criteria | Taught content /Language |
|--|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO1 Understand the benefits of developing a global market | AC 1.1 Explain why the global marketplace is important to companies | <ul style="list-style-type: none"> • Benefits for companies and customers e.g. international sales, increased profits, wider access to a range of products for customers etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|---|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO2 Understand how companies can promote their products/services in German | AC 2.1 Identify different types of marketing media | <ul style="list-style-type: none"> • TV Adverts, press launches, social media, specialist journals etc. |
| | AC 2.2 Explain different marketing techniques to consider when developing marketing materials | <ul style="list-style-type: none"> • Use of image, use of colour, font, persuasive language, slogans, asking questions, repetition of key word, listing the benefits or qualities |
| | AC 2.3 Explain factors to consider when planning marketing strategies in German | <ul style="list-style-type: none"> • Factors e.g. target market, social and cultural conventions, audience, competition, costs, language styles |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|---|---|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO3 Be able to market a product/service in German | AC 3.1 Compare the key features of different products/services | <ul style="list-style-type: none"> Describing and comparing products/services e.g. adverts, online campaigns, press launches, special offers, discounts, reviews, opinions, features, advantages and disadvantages |
| | AC3.2 Evaluate marketing materials | <ul style="list-style-type: none"> Different aspects of marketing materials e.g. style, target audience, language etc. from different sources e.g. websites, flyers, trade fairs, conferences etc. |
| | AC 3.3 Produce marketing materials for a product/service in German | <ul style="list-style-type: none"> Producing materials to communicate with customers e.g. research, presentations, webinars, video tutorials, feedback, opinions etc. |

| Learning outcome | Assessment criteria | Taught content/Language |
|--|--|--|
| <i>The learner will:</i> | <i>The learner can:</i> | <i>Learners must be taught the following content:</i> |
| LO4 Present sales and marketing information in German | AC 4.1 Present information at a sales pitch in German | <ul style="list-style-type: none"> Preparing and delivering a presentation (e.g. making notes, delivery styles, presentation skills, time management, contingency plans, appropriate language, responding to questions) |

Performance bands – Unit 4

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|---|---|---|----------------------|----------------------------|
| LO1 Understand the benefits of developing a global market | AC 1.1 Identify 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. | - | - |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|--|--|--|----------------------|----------------------------|
| LO2 Understand how companies can promote their products/services globally | 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. | - | - |
| | 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. | - | - |
| | AC 2.3 Explain factors to consider when planning marketing strategies | 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. | | |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|--|---|--|---|--|--|
| LO3 Be able to market a product/service in German | 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. |
| | AC3.2 Evaluate marketing materials | Demonstrates basic understanding of the key information from a limited range of marketing materials. There is limited reasoning. | Demonstrates understanding of key information and some specific details from a range of marketing materials. There is some evidence of reasoning. | Demonstrates full understanding of the key messages and specific details from a range of marketing materials. Explains with clear opinion and reasoning. | |
| | AC 3.3 Produce marketing materials for a product/service in German | 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. | Evidence covers all the main points with a few details. There are several minor errors. Attempts are made to use a few marketing techniques. | 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. | 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. |

| Learning outcome | Assessment criteria | Level 1 pass | Level 2 pass | Level 2 merit | Level 2 distinction |
|---|---|--|--|--|--|
| <p>LO4 Present sales and marketing information in German</p> | <p>AC 4.1 Present information at a sales pitch in German</p> | <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> |

Assessment summary

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions. Controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant and that the teaching and learning takes place within a work related context.

To support the course it is recommended where possible that links are made with businesses that operate in German speaking countries. Opportunities to organise school visits with international businesses based in the UK are very beneficial in bringing to life the practical application of language skills in the workplace.

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

Resources

Websites

<http://study.com/academy/lesson/what-is-global-marketing-strategies-definition-issues.html> - Video clip - an introduction to global marketing (strategies, things to avoid etc)

<https://www.linkedin.com/pulse/digital-marketing-germany-what-you-should-know-tiya-ivy>
Advice on marketing in Germany

<https://www.youtube.com/watch?v=5p0rTNVNW8>
Video clip - Dos and don'ts when giving a presentation (Bill Gates Foundation)

<http://www.creativeguerrillamarketing.com/advertising/222-awesome-advertising-ideas-around-world/> - Examples of attention grabbing German (and international adverts)

Publications

Unternehmen Deutsch (Grundkurs Lehrbuch) (2004) - by Norbert Becker, Klett
ISBN-13: 978-3126757409

Wirtschaftsdeutsch für Anfänger- Aufbaustufe (Lehr-und Arbeitsbuch 2) (2006) – by Dominique Macaire , Gerd Nicolas - Klett. ISBN-13: 978-3126751285

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3. ASSESSMENT

The WJEC Vocational Award in Global Business Communication is assessed using a combination of internally assessed controlled assessments and an external examination.

3.1 External assessment

Unit 2 is externally assessed.

The external assessment will be available in June 2019 and in the June of each year thereafter.

Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 60

Weightings of Learning Outcomes

| Unit | Learning Outcomes | Assessment Criteria | Marks | % |
|--|---|--|--------|--------|
| 2 | LO1 Know the factors that need to be considered when travelling globally | AC 1.1 Explain factors to consider when planning work-related travel | 6-10 | 10-16% |
| | | AC 1.2 Identify work-related travel needs | | |
| | LO2 Be able to plan work related travel in German | AC 2.1 Research different travel/accommodation options in German | 6-10 | 10-16% |
| | | AC 2.2 Evaluate the suitability of different travel/accommodation options against established criteria | | |
| LO3 Be able to make work-related travel arrangements in German | AC 3.1 Make enquiries about travel / accommodation arrangements in German | 24 | 40% | |
| | AC 3.2 Make a suitable travel/accommodation booking in German | | | |
| | AC 3.3 Communicate details of travel/accommodation arrangements to a colleague/customer in German | | | |
| LO4 Understand travel information in German | AC 4.1 Extract relevant information from written German | 21-24 | 35-40% | |
| | AC 4.2 Extract relevant information from spoken German | | | |

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. A paper version will be available for centres who choose not to offer on-screen assessment.

Grades will be awarded on the basis of the following performance descriptors. Performance descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptors must be interpreted in relation to the content specified in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Candidates use their language skills to communicate knowledge and understanding of the factors that need to be considered when travelling globally. They apply basic knowledge, understanding and language skills to plan and organise work related travel in German. There may be some inaccuracies and omissions. They demonstrate basic skills in communicating and understanding travel information in German.

Level 2 Pass

Candidates use their language skills to recall, select and communicate sound knowledge and understanding of factors that need to be considered when travelling globally. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect global business travel. They demonstrate skills in being able to communicate and understand travel information in German and may have some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of factors that need to be considered when travelling globally. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the factors associated with global business travel. They demonstrate high levels of skill in effectively communicating and being able to understand a range of travel information in German.

3.2 Internal assessment

The following units are internally assessed:

- Unit 1
- Unit 3
- Unit 4

For internal assessment in Vocational Awards and Certificates, WJEC has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*instructions for conducting controlled assessment*'. 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.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, an organisation or a company.
- 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 learner with the opportunity to address all assessment criteria and all marks available.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation. Sample documentation for this activity is available from WJEC.

Task taking

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

Time

Each model assignment will specify the total amount of time available for the summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not 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 assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

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

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

Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
- Learners **must** provide an individual response as part of any task outcome.
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
- Evidence must be clearly attributable to each individual member of the group.
- Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
- Assessment of the individual must be based on the individual contribution to the evidence produced.
- Learners' achievement must not be affected by the poor performance of other group members.
- Learners' achievement must not benefit from the performance of other group members.

Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

- create a new piece of work within the same group
- create a new piece of work within a new group
- create a new piece of work with non-assessed candidates
- create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner 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.

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 about the requirements of the learning outcomes, assessment criteria and marks available 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 assessment criteria and marks available

3.3 Synoptic assessment

Synoptic assessment requires candidates to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task. Each unit in the Global Business qualification will assess the candidates' competence in applying all the language skills of reading, writing, speaking and listening in a synoptic assessment.

3.4 Centre assessment and standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirement

3.5 Grading, Awarding and Reporting

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. Learner's work must be marked against the assessment criteria as specified in the internally assessed unit. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 2: Global Business Communication** all Learning Outcome's, will be covered. The marks allocated to each Learning Outcome can be found in Section 3.1.

Grading the qualification

Each WJEC Level 1 and Level 2 Vocational Award in Global Business Communication will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Learners who have achieved a grade **for each unit** will be awarded a grade for the qualification.

Each unit grade achieved by learners will be translated to a unit point for the purpose of awarding the qualification. Points available are shown in the following table:

| Unit | Points per unit | | | |
|------|-----------------|--------------|---------------|---------------------|
| | Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
| 1 | 1 | 2 | 3 | 4 |
| 2 | 1 | 2 | 3 | 4 |
| 3 | 1 | 2 | 3 | 4 |
| 4 | 1 | 2 | 3 | 4 |

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below:

| | |
|----------------------|-------|
| Level 1 Pass | 4-6 |
| Level 2 Pass | 7-10 |
| Level 2 Merit | 11-13 |
| Level 2 Distinction | 14-15 |
| Level 2 Distinction* | 16 |

Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as Unclassified.

Reporting

Awarding and reporting of results for WJEC Level 1 and Level 2 Awards takes place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the:

- title
- level
- grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- unit titles contributing to the qualification

4 TECHNICAL INFORMATION

4.1 Making entries

WJEC Vocational Awards are unitised qualifications which allow for an element of staged assessment.

The Vocational Award in Global Business Communication will be available for certification from June 2019. Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated below. Entries must be submitted no later than 21 February each year.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

Entry Codes

| | Title | Entry codes | |
|--|--|----------------|--------------|
| | | English-medium | Welsh-medium |
| Unit 1 | Global Opportunities | 5839U1 | 5839N1 |
| Unit 2 | Global Travel – Onscreen assessment | 5839UA | 5839NA |
| | Global Travel – Paper based assessment | 5839UB | 5839NB |
| Unit 3 | Global Customer Relationships | 5839U3 | 5839N3 |
| Unit 4 | Global Sales and Marketing | 5839U4 | 5839N4 |
| Global Business Communication (German) Cash-in | | 5839QA | 5839CA |

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.3 External moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each unit entered. Postal moderation will take place each year in June.

WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.

| Total number of candidates entered for the unit | Sample size |
|---|-------------|
| 1-99 | 10 |
| 100-199 | 15 |
| Over 200 | 25 |

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor’s judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

4.4 Access and special consideration

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website (www.jcq.org.uk).

4.5 Post Results Services

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

4.6 Performance measures and classification codes

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or QiW (<https://www.qiw.wales/>).