



EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 AWARD IN GLOBAL BUSINESS COMMUNICATION SPANISH

JANUARY 2022

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GLOBAL BUSINESS COMMUNICATION – SPANISH

Level 1 / Level 2 Award

January 2022

UNIT 2 – GLOBAL TRAVEL

UNIT 2 – GLOBAL TRAVEL (Written Examination)

General comments

The January 2022 series of this paper was a small cohort of 21 candidates, 17 of whom all sat the Unit 2 Global travel unit through the medium of Welsh and 4 of whom sat the paper through the medium of English. 17 candidates used the online examination option, and 4 candidates used a physical paper.

In the written paper marks ranged from 37 to 17, and whilst it is encouraging to see that all candidates were able to access high-middle to low-middle range of marks on the paper, there is a clear issue to address at the very highest end of attainment in this paper. In this series, candidates performed well across the reading and listening comprehension elements of the paper but the performance in Q.7, where candidates are required to provide an extended written response was not as well-answered by comparison.

In considering the range of marks, it is clear that the paper was accessible, with all candidates able to provide responses on all questions. There were no questions where candidates had not attempted to respond. Candidates had been clearly well-prepared to tackle reading and listening comprehension tasks of the variety provided here. The paper used a wide-range of comprehension activity including multiple choice, True/False/Not Mentioned, and gap-fill. Typically, candidates performed better in reading comprehension over listening comprehension.

Taken as a whole however, the level of challenge presented by the paper developed well as candidates progressed through the questions. All learning outcomes and assessment criteria were appropriately addressed.

Comments on individual questions

- Q.1** All candidates attempted this question. Candidates all showed an excellent understanding of the factors to be considered.
- Q.2** All candidates attempted this question. Candidates demonstrated secure understanding of the accommodation requirements as set-out in the audio file.
- Q.3** This reading comprehension question was answered with varying success and only a very few candidates were able to gain full marks. Specifically, very few candidates were able to identify two correct and separate details about the taxi service. Candidates also struggled with the reason for choosing a 'remis' but were more able to identify that the cost was similar. Surprisingly few candidates identified 'bus' as the correct answer for the 24-hour transport, despite this being listed in numerical format. In some cases, candidates wrote 'autobus' instead of 'bus', which was not accepted as a correct response.

This was a 7-mark question with a relatively large amount of text for candidates to approach and process. Whilst some questions directed candidates to specific areas of the text e.g questions relating to taxis, other questions required candidates to look across the whole piece. Candidates would have benefitted from some directed section work on each category of travel before proceeding to answer questions that required identification and processing from across the text.

- Q.4** This reading comprehension question was tackled well by the majority of the cohort, in particular section B. There were more incorrect answers in Section A where candidates selected 'False' in place of 'Not Mentioned' for Q.4 (ii) and Q.4 (v).
- Q.5** Section A listening comprehension question was well answered via a multiple-choice activity. Section B, reading comprehension produced more variable responses. In particular, candidates were not confident in their response to Section B (iii) with very few candidates identifying 'service resumed' as the answer, even though the times given in the comprehension directed candidates to the correct part of the text to look for the response.
- Q.6** This listening comprehension was attempted by all candidates with all candidates able to access at least one mark out of the available 5. Very few candidates scored full marks and notable was the number of candidates who did not respond with 'cross' and 'left' for the first two gap-fill answers. Many selected 'right' instead of 'left'. More candidates were able to identify city centre and 12 for the last 2 gaps. The colour 'yellow' was also less frequently correct.
- Q.7** All candidates attempted this question. The question offered an appropriate level of challenge, allowing candidates to use a range of tenses and sentence constructions, including formulating questions and using question words. Candidates were generally well-prepared to respond to this question and able to produce an authentic business/travel related communication. Very few candidates were able to access the highest mark bands in either Communication and Content or Linguistic Accuracy. In general, although information was conveyed with correct use of travel related vocabulary, sentence and question formation was often grammatically incorrect, with manipulation of verbs a particular issue. In some cases, there was a lack of correct detail and missing interrogatives.

UNIT 2 – GLOBAL TRAVEL (NEA Speaking)

Candidates clearly understood the requirements of this assessment and addressed the task with confidence and competence. The assessments were conducted very well, with clear adherence to WJEC guidelines. Candidates appeared to feel at ease during their assessments.

The task provided the appropriate level of challenge for candidates, allowing the cohort to access marks ranging from 12 to 6, out of a possible 12. The candidates appeared to be well-prepared to tackle this kind of task. A number of candidates were able to conduct exchanges that were of an authentic standard, giving the impression of a real-life exchange. All candidates were able to express themselves sufficiently well for the majority of the task to be understood.

Where candidates performed exceptionally well, they were able to provide full information with little hesitation. These candidates were able to respond naturally to all elements of the task, including the unknown.

As we move through the range of marks awarded, more frequent and audible errors occurred in particular using the 'you' form of verbs in responding to questions e.g. where the teacher has used 'tiene/ quiere', the candidate would respond using these verb forms instead of changing to 'tengo/ quiero'. There was a weakness in using the correct interrogatives e.g. '¿Cuánto es cuándo?' instead of '¿Cuánto cuesta?'.

Summary

Whilst it is difficult to draw definitive conclusions from a small entry cohort, there are nevertheless some key points to identify that may help centres in the future in addressing the Unit 2 examination and NEA.

Unit 2 NEA Speaking assessment

- Practise formulating questions relating to Global Travel e.g. arrival times and departures, dates, directions, reservations and bookings (accommodation, restaurants, transport).
- Practise using and responding to interrogatives e.g. ¿Cuánto cuesta?, ¿Cuándo?, ¿Cuántos?, ¿Por qué?
- Where possible, and the candidate has understood the examiner's question or bullet point, encourage candidates to offer more than one-word responses.
- Encourage candidates to 'drill' in stock responses for common questions to avoid using 'you' forms of verbs in response to questions that they have clearly understood.

Unit 2 Written Examination

- The written task (Q.7) carries the largest amount of marks in the paper, equivalent to the marks available in the NEA and so candidates should ensure that they leave sufficient time to write and to check this question.
- For the highest band in this task for linguistic accuracy, candidates must show that they can use complex structures and also manipulate the language. In their response, candidates need to be able to demonstrate use of a variety of verbs in sentence and question format. Where possible, candidates should look to include some variety in tense e.g. in this task it would have been possible to use both conditional and future tenses.
- For listening comprehension questions, candidates could also be encouraged to read the question in advance of listening to the audio. It is an advantage for candidates to be in control of their own examination e.g., using the online version, as they are able to pause and return to the audio as they wish. If centres are not accessing the examination through the online platform then candidates should have access to their own mp3 players or similar in order to have control over the audio for themselves.



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