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# **EXAMINERS' REPORTS**

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

**SUMMER 2022**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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# **GLOBAL BUSINESS COMMUNICATION FRENCH**

**Level 1 / Level 2**

**Summer 2022**

## **UNIT 1 Global Opportunities**

### **General Comments**

We would like to thank all centres for their hard work and dedication. We appreciate that it has not been an easy year and it is therefore even more impressive that centres have been able to deliver this specification to such a high standard, and we appreciate all the effort from everyone involved.

The upload of candidate evidence on to the online platform Surpass on the whole worked well. There were some delays and on occasions omissions but as centres get used to the system, it is hoped that these teething problems will be ironed out.

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

For the moderating process to proceed smoothly, assessors must also ensure that they have added appropriate comments on the Mark Record Sheet, which explains the rationale behind the grade awarded for each task. Most centres are very good at this, and moderators appreciate the time and effort, which goes into assessing candidates' work.

**Unit 1** provides candidates and centres with the opportunity to consider the value of learning languages in a global economy. This year, there was a full range of grades for this unit but taken as a whole, many candidates performed well across the range of tasks as set out in the internal assessment manual. This was particularly pleasing considering the amount of disruption and difficulties encountered by centres, teachers and candidates this year.

### **Comments on individual questions/sections**

#### **Task 1: Benefits of learning languages**

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

In the instances, where this task did not attract top grades, there was either no or little structure to the work or there was a lack of in-depth research and analysis. Some work appeared unfinished.

## **Task 2: Comparing information**

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

Some candidates were able to make reasonable comparisons but were unable to justify their choices in sufficient depth or clarity and on a few occasions, no justification was given at all. In such cases, it would be wise to remind candidates to refer to the Internal Assessment Manual and to use it as a checklist. To gain top grades, candidates also need to demonstrate that they can compare and contrast the benefits of all three jobs in arriving at their conclusion. To achieve a Level 2 Merit band for this task, it is necessary to identify some specific details from more than one advert.

All candidates should be reminded to proof-read their work carefully as there were many instances in this task of either mistranslations or incorrect information provided.

## **Task 3: Applying for a job in France**

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

### **Part A - Making an application**

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

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

## **Part B - Preparing for interview**

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

For many candidates, speaking French is particularly challenging but there were many examples of candidates performing effectively and with confidence. Many demonstrated an ability to manipulate the language and respond well to questions. Both pronunciation and intonation were good and many candidates performed really well. There were, however, instances where candidates performed significantly worse in this task than in the other tasks in this unit. L1 interference is a frequent issue as well as a lack of practice. Many candidates had the vocabulary necessary to communicate but lacked the correct grammatical framework to respond effectively and coherently. Overall, speaking is a skill that all centres should focus on for future development and improvement.

### **Task 4: Understanding work-related information**

This task is also divided into two sections, and tests listening and reading skills in French. Many candidates were competent in both sections of this task, but a significant proportion found the listening section more challenging. There were several examples of poorly presented work.

### **Summary of key points**

- Plan to devote more time in developing speaking skills to boost both confidence and competence in speaking French and increase the opportunities for candidates to practise interview techniques.
- Develop strategies to improve dictionary skills.
- Ensure candidates are aware of all the requirements and assessment criteria so that they can achieve top marks in each task.
- Encourage greater analysis and attention to written detail.
- Encourage proof-reading and improved spelling and presentation of work.
- Assessors should check that all the pieces of evidence have been uploaded onto Surpass and that all documentation has been filled in correctly. Please also ensure you have checked page 43 of the specification and that you are happy with the grade you have awarded.

# GLOBAL BUSINESS COMMUNICATION FRENCH

Level 1 / Level 2

Summer 2022

## UNIT 2 GLOBAL TRAVEL – WRITTEN PAPER OR ONLINE

### General Comments

The paper covers a variety of tasks relating to Global Travel and this year, centred around a theme of organising a business trip to Brussels, Belgium. The narrative behind the tasks provides an opportunity for candidates to respond to realistic situations in French.

### Comments on individual questions/sections

**Q.1** Understanding travel information in French. This reading task was well answered with almost all candidates achieving full marks (4/4), demonstrating an ability to extract information relating to train travel.

**Q.2** Sections A and B. Understanding and noting key details from a business e-mail in French. This task was well answered with the majority of candidates demonstrating that they could extract specific details from the e-mail. (5/5).

In section C, candidates had to supply other factors to be considered when travelling abroad. This question was poorly answered by the majority of candidates with many candidates scoring 0. Very few candidates scored 2/2.

**Q.3** Evaluating and understanding accommodation information. In general, the majority of candidates demonstrated that they were able to understand information about accommodation and were able to identify hotel facilities (3/3) in section A. However, many candidates did not know the word *musculation* and did not recognise the meaning of *jour et nuit*. In section B, candidates had to choose one of the hotels in section A and justify their choice based on information given in the form of an email in English. Many candidates identified the correct hotel but were not always able to fully justify their choice (3/3). Many candidates gave reasons that were common to both hotels as opposed to reasons that made one hotel the obvious choice.

**Q.4** Listening and understanding messages about accommodation. Taken as a whole, there were many more comprehension errors in the listening sections (Q.4 & 6) than in the reading. In section A (4/4), candidates had to decide on whether 4 statements were true, false, or were not mentioned. This proved to be quite challenging overall and many candidates identified only one or two correct answers. Many candidates did not identify correctly: *occupé*, *vingt-quatre heures* or *trouver*. Many jumped to the conclusion that the fact a web address was mentioned that therefore the answer to (iv) was correct. Section B was even more challenging for many candidates and several candidates failed to attempt to answer this section. Four out of five answers here were numbers and many candidates struggled to identify them correctly. There were issues differentiating 80 and 60, 50 and 15 and 13 and 30. Several candidates did not put a € sign before a price. Very few candidates knew: *rez-de-chaussée*.

- Q.5** This was a longer and more challenging reading comprehension on general information about Brussels. Many candidates performed generally quite well, but again, there was a significant proportion who found this reading challenging and very few scored full marks here (5/5). Verbs such as louer, utiliser, se promener and éviter were not widely understood.
- Q.6** Listening and understanding travel information and the weather. This proved to be the most challenging question for many candidates and as in Q.4, some candidates did not attempt this question at all, which is not a good exam technique. Candidates should be encouraged to answer all questions, even if it is an educated guess. The words that caused issues in this section were: sud-est, retardé and fermé. Many candidates did not recognise vendredi as Friday and the number 33.
- Q.7** Writing a post on a travel forum in French based on 7 prompts in English. This written task produced a wide range of responses from all candidates, including a couple of responses entirely in English.

In general, candidates were fairly confident in offering an appropriate greeting or introduction and sign-off. Most candidates were also able to communicate the minimum required to gain marks in this task, although a few either wrote in English or failed to respond at all. Most candidates had clearly worked their way through the bullet points listed, ensuring that they had the opportunity to access maximum communication marks. Successful candidates combined a structured approach with clear and correct language, containing little or no ambiguity. These candidates also demonstrated an ability to manipulate language with a range of time frames. In some cases, the communication was impeded by incorrect grammatical structures and anglicisms, which made aspects of the task difficult to decipher and assess.

Many candidates were able to achieve reasonable marks for communication & content but scored proportionally less well for linguistic accuracy. Not all candidates were able to say: je voudrais, j'ai besoin de, nous arrivons, nous avons, nous sommes, avez-vous or pouvez-vous. Dates, days of the week, and hotel facilities were also sources of confusion at times. Not all candidates were able to formulate a question correctly. Some candidates relied too heavily on the dictionary and were translating word for word, such as je testament for I will, demonstrating a lack of grammatical knowledge and understanding. Centres should practise dictionary skills with their candidates and remind them that the use of the dictionary for this part of the exam should be restricted to looking up single words if necessary or for checking their spelling. Accents were often missing on both online and paper scripts. A further point to note is that very few candidates were able to correctly express the idea of a date range in French, e.g. I will be staying from X until Y. Very few candidates used different sentence starters or conjunctions, which would be a simple way for many to access a higher mark band.

## **Summary of key points**

- Reinforce familiarity with numbers, days of the week and the weather.
- Practise dictionary skills and advise against over-reliance on the dictionary.
- Encourage candidates to use the bullet points as a check list for the written task.
- Practise exam techniques with candidates.
- Practise more listening as part of exam preparation.
- Ensure that all candidates know key structures and vocabulary.
- Practise LO1, know the factors that need to be considered when travelling globally and specifically AC 1.1, explain factors to consider when planning work-related travel.
- Encourage candidates to write neatly and legibly and pay more attention to the presentation of their work.
- Ensure candidates know key items of vocabulary and basic grammatical structures and phrases.



# **GLOBAL BUSINESS COMMUNICATION IN FRENCH**

**Level 1 / Level 2**

**Summer 2022**

## **UNIT 2 SPEAKING**

### **General comments**

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

### **Comments on individual questions/sections**

#### **Communication and Content (8/8) and Pronunciation and Intonation (4/4)**

Many of the candidates were able to access at least half of the marks available for communication and content, indicating that in most cases candidates were able to successfully communicate more than half of the task requirements, including asking their own questions. This showed that many candidates were well prepared and able to tackle this kind of dialogue and access French vocabulary relating to global travel and to respond in some way to unpredictable elements. Many candidates were able to formulate a question correctly. Some candidates were able to communicate most points clearly but made some basic errors (travailler for travel, not recognising coûte, où se trouve or billet and not knowing d'autres).

All teachers were responsive to the needs of their candidates and encouraged the use of repair strategies to enable maximum marks, such as repeating questions or rephrasing. This clearly gave many candidates confidence and also allowed them access to higher mark bands in many cases. Very successful candidates were able to provide a good range of answers, including dealing with extra information and responding well to less predictable questions. There was a very natural flow of dialogue in these cases.

Taken as a whole, pronunciation was good across the cohort as was intonation. The only words which seemed to cause some issues were travailler and train, which were either anglicised or there was L2 interference.

## **Summary of key points**

- Ensure candidates are confident using numbers, dates, and prices.
- Teachers are encouraged to rephrase questions if needed and teachers should encourage candidates to use self-repair strategies.
- Ensure that candidates know a variety of question words and how to formulate questions correctly.
- Centres should aim to give candidates more opportunities to practise asking questions as well as answering them.
- Ensure that candidates are able to respond to a variety of less predictable questions.
- Practise the pronunciation of cognates and near cognates.

## **GLOBAL BUSINESS COMMUNICATION FRENCH**

**Level 1 / Level 2**

**Summer 2022**

### **UNIT 3 GLOBAL CUSTOMER RELATIONSHIPS**

#### **General Comments**

This unit enables candidates to develop and maintain good customer relationships by using their linguistic skills. The spread of tasks allows candidates to demonstrate their ability to handle customer complaints as well as promoting a business or a product. This series, there were no speaking or listening elements in tasks 3 and 4 due to formal adaptations to the assessment requirements due to disruption to teaching and learning during the pandemic.

#### **Comments on individual questions/sections**

##### **Task 1: Organising an event to build customer relationships**

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

##### **Task 2: The benefits of building global relationships**

This task was generally well executed demonstrating a wide range of understanding and knowledge relating to global relationships, cultural similarities and differences. Candidates presented their information as a PowerPoint. In general, this research was carried out well.

##### **Tasks 3 and 4: Understanding customer complaints and enquiries and communicating with customers**

In these tasks, two elements were not examined in 2022 due to adaptations. The listening element in tasks 3 and 4 and the speaking element in task 4 became a written exercise instead. In assessing this task, the maximum mark band could be achieved by providing understanding of the key messages and specific details. In communicating with customers, candidates were generally able to show that they could respond and interact professionally with customers in written form. For the written part of this task, successful candidates used appropriately professional language and paid attention to layout also. There were, however, some issues with presentation and legibility of work and some work submitted looked incomplete. In general, it was clear that candidates had been given free choice in responding to the stimulus material, with a range of responses from each centre. Frequent written errors tended to be centred around the use of English, incorrect tenses and verb endings or misspellings.

### **Summary of key points**

- Share assessment criteria with candidates and make them aware of what is required of them for each task and what they need to do to achieve top grades.
- Advise candidates to fact-check their work.
- Some candidates would benefit from word processing their written work.

## **GLOBAL BUSINESS COMMUNICATION FRENCH**

**Level 1 / Level 2**

**Summer 2022**

### **UNIT 4 GLOBAL SALES AND MARKETING**

#### **General Comments**

By researching global marketing, candidates are given the opportunity to use their knowledge to develop marketing for their own product in French. The level of challenge contained within this unit enables students to access this topic at a level appropriate to them.

#### **Comments on individual questions/sections**

##### **Task 1: Identifying Opportunities**

Most candidates showed that they had a good understanding and working knowledge of the global marketplace. Many candidates were able to describe clearly why the global marketplace is important to companies and provided justification. The most successful of these used companies that have taken this step and demonstrated how global marketing had benefitted them. Successful presentations were informative, well-planned, and interesting. Presentations ranged from top quality pieces of work to those that were more superficial and poorly researched.

##### **Task 2: Promoting products and services**

For task 2, successful centres had advised candidates to follow the structure of the bullet points and to logically work through these key details. Successful candidates considered a wide range of marketing strategies including viral/digital advertising. These candidates also evaluated the effectiveness of these techniques. In some cases, candidates evaluated only a few techniques, but produced very detailed explanations of each marketing technique. In terms of the advertisements themselves, it is preferable for candidates to identify and comment upon advertisements that they have found themselves for use in the portfolio. The majority of advertisements used were TV based. Given that the candidates have just identified a wide range of marketing techniques, it would be pleasing to see their analysis spread towards a wider range of French advertisements, e.g. social media advertising and print advertising.

##### **Task 3: Comparing key features and producing marketing materials**

Successful candidates considered a wide range of marketing strategies, and they also evaluated the effectiveness of these techniques. In some cases, candidates evaluated only a few techniques, but produced detailed explanations of each marketing technique. The level of comparative detail noted from this task was generally good, with candidates able to access at least some key details and differences. Marketing materials ranged from the nearly professional to the very basic. However, all candidates were able to produce marketing material which delivered at least some key information. Candidates were most successful when they had understood the mark scheme and produced materials reflecting the exact requirements needed to access top grades. It is good practice to make candidates aware of the criteria required for each task, so they know exactly what they need to do to access top grades. Some candidates' work looked as if they did not know what was required of them to improve their level of attainment for each task.

The more successful candidates, however, demonstrated a wide range of linguistic structures and vocabulary. Some candidates were not able to access the highest maximum mark for this task as although language was generally correct, there were omissions or there was a lack of detail or analysis.

#### **Task 4: Sales Pitch**

This series, the sales pitch was in the form of a written exercise and not a spoken presentation. Many written pitches were well planned and executed with plenty of detail and were very convincing and professional in their appearance. Others, however, were less successful in both their content and presentation. Some would certainly have benefitted from being word processed. The quality of the French also varied from very competent and accurate French to more basic language and grammatical structures, varying in degrees of accuracy and linguistic competence. Taken as a whole, candidates performed generally quite well in this section and there was certainly an obvious progression for many candidates from their performance in Unit 1 to that in Unit 3 and especially in Unit 4. This demonstrates progress both in terms of knowledge and understanding but also in terms of confidence in producing more detailed and accurate work. There was also an overall improvement in the quality of their language work, which is both very pleasing and encouraging. There was, however, a significant number of candidates, who performed at the same level, without demonstrating any degree of improvement throughout the qualification.

#### **Summary of key points**

- Ensure that candidates are aware what they need to do to access top grades.
- Advise candidates to include a wider range of advertising in their analysis.
- Guide candidates to use the bullet points in the Internal Assessment Manual as a checklist.
- Encourage candidates to pay more attention to the presentation and accuracy of their work.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)