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# **EXAMINERS' REPORTS**

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

**SUMMER 2022**

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# **GLOBAL BUSINESS COMMUNICATION SPANISH**

**Level 1 / Level 2**

**Summer 2022**

## **UNIT 1 GLOBAL OPPORTUNITIES**

### **General Comments**

Unit 1 provided candidates with the opportunity to understand the benefits of languages in a global economy and the opportunities available for an individual and for businesses. Candidates also were able to learn how to search and apply for jobs requiring language skills, in the UK and abroad. Candidates generally performed reasonably well across the range of tasks as set out in the internal assessment manual.

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

#### **Task 1: Benefits of learning languages AC1.1**

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

This task encouraged students to think about personal benefits as well as benefits for business. The majority of candidates were able to access the maximum mark band for this task and were successful in showing their understanding of the advantages of language learning and more importantly were able to express this in their own words. Successful centres often encouraged candidates to follow a clear PowerPoint structure. Some candidates hand wrote this task which was less clear and did not allow them to add visuals. Most candidates achieved the maximum mark but several failed to give clear examples of countries and wrote more general points.

For the few who did not achieve the maximum mark there was a lot of repetition of a similar point written in different ways which showed lack of knowledge but also a poor structure to the piece.

#### **Task 2: Comparing information on job opportunities AC2.1 and 2.2**

This task required candidates to understand three job related adverts in Spanish and evaluate the suitability of different jobs. There were two separate aspects to the task as noted in the mark scheme. For the first part, AC 2.1 candidates often gave very clear summaries of the key points and this was more effectively done when produced in a table format with three columns, one for each job, and sections such as salary, requirements etc. Some centres wrote this by hand which was less effective as not all the information would fit in the table. Many candidates were able to complete this task, but more detail was needed to achieve Distinction. A few missed this by mistranslating the information or omitting some key points for one or all of the jobs, often the omission being desirable personal qualities. It is important that candidates are encouraged to proof-read their work especially for facts and figures in the ads and also to check for omissions of information.

For the second part of the task AC 2.2 candidates had to give a clear justification for their job choice in order to gain a Level 2 merit and to also weigh up the positives and negatives of each job. Reference back to the Internal Assessment Manual would have helped here as many did not complete this task as effectively. Many failed to weigh up all three jobs and the justification given at the end was often very brief and vague.

### **Task 3: Applying for a job in Spain AC3.1 3.2 3.3**

This task tested many language skills and was divided up into several sections. This was the first task where candidates would need to comprehensively prepare for a job interview and then produce one in Spanish.

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

The CVs produced by the candidates were generally of a good standard, but candidates need to refer more closely to the bullet points of the Internal Assessment Manual as many omitted some of these points, in particular, hobbies and interests. The better CVs did include some complete sentences with reference to hobbies and work experience and this allowed the language to be of a higher level as it contained past tense verbs. Weaker examples were very short bullet points of key ideas or even lists with often anglicisms used for qualifications, school subjects and some personal details not translated or in the case of their date of birth, this was written in an anglicized format.

In terms of the personal statement, this was a clear differentiator for stronger candidates as it was necessary to produce a wide range of structure and tense here to access top marks. It was also necessary to know specific formal business language and maintain a formal register in Spanish which was challenging for many, particularly in the sign off and start of the statement, with first names used only and an informal ending or omission of ending. Many personal statements had little variation within centres and some included details which would not be relevant to the actual job they were applying for. Candidates need to include information which would convince an employer rather than simply repeating all the key points of the CV.

Some CVs and personal statements were handwritten which would be considered less professional in a job market.

#### **Part B – Preparing for the interview**

Candidates generally prepared very well for the interview in terms of notes of possible questions and answers, often presented as a photo of several post-it notes. Answers produced were often very authentic and convincing. The weaker area was the possible questions to ask an employer which some omitted, many only did two. The issue with these questions is that several candidates repeated the same verb form for both questions and also many asked questions linked to the salary and holidays which, on their own, could give a negative impression in a real-life work context.

The interview itself was challenging for many candidates as this was the first speaking task. Many who lacked confidence spoke hesitantly and this affected intonation and, in some cases, due to lack of confidence, answers were very hard to hear as candidates spoke very quietly. Most of the pronunciation was good enough to be understandable but several had issues with the j and gi sounds in Spanish i.e. trabajado and colegio. Candidates who referred more closely to the preparation notes performed better but struggled with knowing how to pronounce words they had written down. Another issue is that some stronger candidates gave a lot of detail, repeating key information from the personal statement, but the answer appeared as a monologue with some information not relevant to the question being asked.

#### **Task 4 Understanding work related information AC 4.1 4.2**

Candidates generally performed well in extracting written and spoken information. Most key points were identified by candidates, but many wrote the key points by hand and, on occasions, the answers were hard to read. Marks were generally lost here where the information summarized missed some key points or lacked detail.

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

- When completing all tasks, candidates need to refer back to the Internal Assessment Manual to check they have covered all key points by looking at the bullet points listed for the task.
- When writing a personal statement or in an interview, candidates need to make sure that the answers/text is relevant to the job or question being asked.
- Proof-reading of work will help to check for omissions and to make sure the writing does not contain anglicisms.
- Candidates need to try and write in complete sentences wherever possible as this demonstrates a wider range of language and understanding of grammatical structures.
- Ensure that tasks are submitted in a suitable professional format e.g a PowerPoint or word processed.

## **GLOBAL BUSINESS COMMUNICATION SPANISH**

**Level 1 / Level 2**

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### **UNIT 2 – GLOBAL TRAVEL – ONLINE PAPER/EXAMINATION**

#### **General Comments**

This unit/paper contains a range of tasks relating to Global Travel and centred around a theme of your company running a training event in Madrid, Spain. The narrative of the tasks provided an opportunity for candidates to respond to realistic situations. The tackling of the tasks in this unit should help and prepare candidates to feel confident enough to organize a simple business trip of this type in their own working lives in the future.

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

##### **Q.1 Identify 3 things you need to book before the trip to Madrid.**

Most candidates achieved full marks or nearly full marks for this task and showed good understanding of what it would be necessary to book. Some candidates copied the rubric of the company information flyer in their answer, which was not really what was required.

##### **Q.2 Name 3 other factors to consider when planning the trip to Madrid.**

This task again was generally well done and answers were very varied from candidates such as understanding of identification required, consideration of hotel location, dietary requirements, currency and exchange rate. There were some issues with repetition of ideas from question 1. Some answers were also a little vague such as hotel, flight but more detail was needed to clarify.

##### **Q.3 Understanding travel information.**

- (a)** Most candidates scored full marks for this task.
- (b)** Most candidates scored at least some marks for this task. For (i) the errors were with the wrong floor i.e first floor so this language needs studying more. For (ii) about half of the candidates answered correctly and the others wrote left. For (iii) nearly all candidates wrote in front of for 'enfrente de' but the correct translation of this is opposite. I think this was due to the fact that 'enfrente de' sounds similar to in front of so this would be more likely to be guessed by English speaking candidates.

##### **Q.4 Checking suitability of hotels.**

- (a)** Most candidates identified at least 2 or 3 of these options and this was helped by having only two options. The easiest answer tended to be (i) and for (ii) "more than" was missed by some and in (iii) "all bookings" was the key information missed by some.

- (b) This task was challenging for many candidates and most only scored one or two marks here. Many answered (i) correctly. For (ii) and (iv) numbers need revising in different contexts such as discounts and prices in euros. For question (iii) many wrote 2 days in September but missed the detail of a meeting so scored one out of two marks.
- (c) Nearly all candidates answered (i) correctly but then incorrectly identified (iv) as they mistakenly understood churros con chocolate as hot chocolate and missed the coffee answer (iii). The last answer was nearly always (vi) and not (v) as they only really identified the price and not the specific information with it. It seems from this that candidates need to pay attention to specific detail rather than just picking out numbers as this is not enough to answer the question here.

#### **Q.5 Understanding written travel information.**

The first question was difficult for most candidates as they did not know the word “huelga” in nearly all cases. It must be noted that candidates can use dictionaries in the exam so this word could have been looked up if they were unsure. Question (ii) was answered correctly but some missed out by writing “booking a flight” which was not specific enough. Question (iii) was answered well by many but some only wrote the first half of the answer i.e “contact the travel agency.” The last answer was mostly correct but some wrote “reserve department” translating from the Spanish word but this was not allowed as it has a different meaning and doesn’t really make sense. Proof-reading would have helped here to check that answers make sense.

#### **Q.6 Understanding and evaluating accommodation information.**

- (a) Candidates generally scored well in this section so clearly found the text accessible - it also helps that there are a lot of cognates in this text to do with hotel facilities. (iii) and (iv) were more challenging as ‘renovated’ and ‘meeting rooms’ do not have obvious cognates. However, many candidates scored above 4 for this task, which was a strong score.
- (b) Candidates found this task challenging and the main issue was that many identified “Sala VIP Plaza Mayor” as the answer and not “Habitaciones Aire”. This meant that because of this, the two reasons given for the choice were linked to that VIP lounge several missed out on those two marks also. For example, many wrote “photocopying” as a reason but there is no photocopying in the correct VIP lounge only a printer. Another issue with this task for candidates was that they did not give reasons relevant to their trip i.e by looking at the diary but instead, listed key features of the VIP lounge which were not relevant personally to that trip. I think this demonstrated that many did not read the rubric or the diary thoroughly enough before attempting an answer. For paper scripts, highlighting key information in the diary or VIP lounge descriptions may have helped.

#### **Q.7 Writing an email to a hotel.**

This task required candidates to write an email to the hotel which you have chosen for your company’s event. It includes 7 key points to mention but they are reasonably non-specific and open allowing stronger candidates to write in more detail if able to do so. There is also the need to include an appropriate greeting and sign off which would be expected to be fairly formal and also the need to ask two questions.

For Communication and Content most candidates scored between 3 and 5 out of 8. Very few were in the bottom and top band. This was mainly due to task completion, most could communicate something on the task but they were unclear due to ambiguity caused by language error. Generally, most candidates could communicate about half the bullet points with some clarity which, despite error, were understandable. The formulation of questions to ask were particularly challenging. The number of people to attend and meals included were attempted but lacked clarity due to verb error. Also many did not sign off and as a greeting wrote hola and their first name only which would not work in a business context. Appropriate sign offs needed to be learnt here.

For Linguistic Accuracy many scored 2 and the occasional 3 out of 4. As stated above, the main issue was the manipulation of verbs as the vocabulary needed for this task was quite straightforward. Candidates need more practice using the conditional for making a request and question formats, as this was vital for the information to make sense. Proof-reading would help also to check that the sentences make sense.

There were quite a few candidates who did not attempt this task or just wrote the opening greeting so perhaps more practice is needed of formal writing tasks in Spanish.

### **Summary of key points**

- Candidates need to listen to specific detail more in listening tasks rather than picking out numbers, prices and key words on their own without listening to the whole context.
- Candidates need to read the rubric more thoroughly before attempting tasks, even highlighting key words in the rubric or reading texts.
- When answering reading tasks, candidates need to make sure they have included all the relevant information by proof-reading and cross-checking with the text.
- Candidates need more practice of the conditional tense and learning question formats for written tasks.



## **GLOBAL BUSINESS COMMUNICATION SPANISH**

**Level 1 / Level 2**

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### **UNIT 2 – GLOBAL TRAVEL - SPEAKING**

#### **General Comments**

**Topic: Re-arranging a flight-organising travel arrangements. LO3 AC 3.1 and 3.2**

The assessment included a range of interactions that could be prepared by the candidate during the preparation time plus some unpredictable elements which tested the candidates' ability to think and respond spontaneously in Spanish. The dialogue is a stand-alone dialogue, but it also fits in with the topic of the written exam. The speaking task provides the candidates with the opportunity to demonstrate their ability to arrange global travel, in this case booking a plane ticket and enquiring about hotel information.

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

Many candidates were able to access about half marks for communication and content, a few obtained more than half and several obtained less than half marks. There was evidence that candidates had prepared for the task and were able to respond with teacher support even though the responses were hesitant in many cases. Several did struggle to follow the format of the test even though they had prepared it. The main areas of difficulty for candidates in this task were producing the question forms to ask what time the plane leaves and also if there is a hotel at the airport. Candidates also struggled to give personal information with many only giving their first name so 'apellido' was not understood and quite a few gave a phone number. The question, 'What luggage do you have?' caused a lot of issues and only a few answered with ...maletas/bolsas. In one centre nearly all candidates gave the same answer to this question so it is important to remember that this task needs to be prepared individually by each candidate. Assessors should not be finishing off sentences for candidates.

For Communication and Content one of the main issues was that candidates struggled to manipulate verbs into other tenses i.e a future needed for task 2. Many candidates answered without a verb i.e dos maletas or simply Mary Johns (for name and surname) and most struggled to produce accurate verb forms to ask questions. More accurate manipulation of verbs and complete sentences are needed for many to achieve more for Communication and Content. It is important for the unpredictable question that teachers repeat the question and/or candidates ask for repetition if they are unclear.

For Pronunciation and Intonation, most candidates obtained 2 out of 4 marks and a few achieved 3 or 4. Some of the areas where candidates struggled were with the pronunciation of billete, Reino unido, aeropuerto and vuelo. Sometimes intonation was affected due to hesitancy and slow responses.

Specific vocabulary items which caused issues in the task were UK (some leaving this in English), equipaje, sale, ¿hay? and apellido.

### **Summary of key points**

- Candidates need to work on making accurate questions by revising all key question words and question formats to prepare for forming questions in the role play.
- Candidates need to revise future and conditional questions more thoroughly.
- It is important that teachers repeat questions when candidates fail to answer or give an ambiguous response. Candidates also need to ask for repetition if unsure of meaning, particularly with the unprepared question.
- It would help candidates to achieve higher marks for Communication and Content if complete sentences are formed.

## **GLOBAL BUSINESS COMMUNICATION SPANISH**

**Level 1 / Level 2**

**Summer 2022**

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

#### **General Comments**

This unit enabled candidates to understand the importance of building customer relationships in a global market and to develop customer service skills to respond to enquiries/complaints. Candidates were able to develop language skills and cultural knowledge to organise social activities and to offer hospitality to customers and socialise with colleagues.

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

##### **Task 1: Organising an event to build customer relationships AC 4.1 4.2**

This task was generally well done and enabled candidates to develop their creativity in terms of use of colour/font/layout some incorporating images of the Spanish flag into the design. Nearly all candidates adhered to the key bullet points as laid out in the Internal Assessment Manual. Some candidates failed to add any other relevant information which was the final bullet point and quite a few produced errors as they had translated literally from English/Welsh producing language which sounded unnatural/hard to understand in Spanish and prevented them from obtaining the higher mark bands. Candidates need to avoid using am and pm as the 24 hour clock would be used and some mentioned pounds and cost which was not relevant anyway as the event should be free. The date also was often written in an anglicised way such as 24/5/21. Adjectival agreements were also missed on clothes.

Candidates need to proof-read more thoroughly as many contained spelling errors or omission of accents which, on occasions, changed the meaning of the sentence.

##### **Task 2: The benefits of building global relationships AC 1.1 1.2**

This task incorporated two key areas-writing about the benefits of building global relationships but also considering the cultural factors when dealing with Spanish speaking countries. Some candidates did this as two separate tasks and the most successful tasks were done as power points as it was possible to incorporate images rather than a handwritten document. The first task was generally very detailed and candidates had many good points to make although incorporating some data would have been more effective rather than generalised statements.

For the cultural factors, the best examples were where candidates drew comparisons between different Spanish speaking countries and used a couple as an example. Too many failed to be specific about which countries they were referring to and generalised for a whole continent. There were also visuals with French flags and mention of Bulgaria and UK which was not so relevant to the task.

### **Task 3: Understanding customer complaints and enquiries AC2.1 2.2**

This task was generally well done, in terms of both spoken and written enquiries. As mentioned previously, notes were clearer when typed as opposed to hand-written. Some did miss a few specific details such as dates but the key messages were understood. A few wrote out the sentences with a translation next to them but this is not needed and the skill which is being required here is to pick out key information rather than a word for word translation, particularly for the written messages.

### **Task 4: Communicating with customers AC 3.2**

This task was generally done well with most candidates using authentic business language which would have a positive effect on a customer. Most of the tasks were generally covered with reasonable detail. For many it would have helped to double check that all points were covered by referring to the Internal Assessment Manual to access the top marks, all points needed to be covered as the answer needs to be comprehensive and detailed. The main points omitted were relevant questions if appropriate (which is optional but very rarely done) and also many did not clarify clearly why they were writing in terms of explaining clearly the issue and not giving their full name and explaining who they were. The candidates also needed to write a formal sign-off.

Some language lost clarity where candidates translated directly from English/Welsh.

### **Summary of key points**

- Make sure that clear examples from Spanish speaking countries are given for cultural aspects when building global customer relationships.
- Make sure all bullet points are fully covered for AC 3.2 and 4.2 by checking against the Internal Assessment Manual.
- Proof-read written tasks for spelling errors and omission of accents as this can alter the meaning.
- In 4.2 and 3.2 candidates need to avoid translating directly from English or Welsh as this is not always accurate in Spanish and can cause the language to lose clarity.

## **GLOBAL BUSINESS COMMUNICATION SPANISH**

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

#### **General Comments**

In this unit candidates showed their understanding of global sales and marketing in terms of techniques used. They were able to show their ability to promote and sell a product or service in Spanish. The candidates were able to access the tasks at a level appropriate to them. The level of challenge in the tasks enabled candidates to access this unit at a level they could achieve. Most candidates completed the tasks in full even though some lacked specific detail to achieve the highest marks.

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

##### **Task 1: Identifying Opportunities AC 1.1**

Most candidates produced detailed answers for this task thus achieving the maximum marks for this task. The best answers tended to be in a PowerPoint so that visuals could be used to illustrate certain data. Better candidates produced data to illustrate the points being made or gave clear examples of companies which had achieved global success i.e Amazon, Coca Cola. Stronger candidates also ordered the points logically and paragraphed the work or organised points in a PowerPoint, a slide per key point.

##### **Task 2: Promoting products/services 2.1 2.2 2.3 and 3.2**

Most candidates did mention a wide range of marketing strategies and organised them clearly under headings or preferably in a PowerPoint with different slides for different strategies. The answers worked better when they followed the order of the bullet points in the Internal Assessment Manual. Some candidates did provide a wide variety of techniques but omitted to state the effectiveness of them or, if so, only briefly. The two aspects of this task presenting the technique and evaluation needed to be more evenly balanced.

When discussing Spanish adverts and the marketing techniques used in the adverts, this task was omitted by some candidates. It was more effective when candidates found adverts for a Spanish product i.e Zara rather than a generic product written in Spanish such as Coca Cola, Taco bell or Iphone. It would have been interesting to see more originality of adverts within centres rather than using ones from huge American companies.

##### **Task 3: Comparing key features and producing marketing materials AC 3.3**

Task 3.1 was removed this year due to disruption to teaching and learning caused by the pandemic.

Flyers produced for the product were generally fine. This task allowed candidates to be very creative and some candidates created a new name/slogan for a product which incorporated their name. The product chosen for the marketing materials was often quite repetitive in centres but more original examples included snorkelling trips and a party organizer company. Special offers on the flyer were sometimes anglicized and were not in euros. This task worked better when candidates followed the logical order of the bullet points in the Internal Assessment Manual. It was important that candidates included some complete sentences rather than bullet points in order to access a wider range of linguistic structures. The flyers from several candidates omitted the customer review point.

#### **Task 4: Sales Pitch AC 4.1**

Changes to requirements this year meant that the sales pitch was a written rather than a spoken one.

This task was professionally done by most candidates. Nearly all candidates produced a professional PowerPoint but there were a few hand-written pieces which were less effective due to lack of graphics. In most cases candidates followed the bullet points of the Internal Assessment Manual in the same logical order with approximately one slide per bullet point. Products included Iphones, cars but some wrote about Spanish products such as Zara and Chupa chups lollipops, Helado de Juan Chubbs. There needed to be more variety within schools as several candidates in the same centre did the same type of product. I think this task should ideally be an opportunity for candidates to be more creative, even inventing a product.

There were quite a few spelling errors and lack of accents in places - the lack of accents caused confusion when they wrote about the history of the company as sentences such as "lanzo..se fundo..." without the accents on past tense verbs changes the meaning.

Some candidates only wrote bullet points on the slides as opposed to complete sentences which would make the sales pitch harder to present but also it would be difficult to achieve Level 2 Distinction which requires "a wide range of ...linguistic structures, including a variety of tenses where appropriate." The tenses only came in where candidates discussed the history of the company i.e when it began but not all candidates did this.

Visuals used in the PowerPoint were often very effective and some very interesting slides were ones not about a product but a service such as party organizer as this was more original.

The bullet points missed were generally details of any special offers or deals and any other relevant information. Also details of the company were sometimes very brief.

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

- Guide candidates to use the bullet points in the Internal Assessment Manual as a checklist.
- Encourage candidates to find adverts for Spanish products when comparing marketing techniques as this would broaden their cultural knowledge of Spain/Spanish speaking countries.
- Candidates need to proof-read more carefully in the sales pitch and particularly not omit accents on past tense verbs.
- When discussing the benefits of marketing on a global scale, candidates preferably need to include specific examples of companies, what they do or data to back up their arguments.



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