

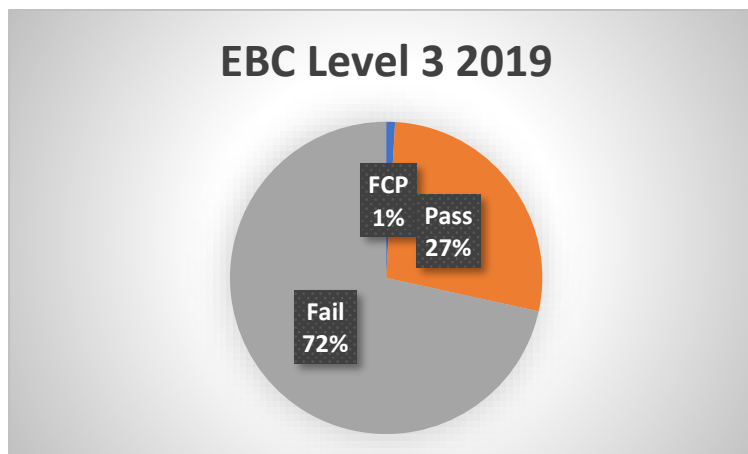
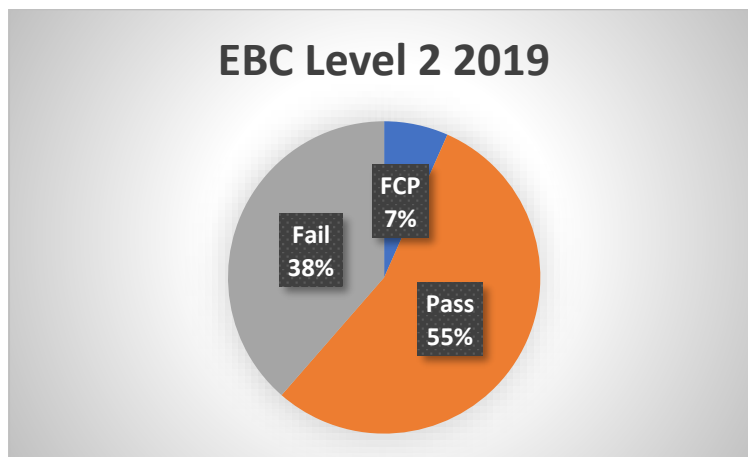
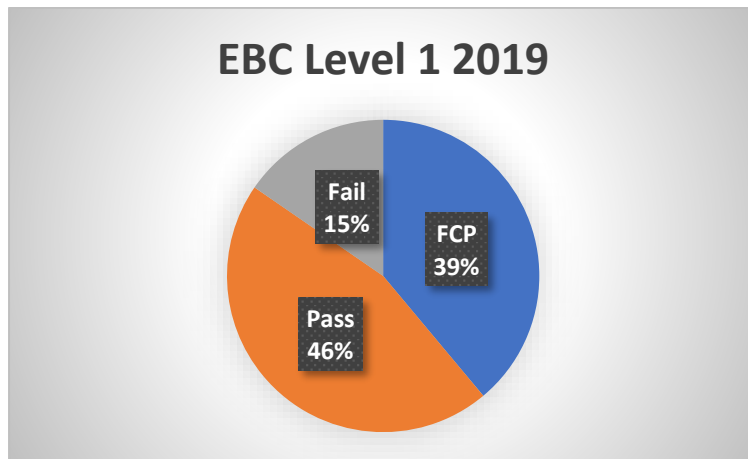
English for Business Communications (8959)

Chief Examiner Report 2019



General Observations

It was disappointing to see such a drop in the number of First Class Passes, especially at Level 3, where there was also a noticeable increase in the number of candidates who failed to gain a Pass. The majority of candidates seem to understand the format of the examination and many produced relevant answers, especially at Level 1, but at Levels 2 and 3 a higher standard of written English and generally more complex correspondence is required. Centres should bear in mind that a high level of understanding of the requirements of business communication is expected at Level 3.



Areas of good performance

At all three levels, the letters and memoranda achieve high marks and the layout of these is handled with confidence by most candidates, although many omit a reference and/or heading. Checking that the salutations and complimentary closes are consistent would also often increase layout marks even more. At Level 1, the majority of candidates use the standard letter form provided for Task 4 in a competent manner and high marks are often achieved on this task.

Spelling tends to be good across all three levels. Most candidates include the majority of the information requested, although not always in a logical order.

At Level 1, most candidates complete the whole paper and an increasing number of Level 2 and 3 candidates do likewise, although in some cases the final two tasks appeared to have been rushed. Greater attention to word limits and time management could improve the grades of a considerable number of candidates.

Areas for development

Many candidates lose marks simply because they fail to read the prompts carefully enough. These examinations test reading (in addition to writing) skills but the vast majority of candidates who fail do so because they have not followed the instructions they have been given. It is permitted to use a dictionary at all levels and candidates should check any vocabulary they do not know and make sure that they are very clear about what is required before they start to write anything.

It is also essential that candidates understand their 'role' (as stated in the Scenario) within the company and bear this in mind throughout the examination. Frequently, for example, memoranda are sent by the wrong person - if a candidate is asked to send a memo in his/her own name, then this is what they should do. This will often make it impossible to simply copy out the information in the prompt without changing it, yet many weak candidates do this, resulting in an incomprehensible piece of correspondence. It should be noted that, at all levels, the information given in the prompts will need to be modified in an appropriate manner (in accordance with the instructions given) and cannot simply be copied out. This is especially true of the 'Minutes' questions at Level 3, where many candidates still copy out the notes made on an agenda, although they are actually asked to change the notes into grammatical English. At Level 1, there are still some candidates who 'fill in the gaps' on the standard letter form without checking that they are completing sentences grammatically. Some candidates also fail to consider which pieces of information should go in which gap or include unnecessary and/or irrelevant information, generally because the prompts have not been read carefully enough.

There are word limits for some tasks at Levels 2 and 3, which should be adhered to. There is also often a tendency to use archaic language e.g. 'This letter serves to inform you...' which is not appropriate in modern business

communication. Candidates should try to be as concise as possible when writing business communication. Many letters and memoranda are far too long, and the result tends to be insufficient time to devote to later tasks on the papers, with a significant number of candidates at levels 2 and 3 submitting weak answers for the final task/s.

At Levels 2 and 3, it is expected that consideration be given to tone, especially in a Press Release, Article or Speech. Candidates must show an awareness of the intended audience and tailor the information they are using appropriately, e.g. it would not be sensible to give out long, complicated contact details in a speech, whereas contact details may well be highly desirable in a Press Release, although giving the Managing Director as the first point of contact would rarely be appropriate. Too many candidates seem to copy out the prompts given for Press Releases or Articles, without first deciding on the precise information that is required, and then presenting only this in a logical order, and in the correct tone for the intended audience. Frequently inappropriate or unnecessary information is given and relevant information left out.

It should be noted that at Level 3, it is often necessary to glean information from previous tasks. Invitations frequently omit a venue, time or date although these are readily available in other parts of the paper. Candidates should also be aware of the conventions for writing formal invitations, agenda and minutes. Candidates are permitted to use calendars in the examination and should ensure that they give correct dates, e.g. 'next Thursday' is not acceptable as a date.

The weakest task at Levels 2 and 3 is the Report. In both cases, an Informal Report is requested, yet some candidates still insist on inserting numerous unnecessary headings (e.g. Terms of Reference, Procedures etc). Reports should be concise and very careful attention should be paid to the instructions given. At neither level is it acceptable to simply copy out the prompts, yet many candidates still persist in doing this. Explicit instructions are given regarding the information to be included and these need to be followed precisely, especially if a word limit is given. Candidates will inevitably need to modify the information they have been given in order to follow the instructions. At Level 3, an Analytical Report is expected, and this may well require certain calculations before the necessary information can be obtained from the prompts. This is why candidates are allowed the use of a calculator, and they should take full advantage of this. Marks are NOT awarded for repeating the information given in the prompts. Analytical skills are being tested in this task at Level 3 and candidates are therefore expected to demonstrate their analytical, as well as their language, skills by commenting on the figures, as requested by the prompts.

Punctuation is an area of weakness across all three levels. Candidates should ensure that they allow sufficient time to read through each task after completing it and correct any punctuation errors they have made. The use of shorter sentences, written in modern (rather than archaic) business language, would help improve many candidates' papers.

Recommendations

Candidates should use the reading time at the beginning to full advantage and ensure that they understand the scenario and are fully aware of their 'role' in the company. They should also take time to read each task before starting to write. It is important to understand who is sending each piece of communication, to whom it is being sent, and why, and then to write what is required, bearing in mind any word restrictions and adopting an appropriate tone. These examinations test comprehension, as well as writing, and it is imperative that candidates understand the purpose and intended audience of each piece of communication. Candidates should make a note of all relevant points to be included and put them into a sensible order before attempting a task and not be tempted to include additional, unnecessary information.

When candidates are practising for these examinations, it would be helpful to use similar 'Scenarios'. It may also be beneficial to teach some typical business phrases e.g. 'In response to your letter of...', 'We await your early reply...' etc and discuss when phrases are appropriate and how to decide on the tone of a piece of communication before starting to write. Short, simple, concise sentences are ideal for business correspondence and avoid candidates making unnecessary grammatical errors. It would also be helpful to candidates if, when practising, they were given a maximum number of words to use. This might help them concentrate on being precise and including only necessary, relevant information in a logical order. It would also be helpful to ensure candidates can use calendars, calculators and dictionaries effectively.

Time management is an important element of these examinations and so candidates should ensure that they allow sufficient time for each task. Learning to write concisely is also useful in this respect. Unless a candidate has very large writing, each task should fit on one side of A4 and candidates should aim to achieve this.

Obviously, all candidates should allow sufficient time to read over each task to ensure it makes sense, is grammatically correct and to correct any spelling and/or punctuation errors.

Tips

- Take the following into the examination room with you:
- calendar
- dictionary
- calculator
- Read the whole paper very carefully before starting to write anything.
- Make yourself a 'name plate' before starting to write to remind yourself of your position within the company, the name of the company, what the company does, and who your 'boss' is. Keep this in front of you throughout the examination and keep referring to it.

- Read each question very carefully, and then write your answer as concisely as possible.
- Use your dictionary to check any vocabulary of which you are unsure.
- Keep to word limits.
- Write full sentences and check tenses are consistent.
- Try to use phrases you know are up-to-date and appropriate in modern business correspondence and are also appropriate to the tone of the task.
- Be courteous but don't pay unnecessary compliments or be too familiar.
- Check spellings and punctuation.
- Start each task on a new sheet of paper and leave a clear left-hand margin.
- It is not necessary to leave more than two or three lines between the complimentary close and designation – try to keep to one sheet of paper for each task.
- It is not necessary to draw the company's logo or decorate correspondence in any way.
- Write clearly, so that your answer can be understood by the person marking it. Leave left and right-hand margins. If possible, use a word processor and take full advantage of the grammar and spell check facilities.
- Improve your knowledge of the business world and the types of communication used.
- Make sure you understand different types of business correspondence (e.g. orders, quotations, delivery notes, graphs and charts) and cannot only read the information they contain but also, at Level 3, analyse and comment on it. Practise doing this before the exam.
- Check all numbers and monetary values, e.g. do not confuse £ with \$. Also check the axis labels on graphs e.g. if values given in thousands, make sure you take this into account.
- Do the tasks in order and make sure you allow sufficient time to finish the paper.
- Read over all work at the end of the examination and check that it makes sense.

Additional comments

The candidates who obtain the highest marks are often those who write the least but include all the necessary information in a concise and business-like manner.

Sample papers are available on the City & Guilds website and should be used for practice before the examinations. The Qualifications' Handbook also includes sample 'answers' which provide guidance on what is expected for each task:

www.cityandguilds.com/qualifications-and-apprenticeships/international-english/business-english/8959-english-for-business-communications-ebc#tab=documents

Please see overall descriptors for each level below.

| | |
|----------------|---|
| Level 1 | <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance such as basic personal and business information, shopping, local geography, employment, education, training and social roles.</p> <p>Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.</p> <p>Can engage in discussion to establish shared understanding about familiar topics.</p> <p>Can read, understand and obtain information from short documents, familiar sources, signs and symbols.</p> <p>Can write to communicate with some awareness of the intended audience.</p> |
| Level 2 | <p>Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can adapt to take account of the reader(s), the context and the medium.</p> <p>Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.</p> <p>Can obtain information from different sources.</p> <p>Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.</p> |
| Level 3 | <p>Can understand with ease virtually everything read.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p> |

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