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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ADVERTISING AND PROMOTIONS
NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Advertising and Promotions in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Advertising and Promotions* to prepare for and deliver Advertising and Promotions. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate students' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Recognition of Prior Learning***

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students' work with other students, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an

assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving-skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN ADVERTISING AND PROMOTIONS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Advertising and Promotions must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

2 RECORDING AND REPORTING

Advertising and Promotions, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79

3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF ADVERTISING AND PROMOTIONS

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ADVERTISING AND PROMOTIONS – LEVEL 2

Topic 1: Creativity in a Marketing Environment

SUBJECT OUTCOME	
Explain the concept creativity in advertising in a selected marketing environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept creativity is explained as it applies to advertisements. • Examples of creativity are given to demonstrate the understanding of the concept creativity. • The creative process is described to demonstrate understanding of how the process works. • The importance of creativity is explained. • Different perspectives on creativity are identified in a selected marketing environment.	• Explain the concept creativity as it applies to an advertisement. • Give examples of the concept creativity. • Describe the creative process to demonstrate how the process works. • Identify different perspectives on creativity in a selected marketing environment.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Collect practical examples of creativity • Interactive group discussions • Group report • Written assignment	

SUBJECT OUTCOME	
Define creative strategy and list the basic components of a creative strategy in a selected marketing environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept creative strategy is explained as it applies to a selected marketing environment. • The basic components of a creative strategy are discussed including target audience, objective of advertising, support for advertising strategy and tone of advertisement. • The use of a creative strategy is given. *Range: Advertising campaign*	• Explain the concept creative strategy as it applies to a marketing environment using an example. • List the basic components of a creative strategy as illustrated in a specific industry. • Explain how creative strategies work.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Interactive group discussions and brainstorming (keep it informal, competitive, fun, etc.) • Group report • Written assignment	

SUBJECT OUTCOME	
Identify creative tactics in a basic creative strategy.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept creative tactics is explained to demonstrate understanding. • Creative tactics are listed that are applicable to printing. • Creative tactics are listed that are applicable to television advertising. • Creative tactics are listed that are applicable to	• Demonstrate an understanding of the concept creative tactics. • List creative tactics as applicable to printing. • List creative tactics as applicable to television advertising. • List creative tactics as applicable to outdoor advertising.

outdoor advertising. *Range: Banners, billboards and signage* • Creative tactics are listed that are applicable to twenty-first century media. *Range: SMS and MMS*	*Range: Banners, billboards and signage* • Describe tactics that are applicable to twenty-first century media. *Range: SMS and MMS*
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Brainstorming • Practical exercise: Collect and analyse practical examples from the marketing environment using electronic research. *Range: Television, banners, billboards, signage, SMS and MMS* • Written assignment • Class assessment *The practical functioning of the creative process must be emphasised throughout.*	

SUBJECT OUTCOME	
Describe the basic steps to determine client evaluation of creative work.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept and importance of client evaluation of creative work are explained to demonstrate understanding. • The basic guidelines for client evaluation are listed and incorporated into a simple questionnaire. • The components of the AIDA principle are listed and explained to demonstrate understanding. • The basic steps to determine valuable input from customers are listed to demonstrate understanding.	• Explain the concept and importance of client evaluation of creative work to demonstrate understanding. • List basic guidelines for client evaluation and incorporate these guidelines into a simple questionnaire. • List and explain the components of the AIDA principle to demonstrate an understanding of this important principle. • List the basic steps in determining valuable inputs from customers according to the questionnaire.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion • Exercise to develop simple questionnaire • Research activity or assignment • Group work • Written assignment or report	

Topic 2: Promotional Concepts

SUBJECT OUTCOME	
Explain the concept promotions and promotional mix in a marketing environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The term promotion is defined using brand names, packaging, direct mail, personal sales force and marketing communication mix, etc. • The concept promotional mix is defined. • Promotional strategy is explained in relation to promotional mix. • The factors to be considered in the development of a promotional mix are listed including consumer, budget and product.	• Define the concept promotions. • Explain the impact of promotional activities on the customer in a marketing environment. • Explain the impact of promotional activities on sales in a marketing environment. • Describe the concept promotional mix. • Discuss promotional strategy in relation to the promotional mix. • Describe factors to be considered in the development of the promotional mix including consumer, budget

	and product.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Interactive small groups discussions
- Group report
- Written assignment

SUBJECT OUTCOME

Identify different types of promotional tools.
Range: Advertising, publicity, personal selling, sales promotion, trade promotions, direct marketing and interactive marketing

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Promotional tool types are listed with examples. • Descriptions of different promotional tools types are given. • The scope and importance of each promotional tool is differentiated. • The characteristics of promotional tool types are compared according to audience, message, cost, sponsor, flexibility, credibility, major goal and example. • Different opportunities in which promotions can successfully implemented are explored and listed.	• List promotional tool types. • Give examples of promotional tool types. • Describe the scope and importance of each promotional tool type. • Compare characteristics of promotional types according to audience, message, cost, sponsor, flexibility, credibility, major goal and example. • Explore different actions that convey specific messages. • Describe different opportunities in which promotions can successfully be implemented.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Research
- Interactive discussions in small groups
- Informal feedback from group leaders
- Written assignment
- Class assessment

SUBJECT OUTCOME

Describe how promotional tools are used.
Range: Advertising, publicity, personal selling, sales promotion, trade promotions, direct marketing and interactive marketing

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The use of promotional tools is described in relation to the promotional strategy. • Promotion planning is defined to establish its objective. • The use of sales promotions is described and illustrated. • The media used to inform customers of promotions is described. • Promotional displays are described as part of promotional tools. • The uses of promotional displays are listed.	• Define the concepts promotional techniques and promotional instruments to demonstrate understanding. • Explore the latest promotional techniques and promotional instruments used in a selected marketing environment. • List promotional techniques that could be used in a promotional or advertising campaign. • List promotional instruments that could be used successfully in a promotional or advertising campaign. • Describe and illustrate the use of sales promotions. • Describe the media used to inform customers of adverts or products. • Describe promotional displays as part of promotions

	and promotional activities. • List the uses of promotional displays.

ASSESSMENT TASKS OR ACTIVITIES
• Lecturer and student discussion • Research • Interactive discussions in small groups • Informal feedback from group leaders • Visit a promotional display • Written assignment • Class assessment

SUBJECT OUTCOME	
Discuss the importance of promotions and promotional activities.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The importance of promotions as an element of the Marketing Mix is explained. • The importance of sales promotions is described. • A promotional plan is described in relation to promotions and promotional activities. • A clear understanding of the concept sales is demonstrated in relation to promotions. • A broad outline of the nature and extent of sales is given in relation to promotions. • The impact a promotional activity has on sales is explained in relation to customer and actual sales.	• Explain the importance of promotions in the Marketing Mix. • Describe the importance of sales promotions. • Describe a promotional plan in relation to promotions and promotional activities. • Demonstrate a clear understanding of the concept sales in relation to promotions. • Provide a broad outline of the nature and extent of sales in relation to promotions. • Explain the impact a promotional activity has on sales in relation to customer and actual sales.

ASSESSMENT TASKS OR ACTIVITIES
• Lecturer and student discussion • Research report • Interactive discussions in small groups • Informal feedback from group leaders • Written assignment • Final report or topic test

Topic 3: Persuasive Advertising in Market Environments

SUBJECT OUTCOME	
Explain the concept advertising in a marketing environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept advertising is defined to demonstrate understanding. *Range: Inform, persuade and remind* • The purpose of advertising is given.	• Define the concept advertising as applicable to a commercial environment to demonstrate understanding. • Give the purpose of advertising.

ASSESSMENT TASKS OR ACTIVITIES
• Lecturer and student discussion • Assignment

SUBJECT OUTCOME
Explain the relation between mass media and advertising.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The concept mass media is defined to demonstrate understanding. • The relationship between mass media and advertising is explained by showing the link between the two concepts. • The concept media is explained as it applies to a marketing environment. *Range: Spoken word, publications and demonstrations* • Examples of mass media are given including radio, newspapers, television and magazines.	• Define the concept mass media to demonstrate understanding. • Explain the relationship between mass media and advertising by indicating the link between the two concepts. • Explain the concept mass media as it applies to a marketing environment. *Range: Spoken word, publications and demonstrations* • Give examples of mass media including radio, newspapers, television and magazines.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Media: Video show • Checklist **OR** • Web resource • Checklist • Written task	
SUBJECT OUTCOME	
List basic advertising principles in the marketing environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Advertising principles are described clearly in a marketing environment.	• Describe advertising principles clearly in a marketing environment.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Group research • List	

SUBJECT OUTCOME	
Identify the basic requirements of persuasive advertising.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept persuasive advertising is explained as it applies to a marketing environment. • The definition of persuasive communication is described clearly and concisely. • The principles of persuasive communication are listed and explained in relation to use. • The basic requirements of persuasive advertising are listed according to importance. • Requirements of persuasive advertising are listed according to recognised marketing standards. • The importance of persuasive advertising is described. • Advantages of adhering to basic requirements of persuasive advertising are listed concisely.	• Explain the concept persuasive advertising. • Define persuasive communication. • List the principles of persuasive communication. • List the basic requirements of persuasive advertising to promote its importance. • List requirements of persuasive advertising according to recognised marketing standards. • Describe importance of persuasive advertising. • Illustrate the advantages and disadvantages of adhering to and not adhering to the basic requirements of persuasive advertising.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion	

- Media: Video show
- Checklist

OR

- Web resource
- Checklist
- Written task
- Class assessment

SUBJECT OUTCOME	
Identify tools and techniques to manage persuasive advertising.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concepts tools and instruments of persuasive advertising are defined in a marketing context • Different tools and instruments of persuasive advertising are listed. • The difference between advertising tools and instruments are tabulated. • Individual advertising tools and instruments are described in relation to their use.	• Define the concepts tools and instruments of persuasive advertising. • List the different tools and instruments of persuasive advertising. • Tabulate the differences between tools and instruments. • Describe the individual tools and instruments in relation to their use.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Media: Video show
- Checklist

OR

- Web resource
- Checklist
- Written task
- Class assessment

SUBJECT OUTCOME	
Explain the importance of persuasive advertising for any marketing department.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The overall persuasive communication role in marketing communications is explained and emphasised. • The importance of persuasive advertising is explained in summary form. • Competence, knowledge and skills that are critical to persuasive advertising functions are established.	• Explain the overall persuasive communication role in marketing communications. • Explain the importance of persuasive advertising. • Describe the competence, knowledge and skills that are critical to persuasive advertising.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Group discussions
- Summary

SUBJECT OUTCOME	
State reasons why it is necessary to persuade customers.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Reasons for the necessity of persuading customers are outlined to ensure an increase in sales.	• Outline the reasons for the necessity of persuading customers to ensure an increase in sales. • Identify and explain ways or methods of persuading

• Ways of persuading customers are identified and explained with reasons for choice. • Examples of methods of persuading customers are described and illustrated with examples.	customers with examples and reasons for the choice.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Guest speaker • Web research • Report	

SUBJECT OUTCOME	
Explain the AIDA principle and its use in advertising.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The AIDA principle and how it functions in an advertisement is explained. • The AIDA principle requirements are listed. • The influence of the AIDA principle on an advertisement is described in relation to the implications of it not being used. • An advertisement is analysed to ascertain if it meets the AIDA requirements. The actual advertisement must be included as evidence.	• Give the AIDA acronym in full. • Explain the AIDA principle. • Explain how the AIDA principle functions in an advert. • List the requirements of the AIDA principle. • Describe the influence of the AIDA principle on an advertisement in relation to the implications of not using it. • Analyse an advertisement to ascertain if it meets the AIDA requirements. Include the advertisement as evidence.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Guest speaker • Web research • Report • Written assessment	

SUBJECT OUTCOME	
Describe how knowledge of the target audience and product aids in the development and design of an advertisement.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The knowledge of a target audience is described to assist with the design of a new advertisement that meets the AIDA requirements. • The knowledge of the product is described to assist with the design of an advertisement. • An advertisement, which takes into account knowledge of the target audience and the AIDA principle, is designed. The advertisement must be included as evidence. *Range: One advertisement taking both knowledge of target audience and product into consideration*	• Describe how knowledge of a target audience aids the design of a new advertisement that meets AIDA requirements. • Describe how knowledge of a product aids the design of a new advertisement that meets AIDA requirements. • Design an advertisement that takes knowledge of target audience and product into account and include it as evidence.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Project: Design an elementary advertisement for Subject Outcome 9 – 11. • Web research • Group discussions: Notes must be documented. • Written assessment	

SUBJECT OUTCOME	
List ways to determine the purpose of an advertisement.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Methods to determine the purpose of an advertisement is identified and listed clearly. • The manner in which knowledge of the purpose of the advertisement aids the development and design of an advertisement is explained. • An advertisement is developed after the purpose of the advertisement has been given. The advertisement must adhere to the AIDA principles and reflect the purpose of the advertisement.	• Identify the purpose of an advertisement. • Identify and describe the manner in which an advertisement can retrieve feedback from consumers and the reason for the need for feedback from consumers. • Explain the manner in which feedback from consumers aids in the design of advertisements. • Design an advertisement that adheres to the AIDA principles and reflects the purpose of the advertisement and feedback from consumers.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Project: Design an elementary advertisement for Subject Outcome 9 – 11. • Group discussions: Notes must be documented. • Written assessment	

SUBJECT OUTCOME	
Describe ways in which an advertisement can solicit feedback from consumers.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The manner in which an advertisement can retrieve feedback from consumers is identified and described. • A reason for the need of consumer feedback is outlined. • The manner in which feedback from the consumer aids advertisement design is explained. • An advertisement is designed that takes into account consumer feedback. The advertisement must adhere to the AIDA principles and reflect feedback from consumers. The collected consumer feedback must be included.	• Identify and describe ways in which an advert can retrieve feedback from consumers. • Give a reason for the need of consumer feedback. • Design an advert that takes into account consumer feedback. Collect the feedback and include with advert. Consider the AIDA principle when designing an advert that takes into account consumer feedback.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Project: Design an elementary advertisement for Subject Outcome 9 – 11. • Group discussions: Notes must be documented. • Written assessment	

Topic 4: Implementing Promotional Instructions

SUBJECT OUTCOME	
Describe an organisational promotional strategy.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The nature and importance of promotional activity to the organisation is explained in terms of the organisation's promotional strategy. • Media used by an organisation to communicate promotional activity are identified and described.	• Explain the nature of promotional activities in the organisation in terms of the organisation's promotional strategy. • Explain the importance of promotional activities in the organisation in terms of the organisation's promotional strategy. • Describe the ideal media to communicate promotional activities.

	• Describe the media used by an organisation to communicate promotional activities.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • List valuable, successful media used to communicate promotional activities • Class assignment • Assignment on correction of mistakes	

SUBJECT OUTCOMES	
Build, ticket, dismantle and maintain promotional displays (Subject Outcomes 2 and 3).	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Promotional plans are received and understood as intended by the communication. • The promotional display and ticketing strategy of the organisation is described in terms of how it differs from regular displays. • The price marking of items on promotion is described in terms of how it differs from regular price marking in the organisation. • Special promotional display stands are erected and merchandised according to organisational promotional requirements. • Promotional ticketing is displayed according to the policy and procedures of the organisation. • Promotional displays are dismantled at the end of the promotion and left over stock or ticketing is handled according to organisational policies and procedures. • Promotional displays and ticketing are maintained throughout the promotion. • Displays are kept as fully stocked as stock on hand allows. • Successes and shortfalls of the promotion or expected excesses of stock are communicated to relevant parties.	• Source information that could be used to build a promotional display. • Draw a planogram that can be used to assemble a promotional display. • Describe the promotional display and ticketing strategy of an organisation in terms of how it differs from regular displays. • Described the price marking of items on promotion in terms of how it differs from regular price marking in the organisation. • Assemble and merchandise a special promotional display stand according to organisational promotional requirements. • Display promotional ticketing according to the policy and procedures of the organisation. • Dismantle promotional displays at the end of the promotion and handle left over stock or ticketing according to organisational policies and procedures. • Maintain promotional displays and ticketing throughout the promotion. • Keep displays as fully stocked as stock on hand allows. • Communicate successes and shortfalls of the promotion or expected excesses of stock to relevant parties.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Visit or demonstration (Recommend that the salesperson build, ticket and dismantle a promotional display at the learning environment or “Structured Environment” or deliver a PowerPoint presentation.) • Practical exercise: Draw a planogram. • Observation sheets or checklists **OR** • Video show or Internet research (Students can be provided with handouts from a institution which is running a promotion or launch.) • Group discussions and group reports • Practical exercise • Checklist • Topic test	

Topic 5: Professional Behaviour of a Marketing Assistant

SUBJECT OUTCOME
Know how to behave in a business environment.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Dress code is described in accordance with established and familiar policy. • Reasons why it is important to honour one's own working hours are explained with examples of the consequences of not doing this. • The importance of a positive attitude is explained and qualities that indicate attitude are identified in a familiar context. • Good work practice is described in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave. • The reasons why listening skills are important in the workplace are named and examples are given of the results of negative and positive listening skills. • Regulations regarding smoking in the workplace are described with reference to legal requirements and established policy. • The criteria included in a company code of conduct are understood and applied in a familiar situation.	• Describe dress code in accordance with established and familiar policy. • Explain reasons why it is important to honour one's own working hours with examples of the consequences of not doing so. • Explain the importance of a positive attitude. • Identify qualities that indicate attitude. • Describe good work practice in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave. • Name the reasons why listening skills are important in the workplace and give examples of negative and positive listening skills. • Describe regulations regarding smoking in the workplace with reference to legal requirements and established policy. • Understand the criteria included in a company code of conduct and applied in a familiar situation.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Practical assignment: Identify a business to investigate in terms of:
  - Dress code
  - Working hours
  - Desired attitude and qualities
  - Good work practices
  - Communication, nature and importance of listening skills
  - Smoking policy
  - Company code of conduct
    **Enhance with examples where possible.*
- Complete a written report on findings at the end of Topic 6.

OR

- Video
- Checklists
- Informal assessment (question and answer)
- Observation sheets

SUBJECT OUTCOME

Interpret body language in a business environment.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Reasons why it is important to interpret body language correctly in the workplace are given with examples from a selected business context. • The reasons why good posture and eye contact are important in the workplace are explained with examples from a selected business context. • The proper use of a handshake as a greeting in a business setting is explained and the meaning of different handshakes used in South Africa are compared with examples of when it is appropriate to use each handshake. • The reasons why it is important to respect other people's space and why it is inappropriate to touch	• Give reasons why it is important to interpret body language correctly in the workplace with examples from a selected business context. • Explain the reasons why good posture and eye contact are important in the workplace with examples from a selected business context. • Explain the proper use of a handshake as a greeting in a business setting. • Compare different handshakes used in South Africa and determine when it is appropriate to use each handshake. • Explain the importance of respecting other people's space and explain why it is inappropriate to touch

other people in a business environment are explained with examples of the consequences of ignoring business etiquette. • Examples of positive and negative body language are described in a familiar context. • Behaviour that could be considered as sexual harassment in the workplace is described with examples.	other people in a business environment. • Explain, with examples, the consequences of ignoring business etiquette. • Describe examples of positive and negative body language. • Describe behaviour, with examples, that could be considered as sexual harassment in the workplace.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion
- Elementary questionnaire or checklist is designed with the assistance of the lecturer to cover:
  - Interpretation of body language
  - Good posture and eye contact
  - Use of handshakes in South Africa
  - Respect for personal space
  - Business etiquette
  - Sexual harassment
    **Enhance with examples where possible.*

OR

- Video
- Checklists
- Informal assessment (question and answer)
- Observation sheets

SUBJECT OUTCOME	
Meet people in a business setting.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• An explanation is given as to why first impressions are important in a business environment. • The procedure for dealing with unexpected guests is explained in terms of established procedures. • Guests are greeted in the reception area according to established and familiar procedures. • Guests visiting a manager or superior are welcomed according to established and familiar procedures. • People are introduced to each other in a business-like manner. • Different ways of closing an interaction with a customer are demonstrated in a familiar context.	• Explain why first impressions are important in a business environment. • Explain the procedure for dealing with unexpected guests in terms of established procedures. • Greet guests in the reception area according to established and familiar procedures. • Welcome guests visiting a manager or supervisor according to established and familiar procedures. • Introduce people to each other in a business-like manner. • Demonstrate different ways of closing an interaction with a customer in a familiar context.

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussion

Elementary questionnaire or checklist is designed to cover:

- First impressions
- Unexpected guests
- Greeting guests in reception area
- Introduce people to each other
- Closing an interaction
  **Enhance with examples where possible.*

OR

- Video
- Checklists
- Informal assessment (question and answer)
- Voluntary presentations

SUBJECT OUTCOME	
Demonstrate an understanding of basic business ethics in a business environment.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept of ethics is discussed in relation to one's own business environment. • The meaning of ethical business practices is outlined with examples from a familiar context. • Sources of ethical values are explored with examples from a selected business environment. • The concept of ethical values on-the-job is explained with relevant examples. • Personal attitudes and factors that affect ethical values in the workplace are described with examples from a familiar business context. • The concept of ethical diversity is explored at a basic level of understanding using realistic examples from a business context.	• Discuss the concept ethics in relation to one's own business environment. • Outline the meaning of ethical business practices from a familiar context. • Explore sources of ethical values with examples from a selected business environment. • Explain ethical values on-the-job with relevant examples. • Describe personal attitudes and factors that affect ethical values in the workplace with examples from a familiar business context. • Explore the concept of ethical diversity at a basic level of understanding using realistic examples from a business context.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Written assignment • Role-play: Demonstrate examples. • Checklist • Written report • Optional: Additional case studies to prepare for an additional topic test. • Additional topic test • Students subject to an assignment on correction of mistakes.	

Topic 6: Basic Skills in Customer Service

SUBJECT OUTCOMES	
Explain customer service and engage in an interaction with a customer (Subject Outcomes 1 and 2).	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept of good customer service is explained with reference to business sector and an organisation's competitive edge. • Different types of customer are identified in a specific organisation. • The consequences of poor service are identified with reference to the customer, the employee and the organisation. • The procedure for escalating queries is explained with reference to own limit of authority. • An interaction with a customer is opened with reference to an organisation's internal standards. • The customer's needs are identified and reflected back to the customer to confirm understanding • Information is requested to clarify the need. • Non-verbal communication clues are used to determine an approach to the interaction. • An interaction is closed with reference to an organisation's internal standards.	• Explain good customer service with reference to business sector and an organisation's competitive edge. • Identify different types of customer in a specific organisation. • Identify the consequences of poor service with reference to customers, employees and the organisation. • Explain the procedure for escalating queries with reference to own limit of authority. • Open an interaction with a customer in the organisation's internal standards. • Identify the customer's needs and reflect back to the customer to confirm understanding. • Request information to clarify the need. • Use non-verbal communication clues to determine an approach to the interaction. • Create a list of non-verbal communication clues and their meanings for future use or to train new employees of an organisation. • Close an interaction with reference to the organisation's internal standards.

ASSESSMENT TASKS OR ACTIVITIES
• Lecturer and student discussion • Written assignments **Enhance with examples where possible.* • Case study • Informal assessment (question and answer) • Observation sheets • List

SUBJECT OUTCOME	
Demonstrate communication skills to respond to a customer need.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Active listening skills are demonstrated in three different customer service interactions. • Keywords are identified in a customer dialogue and used to formulate an appropriate response. • The main details of the customer's needs, request, query or complaint are recorded and the entry is checked for accuracy with the customer.	• Demonstrate active listening skills in three different customer service interactions. • Identify keywords in a customer dialogue and use it to formulate an appropriate response. • Record the main details of the customer's needs, request, query or complaint. Check the entry for accuracy.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Role-play in "Structured Environment" • Checklist • Informal assessment (question and answer) • Observation sheet	

SUBJECT OUTCOMES	
Process a query to respond to a customer.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Information about the customer and the need is used to formulate an appropriate response. • The response is communicated to the customer using appropriate language. • Enquiries outside own level of authority are escalated to the appropriate party. • An agreement on follow-up actions is reached with the customer. • Feedback on the progress of a query is given to the customer.	• Use information about the customer and the need to formulate an appropriate response. • Use appropriate language to communicate the response to the customer. • Escalate enquiries outside own level of authority to the appropriate party. • Reach an agreement on follow-up actions with the customer. • Give feedback on the progress of a query to the customer.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion • Role-play in "Structured Environment" • Checklist • Informal assessment (question and answer) to determine understanding of concepts or assignment • Case studies to prepare for topic test • Topic test (Students subject to an assignment on correction of mistakes.)	

4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN ADVERTISING AND PROMOTIONS – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55% – 75%	20% – 35%	5% – 15%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.		**30 marks**
Section 2: Compulsory		
Five questions with a choice of any four. These questions must be set from ALL the topics.		
Question 1	30 marks per question	**120 marks**
Question 2		
Question 3		
Question 4		
	GRAND TOTAL	**150 marks**