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Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MARKETING COMMUNICATIONS

NQF Level 3

September 2007

MARKETING COMMUNICATIONS – LEVEL 3

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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 Marketing Communication 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: Marketing Communication* to prepare for and deliver Marketing Communication. 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 MARKETING COMMUNICATION

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 Marketing Communication 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

Marketing Communication, 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

The programme of assessment should be recorded in the Lecturer's Portfolio of 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 MARKETING COMMUNICATION

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MARKETING COMMUNICATION LEVEL 3

Topic 1: The concept - Marketing

SUBJECT OUTCOME	
1.1 Discuss marketing and its components.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The marketing concept is explained accurately. • The components of marketing are explained according to organisation requirements	• Discuss the marketing concept so that the philosophy of marketing is emphasised and understood. • Define marketing in a broad integrated manner. • Discuss the components of marketing.
ASSESSMENT TASKS OR ACTIVITIES	
Written task	

SUBJECT OUTCOME	
1.2 Describe the marketing mix as it occurs in the market context (product, price, place, promotion and people).	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The marketing mix concept is explained to demonstrate an understanding. • The elements of the marketing mix are described with examples. • The importance of the marketing mix is identified and explained	• Discuss elements of the marketing mix as it occurs in the marketing concept. • List examples of the marketing mix. • Show the relation between the various elements of the marketing mix. • Explain the importance of the marketing mix in the marketing context.
ASSESSMENT TASKS OR ACTIVITIES	
• Research task linked to Marketing 1 – Level 2. • Class test	

Topic 2: Integrated marketing communications

SUBJECT OUTCOME	
2.1 Define integrated marketing communications.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The definition of integrated marketing communications is complete, concise and contains all the relevant information. • The evolution of integrated marketing communication is explained. • The use of integrated marketing communication is described. • Steps in using integrated marketing communication are listed and explained.	• Define the concept integrated marketing communications. • Discuss factors influencing integrated marketing communication. • Discuss the evolution of integrated marketing communication. • Describe the uses of integrated marketing communication • List the steps in integrated marketing communication. • Explain the steps in integrated marketing communication.
ASSESSMENT TASKS OR ACTIVITIES	
Research activity – findings could be written in a report or they could be oral with concise points or notes	

SUBJECT OUTCOME	
2.2 Define and explain the objectives of integrated marketing communications.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The definition is complete, concise and contains all the relevant objectives. • The objectives' role in the process of communication is explained. • Methods of communicating the objectives of integrated marketing communication are explained. • The use and monitoring of objectives are explained.	• Identify and define the objectives of integrated marketing communications. • Explain the objectives of integrated marketing communication so that its role in the process of communication is understood. • Identify the methods of communicating the objectives of integrated marketing communication. • Describe the uses of integrated marketing communication. • Explain how the objectives of marketing communication are monitored successfully.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion activity – group application of discussion activity • Written exercise	

SUBJECT OUTCOME	
2.3 Describe integrated marketing communications tools.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The definition is complete, concise and contains all the tools. • A list of integrated marketing communication's tools is drawn up. • How and when the tools are used, is described.	• Explain what integrated marketing communication tools are. • List the integrated marketing communication tools that are used in marketing. • Discuss how and when each integrated marketing communication tool is used in a marketing context.
ASSESSMENT TASKS OR ACTIVITIES	
• Written task • Topic test	

Topic 3: Creative principles of marketing communications

SUBJECT OUTCOMES	
3.1 Discuss the creative principles of marketing communications.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The creative principles of marketing communication are identified and listed. • The use of creative principles of marketing communications according to organisation requirements is identified and explained. • Reasons for the use of creative principles of marketing communications are summarised in table form.	• Identify and list the creative principles of marketing communications. • Explain how the creative principles of marketing communications should be used in accordance with the organisation's requirements. • List examples where creative principles of marketing communications are used. • Explain the reasons why creative principles of marketing communications are used in a marketing campaign.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion • Written task • Self - assessment test	

Topic 4: Respond to customer queries

SUBJECT OUTCOMES	
4.1 Identify customer needs and expectations. *Range: Problem solving, enquiries outside the usual range of goods and service provision, multiple but linked needs, complaint resolution*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Needs and expectations are identified in accordance with organisational requirements. *Range: Accuracy, coverage, timelines* • Customer is contacted to clarify any unclear points in accordance with organisational requirements. *Range: telephone, letter, facsimile, email.* • Checklist for use in clarifying customer needs and expectations is designed	• Identify the needs and expectations of customers according to organisational requirements from a variety of correspondence received. • Clarify the needs and expectations of the customer by contacting the customer by telephone, letter, facsimile or email to clarify unclear points in correspondence. • Design a checklist to use to elicit clarity on the unclear points from the customer whether using a telephone, letter, facsimile or email.
ASSESSMENT TASKS OR ACTIVITIES	
• Noted group discussion • Practical task • Checklist	

SUBJECT OUTCOMES	
4.2 Analyse customer needs and expectations, and identify options to meet these.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Customer needs and expectations are analysed in accordance with organisational requirements. *Range: Accuracy, coverage, timelines* • Customer enquiries that cannot be met by the organisation are referred to appropriate provider in accordance with organisational requirements. • Options for meeting customers' needs and expectations are identified in accordance with organisational requirements. *Range: Accuracy, cost, quality, coverage.*	• Obtain customer correspondence/ complaints from a marketing company • Analyse customer needs and expectations according to organisational requirements from a variety of correspondence obtained. • Explain the procedure if the organisation itself cannot fulfil the customer query. • Explain the procedure for contracting an appropriate provider to meet customer needs if organisation cannot. • Identify organisational options to respond to customer needs and expectations in terms of accuracy, coverage and timelines. • Respond to a sample of five customer needs ensuring accuracy and within organisational timeframes
ASSESSMENT TASKS OR ACTIVITIES	
• Practical task • Written task	

SUBJECT OUTCOMES	
4.3 Write reply by mail, facsimile, and email. *Range: At least 3 written replies are required using at least two of mail, facsimile, email.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Reply is formatted in accordance with organisational requirements. *Range: Format may include but is not limited to date, address, titles, paragraph (opening, enquiry answer, closing), enclosures.* • Reply is written in accordance with organisational requirements. *Range: Customers with 'special needs' may include but are not limited to people with disabilities as defined by the Human Rights Act.* • Reply meets the needs of customers for whom English is their second language. • Options for meeting customer needs and expectations are explained to customer. *Range: advantages and disadvantages of options; customer education where unrealistic expectations exist; recommended option; referral possibilities.* • Customer enquiry is answered in accordance with organisational requirements. *Range: Accuracy, coverage, timeliness.* • Added-value information is provided in accordance with organisational requirements. *Range: Useful services; cost saving options.* • Procedure for giving an oral progress report is explained, and an oral progress report is prepared	• Format a reply to the customer's enquiry in accordance to organisational requirements including the date, address, titles, paragraphs (opening, enquiry answer and closing) and enclosures. • Draft a reply to the customer's enquiry in accordance with organisational requirements using at least two of mail, facsimile or email. • Design a checklist to ensure that the reply to the customer includes organisational requirements including the needs of second language customers, advantages, disadvantages, useful services and cost saving options • Explain the procedure for giving a customer an oral progress report. • Prepare an oral progress report on customer queries.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical task – obtain two examples of customer correspondence from a chosen marketing organisation; draft responses using organisational requirements. (The replies could be drafted based on a case study) • Individual practical task: design a checklist • Written exercise • Practical – student to draft key points to be used in an oral progress report. These should be handed in after practical to be kept as evidence. The practical can be simulated in a structured environment	

SUBJECT OUTCOMES	
4.4 Complete documentation and follow-up procedures.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Documentation is completed in accordance with organisational requirements. *Range: General information, invoices, records, legal requirements, stock control, sales slips. Evidence is required for three different types of documentation.* • Follow-up is completed in accordance with organisational requirements. *Range: Internal checks for progress; progress reports to customer by phone; letter; fax; or email; thank you' communications; apology letters for delays; promotional communications*	• List and describe the documentation that should be filled by the customer and the organisation's employee. • Collect evidence of three types of documentation that is used when an outside provider is used to meet needs of organisation's customers. • Explain the use of the collected documentation. • Fill out the documentation in accordance with organisational requirements. • Explain the follow-up procedure once the customer query has been answered. • Draft follow-up responses to customer queries including progress reports by telephone, letter, fax or email, apology letters for delays and promotional communications.

ASSESSMENT TASKS OR ACTIVITIES
• Research activity • Practical based on research activity documents • Written exercise • Practical • Practical test – could be based on a case study

Topic 5: Presentation communication

SUBJECT OUTCOME	
5.1 Discuss the role of presentation communication in the communication process.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The role of presentation communication is described in relation to the communication process • The purpose of a presentation is identified and explained according to marketing project. • Communication factors to be considered is outlined when preparing a presentation in a marketing context are listed	• Describe the role of presentation communication in relation to the communication process. • Identify the purpose of a presentation. • Explain the purpose of a presentation in relation to a marketing project. • List the communication factors to be considered when preparing a presentation in a marketing context.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion: lecturer to assess facts contributed to the discussion and award marks accordingly • Paired discussion with notes for future practical as students will be required to give presentations.	

SUBJECT OUTCOME	
5.2 Explain how the content matter of a presentation must be prepared.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• An explanation is given of how the content matter of a presentation must be prepared. • Tips for preparing a presentation are summarised.	• Identify methods of preparing content matter for a presentation. • Explain how the various methods of preparing content matter for a presentation are used. • Summarize tips for preparing a presentation including tips for content matter for presentations
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion • Written task	

SUBJECT OUTCOME	
5.3 Discuss communication delivery during a presentation. *Range: verbal and non-verbal communication*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Hints on coping with nervous tension when giving a presentation are discussed • Non-verbal aspects of successful presentations are identified and their impact explained. • Examples of applicable language are described when presenting. The applicable language when presenting must be used correctly • Actions that promote goodwill are described during presentations • A short marketing presentation is prepared and delivered	• Discuss hints to avoid and cope with nervous tension during a marketing presentation. • Identify non-verbal aspects of success in presentations. • Explain the impact of non-verbal communication on presentations. • Give examples of non-verbal communication that should not be used by a presenter. • Discuss actions that promote goodwill between the presenter and the audience. • Describe applicable language that must be used when presenting. • Prepare a short marketing presentation in accordance with the does and don'ts of presentation. • Deliver the marketing presentation

ASSESSMENT TASKS OR ACTIVITIES
• Group discussion followed by individual student practical task • Practical (could be a role-play – student presents to marketing board of directors, etc)

SUBJECT OUTCOME	
5.4 List visual and other aids that could ensure the success of the presentation	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A visual presentation aids list is identified using examples. • An explanation of the visual presentation aids is given according to presentation given. • The use of demonstrations is explained during a presentation.	• Identify visual presentation aids that can be used in a marketing presentation. • List examples of visual presentation aids that can be used in a presentation. • Explain how the visual presentation aids can be used during a presentation. • Discuss the use of demonstrations during a presentation.
ASSESSMENT TASKS OR ACTIVITIES	
Discussion with application task – task possibly from case study	

SUBJECT OUTCOME	
5.5 Explain the concepts assertiveness versus aggressiveness during a marketing presentation	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The concept of assertiveness is explained in relation to presentations. • The use of assertiveness during presentations is identified and explained to ensure successful presentation. • The definition of aggression is given in relation to presentations. • The disadvantages of being aggressive during a presentation are summarised. • Hints on turning aggressiveness into assertiveness are listed with examples.	• Discuss the concept assertiveness in relation to marketing presentations. • List examples of assertiveness during a presentation. • Identify the use of assertiveness during presentations. • List the benefits of being assertive during presentations. • Describe the concept aggression in relation to marketing presentations. • List the disadvantages of being aggressive during a marketing presentation. • Discuss methods of turning aggressiveness into assertiveness during a presentation. • Provide examples of aggression being turned into assertiveness.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion – notes must be documented • Written activity	

SUBJECT OUTCOME	
5.6 Conduct presentations	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A presentation that complies with presentation requirements is made from a written marketing report. • A presentation is made on tasks completed in relation to work done in a marketing department • A demonstration is conducted during a presentation.	• Obtain a marketing report and conduct a presentation on the report. • Make a presentation on tasks that have been completed in a marketing department for a marketing campaign. • Conduct a demonstration during a presentation on a marketing related topic.

ASSESSMENT TASKS OR ACTIVITIES
• Practical – obtain a marketing report from a marketing organisation. Make a presentation based on the report in a simulated environment • Practical • Demonstration NOTE: all three presentations must be completed. • Topic test that could be practical and theoretical

Topic 6: Design communication indicators in the promotional mix

SUBJECT OUTCOME	
6.1 Design a press release for television and radio for the launching of a product to be marketed.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A press release to release a new product is designed to be read on television. • A press release to launch a new product is designed to be read on radio. • A press release to launch a new product is designed to be printed in the newspaper. • The correct grammar, cultural awareness and legal requirements must be taken into consideration.	• Identify elements that should appear in a press release for the newspaper, radio or television. • Explain the importance of all the necessary elements being included in a press release. • Draft a press release to be used to release a new product or service in the newspaper, radio or television, ensuring that correct grammar, cultural awareness and legal requirements are taken into account.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion • Practical tasks	

SUBJECT OUTCOME	
6.2 Design a sales letter that is used in the marketing context.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A sales letter is drafted to promote a product or service. • The correct grammar, cultural awareness and legal requirements are taken into consideration.	• Describe the format of a sales letter. • Discuss the information that should appear in a sales letter that would market goods. • Draft a sales letter to promote a product or service that you have identified, taking into account the correct grammar, cultural awareness and legal requirements
ASSESSMENT TASKS OR ACTIVITIES	
• Noted group discussion • Practical tasks	

SUBJECT OUTCOME	
6.3 Design a short survey to establish how customers feel about a product or service	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A survey is designed to establish how potential customers feel about a product or service. • The survey is not more than one page and includes all the necessary requirements. • The survey is conducted. • A report of the survey is presented	• Identify the elements and information that should appear in a marketing survey. • Prepare a one page marketing survey to test the target market's opinion about a product or service. • Conduct the survey. • Report your findings via a presentation.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion • Practical: integrated assessment could occur with the subjec6t Marketing NCV Level 2. • Practical: a sample simulated survey could be conducted for a product identified. • Practical: integrated assessment could occur with Marketing Communication Topic 5: presentation communication	

SUBJECT OUTCOME	
6.4 Design a good sales pitch to be conducted orally when selling a product	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• An oral sales pitch must be conducted in front of a simulated audience. • The correct language must be used. • Non-verbal language and the target audience must be taken into consideration. • A checklist must be included as evidence with the draft notes for the sales pitch.	• Identify the elements that are important in an oral sales pitch. • Design a good oral sales pitch to sell a product. • Design checklist to help in the design and delivery of the sales pitch. • Ensure that the correct language, non-verbal language and target market requirements are taken into consideration.
ASSESSMENT TASKS OR ACTIVITIES	
Practical – student to decide on product or service to be sold to a particular target audience, draft a checklist to help in the design and delivery of the sales pitch. Correct language and non-verbal language must be used. The sales pitch can take place in front of a simulated target audience. The draft notes must be included.	

SUBJECT OUTCOME	
6.5 Design signage to promote a product or service in the marketing context	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The requirements for promotional signage are discussed • The benefits of using signage in a marketing campaign are explained • Large signage is designed to promote a product or service using promotional requirements. • Signage is legible from a distance of one metre and illustrations are included on the signs.	• Discuss the requirements for promotional signage. • Describe where promotional signage should be used. • Discuss the advantages of using signage in a marketing campaign. • Discuss the use of illustrations on signage. • Explain where illustrations should be used on signage. • Design signage to promote a product or service that complies with promotional legislation and uses illustrations.
ASSESSMENT TASKS OR ACTIVITIES	
• Written activity • Practical – design signage for the oral sales pitch given in Topic 6: Designing of communication indicators within promotional/media mix. Illustrations must be used according to promotional legislation • Practical test based on case study	

Topic 7: Motivation within marketing

SUBJECT OUTCOME	
7.1 Discuss the concept motivation using examples	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The concept motivation is described with examples • Types of motivation are identified and explained with examples. • The degree of motivation that a person must experience in order to be motivated is explained with examples. • Factors involved in the development and motivation of staff required to support sales and marketing activities are identified and described.	• Describe the concept motivation in relation to marketing. • Provide examples of motivation. • Identify the types of motivation that take place in marketing. • Explain the types of motivation that take place. • Give examples of the types of marketing. • Explain the degree of motivation a person must experience before he or she is motivated to act. • Provide examples of the degree of motivation a person must experience before he or she is motivated to act. • Describe factors involved in the development and motivation of staff required to support sales and marketing activities
ASSESSMENT TASKS OR ACTIVITIES	
Group discussion followed by written activity	

SUBJECT OUTCOME	
7.2 Explain the influence of motivation on marketing communication	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The influence of motivation in relation to marketing communications is identified and explained. • The nature of motivation is stated in relation to its influence on marketing.	• Identify the influence of motivation in relation to marketing communications. • State the nature of motivation in relation to marketing and how it influences marketing.
ASSESSMENT TASKS OR ACTIVITIES	
• Written task • Topic test	

Topic 8: Plan and prepare meetings communications

SUBJECT OUTCOME	
8.1 Demonstrate an understanding of the agenda of meetings.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The advantages of a well constructed agenda are explained. • Sources of agenda matters are identified and explained. • An agenda is produced in the required format and time frame. • Matters on agenda appear in logical and systematic order.	• Discuss the format or layout of an agenda. • Identify the items that should appear on an agenda. • Explain why the items on an agenda should appear in a logical and systematic order. • Identify and explain sources of items that will appear on an agenda. • Draft an agenda for a meeting scheduled in the marketing department.
ASSESSMENT TASKS OR ACTIVITIES	
• Research activity – collect examples of formats of agenda used in marketing organisations. Discuss findings in groups and note discussion • Practical - the agenda must be typed not written and it should fulfil all requirements of agendas	

SUBJECT OUTCOME	
8.2 Explain the purpose and objective of minutes of meetings.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Types and purpose of minutes are identified and explained. • The importance of accurate recording and producing of minutes is explained. • The distribution list is described. • Methods of distributing minutes are discussed. • The reasons for distributing minutes promptly are explained.	• Explain the types and purpose of minutes of meetings. • Discuss the objectives of minutes of meetings in relation to marketing meetings. • Explain the importance of the accurate recording and producing of minutes. • Explain a distribution list in relation to minutes of meetings. • Describe who appears on the distribution list of a marketing meeting. • Discuss methods of distributing minutes. • Explain the reasons for the distributing of minutes promptly.
ASSESSMENT TASKS OR ACTIVITIES	
Research activity – collect examples of minutes used in marketing organisations. Research the importance of minutes, methods and reasons of distributing minutes. Discuss findings in groups and note discussion	

SUBJECT OUTCOME	
8.3 Take minutes of meetings.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Resources required for minutes of meeting are listed and explained. • Items to be included in minutes of meeting are listed and explained. • Attendees to meeting are identified. • The characteristics of good minutes are identified and explained. • Minutes are concise and accurate and reflect proceedings • Minutes are produced and distributed in required format and time frame.	• List the resources required for the taking of minutes of meetings. • Explain the items to be included in minutes of meeting. • Discuss the format or layout of minutes in relation to marketing. • Explain how attendants of meetings are identified in relation to the marketing department. • Identify characteristics of good minutes. • Explain the characteristics of good marketing minutes. • Draft minutes of a marketing meeting ensuring that the minutes are concise and accurately reflect the proceedings of the meeting. • Type the minutes of the marketing meeting in required format. • Identify the distribution list of the marketing meeting. • Distribute the minutes of the marketing meeting as per the identified distribution list.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion followed by written exercise • Practical – simulation of a meeting with student to take minutes • Topic test	

Topic 9: Legal environment of the marketing industry

SUBJECT OUTCOME	
9.1 Identify the statutory elements in the structure of an organisation in the marketing sector.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The legislated positions within an organisation in the marketing sector are named with examples of each • The relationship between, and the roles of the legislated positions is described according to their purpose statement portfolio • The legal obligations of the legislated roles are explained with reference to the relevant legislation	• Identify and explain the statutory elements in the structure of a marketing organisation • Name and describe the legislated positions within an organisation in the marketing business sector with examples • Describe the roles of the legislated positions and the relationships between these according to their purpose statement portfolios • Explain the legal obligations of the legislated roles with reference to the relevant legislation
ASSESSMENT TASKS OR ACTIVITIES	
Individual research activity – report or essay on findings	

SUBJECT OUTCOME	
9.2 Describe the structure of an organisation within the marketing business sector	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The structure of a typical company in the marketing business sector is illustrated graphically, with reference to a specific organisation • The functions of a company within the marketing sector are identified with reference to a specific organisation • The statutory positions and their current incumbents are identified in the named organisation	• Describe the structure of an organisation within a marketing business sector • Illustrate the structure of a typical marketing organisation graphically with reference to a specific organisation. • Describe the structure of a named marketing organisation • Identify the functions of a named marketing company • Name the statutory positions and identify their current incumbents in the named organisation

ASSESSMENT TASKS OR ACTIVITIES
• Group research activity - report or essay on findings • Written exercise

SUBJECT OUTCOME	
9.3 Explain how the marketing sector is regulated	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The marketing industry's main representative body is identified, and its functions are explained in relation to the regulation of the industry • The role and functions of any other principle regulatory bodies governing the marketing industry are explained as they apply to the industry • Reasons are given to explain why the marketing industry is regulated with examples of the consequences of an unregulated environment • The Codes of Practice that relate to the marketing industry are identified and the main points listed in summary form	• Explain how the marketing industry is regulated • Identify the marketing industry's main representative body • Explain the representative body's functions in relation to the regulation of the marketing industry • Explain the role and functions of any other principle regulatory bodies governing the marketing industry as they apply to the industry • List and describe reasons why the marketing industry is regulated, with examples of the consequences of an unregulated environment • Identify the Codes of Practice that relate to the marketing industry. • Summarise the main points of the Code of Practice in marketing industry
ASSESSMENT TASKS OR ACTIVITIES	
• Written assignment • Summarise marketing code of practice	

SUBJECT OUTCOME	
9.4 Identify legislation that applies to their own business sector	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The legislation that controls the marketing industry is identified and the main points addressed in the relevant Acts are noted in a mind map • Amendments are identified that have been made to the different pieces of legislation in the past two years • The manner in which industry regulation protects the customer is understood and explained with reference to specific business activities within the industry	• Identify legislation that applies to and controls the marketing industry. • Summarise the main points in the relevant Acts • Mind map the legislation and Acts applicable to marketing • Identify amendments made to the different pieces of legislation in the past two years • Explain the manner in which industry regulation protects the customer with reference to specific business activities within the industry • Describe how other industry regulations influence marketing legislation and the relationship between industries.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion – oral test • Summarise relevant Marketing Acts and current amendments • Written task • Open book test • Examinations and practical examinations based on case studies	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN MARKETING COMMUNICATION - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT),** which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires ***integrated application of competence*** and is executed and recorded in compliance with assessment conditions.

In Marketing Communication Level 3 students will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment/ exam session at the end of the year

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A formal theory examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 3	60%	35%	15%