



NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MARKETING COMMUNICATIONS NQF Level 4

September 2007

MARKETING COMMUNICATIONS – LEVEL 4

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
 - 2.1 Internal continuous assessment (ICASS)
 - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
 - 3.1 Internal moderation
 - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
 - 6.1 Baseline assessment
 - 6.2 Diagnostic assessment
 - 6.3 Formative assessment
 - 6.4 Summative assessment
- 7 Planning assessment**
 - 7.1 Collecting evidence
 - 7.2 Recording
 - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
 - 13.1 Record sheets
 - 13.2 Checklists

SECTION C: ASSESSMENT IN MARKETING COMMUNICATION

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Marketing Communication Level 4**
- 4 Specifications for external assessment in Marketing Communication - Level 4**
 - 4.1 Integrated Summative Assessment Task (ISAT)
 - 4.2 National examination

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 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 assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, 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's 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 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. These 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. Using rubrics is a different way of assessing 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 be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that 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 PoE account for the other 50 percent.

The 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 at least should 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 PoE must include at least:

- 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 a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF MARKETING COMMUNICATION LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MARKETING COMMUNICATION LEVEL 4

Topic 1: Internal and external marketing stakeholders

SUBJECT OUTCOME	
1.1 Identify internal and external stakeholders.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Stakeholders are identified. - All stakeholders are listed - Stakeholders are categorised into internal and external groups. - The difference between internal and external stakeholders is explained. - Stakeholders' requirements clarified.	- Identify stakeholders that are relevant to organisations. - List the stakeholders that are relevant to a marketing context. - Categorise the stakeholders according to internal and external groups dealing with the organisation. - Differentiate between internal and external stakeholders of a marketing organisation. - Clarify stakeholder requirements in a marketing organisation.
ASSESSMENT TASKS OR ACTIVITIES	
- Group research activity. Findings could be written in a report or orally presented. - Observation checklist will be needed as evidence if the oral option is taken.	

SUBJECT OUTCOME	
1.2 Describe stakeholders' relationship with the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Relationships are described. - Relationships are differentiated one from the other. - Importance of the relationships are explained and described. - The impact stakeholders have on the organisation is explained.	- Discuss the stakeholders' relationship with the organisation. - Differentiate the different stakeholder relationships from one another. - Describe the importance of the stakeholder relationships. - Discuss the impact stakeholders have on an organisation and in particular a marketing organisation.
ASSESSMENT TASKS OR ACTIVITIES	
Discussion followed by written activity.	

SUBJECT OUTCOME	
1.3 Describe the stakeholders' relationship to each other.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Relationships are identified. - Relationships that impact on each other are identified. - The significance and implications of the inter-relationships are described. - Strategies to improve stakeholder relationships are implemented according to organisational relationships.	- Identify the stakeholders' relationship with each other. - Identify relationships that impact on each other in a marketing organisation. - Describe the significance and implications of the inter-relationships of the stakeholders of a marketing organisation. - Identify strategies to improve stakeholder relationship according to organisational relationships.
ASSESSMENT TASKS OR ACTIVITIES	
- Group discussion. - Assignment. - Topic test.	

Topic 2: Dynamics of multicultural communication

SUBJECT OUTCOME	
2.1 List the elements of various cultures found in South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The various cultures in South Africa are named. - A description of each culture is given. - The elements of each South African culture are identified and listed.	- Discuss the term culture according to its components. - List the elements of the various cultures found in South Africa. - Describe each culture in South Africa. - Describe the elements of each South African culture according to worldviews, code of ethics, etc.
ASSESSMENT TASKS OR ACTIVITIES	
- Individual or group research activity. - Presentation of findings.	

SUBJECT OUTCOME	
2.2 Describe how the elements of culture influence marketing.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A description of the ways in which each culture interacts with another is given broadly. - The elements of culture that influence marketing are described according to each South African culture	- Describe how each South Africa culture relates with another. - Discuss general elements of culture which would influence marketing. - Discuss specific elements of each South Africa culture that influence marketing. - Discuss ways of communicating with members of each culture as marketing customers.
ASSESSMENT TASKS OR ACTIVITIES	
Noted group discussion activity.	

SUBJECT OUTCOME	
2.3 Explain the concept subculture and how it influences marketing communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The definition for subculture is given. - An explanation is given of how cultures and subcultures operate. - The influence subculture has on marketing communication is explained in relation to each South African culture.	- Define the term subculture. - Interpret the functioning of a culture and subculture. - Provide examples of the functioning of culture and subcultures in the different SA cultures. - Discuss the influence subculture has on marketing communication in relation to each South African culture.
ASSESSMENT TASKS OR ACTIVITIES	
- Research activity – This task could be done in conjunction to the research activity for elements of various cultures in South Africa. - Reporting of findings – Oral or written.	

SUBJECT OUTCOME	
2.4 Define the concept prejudice in a marketing context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept prejudice is defined in a marketing context. - The impact prejudice has on marketing is described.	- Define the term prejudice generally and explain its meaning in the marketing context. - List the differences and similarities between the definitions or explanations of prejudice. - Explain how prejudice influences marketing. - Discuss ways of communicating that avoid prejudice in marketing campaigns.
ASSESSMENT TASKS OR ACTIVITIES	
Group discussion.	

SUBJECT OUTCOME	
2.5 Explain the concept stereotyping and how it influences marketing.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept stereotyping is defined in a marketing context. - The influence stereotyping has on marketing is interpreted.	- Define the term stereotyping broadly and explain its meaning in a marketing context. - List the difference and similarities between the explanations of stereotyping. - Explain how stereotyping impacts on marketing.
ASSESSMENT TASKS OR ACTIVITIES	
- Group discussion. - Topic test or open book test or self –assessment.	

Topic 3: Ethical considerations in multicultural marketing

SUBJECT OUTCOME	
3.1 Describe cultural heritage of own and other cultural groups.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The cultural contributions of members of own and various cultural and ethnic groups are identified. The contributions are described by referring to their impact on current South African society. - Various forms of expression are explained and described by referring to the heritage of own culture and various other cultural and ethnic groups. <i>Range: Forms of expression include folk rhymes, literature, art, dance, religion, and clothing.</i> - The cultural heritage of own group, and that of others, is explained by showing how the cultural heritage is influenced by the world view and/or key ethical concepts of the group.	- Identify the cultural contributions of your own cultural and ethnic group. - Discuss the cultural contributions of other cultural and ethnic groups. - Discuss the impact of the cultural contributions to the current South African society. - Discuss forms of expressions by referring to own culture and various other cultural and ethnic groups including folk rhymes, literature, art, dance, religion, and clothing. - Discuss how cultural heritage is influenced by the world view and key ethical concepts of different cultural groups.
ASSESSMENT TASKS OR ACTIVITIES	
- Group discussion. - Research activity. - Practical - Research forms of expressions and their meaning to each culture. How do they influence the marketing of goods and services? - Written task –Discuss how cultural heritage influences marketing and the promotions of goods or services for different target groups and cultural groups.	

SUBJECT OUTCOME	
3.2 Demonstrate knowledge and understanding of similarities and differences between various cultural and ethnic groups.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The similarities and differences between groups are identified and explained by referring to worldviews and codes of ethics characteristic of specific cultures and/or communities. - The importance of similarities and differences is explained by referring to the natures of interactions within a culturally diverse society. <i>Range: Interactions include – functional and dysfunctional.</i> - Examples of diversity are identified in real world situations in the workplace, sector or institution. The diversity is explained by referring to the particular cultural and ethnic groups involved. - Different opportunities and constraints experienced by various cultural and ethnic groups are explained in relation to the past and current South Africa society. - Cross-cultural concerns are identified and the responses described are relevant to the context, and in line with ethical principles. <i>Range: Cross-cultural concerns include: employment, education, sport, access to medical care, housing.</i>	- Identify the similarities and differences between groups and show how it influences marketing. - Explain the importance of similarities and differences in culture and show how it influences the development of an advertisement for a particular group. <i>Range: Refer to the natures of interactions within a culturally diverse society including functional and dysfunctional.</i> - Establish a marketing approach for the various cultural groups identified. - Identify examples of diversity in real world situations in the workplace, sector or institution. - Explain diversity by referring to the particular cultural and ethnic groups involved. - Relate how the diversity will influence marketing and advertising in an organisation. - Compare marketing now to the past in relation to the different opportunities and constraints experienced by various ethnic and cultural groups that affected their consumer patterns. - Identify cross-cultural concerns and the responses including employment, education, sport, access to medical care, housing. - Deduce how cross-cultural concerns and the responses including employment, education, sport, access to medical care, housing influence advertising and the buying power of consumers. - Explain whether marketing communication was influenced by cross-cultural concerns, similarities or differences.
ASSESSMENT TASKS OR ACTIVITIES	
- Research activity. - Written task – Discuss how similarities and differences between cultural and ethnic groups influences marketing and the sales of goods or services. - Assignment. - Practical exercise – Comparison table. - Individual practical task.	

SUBJECT OUTCOME	
3.3 Identify and examine appropriate ways of interacting ethically in multi-cultural contexts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The principles which direct ethical interaction in specific multi-cultural contexts are correctly identified. The principles are explained by referring to their origin and how they might impact on the interaction. <i>Range: Principles include: cross-cultural/racial tolerance, propriety, acceptance, diversity.</i> - Perceptions which individuals of different racial and cultural groups hold of each other are identified and explained by referring to the governing principles of each group. - Appropriate and inappropriate ways of interacting in multi-cultural contexts are identified and explained in terms of key ethical concepts. - Positive and negative perceptions towards cultural and racial characteristics of other cultures and races, prejudice, stereotyping, ethnicity.	- Identify and explain the principles including cross-cultural/racial tolerance, propriety, and acceptance, diversity by referring to their origins and how they might impact on the marketing interaction. - Identify perceptions that individuals of different racial and cultural groups hold of each other. - Explain the perceptions by referring to the governing principles of each group and its influence on their buying patterns and response to advertisements. - Apply customer service skills showing that principles and perceptions of multi-cultural groups have been taken into account. - Identify appropriate ways of interacting in multi-cultural contexts. - Identify inappropriate ways of interacting in multi-cultural contexts. - Perform customer service skills showing the appropriate way of interacting with customers from different backgrounds. - Discuss positive and negative perceptions towards cultural and racial characteristics of other cultures and races including prejudice, stereotyping and ethnicity and the influence it has on advertising and sales promotions.
ASSESSMENT TASKS OR ACTIVITIES	
- Discussion and assignment. - Research – Community research on perceptions of different race groups living around you or the college – how does it influence marketing and advertising? - Role-play/ - Group discussion and written activity/ - Topic test – Written and/or practical observation.	

Topic 4: Personal marketing culture

SUBJECT OUTCOME	
4.1 Identify and define what marketing is.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Marketing is verbally explained. - All elements of marketing are identified. - Marketing is put into context with other functions.	- Define what marketing means to you personally. - Identify all elements of marketing and their meaning for yourself. - Explain the elements of marketing to a member of your team. - Know how marketing fits in with other organisation functions by describing it to members of your team.
ASSESSMENT TASKS OR ACTIVITIES	
- Introspective exercise. - Group discussion/team discussion -Oral test. - Oral discussion with illustration.	

SUBJECT OUTCOME	
4.2 Identify marketing principles and concepts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Marketing principles are verbally explained. - The components of a marketing concept are defined. - A commitment to marketing principles is demonstrated.	- List marketing principles as you understand them. - Define the components of marketing and its influence on the organisation. - Demonstrate a commitment to marketing principles by instilling them in the work produced.
ASSESSMENT TASKS OR ACTIVITIES	
- Written task. - Oral practical with indicators. - Practical observation.	

SUBJECT OUTCOME	
4.3 Identify the benefits of instilling in self a marketing culture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- People are influenced towards marketing culture. - Company competitiveness is ensured. - Job satisfaction levels are ensured. - Overall business process runs more smoothly. - Customer needs are met.	- List methods of influencing customers and colleagues towards a positive marketing culture. - Discuss the benefits of instilling in self a marketing culture. - Describe procedures to ensure company competitiveness by instilling in self the benefits of a marketing culture. - Discuss methods of ensuring job satisfaction levels of employees by improving the overall business process and its influence on marketing in general and marketing procedure.
ASSESSMENT TASKS OR ACTIVITIES	
- Written exercise. - Procedural checklist. - Group/team discussion.	

SUBJECT OUTCOME	
4.4 Persuade others of the benefits of a marketing culture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Computer orientation is identified and explained. - Customer service orientation is identified and explained. - Interdepartmental objectives are met.	- Identify and explain computer orientation as a means of ensuring a marketing culture. - List ways of ensuring computer orientation is a means of implementing a marketing culture. - Identify and explain customer service orientation as a means of ensuring a marketing culture. - List ways of ensuring customer service is a means of implementing a marketing culture. - Describe procedures for ensuring that interdepartmental objectives are met so that a marketing culture is maintained.
ASSESSMENT TASKS OR ACTIVITIES	
- Written task. - Group discussion. - Procedural checklist for ensuring interdepartmental objectives. - Topic test.	

Topic 5: Marketing work ethics

SUBJECT OUTCOME	
5.1 Meet and adhere to deadlines	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The deadline is the final date for submission and is met. - A systematic timetable is followed. - All work is completed in agreed time frames.	- Design a timetable to ensure deadlines for final marketing submissions are met. - Type the designed marketing plan timetable. - Use the timetable with a checklist to ensure that the marketing plan and activities are completed in agreed time.
ASSESSMENT TASKS OR ACTIVITIES	
Practical - Typed deadline timetable with checklist that ensures all work is completed in agreed timeframes.	

SUBJECT OUTCOME	
5.2 Attend briefings.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Briefing is attended within agreed time frame. - Survey requirements are explained. - A mock interview is conducted. - Active listening skills are used.	- List resources necessary for attending marketing briefings. - Show evidence of and attend marketing briefings on agreed time frame. - Explain survey requirements of attending marketing briefings. - Describe the requirements include venue, resources, stationery and documents needed to conduct a mock marketing interview. - Conduct a mock marketing- orientated interview. - Use listening skills actively to ensure that tasks will be accurately completed without unnecessary follow-up.
ASSESSMENT TASKS OR ACTIVITIES	
- Discussion. - Role-play – Simulation could be done in a structured environment - Observation checklist or report. - Practical exercise – Checklist.	

SUBJECT OUTCOME	
5.3 Return work to relevant parties	
ASSESSMENT STANDARD	LEARNING OUTCOME
Work is returned to relevant parties.	- Create a checklist to quality assure own work according to given instructions. - Complete returned work in the required format. - Return work to recent parties
ASSESSMENT TASKS OR ACTIVITIES	
- Checklist. - Role-play – Simulation could be done in a structured environment. - Practical test in structured environment.	

Topic 6: Development of marketing proposals

SUBJECT OUTCOME	
6.1 Discuss the purpose of a marketing proposal.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept market proposal is explained to demonstrate an understanding. - The need for a marketing proposal is identified and explained in order to attain business for the organisation. - Reasons for having marketing proposals are listed to demonstrate an understanding. - The components of a marketing proposal are identified and listed according to organisation requirements. - The legal requirements for marketing proposals are identified and interpreted in order to ensure that all written proposal are accurate. - The organisational ethics of writing marketing proposals is discussed to ensure that they are taking into consideration when writing a proposal.	- Explain the concept marketing proposal. - Identify the need for a marketing proposal in relation to the organisation attaining business. - List reasons for developing a good marketing proposal. - List the components of a marketing proposal according to organisation requirements. - Identify the legal requirements for marketing proposals. - Interpret the legal requirements for marketing proposals so that proposals are accurately written. - Discuss the organisational ethics of writing proposals. - List the organisational ethics of writing proposals that need to be taking into account when writing proposals.
ASSESSMENT TASKS OR ACTIVITIES	
- Research activity - Individual investigation task – interview a marketing expert/consultant and question him on marketing proposals, their need and use in marketing, legal requirements and organisational ethics ,etc. - Report on research activity.	

SUBJECT OUTCOME	
6.2 Design a written marketing proposal that complies with organisational ethics and legal requirements.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A marketing proposal is written in accordance with assignment given and all components of a marketing proposal are present. - The marketing proposal takes the organisational ethics and legal requirements into consideration.	- Create a checklist to ensure all criteria for developing marketing proposals are met. - Prepare a marketing proposal in accordance with the legal requirements and ethical requirements of marketing proposals. - Type the marketing proposal so that it is professional in appearance as per business standards.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical task - Checklist - Practical – Typed marketing proposal. Students could source ideas from experts or they could have their own ideas for proposals. - Practical test.	

Topic 7: Presentation of marketing proposals

SUBJECT OUTCOME	
7.1 Design a power point presentation to complement a marketing proposal.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A power point presentation is designed to complement the identified marketing proposal. - The presentation fulfils all presentation requirements in relation to style, text. Illustrations, etc.	- Design a power point presentation to complement the written marketing proposal. - Print the power point presentation.
ASSESSMENT TASKS OR ACTIVITIES	
Practical – Design and printed power point presentation.	

SUBJECT OUTCOME	
7.2 Present the marketing proposal taking into account good presentation skills.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The marketing proposal is presented. - The presentation takes into consideration good presentation skills. - Applicable language is used during presentation of the marketing proposal. - Appropriate non-verbal language and goodwill actions are used to encourage interaction during presentation.	- Create a checklist to ensure that the presentation of the marketing proposal goes smoothly. - Type a list of visual aids that will be used during the marketing proposal presentation. - Present the marketing proposal taking into account good presentation skills. - Use applicable language during the presentation of the marketing proposal. - Use appropriate non-verbal language and goodwill actions to encourage interaction during the presentation.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical task- Checklist. - Practical task - Typed list of visual aids to assist in presentation. - Practical task – presentation of marketing proposal as per presentation requirements. - Practical test based on case study.	

Topic 8: Development of advanced marketing materials

SUBJECT OUTCOME	
8.1 Describe the various formats of written communication in terms of its purpose (messages, memos, reports, fax, business letter).	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Formats of written communication are described. - The purpose of each format of written communication is explained. - Grammatical rules are applied. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses.</i>	- Describe the formats of written communication including messages, memos, reports, fax, and business letter. - Explain the purpose of each format of written communication. - Apply grammar – punctuation, spelling, vocabulary, tenses when compiling various formats.
ASSESSMENT TASKS OR ACTIVITIES	
- Discussion followed by written application of tasks and activities. - Oral test. - Practical – Provide formats for the following correspondence methods: message, memo, fax, business letter and report.	

SUBJECT OUTCOME	
8.2 Explain the importance of using the correct format for written communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The importance of using the correct format for written communication is explained. - Examples of each format of written communication are provided. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses.</i>	- Explain the importance of using the correct format for written communication. - Provide examples of each format of written communication.
ASSESSMENT TASKS OR ACTIVITIES	
- Discussion. - Practical integrative assessment with Subject Outcome above - format of written communication.	

SUBJECT OUTCOME	
8.3 Select a format for written communication for a particular audience.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A format for written communication is selected.. - The choice is explained. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses.</i>	- Select a format for written communication for a customer with a complaint, answering a query, advertising a product or service. - Explain the choice your have made for the complaint, query and advert.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical written task. - Discussion based on written task above.	

SUBJECT OUTCOME	
8.4 Communicate a message in writing, using correct grammar and clearly worded information.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Messages are written using correct grammar and clear wording. - The format complements the message of the written communication. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses.</i>	- Write messages for a complaint query and advert using correct grammar and clear wording. - Ensure that the format complements the message of the written communication.
ASSESSMENT TASKS OR ACTIVITIES	
Practical task.	

SUBJECT OUTCOME	
8.5 Explain the reasons for forwarding written communication promptly and why copies are kept on file.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The importance of forwarding written communication is discussed. - Explanations are given for keeping copies of letters, etc on file.. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses.</i>	- Discuss the importance of forwarding written communication. - Explain why copies of letters, etc should be kept on file.
ASSESSMENT TASKS OR ACTIVITIES	
Noted group discussion.	

SUBJECT OUTCOME	
8.6 Describe ways of ensuring that communication is effective (conciseness, proofreading)	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Strategies for ensuring effective communication are described. - A letter is proofread and edited. <i>Range: Formats – business letter/formal letter, facsimile, messages/memo, reports. Grammar – punctuation, spelling, vocabulary, tenses..</i>	- Describe ways of ensuring that communication is effective, including conciseness and proofreading. - Proofread and edit a letter to a customer from the marketing department.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical – Obtain a customer query, respond to it, and proofread the response before sending it to the customer. Include the customer query as evidence. - Practical test based on case study.	

Topic 9: Use and design of electronic communication

SUBJECT OUTCOME	
9.1 Use email to answer queries from customers related to the marketing context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Plan and draft reply to customer. - Email the reply to customer. - The reply answers the customer's query satisfactorily. - A read receipt message is received. - The reply and the read receipt are printed and included as evidence.	- Obtain a customer complaint and draft a reply to a marketing customer. - Email the reply to the customer ensuring that the customer's query is satisfactorily answered. - Print the email reply to the customer query. - Print a read receipt for the answered reply.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical written task. - Practical task. - Practical task - Printed email reply and read receipt.	

SUBJECT OUTCOME	
9.2 Use the internet to source information needed in a marketing campaign.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The internet is used to source identified information needed for a marketing campaign. - The method and search engines used are documented. - The sourced internet information is included as evidence.	- Use the internet, showing the addresses, method and search engine used to source information needed for a marketing campaign. - Print the sourced internet information. - Describe how the sourced internet information will be used in the marketing campaign.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical task– Observation checklist required. - Printed internet information. - Oral task - Observation checklist.	

SUBJECT OUTCOME	
9.3 Design a marketing proposal on computer.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The marketing proposal designed is typed, edited, and formatted on computer. - All computer requirements for marketing proposal designs are fulfilled.	- Create a marketing proposal using power point. - Edit and format the marketing proposal using power point.
ASSESSMENT TASKS OR ACTIVITIES	
Practical – Marketing proposal using power point. Integrative assessment could take place with Topic 6: Marketing proposals.	

SUBJECT OUTCOME	
9.4 Design marketing pamphlets	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Marketing pamphlets designed earlier can be typed on computer now or a new pamphlet can be designed. - The pamphlet fulfils the requirements of well-designed pamphlets.	Retrieve designed pamphlet from earlier outcome or create a new pamphlet on computer include the AIDA principles and all requirements of a pamphlet.
ASSESSMENT TASKS OR ACTIVITIES	
Practical task - Integrative assessment – Could retrieve designed pamphlet from earlier outcome or create a new pamphlet on computer include the AIDA principles and all requirements of a pamphlet. Facilitator to decide if new pamphlet should be designed rather than retrieve previously designed one.	

SUBJECT OUTCOME	
9.5 Design and develop a press release for television and radio.	
ASSESSMENT STANDARD	LEARNING OUTCOME
A press release is designed for television. Assessment notes: The above has been assessed previously, what is needed now is the use of the computer to design the above. The design on computer must now be assessed.	- Design a checklist to ascertain if you have correctly designed or created a television press release, newspaper release and radio release. - Type or create the press release for release on television taking into account the requirements for a television press release. - Type or create the newspaper release according to requirements for a newspaper release. - Type or create the radio release according to radio release.
ASSESSMENT TASKS OR ACTIVITIES	
Practical exercise – Checklist.	

SUBJECT OUTCOME	
9.6 Use a database system to access information needed in a marketing launch.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- An existing database system is loaded or logged into. - A record is found based on given criteria. - Data is sorted and selected based on given data. - Selected data is presented in a particular sequence on screen and in reports. - A report is modified - Data is grouped in a report. - Report is printed using installed printer.	- Log onto a database system according to organisational procedures. - Find a record according to criteria given. - Print a copy of the data found according to organisation policy and procedures. - Sort and select data according to provided data. - Print sorted and selected data according to organisation policy and procedures in report form. - Modify a report according to organisation procedure including access codes, etc. - Group data in a report according to given criteria. - Print report.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - Student must use a database system that he/she is already familiar with to log on and find a record according to given instructions and criteria. - Practical task - Printed report of database.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN MARKETING COMMUNICATION - LEVEL 4

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 during the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

In Marketing Communication Level 4 students will have achieved the competencies during 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:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	30%	20%