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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ENTREPRENEURSHIP

NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Entrepreneurship 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: Entrepreneurship* to prepare for and deliver Entrepreneurship. 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 ENTREPRENEURSHIP

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 Entrepreneurship 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

Entrepreneurship, 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.

The following internal assessment units guide the assessment of Entrepreneurship/Project Management.

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes

- **Entrepreneurship Level 2 – An example of a simple business plan**

Students identify or are given an idea for a simple business to plan and develop. As Entrepreneurship is offered as an optional in both Business Studies and Engineering Studies, students should develop an entrepreneurial business idea in the field they are studying, for example a woodwork student could investigate the need for a professional carpenter in the community while an Information Technology student could put together a business plan offering his or her Information Technology expertise.

The plan must include a:

- Title page
- Executive summary
- Introduction
- Marketing plan
- SWOT analysis
- Financial plan
- Staff structure
- Technical plan
- Material purchasing plan
- Environmental impact assessment
- Conclusion
- Appendices

- **Project Management Level 3 – An example of a simple project plan**

Students identify or are given a simple project plan to develop. Students should develop ideas for projects in their area of training. Colleges should encourage students to develop plans for social responsibility projects. If a disadvantaged school in the community needs a computer room, engineering students could develop and initiate a project to build tables for the computer room while management students could instigate a project to teach their computer skills after hours at the school to members of the community. Other ideas the lecturer could suggest include planning a Student Representative Council voting day, co-ordinating the Student Representative Council inauguration function or hosting a college HIV awareness week.

The plan must include:

- Project management tools
- Application of ethics
- Project estimating and costing
- Project administration
- Team initiatives

Students must compile a report on the:

- Identity of the project
- Type of tools used
- Activities to be managed
- Budget
- Timeframes
- Team duties identified
- Leadership and management styles employed to develop the plan

Students must compile a reflective document on:

- The challenges encountered and how these challenges were overcome
- Changes that could be made to improve the plan

- **Project Management Level 4 – An example of a simple project plan**

Students identify or are given a simple project plan to develop, for example planning a Student Representative Council voting day, co-ordinating the Student Representative Council inauguration function or hosting a college HIV awareness week.

The plan must include:

- Project management tools
- Application of ethics
- Project estimating and costing
- Project administration and scheduling
- Team initiatives
- Risk management

Students must compile supporting documentation on project initiation and implementation to include the:

- Identity of the project
- Type of tools used
- Activities to be managed
- Budget
- Timeframes
- Risks identified and managed
- Team duties identified
- Leadership and management styles employed to develop the plan
- Supervision of project

Students must compile a reflective document on:

- The challenges encountered and how these challenges were overcome
- The successes experienced during the initiation and implementation of the project plan
- Changes that could be made to improve the plan

2.1 Topics for internal assessment

These assessment tasks should be kept on record as well as evidence, feedback and judgement kept in the Portfolio of Evidence (PoE)

- **Entrepreneurship Level 2**

Exit Level Outcome 1: Compile an elementary business plan for a small business venture.

Assessment Standards

- Entrepreneurial opportunities and ideas are identified and described using a SWOT analysis.
- The advantages and disadvantages of entrepreneurship and the characteristics of an entrepreneur are identified with the purpose of participation in business opportunities.
- The characteristics and personality traits of an entrepreneur are identified and described with examples of skills needed in relation to a specific business venture.
- The elements of a business plan are outlined and described in terms of its objectives and purpose.
- An elementary business plan is developed using a specific format.

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
1	Entrepreneurship Customer Relations	55%	35%	10%
2	Basic Finances	55%	35%	10%
3	Manage Time and Work Process	40%	50%	10%
4	Business Plan	30%	50%	20%

TERM	PORTFOLIO ASSESSMENTS	TOPICS
1	**One**	Entrepreneurship [Theory and Practical] Customer Relations [Theory and Practical]
	Two	
	Three	
2	**Four**	Basic Finances [Theory and Practical]
3	**Five**	Manage Time and Work Processes
4	**Six**	A Business Plan
	Seven	

- **Project Management Level 3**

Exit Level Outcome 1: Develop a simple project plan

Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time, and resources (human and/or material and/or equipment) information.

Assessment Standards

- A project plan is developed for a small venture.
- The reasons why support should be given to project teams are identified and expanded with examples.
  Range: Support includes, but is not limited to, administrative (recordkeeping), financial (quotations, costings) and organising (resources).
- Leadership skills are identified to support and manage a simple project.
- The role of ethical conduct is explained and applied to manage a project.

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
1	Fundamentals of Project Management Project Management Tools and Techniques Application of Ethics in Project Management	55%	35%	10%
2	Project Estimation and Costing Develop a Project Plan	50%	40%	10%
3	Project Administration Leadership in a Project Environment	40%	50%	10%
4	Projects are Team Initiatives	30%	50%	20%

TERM	PORTFOLIO ASSESSMENTS	TOPICS
1	**One**	Fundamentals of Project Management Project Management Tools and Techniques Application of Ethics in Project Management [Theory and Practical]
	Two	
	Three	
2	**Four**	Project Estimation and Costing Develop a Project Plan [Theory and Practical]
	Five	
3	**Six**	Project Administration Leadership in a Project Environment [Theory and Practical]
	Seven	
4	**Eight**	Projects are Team Initiatives

- **Project Management Level 4**

Exit Level Outcome 1: Plan, execute and control activities of a simple project.

Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time and resources (human and/or material and/or equipment) information.

Assessment Standards

- A project is planned according to project principles.
- The activities of a project are executed and controlled according to given specifications.
- Project management processes and techniques are applied to manage a project from implementation to completion.
  Range: Processes and techniques include, but are not limited to, planning, scoping, scheduling and budgeting.
- The potential risks within a project are explained and quantified in terms of severity and probability.
  Range: Risks may include, but are not limited to, financial risks, human resource risks and physical and environmental risks.
- Leadership skills and techniques are selected and used in the management of a project.
  Range: Skills include, but are not limited to, professionalism, ethical values, norms and social standards, positive attitudes, perseverance, non-judgmental conduct, delegation and clear communication.

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
1	Project Delivery Strategies and Operations Project Initiation and Leadership Styles	55%	35%	10%
2	Developing Schedules for Project Management Supervision of a Project	50%	40%	10%
3	Project Risk Management	40%	50%	10%
4	Review the Project	30%	50%	20%

TERM	PORTFOLIO ASSESSMENTS	TOPICS
1	**One**	Project Delivery Strategies and Operations Project Initiation and Leadership Styles [Theory and Practical]
	Two	
2	**Three**	Developing Schedules for Project Management Supervision of a Project [Theory and Practical]
	Four	
3	**Five**	Project Risk Management [Theory and Practical]
	Six	
4	**Seven**	Review the Project

ASSESSMENT OF ENTREPRENEURSHIP

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ENTREPRENEURSHIP – LEVEL 2

Topic 1: The Entrepreneur

SUBJECT OUTCOME	
Identify and discuss characteristics of an entrepreneur.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The characteristics of a successful entrepreneur are identified and discussed with examples. *Range: Characteristics include, but are not limited to, the ability to take calculated risks, take the initiative and ensure sustainability.* • Typical entrepreneurial skills, personality traits and values of entrepreneurial behaviour are clearly differentiated with examples. • The importance of each characteristic is analysed in the context of a specific new venture. • The technical, business, managerial and personal traits and characteristics required to establish a successful venture are explained with examples.	• Define entrepreneurship in terms of technical, business and managerial requirements. • Identify the characteristics required of an entrepreneur to meet the technical, business and managerial requirements. • List how these characteristics are typical of a successful entrepreneur. • Discuss, using examples, the characteristics (including the ability to take calculated risks, take the initiative and ensure sustainability) that are typical of a successful entrepreneur explaining the importance of each. • Differentiate between the skills, personality traits and values of an entrepreneur. • Explain, with examples, how these personality traits and characteristics complement the technical, business and managerial requirements to establish a new venture.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where entrepreneurial characteristics and skills can be identified. • Task-based: Investigate the characteristics and skills required to establish a successful venture. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Identify the advantages and disadvantages of entrepreneurship.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• An understanding of what makes a business is explained. • The economic importance of an entrepreneur is described. • Entrepreneurship in terms of employment opportunities is discussed and explained. • The merits of entrepreneurship are identified. • Reasons why entrepreneurs fail or succeed are identified and discussed with examples.	• Describe the business environment, grouping similar jobs in departments. • Explain how departments support one another and are influenced by the external environment. • Describe the economic environment, emphasising the need and importance of entrepreneurship. • Discuss, with examples, entrepreneurial and employment opportunities. • Identify the merits of entrepreneurship and list the advantages of becoming an entrepreneur. • List reasons why entrepreneurs fail or succeed. • Discuss, with examples, reasons why entrepreneurs fail or succeed.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where entrepreneurial advantages and disadvantages can be identified. • Task-based: Investigate the entrepreneurial advantages and disadvantages of establishing a successful venture. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Discuss a SWOT (Strength; Weaknesses; Opportunities; Threats) analysis.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• An entrepreneurial profile test is completed and strengths and weaknesses are identified. *Range: An entrepreneurial profile includes, but is not limited to, credit worthiness and entrepreneurial skills and abilities.* • The profile is matched to a suitable business opportunity. • A plan of action to address weaknesses is compiled and explained. • Programmes to address skills weaknesses are identified and attended. • Ongoing measurement and evaluation tools to maximise strengths and reduce weaknesses are understood and used to measure skills growth. • Entrepreneurial skills are improved according to skills plans and programmes. • Entrepreneurial progress is monitored on an ongoing basis.	• Prepare an individual entrepreneurial profile, which includes, but is not limited to, credit worthiness and entrepreneurial skills and abilities. • Using this information, prepare a SWOT analysis. • Develop a personal growth programme to attend to identified skills weaknesses. • Define and give generic examples of evaluation tools that can be used to measure strengths and weaknesses. • Identify measurement and evaluation tools used to maximise strengths and reduce weaknesses. • Identify entrepreneurial opportunities in own entrepreneurial profile and personal growth plan, according to skills plans and programmes.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where entrepreneurial strengths, weaknesses, opportunities and threats can be identified. • Task-based: Investigate personal entrepreneurial profile in terms of strengths, weaknesses, opportunities and threats. • Apply this theory in an assignment, contemplative document or project. Explain what evaluation tools have been chosen and why these tools were chosen over other options. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Identify entrepreneurial opportunities.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The process of idea generation is identified. • *Range: idea generation* e.g. using variations on existing products, brainstorming and identifying gaps in the market.; *protecting ideas* • Entrepreneurial opportunities are identified and described in relation to own context. *Range: Own context includes, but is not limited to, family, community, wider economic trends and development, credit worthiness and entrepreneurial profile.* • Entrepreneurial opportunities are identified and described in relation to the talents, interests and profile of the student. • Problem-solving and critical thinking techniques in relation to entrepreneurial opportunities are used to match opportunity and own talents and interests to a proposed business venture. • Possible problems and limitations of identified opportunity are identified and ways to overcome them are described. • The information gathered in the SWOT analysis and identified entrepreneurial opportunities are used to decide whether the business is viable.	• Define the process of idea generation by innovation and creativity, e.g. using variations on existing products, brainstorming and identifying gaps in the market. *(Topic 2 SO1 LO1+2 - Idea generation can also include identifying and ranking the basic needs common to all people in order of importance. The basic needs of people are compared for different socio-economic groups).* • Explain the process of protecting ideas referring to secrecy, patents, trademarks and copyrights. • Identify and describe entrepreneurial opportunities in relation to own context. • Identify entrepreneurial opportunities in relation to the talents, interests and profile of the student. • Match opportunity and own talents and interests to a proposed business venture. • Identify possible problems and limitations of identified opportunities. • Identify ways to overcome possible problems and limitations. *(SO6 AS3 – Discuss the possibilities of the new product or service and identify attitudes, values and*

	other factors that could prevent people from buying the product or service of the new venture.) • Use the information gathered to identify entrepreneurial opportunities and the SWOT analysis to decide whether the business is viable.

ASSESSMENT TASKS OR ACTIVITIES

- Test-based: Class test – integrated summative assessment of the module
  - Define terms
  - Questions and answers
  - Task based
- Task-based: Respond to a case study on a new venture where entrepreneurial opportunities can be identified.
- Task-based: Investigate entrepreneurial opportunities in relation to own context to establish a new venture.
- Apply this theory in an assignment, contemplative document or project.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

Topic 2: Customer Relations and Marketing

SUBJECT OUTCOME

Identify potential clients for a new venture.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Basic needs common to all people are identified and ranked in order of importance. • The basic needs of people are compared for different socio-economic groups. • The possibilities of the new product or service is discussed and attitudes, values and other factors are identified that could prevent people from buying the product or service of the new venture. • Factors are identified that may motivate people to buy the product or service of a new venture.	• Identify basic needs common to all people and rank in order of importance. *(See Topic 1 SO4 LO1)* • Compare the basic needs of people in different socio-economic groups. • Discuss the possibilities of introducing a new product or service to an existing market. • Explain, using examples, the concept of benefits of product or service. • Identify factors that may motivate people to buy the product or service of a new venture. • Identify attitudes, values and other factors that could prevent people from buying a product or service of a new venture.

ASSESSMENT TASKS OR ACTIVITIES

- Task-based: Respond to a case study on a new venture where potential clients can be identified.
- Task-based: Investigate potential clients required to establish own venture.
- Apply this theory in an assignment, contemplative document or project.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

SUBJECT OUTCOME

Survey opinions on the need for the products or service of a new venture.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• A questionnaire is compiled to find out why people would or would not buy the product or service. • A sample of at least three people known to the student is selected. • The people in the sample are interviewed using the prepared questionnaire. • The information obtained is presented in a bar graph and the likelihood of the product or service being successful in that community is estimated.	• Define a questionnaire. • Using generic examples explain the different components of a questionnaire. This explanation includes, but is not limited to, types of questions, space for full answers, choice of answers, suggestions and feedback. • Compile a questionnaire to find out why people would or would not buy the product or service. • Identify at least three people, (e.g. friends, family,

	business owners, community leaders) as a sample to be surveyed for marketing information. • Interview the people in the sample using the prepared questionnaire. • Estimate the likelihood of the product or service being successful in that community. • Present the information obtained and support information using a bar graph.

ASSESSMENT TASKS OR ACTIVITIES

- Task-based: Develop a survey instrument/questionnaire to research the response of people to new product or service.
- Task-based: Survey opinions on the need for a new product or service and analyse the results.
- Apply this theory in an assignment, contemplative document or project.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

SUBJECT OUTCOME

Determine and implement suitable ways to promote the products or service of a new venture.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Marketing concepts are outlined for a business plan. • Promotion is defined using examples of different advertising strategies. *Range: Promotion of a product or service includes, but is not limited to, advertising, launches, informal selling, formal selling and the various activities undertaken to make customers aware of a product or service.* • A list of suitable ways to promote a product or service of new venture is prepared. • The examples of suitable promotion of the product or service of the new venture are provided, with explanations on how the promotion will be implemented. *(Use in Topic 4 SO3)*.	• Define promotion, using examples of different advertising strategies. • Prepare a list of suitable ways to promote the product or service of the new venture. • Provide suitable examples of the promotion of the product or service of the new venture. • Explain how the promotion will be implemented.

ASSESSMENT TASKS OR ACTIVITIES

- Task-based: Respond to a case study on a new venture where suitable ways to promote a product or service can be identified.
- Task-based: Develop suitable ways to promote the product or service of own venture.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

SUBJECT OUTCOME

Discuss customer relations to ensure customer satisfaction.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Customer relation practices to ensure customer satisfaction are discussed and described for implementation. *Range: Customer relations practices include, but are not limited to, after-sales service and customer surveys to determine levels of customer satisfaction.* • Processes to record customer information are identified.	• Discuss customer relations practices, e.g. after-sales service and customer surveys to determine levels of customer satisfaction. • Explain, using examples, the process for recording customer information. • Determine best approaches for use of customer records in marketing and selling business products or services. • Describe how customer relation practices ensure

	customer satisfaction.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where entrepreneurial customer relations to ensure customer satisfaction can be identified. • Task-based: Survey entrepreneurial customer relations to ensure customer satisfaction and explain with examples. • Apply this theory in an assignment, contemplative document or project. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Explain basic principles of negotiation to secure new business.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Customer needs and ways to respond to needs are identified. • Customer interest is stimulated by identifying and demonstrating applications and features for products or services. • Ways to maintain customer satisfaction are identified by responding objectively to customer queries relating to products or services. • The process for recording evidence of sales performance is discussed and explained against targets set for achieving professional excellence.	• Identify applications to stimulate customer interest in the features of product or services. • Identify ways to maintain customer satisfaction by responding objectively to customer queries relating to goods or services. • Discuss the process for recording evidence of sales performance. • Explain how to achieve professional excellence against targets by using records of sales performance. • Prepare information to respond to further customer needs and update customer records.
ASSESSMENT TASKS OR ACTIVITIES	
• Test-based: Class test – integrated summative assessment of the module ▪ Define terms ▪ Questions and answers ▪ Task based *(Refer to Topic 2 SO1)* • Task-based: Respond to a case study on a new venture where entrepreneurial basic principles of negotiation to secure new business can be identified. • Task-based: Research the entrepreneurial basic principles of negotiation to secure new business. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

Topic 3: Basic Finances

SUBJECT OUTCOME	
Outline basic financial terminology.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The terminology related to financial practices is explained. *Range: Terminology includes, but is not limited to, costing of product or service, start-up costs, variable costs, fixed costs, pricing calculations of product or service, mark-up, profit, breakeven, total costs, sales forecast and cash flow.* • The procedure for costing of a product or service is explained. *Range: Principles and procedures for compiling cost price include, but are not limited to, start-up costs, variable costs, fixed costs and total costs.*	• Define the terminology associated with the finances of a new venture. • Explain the principles and procedures to compile cost price of a product or service. • Assess the costs of a product from a given example. • Calculate the total cost of products from given examples.

ASSESSMENT TASKS OR ACTIVITIES
• Task-based: Assess examples of calculations. • Task-based: Respond to a case study on a new venture where entrepreneurial basic financials can be applied and calculations done. • Apply this theory in an assignment, contemplative document or project. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*

SUBJECT OUTCOME	
Outline processes and principles for the pricing of a product or service.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The principles and processes to price a product or service are explained. *Range: The principles and processes include, but are not limited to, total cost, break-even, profit margin, competitive advantage and sales forecast.*	• Explain pricing principles and processes to price a product or service. • Assess the pricing of products or services in a given example. • Calculate the selling price of products or services in given examples.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Assess examples of calculations. • Task-based: Respond to a case study on a new venture where entrepreneurial principles for pricing can be calculated. • Apply this theory in an assignment, contemplative document or project. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Outline process and principles of financial management, recordkeeping and stock control.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The processes and procedures of financial management are explained with examples. *Range: The processes and procedures include, but are not limited to, income, expenditure and cash flow.* • The processes and procedures for recordkeeping in a small business are explained and discussed. • Stock control and management is explained with examples.	• Analyse a given example of what is meant by the cash flow of a business and how it affects the business over a period. • Explain and discuss recordkeeping in a small business and the requirements to manage a business successfully. • Discuss some banking facilities that an entrepreneur could use. • Explain how stock is managed and controlled.
ASSESSMENT TASKS OR ACTIVITIES	
• Test-based: Class test – integrated summative assessment of the module ▪ Define terms ▪ Questions and answers ▪ Task based • Task-based: Respond to a case study on a new venture where entrepreneurial processes and principles of financial management, recordkeeping and stock control can be identified and calculated. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

Topic 4: Manage Time and Work Processes

SUBJECT OUTCOME	
Create, use and maintain a task list.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The purpose of a task list for self and one's team is explained using examples. • Create a task list for self and/or the team, sequenced to meet operational requirements. • Information and documentation required are recorded on the task list and flagged for further action.	• Define a task list. • Explain, using examples, the value of using and maintaining a task list in terms of a specific work context. • Identify steps or stages in a familiar set of tasks. • Develop a task list for an entrepreneurial plan to document and record information required and identify items to be flagged for further action. • Receive and capture, online or manually, additional information. • Report completed tasks to the appropriate authority and check off the task list. • Include a task list in a given action plan to ensure that outstanding requirements are completed in time.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where entrepreneurial task lists can be identified. • Task-based: Investigate the creation and maintenance of entrepreneurial task lists required to establish a successful venture. • Assignment: Develop, use and maintain a task list applicable to the opportunity identified. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME	
Use and maintain a diary.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The purpose of keeping a diary is explained with examples. • Information is recorded systematically in the diary. • Actions are taken according to diary entries.	• Explain and discuss the purpose of using a personal diary and an organisational dairy system (including, but not limited to, a personal diary, desk diary and year planner), either manually or electronically, in the context of a self-management tool, e.g. PC and cellphone to make a task list or record appointment date and time. • Use diary entries to support an action plan
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Research the entrepreneurial use of a dairy when establishing a new venture. • Apply this theory in an assignment, contemplative document or project to use and maintain a diary for the identified opportunity. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

SUBJECT OUTCOME
Prioritise tasks.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Criteria for prioritising tasks are explained according to organisational requirements. • Tasks are sorted and prioritised and deadlines set, according to operational requirements. • Resources and the acquisition thereof are identified, according to the task list.	• Explain the concept of prioritising tasks, using examples that include timeframes and deadlines. *(Topic 4 SO1 LO2 – tasks are identified.)* • Sort and prioritise identified tasks, according to type, importance and deadlines. • Identify an activity to do with the product or service identified by the student that requires the timing and recording of each step. • Identify the time needed for each step and time needed to complete the task • Using a generic schedule, record time needed to complete tasks and identify achievable deadlines.

ASSESSMENT TASKS OR ACTIVITIES

- Task-based: Respond to a case study on a new venture where entrepreneurial task prioritisations can be identified.
- Task-based: Investigate entrepreneurial task prioritisation required to establish a successful venture and explain with examples.
- Apply this theory in an assignment, contemplative document or project to prioritise tasks for the identified opportunity.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

SUBJECT OUTCOME

Plan and follow a work schedule.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Regular daily, weekly and monthly activities are named and recorded on a work schedule. • A roster is drawn up to ensure that all the activities can be completed on time. • Internal clients are informed of the aspects of the work schedule that affect them. • The schedule is followed and adjusted, if necessary, to allow for unexpected interruptions.	• Identify regular daily, weekly and monthly activities. • Record and schedule (manually or electronically) activities using a dairy. • Define the term roster as a tool to identify duties and the responsible person for each duty. • Explain, using examples, how this tool can be used to develop a work schedule, which includes all the dates, timeframes and deadlines that an entrepreneur would need. • Draw up a roster up to ensure that all the activities for the identified tasks can be completed on time. • Define the term internal client. • Explain, using examples, how internal clients are interrelated in the work process. • Using generic templates, prepare examples of documentation to inform internal clients of the aspects of the work schedule that affect them. • Explain, giving examples, the need for adjustments to schedules. • Prepare a short-term activity that allows a schedule to be followed and adjusted, if necessary, to allow for unexpected interruptions. *(See Topic 4 SO5 – LO 1,2 and 3)*

ASSESSMENT TASKS OR ACTIVITIES

- Task-based: Respond to a case study on a new venture where an entrepreneurial work plan and schedule can be identified.
- Task-based: Research entrepreneurial plans and work schedules required to establish a successful venture.
- Apply this theory in an assignment, contemplative document or project to plan a work schedule.
- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful

entrepreneurs; and working in a team.

SUBJECT OUTCOME	
Compile entrepreneurial goals.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Short, medium and long-term goals are planned in relation to entrepreneurial goals • Personal short-term goals in an entrepreneurial context are clearly described and discussed. • A plan of action to develop technical, business, managerial and personal skills in relation to entrepreneurial opportunity is compiled and implemented. • Suitable mentors and coaches to assist in implementation of plan are identified. • Resources to be used to implement the plan of action according to the guidelines are identified.	• Define goals and a plan of action and give generic examples. • Explain the concept of timeframes by including the criteria that would be needed for short, medium or long-term plans. • Identify all aspects of entrepreneurial opportunities to plan short, medium and long-term goals. • Compile and develop short-term goals for self in entrepreneurial context for a personal growth plan to create a new venture. • Discuss short-term goals described. • Develop a plan of action for technical, business, managerial and personal skills in relation to entrepreneurial opportunity. • Compile plan to show each stage and how each stage of the plan will be implemented. • Include a task list in the action plan to ensure that outstanding requirements are completed on time. • Support action plan by using diary entries. • Differentiate between mentors and coaches. • Identify mentors and coaches to assist in implementation of identified plan and pursuit of entrepreneurial opportunities. • Identify resources to be used to implement plan. *(Link to Topic 3 SO 1-4)*
ASSESSMENT TASKS OR ACTIVITIES	
• Test-based: Class test – integrated summative assessment of the module ▪ Define terms ▪ Questions and answers ▪ Task based • Task-based: Respond to a case study on a new venture where entrepreneurial goals can be identified. • Task-based: Investigate entrepreneurial goals required to establish a successful venture and explain using examples. • Apply this theory in an assignment, contemplative document or project to develop own goals for ident6ified opportunity. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

Topic 5: A Business Plan

SUBJECT OUTCOME	
Explain and discuss the purpose of a business plan.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The purpose of a business plan is described. • The need for and use of a business plan is discussed. *Range: Access to finance and monitoring and development tool*	• Describe the purpose of a business plan. • Explain the need for a business plan, e.g. to procure finance or monitor development.
ASSESSMENT TASKS OR ACTIVITIES	
• Task-based: Respond to a case study on a new venture where the purpose of an entrepreneurial business plan can be identified. • Task-based: Research the need for an entrepreneurial business plan when establishing a venture and explain with examples.	

- Observation-based: Summarise the group discussion.
- Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE).

Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.

SUBJECT OUTCOME	
Understand the different components of a business plan.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The different components of a business plan are listed. *Range: Title page, executive summary, introduction, marketing plan, SWOT analysis, financial plan, staff structure, technical plan, material purchasing plan, environmental impact assessment, conclusion and appendices* • The different components of a business plan are explained. *Range: Factors to consider are market size, quality, cost per job, potential profits, empowerment and number of jobs created.* • The impact of the internal and external environment on a business plan is explained with examples. • The functions of the different components of the business plan are analysed. *Range: Factors to consider are market size, quality, cost per job, potential profits, empowerment and number of jobs created.* • Information relating to the individual selected business idea is gathered and analysed. • The development of the business plan is assessed. *Range: Assess component by component.* • The written business plan is assessed. *Range: Assess against the generic business plan.*	• List the different components of a business plan using examples and a generic template. • Explain the different components of a business plan. Differentiate between the internal and the external environment. (Internal market includes the departmentalisation of the organisation. External environment includes political, economical, social, technical and legal contexts. • Explain the impact of the external environment on business plan components. • Assess components of a given business plan, e.g. assess component-by-component. • Collect and organise information relating to the individual selected business idea on the given template.
ASSESSMENT TASKS OR ACTIVITIES	
• Test-based: Class test – integrated summative assessment of the module ▪ Define terms ▪ Questions and answers ▪ Task based • Task-based: Respond to an example of a new venture where entrepreneurial business plan components can be identified • Task-based: Investigate an example of an entrepreneurial business plan and its components and explain with examples. • Apply this theory in an assignment, project or contemplative document and develop own business plan. • Observation-based: Summarise the group discussion. • Retain evidence for each Assessment Standard in the Portfolio of Evidence (PoE). *Critical Outcomes: Incorporate problem solving; collecting, analysing and organising information relating to successful entrepreneurs; and working in a team.*	

4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN ENTREPRENEURSHIP – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

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

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

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

OR

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

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

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

4.2 National Examination

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

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
Two questions of 15 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.		**30 marks**
Section 2: Compulsory		
Three compulsory application questions covering all the topics. The questions must be integrated via a case study.		
Question 1:	Business Plan (integration of Customer Relations and Marketing and Finance)	35 marks
Question 2:	Basic Finance	15 marks
Question 3:	The Entrepreneur and Manage Time and Work Processes	20 marks
		70 marks
	GRAND TOTAL	**100 marks**