education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MARKETING
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 Marketing 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* to prepare for and deliver Marketing. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- ***Integration***

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

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

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

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

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

- ***Participation***

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

- ***Access***

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

- ***Progression***

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

- ***Portability***

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

- ***Articulation***

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

- ***Recognition of Prior Learning***

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

- ***Validity of assessments***

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

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

- ***Reliability***

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

- ***Fairness and transparency***

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

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

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

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1 Internal continuous assessment (ICASS)

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

2.2 External summative assessment (ESASS)

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

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

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

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

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

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

3.2 External moderation

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

The external moderator:

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

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

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

6.1 Baseline assessment

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

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

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

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

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN MARKETING

1 SCHEDULE OF ASSESSMENT

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

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Marketing 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, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

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

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

The college must standardise these documents.

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

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

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

ASSESSMENT OF MARKETING

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MARKETING – LEVEL 2

Topic 1: Introducing Marketing

SUBJECT OUTCOME	
Define the dynamics of marketing in a marketing context.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The marketing concept is explained with reference to the sustainability and profitability of the organisation. • The dynamics of marketing is defined as it applies to the marketing context including needs, wants, consumer and target market. *Range: Consumer, needs and target market*	• Describe the concept marketing with reference to sustainability and profitability. • Explain how marketing occurs in an organisation. • Describe how marketing influences the working of the whole organisation. • Explain the circumstances in which marketing must occur for it to be successful. • Define the dynamics of marketing in a marketing context including needs, wants, consumer and target market. • Discuss the factors that influence the dynamics of marketing in an organisation so that effective marketing processes can occur.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussion leading to an oral test • Case study • Practical exercise • Written task	

SUBJECT OUTCOME	
Describe the evolution of marketing using examples.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The evolution of marketing is described, with examples, from bartering to modern-day marketing. • The impact of the evolution on marketing is described and related to the current marketing situation.	• Describe the history of marketing. • Describe how and why this evolution occurred. • List examples of the evolution of marketing. • Discuss the impact of the evolution of marketing with relation to the current marketing situation.
ASSESSMENT TASKS OR ACTIVITIES	
• Group practical activity: Present findings on history of marketing. Write an essay, memo or report on findings. • Research activity on impact of evolution: Write an essay, memo or report on findings.	

SUBJECT OUTCOME	
Describe the importance of marketing to an organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The importance of marketing to an organisation is described. • The consequences of not placing marketing strategically are listed in relation to a business.	• Discuss the place of marketing in an organisation. • Explain how the marketing department functions in an organisation. • List the benefits of placing marketing strategically in an organisation. • Describe the consequences of not placing marketing strategically in a business.

ASSESSMENT TASKS OR ACTIVITIES
• Group discussion followed by written consolidation • Written task or worksheet

SUBJECT OUTCOME	
Identify the scope of marketing as it applies to the organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The scope of marketing is identified as it applies to an organisation.	• Identify the scope of marketing in an organisation so that the employees of the marketing department do not exceed limitations. • Explain how the scope of marketing can be increased if necessary. • Explain the implications of increasing or decreasing the marketing scope.
ASSESSMENT TASKS OR ACTIVITIES	
• Oral task or test	

SUBJECT OUTCOME	
Explain marketing functions with examples as they apply to your organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Marketing functions are identified and explained to demonstrate understanding. • Marketing functions are diagrammatically presented.	• Explain the functions of the marketing department. • List examples of the functions of marketing. • Identify marketing functions that apply to the college and give reasons why the functions were chosen.
ASSESSMENT TASKS OR ACTIVITIES	
• Brainstorming or discussion • Written task: Illustrate marketing functions. • Topic test could be based on case study.	

Topic 2: Importance of Marketing Policy

SUBJECT OUTCOME	
Explain what a marketing policy is and the influence it has on marketing in an organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• A definition of a marketing policy is given. • The reasons why an organisation should have a marketing policy are discussed taking into account regulations of an organisation. • The benefits of a company having a marketing policy are described with examples. • The influence of a marketing policy on marketing is described in relation to your organisation.	• Define the concept marketing policy including a definition and components. • List the reasons why a company should have a marketing policy. • Research and summarise the benefits of having a marketing policy for an organisation. • Discuss how a marketing policy influences marketing and other business functions in an organisation.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion and application • Retrieve marketing policy and review or analyse composition and purpose. Write an essay, memo or report on findings. • Research activity • Open-book test or written task	

Topic 3: Awareness of Marketing Environments

SUBJECT OUTCOME	
List the environments in which marketing takes place.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Marketing environments are identified and explained as found in business including micro, macro and market environments. • An explanation is given of how marketing occurs in internal and external environments. • The importance of maintaining the correct marketing environment is explained in summary form.	• Explain the concept marketing environments. • List the types of marketing environments that exist for successful marketing to occur. • Explain how marketing occurs in the various marketing environments. • Summarise the importance of marketing environments in marketing organisation.
ASSESSMENT TASKS OR ACTIVITIES	
• Individual student research task into marketing environments: Findings may be reported orally or written. • Group discussion aided by individual student research task • Written task – summary	

SUBJECT OUTCOME	
Identify and describe, with examples, factors that influence marketing environments.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Controllable factors are identified and described with examples. • Uncontrollable factors are identified and described in relation to how they influence marketing with examples. • A case study is given and examples of controllable and uncontrollable factors are correctly identified from the case study.	• Identify marketing environments which are controllable and uncontrollable. • Identify, from a case study, examples of controllable and uncontrollable environments. • Explain how controllable and uncontrollable factors influence marketing environments. • List examples of controllable and uncontrollable factors that influence marketing environments. • Identify, from a case study, examples of controllable and uncontrollable factors.
ASSESSMENT TASKS OR ACTIVITIES	
• Written task: Multiple choice questions on controllable and uncontrollable environments • Discussion: Notes must be documented. • Case study • Self-assessment checklist	

Topic 4: Principles of Marketing (Marketing Mix)

SUBJECT OUTCOME	
Describe how a marketing policy influences marketing in an organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The 4 Ps of marketing are listed namely promotion, price, place and product. • The relevance of the Marketing Mix to marketing is explained. • The principles of marketing are identified and described, from a case study, as they apply to an organisation. • The influence, importance and consequences of marketing principles are described in relation to marketing in the organisation.	• List basic principles of marketing and arrange in order of importance. • Explain each marketing principle including how it functions in the marketing environment. • Summarise the relevance of the Marketing Mix to marketing. • Identify the principles of marketing from a case study with examples. • Describe how marketing principles influence marketing processes and strategies. • Describe the influence, importance and consequences of the Marketing Mix to marketing.

ASSESSMENT TASKS OR ACTIVITIES
• Individual practical exercise • Group activity: Summarise the relevance of the Marketing Mix to marketing. • Case study • Written tasks • Topic test

Topic 5: Finding Your Customer

SUBJECT OUTCOME	
Identify marketing activities in a target market.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Marketing activities in a target market that could be implemented in a successful marketing plan are identified. • The concepts marketing research, market bases and consumer behaviour are explained in relation to the marketing context. • The stages of market research are identified and briefly explained. • The bases in marketing segmentation are described including geographical, demographic, behavioural and psychological. *Range: Market research, market segmentation and consumer behaviour*	• Identify the marketing activities in a target market including market research, market segmentation and consumer behaviour. • Define the concepts market research, market segmentation and consumer behaviour. • Explain how target market activities interact with each other in a marketing context. • Describe the stages of market research. • Identify bases in market segmentation including geographical, demographic, behavioural and psychological bases.
ASSESSMENT TASKS OR ACTIVITIES	
• Discussion followed by questions and answers • Group research activity or written activity: Present findings. • Written tasks	

SUBJECT OUTCOME	
Explain how target marketing activities are identified to incorporate in a marketing plan.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Methods of identifying target marketing activities are listed and explained to demonstrate understanding. • Explanation of how the target marketing activities influence the marketing plan and how this influences marketing in an organisation is given. • Benefits of identifying good target marketing activities are described to ensure a satisfactory marketing campaign.	• List methods of identifying target marketing activities. • Explain how target marketing activities influence a marketing plan. • Describe how the target marketing activities are incorporated into a marketing plan. • Discuss benefits of identifying essential target marketing activities to ensure success of marketing effort.
ASSESSMENT TASKS OR ACTIVITIES	
• Group activity • Written activity • Open-book test	

Topic 6: Components of a Marketing Plan

SUBJECT OUTCOME	
Discuss the importance of having a marketing plan for an organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The definition of a marketing plan is given. • The importance of an organisation having a marketing plan is explained in relation to the purpose of a marketing plan.	• Define the concept marketing plan. • Explain the purpose of a company having a marketing plan. • Describe the importance of a company having a

	marketing plan.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion: Notes on discussion highlights • Written exercise	

SUBJECT OUTCOME	
List reasons to use marketing plans in an organisation.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Reasons are given for the use of marketing plans in an organisation. • The purpose and use of the marketing plan is explained to show the connection between them.	• Explain why a marketing plan is used in an organisation. • Explain the purpose of a marketing plan in a company. • Show the connection between the use and purpose of a marketing plan. • Explain how the purpose of a marketing plan determines the use of the marketing plan in an organisation. • Research the use of a marketing plan in any company and write a brief report on your findings.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion • Written activity • Individual investigation task: Interview a marketing expert or consultant and question him or her on marketing plan use and purpose, etc.	

SUBJECT OUTCOME	
Describe the components of the marketing plan.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The basic components of a marketing plan are explained as found in a regulated marketing plan. • The components of a marketing plan must be extracted from a case study with examples. • The consequences of not including the basic components of a marketing plan are described in relation to the success of marketing effort. *Range: Table of contents, introduction to company, Marketing Mix, marketing budget, summary and conclusion*	• List the basic components of a marketing plan. • Describe the components of a marketing plan. • Extract components of a marketing plan from a case study with examples. • Complete a template of the basic components of a marketing plan from a case study. • Establish the most important components in a marketing plan and give reasons for your deduction. • Describe the consequences of not including the basic components in a marketing plan.
ASSESSMENT TASKS OR ACTIVITIES	
• Retrieve a marketing plan: List and discuss the components and explain their purpose and function. Marketing plan must be included as evidence. • Case study • Written activity • Individual practical task: Complete the marketing plan template from the case study. • Topic test	

Topic 7: Marketing and Other Functional Areas in the Company

SUBJECT OUTCOME	
Describe the relationship between marketing and other functional areas in the company.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The other functional areas in a company are listed. • The relationship that exists between marketing and the other functional or business areas in a company is	• List the other departments found in a business. • Describe the relationship between marketing and other functional areas in an organisation including all

described. • Factors that influence the relationship between marketing and the other functional areas in a company are identified and described with examples. • The benefits of a good working relationship between marketing and the other functional areas are identified and explained with reference to the consequences of a bad working relationship.	other departments or business areas of the business. • Use a diagram or flowchart to show the interaction between marketing and other departments. • Describe factors that influence the relationship between marketing and the other departments. • List examples of factors that influence the relationship between marketing and the other departments. • List other sources that could be used to ascertain the relationship between marketing and other departments. • Discuss the benefits of a good working relationship between marketing and other functional areas in the company.
ASSESSMENT TASKS OR ACTIVITIES	
• Group discussion followed by written exercise • Illustration: Draw a diagram or flowchart of the relationship between marketing and other departments. • Written activity • Research activity with feedback session and written activity • Open-book test • Examinations	

4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN MARKETING – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

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

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

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

OR

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

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

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

4.2 National Examination

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

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 2	80%	10%	10%

MARK ALLOCATION PER QUESTION	
Section 1: Compulsory (must cover all topics)	
Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.	**30 marks**

Section 2: Compulsory		
Five questions with a choice of any four. These questions must be set from ALL the topics.		
Question 1	30 marks per question	**120 marks**
Question 2		
Question 3		
Question 4		
	GRAND TOTAL	**150 marks**