



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ADVERTISING AND PROMOTIONS

NQF Level 4

September 2007

ADVERTISING AND PROMOTIONS – LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

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

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- **Integration**

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

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

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

- **Progression**

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

- **Portability**

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

- **Articulation**

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

- **Recognition of Prior Learning**

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

- **Validity of assessments**

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

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

- **Reliability**

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

- **Fairness and transparency**

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

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

- **Practicability and cost-effectiveness**

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1 Internal continuous assessment (ICASS)

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

2.2 External summative assessment (ESASS)

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

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

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

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

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

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

3.2 External moderation

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

The external moderator:

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

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

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

6 TYPES OF ASSESSMENT

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

6.1 Baseline assessment

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

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that 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	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN ADVERTISING AND PROMOTIONS

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

The student's PoE must include at least:

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

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

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

The following units of internal assessment must serve as a guide for Advertising and Promotions

NO. OF UNITS	ASSESSMENT	COVERAGE
4	Formal written tests	1 or more completed topics
1	Internal written exam	All completed topics
6	Practical assessments (excluding the ISAT)	Must cover the related subject outcomes

ADVERTISING AND PROMOTIONS
LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ADVERTISING & PROMOTIONS LEVEL 4

Topic 1: Advertising and the media – an advanced focus

SUBJECT OUTCOME	
1.1 Demonstrate an understanding of more advanced advertising activities	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The elements of the media mix are explained. <i>Range: Promotions, publicity, public relations, personal Selling, direct selling.</i> The effects of the media mix on advertising are explained with respect to successfully advertising a product. Advertising opportunities are identified in order to ensure the marketing of a product. An advertising plan is defined. The basic elements of an advertising plan are explained. Creation of a simple advertisement is demonstrated. <i>Range: Copywriting, visualizing, layout.</i> Benefits of advertising are explained to encourage the sales of products. 	<ul style="list-style-type: none"> Explain the elements of the media mix as being part of acquired knowledge in this field of study. <i>Range: Promotions, publicity, public relations, personal selling and direct selling.</i> Explain the concept 'direct selling' and demonstrate an understanding of the basic steps in the direct selling process. Explain the advantages of direct selling and explain how it affects the selling process. Explain the effect of the media mix on advertising with respect to successfully advertising a product. Identify and explore advertising opportunities in order to ensure the successful marketing of the product. Define an advertising plan and explain the basic elements of an advertising plan. Demonstrate the steps in creating a simple advertisement. <i>Range: Copywriting, visualizing and layout.</i> Explain the broad overall benefits of advertising to encourage the sales of products.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Facilitator-student discussion Revision assessment Assignments Internet research documented Demonstration Checklist Brainstorming/group discussion 	

SUBJECT OUTCOME	
1.2 Demonstrate an understanding of different media strategies through descriptions and examples.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The concept media strategy is defined to demonstrate an understanding. Different media strategies are identified and listed. <i>Range: Target market coverage, geographic coverage, reach, frequency, repetition, scheduling, creative aspects and mood, flexibility and adaptability of message, budget considerations.</i> Individual media strategies are explained and examples are given. 	<ul style="list-style-type: none"> Demonstrate an understanding of the concept media strategy, based on prior knowledge of the concepts marketing strategy and creative strategy. Identify, list and define the different media strategies. <i>Range: Target market coverage, geographic coverage, reach, frequency, repetition, scheduling, creative aspects and mood, flexibility and adaptability of message, budget considerations.</i> Explain different media strategies and embellish with examples to underpin the essential knowledge where possible.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Facilitator-student discussion Revision assessment Attend electronic presentation delivered by facilitator Checklists Written summary Class assessment 	

SUBJECT OUTCOME	
1.3 Explain the rules and methods applicable to relationships with the media.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The meaning of the Prisa's rule is explained to demonstrate an understanding of the term. • Different effective ways to contact the media are identified so that effective communication can occur. • The concept media releases are explained in order that a press release can be developed. • Formulation of media releases is explained. • Models for the writing of media releases are explained to ensure accurate media releases. • How to deal with media enquiries is explained so that queries can be handled satisfactorily. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the Prisa's rule through a thorough explanation. • Identify different effective ways to contact the media to ensure that effective communication occurs. • Explain the concept media release in a way that will simplify the development of a media release. • Explain the steps in the formulating of media releases • Explain different models accessible for the writing of media releases to ensure accuracy of the message. • Explain how to effectively deal with media enquiries to ensure a positive response.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Assignment • Research activity • Checklist 	

Topic 2: Promotions of brand, product and service

SUBJECT OUTCOME	
2.1 Evaluate brand, product and service promotion opportunities.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Assessments of specific promotional proposals estimate the potential benefit to the client. • Assessments estimate the nature and level of resources and expertise required to implement the promotional opportunity. • Evaluation of promotional opportunities takes place within agreed time frames. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the concept promotional proposal. • Assess specific promotional proposals to estimate the potential benefit to the client. • Assess and estimate the nature and level of resources and expertise required to implement the promotional opportunity. • Evaluate the promotional opportunities within agreed time frames and make a valuable decision.
SUBJECT OUTCOME	
2.2 Co-ordinate brand, product and sales promotion.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Sales promotional budgets are adhered to in accordance with the overall budget for the promotional activities. • Promotional tools are evaluated and selected and are relevant to the type of promotion taking place. • Brand, product or service promotional programs are developed and conditions are set for participation in accordance with the promotional objectives. • The promotional program is communicated to all relevant stakeholders within the given time frame. • Promotional program procedures provide for adequate lead time to prepare for components of the promotion before its launch. • Processes to monitor the implementation and integration of the promotions are applied and used. 	<ul style="list-style-type: none"> • Adhere to sales promotional budgets in accordance with the overall budget for the promotional activities. • Evaluate and select promotional tools that are relevant to the type of promotion taking place. • Develop and set conditions for brand, product or service promotional programs to be developed in accordance with the promotional objectives. • Effectively communicate the promotional program to all relevant stakeholders within the given time frame. • Ensure that promotional program procedures provide for adequate lead time to prepare for components of the promotion before its launch. • Apply and use processes to monitor the implementation and integration of the promotions.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion: <ul style="list-style-type: none"> ▪ Evaluate brand, product and service promotion opportunities ▪ Co-ordinate brand, product and sales promotion • Research or interview activity <p>OR</p> <ul style="list-style-type: none"> • Practical experience <p>OR</p> <ul style="list-style-type: none"> • Practical exercise in structured environment (required documents must be in place) <i>(Emphasis in students' practical work is that they must practice working responsible and independently at own pace within given time frames. Students must be given adequate time to work on assignment)</i> • Checklists <p>OR</p> <ul style="list-style-type: none"> • Class discussions, student notes • Class assessments

SUBJECT OUTCOME	
2.3 Evaluate the brand, product or service promotions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Pre testing of promotional tools is implemented where feasible. • Promotion results are analysed and used to evaluate the promotion factors in terms of original objectives. • Evaluation processes assess the promotional outcomes against established objectives and identify implications for future promotional strategies and activities. 	<ul style="list-style-type: none"> • Implement the pre-testing of promotional tools where feasible. • Analyse promotion results and use the results to evaluate the promotion factors in terms of original objectives. • Assess the promotional outcomes, through the evaluation processes, against established objectives and identify implications for future promotional strategies and activities.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator/student discussion • Practical application • Final report on the Topic <p>OR</p> <ul style="list-style-type: none"> • Topic assessment 	

Topic 3: Creative principles of marketing communications

SUBJECT OUTCOME	
3.1 Describe and explain the history and nature of copywriting.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The description is complete, concise and covers all the salient points in the history of copywriting. • Historical methods of copywriting are contrasted with current techniques. • The historical development of copywriting is reviewed and explained. • The nature of copywriting is described. 	<ul style="list-style-type: none"> • Cover all the salient points in the history of copywriting in a complete, concise description. • Indicate the contrast in historical and current methods and techniques of copywriting. • Review and explain the historical development of copywriting. • Give a full description of the nature of copywriting.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Assignment • Research activity • Checklist • Assignment 	

SUBJECT OUTCOME	
3.2 Describe and explain the practice of copywriting.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The building blocks of copywriting are listed and explained. • The elements of copywriting are described. • Methods used by masters of copywriting are reviewed, interpreted and explained. • The role of the copywriter in the marketing mix is explained. • The role of the copywriter in contributing to the success of marketing is described. 	<ul style="list-style-type: none"> • List and explain the building blocks of copywriting. • List and describe the elements of copywriting. • Review, interpret and explain methods of copywriting used by masters. • Give a proper explanation of the role of the copywriter in the marketing mix. • Properly describe the role of the copywriter in contributing to the success of marketing.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Assignment • Research activity • Checklist • Assignment 	

SUBJECT OUTCOME	
3.3 Describe and interpret the characteristics and constraints of the various media.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The description is complete, concise and accurate. • The characteristics of various media are listed and explained. • The constraints of various media are described and explained. • The nature of the constraints is explained with reference to its use. • The strengths and limitations of each are listed and explained. 	<ul style="list-style-type: none"> • List, describe and explain the characteristics and constraints of various media completely, concisely and accurately. • Explain the nature of the constraints with reference to its use. • List and explain the strengths and limitations of each media.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Comparison table 	

SUBJECT OUTCOME	
3.4 Describe and explain the nature and role of the various creative elements available.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The description is complete and accurate. • The characteristics of various creative elements are listed and explained. • The strengths and limitations of each are listed and explained. 	<ul style="list-style-type: none"> • Describe the nature and role of various creative elements. • Give a complete and accurate description of the various creative elements. • List and explain the characteristics of various creative elements. • List and explain the strengths and limitations of each creative element.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Research activity using the resource centre (grant students adequate time to work on assignment) 	

SUBJECT OUTCOME	
3.5 Describe and explain the creative philosophies of leading advertising agencies.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The different philosophies are listed and interpreted • The description is clear, concise and in detail. • The philosophies are compared and contrasted to how they can be used separately and in combination. • Correct philosophy is chosen, depending on target market and communication objectives. 	<ul style="list-style-type: none"> • List and interpret different advertising philosophies • Give a detailed, clear, concise description of different philosophies. • Compare different philosophies and indicate the contrast to how they can be used separately and in combination. • Choose an appropriate philosophy, depending on target market and communication objectives.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Research activity using the resource centre (grant students adequate time to work on assignment) 	

Topic 4: Legal requirements and their implications

SUBJECT OUTCOME	
4.1 Use and interpret legal documentation to ensure compliance with legal and organisational requirements.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Legal documentation used is current, appropriate and complies with all legal and statutory requirements. • Types of legal documentation are listed and their use explained. • Legal obligations upon the organisation are identified and the application described and demonstrated to meet the marketing related legislation. • Interpretation of legal documentation identifies legal requirements and legislation governing marketing. 	<ul style="list-style-type: none"> • Ensure that legal documentation used is current, appropriate and complies with all legal and statutory requirements. • List and explain the use of different types of legal documentation. • Identify the legal obligations upon the organisation. • Describe and demonstrate the application to meet the marketing related legislation. • Through interpretation of legal documentation, identify legal requirements and legislation governing marketing.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Facilitator should prepare a complete set of simulated or specimen documents for implementation of this topic 4, to be used by students.</p> <ul style="list-style-type: none"> • Facilitator-student discussion • Guest speaker: Exposure to expert involvement, support and consultation • Group activity • Group feedback • Report 	

SUBJECT OUTCOME	
4.2 Comply with legislation and rules, which regulates the conduct in a marketing business.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Correct documentation relating to marketing is used. • Transaction documentation is correctly completed and contains all relevant information. • Conditions contained in the transaction document comply with any legal or regulatory conditions applicable. • Various acts and common law aspects are listed which are needed for compliance. • Ethical obligations imposed on a marketing business are explained in terms of the code of conduct in respect of marketing laws. 	<ul style="list-style-type: none"> • Use the correct documentation relating to marketing. • Correctly complete transaction documentation and ensure that it contains all relevant information. • Ensure that conditions contained in the transaction document comply with any legal or regulatory conditions applicable. • List various acts and common law aspects which are needed for compliance. • Explain ethical obligations imposed on a marketing business in terms of the code of conduct in respect of marketing laws.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Use specimen documents • Practical completion of documentation • Assignment

SUBJECT OUTCOME	
4.3 Apply various aspects of marketing law and statutory requirements applicable to marketing transactions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Legislation applicable to marketing transactions is complied with. • Legislation applicable to marketing transactions is described and explained. • A marketing transaction document that complied with all legal and regulatory requirements is drawn up or produced. • Terminology used in all marketing transactions is accurate and complies with legal and organisational requirements. • Consultation is conducted with all stakeholders to avoid misrepresentation and to protect all parties involved. • When marketing transactions fall outside own level of authority or expertise, other sources are used to provide technical assistance or to conduct the transaction. 	<ul style="list-style-type: none"> • Comply with legislation applicable to marketing transactions. • Describe and explain legislation applicable to marketing transactions. • Draw up or produce a marketing transaction document which does comply with all legal and regulatory requirements. • Use terminology in all marketing transactions that is accurate and complies with legal and organisational requirements. • Conduct consultation with all stakeholders to avoid misrepresentation and to protect all parties involved • Name and show how other sources are used when marketing transactions fall outside own level of authority or expertise, in order to provide technical assistance or to conduct the transaction.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Assignment • Checklist • Terminology list • Simulated activity • Reference source or list 	

Topic 5: Functioning in a creative team

SUBJECT OUTCOME	
5.1 Communication with all relevant stakeholders to enhance teamwork.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Communication methods are identified and demonstrated in a clear and understandable manner according to company standards. • Views of other team members are acknowledged through application of communication skills and techniques. • Feedback is given on all communication received within required timeframe and format. • Communication barriers are identified and dealt with as they arise in line with company standards. 	<ul style="list-style-type: none"> • Identify and demonstrate communication methods in a clear and understandable manner according to company standards. • Acknowledge views of other team members through application of communication skills and techniques. • Give feedback on all communication received within required timeframe and format. • Identify communication barriers and deal with them as they arise in line with company standards.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Role play activity • Activity record • Written recommendations 	

SUBJECT OUTCOME	
5.2 Report on team progress to appropriate authority and team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Frequency of progress report is established from company policy and procedures. • Progress report is constructed using facts and in required format. • Progress report is fit for purpose in accordance with organisational requirements. • Report is presented verbally or in writing and is clear and concise according to company standards. • Progress report is presented within agreed time frames and format. 	<ul style="list-style-type: none"> • Establish frequency of progress report from company policy and procedures. • Design a progress report in required format, fit for purpose, using facts on organisational requirements. • Present report verbally or in writing, clearly and concisely, according to agreed time frames, format and company standards.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Students are to obtain any company's policy and procedures to use for class activities relating to policies and procedures. • Checklist • Report • Oral test 	

SUBJECT OUTCOME	
5.3 Display a willingness to work with others as a member of a creative team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A range of characteristics for team work are identified and described according to best practice. • Behaviours are inline with established behaviours of a team member. • Team members are consulted on all creative related issues within agreed timeframes. • Decisions are based on team consensus and are within company parameters. 	<ul style="list-style-type: none"> • Identify a range of characteristics for team work and describe characteristics according to best practice. • Behave in line with established behaviours of a team member. • Consult team members on all creative related issues within agreed timeframes. • Base decisions on team consensus and within company parameters.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Group discussion or activity • Group feedback • Class assessment 	

SUBJECT OUTCOME	
5.4 Handle and resolve conflict.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Areas of possible conflict are identified through questioning and analysis techniques. • Achievable options to resolve the conflict are developed and agreed in line with company policies and procedures. • Options or combination of options that will resolve the conflict are jointly selected in line with company standards. • The needs and expectations of all team members are taken into account by allowing questions and providing feedback. • Conflict between team members is resolved using collaborative facilitation methods. 	<ul style="list-style-type: none"> • Identify areas of possible conflict through questioning and analysis techniques. • Develop and agree to achievable options to resolve the conflict in line with company policies and procedures. • Jointly select options or combinations of options that will resolve the conflict in line with company standards. • Take the needs and expectations of all team members into account by allowing questions and providing feedback. • Resolve conflict between team members using collaborative facilitation methods.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Group discussions • Team report and recommendations • Checklist

Topic 6: Features and benefits of a range of products

SUBJECT OUTCOME	
6.1 Determine and communicate product features, advantages and benefits.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Product features, advantages and benefits are identified and clarified to facilitate the communication of product information to sales clients. • Product features, advantages and benefits are recorded and documented for future use. • Suppliers are contacted to assist in the clarification of features, advantages and benefits. • A communication process is established with existing and potential sales clients that are consistent with identified buyer information. 	<ul style="list-style-type: none"> • Identify and clarify product features, advantages and benefits to facilitate the communication of product information to sales clients. • Record and document product features, advantages and benefits for future use. • Contact suppliers to assist in the clarification of features, advantages and benefits. • Establish a communication process with existing and potential sales clients that are consistent with identified buyer information.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Simulation activity/ • Research activity • Product profile • Assignment: Elementary communication policy • Checklist

SUBJECT OUTCOME	
6.2 Describe physical specifications, features, advantages and benefits.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Information relating to product features, advantages and benefits is communicated to sales clients. • Communication to sales clients meets their needs and requirements. • Features, advantages and benefits are detailed in accordance with supplier information. • Features, advantages and benefits are linked together and are made to fit. 	<ul style="list-style-type: none"> • Communicate information relating to product features, advantages and benefits to sales clients which meets their needs and requirements. • Detail features, advantages and benefits in accordance with supplier information. • Link features, advantages and benefits together and made them to fit.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Role play activity/ • Visit to a marketing enterprise • Checklists • Assignment • Case study • Topic test

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ADVERTISING & PROMOTIONS - LEVEL 4

4.1 Integrated Summative Assessment Task (ISAT)

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

In Advertising and Promotions Level 4 students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment /exam session at the end of the year.

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

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

4.2 National examination

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

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55% - 75%	20% - 35%	5% - 15%