



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MARKETING COMMUNICATION 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 Communication in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- **Integration**

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

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

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

- **Progression**

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

- **Portability**

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

- **Articulation**

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

- **Recognition of Prior Learning**

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

- **Validity of assessments**

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

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

- **Reliability**

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

- **Fairness and transparency**

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

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

- **Practicability and cost-effectiveness**

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1 Internal continuous assessment (ICASS)

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

2.2 External summative assessment (ESASS)

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

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

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

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

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

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

3.2 External moderation

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

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; 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	<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. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN MARKETING COMMUNICATION

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

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

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

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

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

ASSESSMENT OF MARKETING COMMUNICATION

LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MARKETING COMMUNICATION – LEVEL 2

Topic 1: The Communication Model

SUBJECT OUTCOME	
List the elements of a basic communication model. <i>Range: Source, encoding, message, medium, decoding, audience, feedback and noise</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The elements of a basic communication model are identified and diagrammatically presented. Factors influencing the model of communication are identified and explained with examples. 	<ul style="list-style-type: none"> List the elements of a basic communication model. Illustrate the communication model diagrammatically. Discuss the elements of a basic communication model including how they function to promote successful communication. Give examples of the elements of the communication model. Identify factors that influence the communication model. Discuss how the factors influence the communication model using examples.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Written task Practical: Draw a diagram of the communication model. Written activity 	

SUBJECT OUTCOME	
Explain how the communication model works.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The elements are explained to establish the functioning of the communication model. Successful communication elements are identified and explained with examples. Barriers that hinder successful communication are summarised clearly with examples. 	<ul style="list-style-type: none"> Demonstrate the functioning of the communication model to show successful communication. Identify successful communication elements with examples. Discuss possible communication barriers. Give examples of barriers that hinder successful communication. Discuss ways of ensuring successful communication when communicating with customers.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play – Observation checklist or report Written task 	

SUBJECT OUTCOME	
Describe non-verbal communication.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> A definition of verbal communication and non-verbal communication is given. Factors influencing non-verbal communication are identified and explained with examples. The consequences of verbal and non-verbal communication not corresponding are described with examples. 	<ul style="list-style-type: none"> Differentiate between verbal communication and non-verbal communication. List examples of verbal and non-verbal communication. Match non-verbal language to verbal communication. Identify factors influencing non-verbal communication. Discuss the factors influencing non-verbal communication with examples. Explain how non-verbal communication influences the communication process. Discuss, with examples, the consequences of verbal

	and non-verbal communication not corresponding.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignment • Practical: Role play • Checklist for role-play • Group discussion • Topic test 	

Topic 2: Marketing Communication Concepts

SUBJECT OUTCOME	
Explain marketing concepts related to the marketing context.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Marketing communication concepts are identified and explained as used in the marketing context. • A description of how marketing concepts are related is given. The explanation integrates current issues and marketing communications used. 	<ul style="list-style-type: none"> • Identify marketing communication concepts related to marketing. • Explain marketing communication concepts. • Describe how marketing concepts are related to each other.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Documented discussion followed by oral test 	

SUBJECT OUTCOME	
Explain the elements of marketing communications.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Elements of marketing communications are discussed using examples. • The marketing communications mix is explained as an element of marketing communications. 	<ul style="list-style-type: none"> • Identify elements of the marketing communication process. • Explain the marketing communication process with examples. • Define the concept marketing communication mix. • Discuss the marketing communication mix according to its use.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Group discussion with application 	

SUBJECT OUTCOME	
Identify marketing ideas with examples.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Marketing ideas are identified with clear, appropriate marketing examples. • Methods of generating creative marketing ideas are identified and explained with examples. 	<ul style="list-style-type: none"> • Explain how marketing communication generates marketing ideas. • Generate marketing ideas to sell products or services. • Discuss methods of generating marketing ideas that are creative, inventive and plausible.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Practical assignment • Pair discussions • Self-assessment 	

Topic 3: Communication Techniques when Interacting with Customers

SUBJECT OUTCOME	
List communication techniques used to promote successful communication with customers.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Communication techniques to promote successful communication with customers are identified and listed. • Communication techniques are described with examples. • Oral communication techniques are identified according to organisational requirements. • Organisational policies and practices are explained with regard to oral customer service (answering queries, handling complaint, giving product or service information, etc.). • Customer service standards (according to organisational requirements) are depicted through oral communication between staff and customers. Provide a checklist as evidence. 	<ul style="list-style-type: none"> • Identify communication techniques used to promote successful communication with customers. • Discuss the communication techniques used to promote successful communication with customers including internal and external communication channels. • Provide examples of techniques that promote successful communication. • Describe, with examples, how communication techniques could be used. • Retrieve organisational requirements pertaining to customer service in a marketing organisation. • Identify and discuss oral communication techniques that influence customer service according to marketing communications requirements. • Describe marketing communication's link to customer service. • Compile a checklist that shows oral customer service standards that comply with marketing communication customer service tools so that effective communication occurs.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Written exercises • Practical: Role play or simulation in structured environment - Interaction between employees and customers • Observation checklist or report of role-play • Retrieve organisational customer service requirements. List customer service standards. Design a checklist to assess that organisational requirements have been followed. 	

SUBJECT OUTCOME	
Use written communication techniques to promote and maintain quality and customer service standards according to organisational requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Procedures to maintenance quality and customer service standards are discussed with reference to structured business. • Organisational policies and practices with regard to customer service are adhered to when dealing with customers in a simulated environment. • Written communication techniques are identified according to organisational requirements, policies and practices. • A range of appropriate written communications is drafted to respond to different contexts when interacting with customers (sales letter, response to a letter of complaint, answer to a query, etc.). 	<ul style="list-style-type: none"> • Discuss procedures to maintain quality and customer service standards. • Identify organisational policies and practices on how to communicate with customers including answering queries, handling complaints, giving product or service information, etc. • Use customer service techniques to deal with customers and handle queries, complaints, etc. using organisational policies and practices in a simulated environment. • Identify organisational policies and practices on how to communicate in writing with customers including answering written queries, complaints, etc. • Compile a checklist to ensure that all necessary organisational practices and policies are included in written organisational responses to customers. • Identify and discuss written communication techniques or guidelines that influence customer service according to organisational requirements so that effective communication occurs between the organisation and the customer. • Draft or compile written communication using customer service techniques to deal with customers

	and handle queries, complaints etc. Draft letters for different contexts such as answering queries, responding to letters of complaints, etc.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion with written application task • Practical: Use customer service techniques in a structured environment. Use an observation checklist to guide the practical activity. • Practical: Use a checklist to ensure that organisational requirements are used in written marketing communication. • Individual practical task: Ensure that organisational practices and policies are taken into account. Highlight where and which organisational policy has been used in your reply. • Topic test 	

Topic 4: Role and History of Marketing Communication

SUBJECT OUTCOME	
Define and explain marketing communications and its characteristics and objectives.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Marketing communication is explained in relation to the requirements of marketing dynamics. • Marketing communications characteristics are listed and explained in detail. • Marketing communications objectives are described and explained. 	<ul style="list-style-type: none"> • Define and explain the concept marketing communication in relation to requirements of marketing dynamics. • List marketing communications characteristics and include how they influence the marketing environment. • Discuss marketing communications objectives and how they contribute to the success of a marketing campaign.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Written task • Research activity: Write report on findings. 	

SUBJECT OUTCOME	
Explain how marketing communications works and how it is classified.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A clear and concise explanation of marketing communications, which identifies all related factors and issues, is given. • An explanation of how marketing communications is applied to the marketing structure is given. 	<ul style="list-style-type: none"> • Identify issues that relate to marketing communications. • Discuss the issues that relate to marketing communications so that marketing communication is applied to the marketing structure. • Identify and discuss factors that relate to and influence marketing communications.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion in pairs • Assignment – can be based on a case study 	

SUBJECT OUTCOME	
Define and explain persuasive communication. <i>Range: Inform, persuade and remind</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The principles of persuasive communication are listed and explained. • A definition of persuasive communication is given. • The persuasive communications role in marketing communications is explained and emphasised. 	<ul style="list-style-type: none"> • Define the concept persuasive communication in relation to its role in marketing communication. • Explain the concept persuasive communication in relation to marketing. • Discuss the careful planning of the persuasive communication message including content, structure, layout and medium.

	<ul style="list-style-type: none"> List and explain the principles of persuasive marketing communication. Emphasise the role of persuasive communications in marketing communication. Discuss how persuasive marketing communications contributes to the sales, profitability and market share of a company.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Group discussion with written application 	

SUBJECT OUTCOME	
Identify and explain the role of marketing communications in the marketing process. <i>Range: Promoting image; providing information; creating, increasing and establishing demand; differentiating product features and benefits; providing competitive differentiate, lead generation and customer retention and loyalty and motivating staff</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The role of marketing communications in marketing communication is identified. The role of marketing communications in terms of focus is contrasted with other marketing roles. The role of marketing communications in contributing to profitability, sales and market share is identified. The stages of the marketing communications planning process are identified. 	<ul style="list-style-type: none"> Explain the history of marketing communications. Identify and explain the role of marketing communications in the marketing process List the factors which influence the role of marketing communications in the marketing process. Identify the role of marketing communications in contributing to profitability, sales and market share. Name the factors influencing the role of marketing communications in contributing to profitability, sales and market share. Identify functions of the marketing communications industry.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Research activity: Use marketing experts, consultants and marketing textbooks to investigate the role of marketing communications, factors influencing marketing communications and stages of marketing communications. The findings of the research are presented in a report. An oral presentation is optional. Exercises 	

SUBJECT OUTCOME	
Explain the history and functions of the South African marketing industry.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The structure of the South African marketing industry and its involvement in various industry bodies is explained. The functions of South African marketing communications industry are established and interpreted. The types of marketing communications are differentiated and perceived and target audiences for each marketing communications category are identified. Job roles and levels in the marketing communications industry are understood and marketing communications functions are identified. 	<ul style="list-style-type: none"> Explain the functions of the South African marketing industry. Describe the structure of the South African marketing industry. Explain the involvement of the South African marketing industry in various industry bodies. Differentiate between the different types of marketing communications. Identify target audiences for each marketing communications category. Clarify job roles and levels in marketing communications so that the competence, knowledge and skills that are critical to marketing communications functions are established.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion activity that leads to group research activity. Each member of the group is responsible for an element of the activity. Group members are awarded the same mark if they worked equally on the research activity. Topic test or open-book test 	

Topic 5: Development of Marketing Materials

SUBJECT OUTCOME	
Explain the purpose of communication in persuasive advertising.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The purpose of communication is explained in relation to persuasive advertising. The types of communication are described using examples. 	<ul style="list-style-type: none"> Explain the concept persuasive advertising. Discuss the purpose of an advertisement in marketing. Discuss the purpose of communication in relation to persuasive advertising and marketing. Describe the types of communication used in advertising with examples.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion – written task 	

SUBJECT OUTCOME	
Explain the AIDA principle in relation to designing short advertisements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The AIDA principle is explained in relation to designing short advertisements that advertise products and services. Requirements for a good advertisement are identified according to the AIDA principle. 	<ul style="list-style-type: none"> Describe the AIDA principle. Explain how the AIDA principle is used when designing a short advertisement. Explain the importance of the AIDA principle in marketing. Identify the requirements of a good advertisement to ensure compliance with the AIDA principle.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion on AIDA and its use in marketing and in particular its use in developing a short written advertisement Written exercise Checklist to identify requirements of a good advertisement 	

SUBJECT OUTCOME	
Describe how the understanding of a potential customer's psychological needs assists in the design of an advertisement.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Methods of identifying potential customer needs are described with examples. The manner in which the potential customer's needs influences the design of an advertisement is explained. 	<ul style="list-style-type: none"> List methods of identifying potential customer product or service needs. Give reasons why it is important for the marketing department to identify customer needs. List the possible psychological needs customers could have. Explain why psychological needs must be considered when drafting or designing advertisements. Explain how customer needs influence the design of advertisements.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Research activity – report or oral feedback Oral feedback requires an observation checklist. Written exercise 	

SUBJECT OUTCOME	
Design marketing material to advertise a product or service. <i>Range: Copywriting, visualising, layout and the AIDA principle</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> A pamphlet or flyer is designed to market a product or service taking into consideration the AIDA principle and the potential customer's psychological needs. <i>Range: The advertisement must consider copywriting, layout, colour and customer appeal.</i> 	<ul style="list-style-type: none"> Design an advertisement (pamphlet or flyer) to market a product or service that takes into account layout, the AIDA principle, copywriting principles, colour and customer appeal.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Practical tasks Practical test that could be based on case study 	

4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN MARKETING COMMUNICATION – 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 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
	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