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Department:
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

NEW VENTURE CREATION NQF LEVEL 2

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CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

SECTION C: ASSESSMENT IN NEW VENTURE CREATION

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in New Venture Creation – Level 2**
- 4 Specifications for the external assessment in New Venture Creation – Level 2**
 - 4.1 Integrated summative assessment task (ISAT)
 - 4.2 National examination

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for New Venture Creation 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: New Venture Creation* to prepare for and deliver New Venture Creation. 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 NEW VENTURE CREATION

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 New Venture Creation 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

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

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

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

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

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

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

The following units guide internal assessment in New Venture Creation Level 2:

| NUMBER OF UNITS | ASSESSMENT | COVERAGE |
|-----------------|-----------------------|---|
| 2 | Formal written tests | One or more completed topics |
| 1 | Internal written exam | All completed topics |
| 3 | Practical assessments | <p>Must cover the related Subject Outcomes</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> • Research projects on subject-related current issues, using different resources of research, e.g. Internet, subject magazines and observation of real-life situations • Community projects, e.g. advise a local entrepreneur on how to price products; calculate profit, raise capital or funding for new venture, find a location for the business, assess risks of a new venture, open suitable bank accounts, etc. |

ASSESSMENT OF NEW VENTURE CREATION LEVEL 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN NEW VENTURE CREATION – LEVEL 2

Topic 1: Understand a Selected Business Environment

| SUBJECT OUTCOME | |
|---|--|
| Explain the structure and roles of different types of organisation in their own industry in South Africa. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> The various types of organisation are named and explained using the terminology accepted in their own industry. The roles of the different types of organisation are explained in the context of the business environment. Business activities common to all organisations in the sector are identified and listed from readily available information. Two examples of companies in each business sub-sector are identified from advertisements in the media. Four of the main role-players in the field are identified and the kind of products or services offered by each are listed and categorised according to purpose. | <ul style="list-style-type: none"> Name and explain the various types of organisation, using terminology accepted in their own industry. Explain the roles of different types of organisation in the context of the business environment. Identify and list business activities common to all organisations in the sector. Identify two examples of companies in each business sub-sector from advertisements in the media. Identify four of the main role-players in the field. Identify, list and categorise the kind of products or services offered by each organisation in the field. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Presentations in the form of a lesson, using computer technology Research: Students collect and discuss information from newspapers or any other media on the Learning Outcomes. Assess students' research and critical thinking skills. Lecturer-students discussions Class test | |

| SUBJECT OUTCOME | |
|---|---|
| Demonstrate an understanding of the concept market as applied to a selected business sector. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> The principles of trade that define markets are identified at a basic level of understanding. The basic principles for marketing products are differentiated from the basic principles for marketing services. The role of a selected business sector in the national economy is explained. The value chain describing the way business is conducted is explained with examples. | <ul style="list-style-type: none"> Identify the basic principles of trade that define markets. Explain the difference between the basic principles of marketing products and the basic principles of marketing services. Explain the role of a selected business sector in the national economy in the context of the business environment. Explain the value chain that describes how business is conducted in the sector, using examples. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Presentations in the form of a lesson, using a PowerPoint presentation Use examples of all the above concepts from newspapers or other media and discuss these examples. Assignment or case study to evaluate knowledge, critical thinking and communication skills Lecturer-students discussion Class test | |

| SUBJECT OUTCOME | |
|---|---|
| Identify and describe the role of professional bodies in a selected business sector. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> The reasons for the existence of professional bodies, associations and regulatory authorities in or affecting this sector are explained in the context of the roles that they play. | <ul style="list-style-type: none"> Explain the reasons for the existence of professional bodies, associations and regulatory authorities in a selected business sector. Explain how these bodies affect this business sector in the context of the roles |

| | |
|--|---|
| <ul style="list-style-type: none"> Three professional bodies, associations or regulatory authorities are identified for each of the sub-sectors. The benefits of belonging to a selected professional body, association or regulatory authority in the sector are outlined from the perspective of both the organisation and the individual. Information about two of the professional bodies, associations or regulatory authorities is accessed from its website or an industry source. | <p>that they play.</p> <ul style="list-style-type: none"> Identify three professional bodies, associations or regulatory authorities for each of the sub-sectors. Explain the benefits of belonging to a selected professional body, association or regulatory authority in the sector from the perspective of the organisation and the individual. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Provide learning content in a lesson situation, providing examples from business sector Provide industry magazines or newspapers for students to research and expand their practical knowledge and critical thinking. Evaluate research feedback from students. Students debate the advantages and disadvantages of belonging to a professional body. Student-lecturer discussions Class tests and case studies Invite a guest speaker who represents a professional body | |

| SUBJECT OUTCOME | |
|--|---|
| Discuss the market position of a selected organisation in the relevant sub-sector. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> A list of ten of the products and/or services marketed by a selected organisation is tabulated and compared with equivalent products and/or services of competitor organisations. A description of the organisation's current competitive position is given, based on available audited data. The organisation's strengths and weaknesses are compared to those of two major competitors. The opportunities and threats facing the organisation are explained with reference to the external environment. | <ul style="list-style-type: none"> List ten products and/or services marketed by a selected organisation. Compare these ten products and/or services with equivalent products and/or services of competitor organisations. Describe the organisation's current competitive position, based on available audited data. Compare the strengths and weaknesses of the organisation with its two major competitors. Explain the opportunities and threats with reference to the external environment. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Provide learning content in a lesson situation, providing examples from business sector Research – Evaluate feedback on research by students through magazines or newspapers and Internet to assess their ability to critically evaluate information and effectively use technology. Group discussions or debate – Evaluate group discussions or debate to assess students' ability to analyse, work effectively with others and identify and solve problems. Class tests and case studies Topic test before advancing to next topic | |

Topic 2: Investigate the Markets and Needs for a New Business Venture

| SUBJECT OUTCOME | |
|--|---|
| Explain the concept market as applied to services or products. | |
| <i>Range: Students each choose a new venture and a product related to the new venture.</i> | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> The basic principles of trade are explained in relation to any type of service or product. The principle of supply and demand is explained to identify a new venture. Service markets are compared to the basic principles of trade. Product markets are compared to the basic principles of trade. The market for a service or product of a specific new venture is identified. The product or service to be marketed by the new | <ul style="list-style-type: none"> Explain the basic principles of trade in relation to any type of service or product. Explain the principle of supply and demand to identify a new venture. Compare a service market with the basic principles of trade. Identify a market for a service or product for a specific new venture. Identify the product or service to be marketed by the new venture. |

| | |
|---|--|
| venture is identified. | |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> • Provide learning content in a lesson situation, providing examples from business sector • Use graphs to especially explain supply and demand. • Research – Evaluate feedback on research by students through magazines or newspapers and Internet to assess their ability to critically evaluate information and effectively use technology. • Class tests, case studies and practical exercises • Competitive group discussions with rewards | |

| SUBJECT OUTCOME | |
|--|---|
| Identify potential clients for the new venture. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> • Basic needs common to all people are identified and ranked in order of importance. • The basic needs of people are compared for different socio-economic groups. • The possibilities of the new product or service are discussed and attitudes, values and other factors that could prevent people from buying the product or service of the new venture are identified. • Factors that may motivate people to buy the product or service of the new venture are identified. | <ul style="list-style-type: none"> • Explain how to identify basic needs common to all people in order of importance. • Compare the basic needs of people for different socio-economic groups. • Discuss possibilities of the new product or service. • Identify attitudes, values and other factors that could prevent people from buying the product or service of the new venture. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> • Explain Learning Outcomes in lesson format, using visual technology. • Case study – Provide information and demonstrate to students how to determine Learning Outcomes from the information. • Research – Students investigate their own environments to develop their analytical and critical thinking skills and to make them aware of what is happening in their communities. • Evaluate case studies and research by students. • Group discussions – Evaluate group discussions. • Class test | |

| SUBJECT OUTCOME | |
|--|--|
| Survey opinions on the need for the products or service of the new venture. | |
| <i>Range: Products or service as identified by students</i> | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> • A sample of three people known to the student is selected. • A questionnaire is compiled to find out why people would or would not buy the products or service. • The people in the sample are interviewed using the prepared questionnaire. • The information obtained is presented in a bar graph and the likelihood of the products or service being successful for that community is estimated. | <ul style="list-style-type: none"> • Collect a sample of three people known to the student. • Compile a questionnaire to determine why people would or would not buy the products or service of the new venture. • Interview people in the sample and complete the questionnaire. • Present information obtained in a bar graph. • Estimate the likelihood of the success of the new products or service in that community. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> • Explain Learning Outcomes in lesson format, using visual technology. • Case study – Provide information and demonstrate to students how to determine Learning Outcomes from the information. • Research – Students investigate their own environments to develop their analytical and critical thinking skills and to make them aware of what is happening in their communities. • Evaluate case studies and research by students. • Group discussions – Evaluate group discussions. • Class test • Practical exercise – Students use information to do the Learning Outcomes. | |

| SUBJECT OUTCOME | |
|--|--|
| Use statistical information to determine the type of product or service most valued by different communities. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> Basic statistical information is interpreted from bar graphs, line graphs, pie charts and tables. The type of product or service most valued by different communities is identified from the statistics. The data is interpreted at a basic level of understanding and possible reasons are suggested for trends indicated by the data. Implications of the trends for different sectors of the product or services industry are suggested at a basic level of understanding. | <ul style="list-style-type: none"> Interpret basic information from bar graphs, line graphs, pie charts and tables. Identify the type of service or product most valued by the communities from statistics. Suggest reasons for trends indicated in the above data. Suggest implications of the trends for different sectors of the product or service industry at an elementary level of understanding. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Explain Learning Outcomes in lesson format, using visual technology. Case study – Provide information and demonstrate to students how to determine Learning Outcomes from the information. Research – Students investigate their own environments to develop their analytical and critical thinking skills and to make them aware of what is happening in their communities. Evaluate case studies and research by students. Group discussions – Evaluate group discussions. Class test | |

| SUBJECT OUTCOME | |
|--|---|
| Outline the purpose and benefits of various products. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> Three products of a selected company are named. The purpose and main benefits of each of the selected products are outlined at an elementary level of understanding. Two other products or services are named for a selected company. | <ul style="list-style-type: none"> Name three products with reference to a selected company. Outline the purpose and main benefits of each selected product at a basic level of understanding. Name two other products or services for a selected company. |
| ASSESSMENT ACTIVITIES | |
| <ul style="list-style-type: none"> Provide information on Learning Outcomes in lesson format, with examples Students collect information on products from newspapers and industry magazines. Evaluate information collected by students. Group discussions – Evaluate students during group discussions. Topic test before advancing to the next topic | |

Topic 3: Determine Financial Requirements of a New Business Venture

| SUBJECT OUTCOME | |
|--|---|
| Determine the financial and cash flow requirements of a new venture. | |
| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
| <ul style="list-style-type: none"> Financial and cash flow requirements for a new venture are explained with examples. <i>Financial requirements include, but are not limited to, start-up costs, running costs, capital investment costs for growth of business and staff costs.</i> The concept of profit and loss is explained in relation to the financial requirements of a new venture. The concept of profit and loss is explained in relation to the market needs of a new venture. Start-up costs are determined according to financial capacity and resources available. | <ul style="list-style-type: none"> Explain financial and cash flow requirements for a new venture. Provide examples of financial requirements. <i>Financial requirements include, but are not limited to, start-up costs, running costs, capital investment costs for growth of business and staff costs.</i> Determine financial and cash flow requirements for a new venture according to the type of venture. Explain profit and loss in relation to financial requirements and market needs of the new venture. Determine start-up costs requirements according to |

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| <ul style="list-style-type: none"> The concepts of start-up capital and working capital are explained in relation to own business. The relationship between cash flow and profit are explained with examples. The concepts of assets and liabilities are explained with examples that relate to own business venture. <i>Range: Fixed and current assets and long-term and short-term liabilities</i> The importance of finances as part of a business plan is explained with examples. | <p>financial capacity and resources available.</p> <ul style="list-style-type: none"> Explain start-up capital and working capital in relation to own business. Explain relationship between cash flow and profit with examples. Explain assets and liabilities, with examples that relate to own business venture. <i>Range: Fixed and current assets and long-term and short-term liabilities</i> Explain, with examples, the importance of finances as part of the business plan. |
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ASSESSMENT ACTIVITIES

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| <ul style="list-style-type: none"> Daily practical exercises – Use language and visual and mathematical modes of communication to make clear to students new venture financial problem-solving contexts do not exist in isolation. Use practical exercises to explain the Learning Outcomes and terms in an effective manner. Use true-life examples known to students to make understanding of terms better. Group work to test knowledge of Learning Outcomes Class tests to evaluate understanding of terms. Assignment: Students each choose a business venture and apply Learning Outcomes by collecting, analysing, organising and critically evaluating financial information to compile an accurate financial and cash flow plan for their simulated new ventures. The assignment will evaluate students' ability to organise themselves and demonstrate their understanding that the Learning Outcomes do not exist in isolation. Students must also consider the community when planning a new venture. |
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SUBJECT OUTCOME

Determine income and expenditure of new venture.

| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
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| <ul style="list-style-type: none"> The concept of budgeting is explained with examples of how budgets apply to new ventures. Income is budgeted according to market research and business growth opportunities. Expenditure of a new venture is determined and fixed and variable costs are identified in own business context. A budget is compiled accordingly. Methods for managing and controlling budgets are explained with examples. | <ul style="list-style-type: none"> Explain the concept of budgeting applicable to new ventures with examples. Explain how to budget income according to market research and business growth opportunities. Determine expenditure of new venture. Identify fixed and variable costs in business context. Compile a budget. Explain methods for managing and controlling budgets, using examples. |

ASSESSMENT ACTIVITIES

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| <ul style="list-style-type: none"> Daily practical exercises – Use language and visual and mathematical modes of communication to make clear to students new venture financial problem-solving contexts do not exist in isolation. Use practical exercises to explain the Learning Outcomes and terms in an effective manner. Use true-life examples known to students to make understanding of terms better. Group work to test knowledge of and revise Learning Outcomes Class tests to evaluate understanding of terms. Students compile personal budgets. Assignment: Students each choose a business venture and apply Learning Outcomes by collecting, analysing, organising and critically evaluating income and expenditure to compile a budget for their simulated new ventures. The assignment will evaluate students' ability to organise themselves and demonstrate their understanding that the Learning Outcomes do not exist in isolation. Students must also consider the community when planning a new venture. |
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SUBJECT OUTCOME

Implement pricing and costing principles.

| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
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| <ul style="list-style-type: none"> Costing principles are identified and explained in relation to trading, retailing, manufacturing and services ventures. Breakeven points for pricing purposes are identified | <ul style="list-style-type: none"> Explain and identify costing principles in relation to trading, retail, manufacturing and services ventures. Explain, identify and evaluate breakeven points to determine how much business must be executed to |

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| <p>and evaluated to determine how much business must be executed to ensure breakeven.</p> <ul style="list-style-type: none"> The concept of mark-up is explained and used in relation to own new venture. The factors that influence pricing are identified with examples. <p><i>Range: The factors that influence pricing include, but are not limited to, wider economic trends, market needs, expenditure, supplier pricing and competition.</i></p> <ul style="list-style-type: none"> Pricing calculations are used to determine pricing of product or service in own venture. Budgets are revised according to pricing determinations. | <p>ensure breakeven.</p> <ul style="list-style-type: none"> Explain and use the concept mark-up. Identify, with examples, factors that influence pricing. <p><i>Range: Wider economic trends, market needs, expenditure, supplier pricing and competition</i></p> <ul style="list-style-type: none"> Calculate pricing of product or service by using pricing calculations. Revise budgets according to pricing determinations. |
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ASSESSMENT ACTIVITIES

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| <ul style="list-style-type: none"> Communicate Learning Outcomes effectively using visual, mathematical, technological (calculators) and language skills in practical daily exercises. Practical exercises assess understanding of terms and accurate calculation of price, mark-up and budgets. Case studies to assess students' ability to use technology in calculating prices, mark-up and breakeven and critically evaluate Learning Outcomes Class tests Question-answer competition in a fun manner to evaluate knowledge of students |
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SUBJECT OUTCOME

Identify resources to obtain start-up capital.

| ASSESSMENT STANDARDS | LEARNING OUTCOMES |
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| <ul style="list-style-type: none"> The various resources required for starting a new venture are identified and evaluated according to financial capacity. <p><i>Range: Resources include, but are not limited to, start-up capital requirements, bank funding, government and related subsidies and borrowings.</i></p> <ul style="list-style-type: none"> Funding options and services offered by the finance industry for new ventures are identified and compared to determine viability of obtaining funding. Alternatives to funding options are explored to ensure that all options are considered. <p><i>Range: Alternative funding options include, but are not limited to, using any savings and the associated risks, cash sales and no funding.</i></p> <ul style="list-style-type: none"> The risks associated with funding are explained with examples. <p><i>Range: Costs include, but are not limited to, interest on loans, guarantee requirements and collateral requirements</i></p> <ul style="list-style-type: none"> The costs of the various funding options are compared to determine suitability for own venture's business structure. Repayment options are explored and compared to determine best options. The information needed to process funding applications is explained and documents are completed according to business requirements. | <ul style="list-style-type: none"> Identify and evaluate start-up capital requirements according to financial capacity. <p><i>Resources include bank funding, government and related subsidies and borrowings.</i></p> <ul style="list-style-type: none"> Identify and compare funding options and services by financial institutions to determine viability and risks associated with funding. Identify and evaluate alternative funding. <p><i>Range: Use of any savings and risks attached, cash sale and no funding</i></p> <ul style="list-style-type: none"> Explain, determine and compare costs for funding and repayment options to determine suitability for own business. <p><i>Costs include, but are not limited to, interest on loans, guarantee requirements and collateral requirements.</i></p> <ul style="list-style-type: none"> Explain information needed to process funding applications. Complete documents for funding applications according to business requirements. |

ASSESSMENT ACTIVITIES

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| <ul style="list-style-type: none"> Communicate Learning Outcomes effectively using visual, mathematical, technological (calculators) and language skills in practical daily exercises. Practical exercises assess understanding of Learning Outcomes and accurate calculations. Provide visual and real-life examples of current interest rates, application forms and alternative funding to demonstrate to students how to compare and determine best funding options for own business. Demonstrate to students how to complete application forms for funding to enhance life skills. |
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- Make newspapers available to students to bring their attention to advertisements of loans and alternative funding.
- Use technology to explain and demonstrate calculation of interest and payments of loans accurately and effectively.
- Case study or assignment (individual or group work) – Provide students with certain type of new business venture. Students are assessed on research to determine different funding options and on choice of funding considering costs and risks involved, reasons for choice of funding and completion of funding applications.
- Research – Students visit financial institutions in their free time to collect and analyse information on these Learning Outcomes and provide oral feedback.

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN NEW VENTURE CREATION – 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:

| LEVEL 2 | KNOWLEDGE AND COMPREHENSION | APPLICATION | ANALYSIS, SYNTHESIS AND EVALUATION |
|---------|-----------------------------|-------------|------------------------------------|
| | 40% | 40% | 20% |

| MARK ALLOCATION PER QUESTION | | |
|---|---|-----------|
| Section 1: Compulsory (must cover all topics) | | |
| Two questions of 25 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles. | | 50 marks |
| Section 2: Compulsory | | |
| Students complete four of five possible application questions covering all the topics. | | |
| Question 1: | Question 1 to 5: Each question concentrates on a specific topic but can be divided in sub-questions, for example question 1.1, 1.2, 1.3, 1.4 and 1.5. | 25 marks |
| Question 2: | | 25 marks |
| Question 3: | | 25 marks |
| Question 4: | | 25 marks |
| Question 5: | | 25 marks |
| | | 100 marks |
| GRAND TOTAL | | 150 marks |