



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MARKETING

NQF Level 3

September 2007

MARKETING – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

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

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- **Integration**

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

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

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

- **Progression**

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

- **Portability**

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

- **Articulation**

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

- **Recognition of Prior Learning**

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

- **Validity of assessments**

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

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

- **Reliability**

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

- **Fairness and transparency**

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

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

- **Practicability and cost-effectiveness**

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

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1 Internal continuous assessment (ICASS)

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

2.2 External summative assessment (ESASS)

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

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

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

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

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

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

3.2 External moderation

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

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality 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'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 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 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. 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. Use of rubrics 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) that a student must demonstrate to achieve each level of the rating scale.

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN MARKETING

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

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

- A contents page
- The assessment tasks according to the assessment schedule

- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

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

**ASSESSMENT OF MARKETING
LEVEL 3**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MARKETING - LEVEL 3

Topic 1: Data collection for marketing decisions

SUBJECT OUTCOME	
1.1 Understand the value of market research. <i>Range: research process, budget allocation, personnel allocation, time allocation.</i>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept market research is defined in a marketing context. • An understanding of the research process with specific emphasis on the value of managerial information is demonstrated • An awareness of the allocation of funds is demonstrated • An ability to allocate time-frames to selected research outcomes is demonstrated. • An understanding of the need for access to people with specific marketing skills is demonstrated • An ability to identify target markets is demonstrated. 	<ul style="list-style-type: none"> • Define the concept market research in relation to a marketing context. • Describe the role of market research in the marketing concept. • Discuss the role of market research in the decision making process. • Explain the role that market research should have in a business • Discuss how the allocation of funds for market research is made. • Explain how time-frames are allocated to research outcomes. • Demonstrate the ability to allocate time-frames to selected research outcomes in a research project. • Discuss the need for access to people with specific marketing skills so that the value of marketing research is understood. • Demonstrate the ability to identify target markets through market research process.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion activity with clear guidelines – students to document discussion • Written tasks 	

SUBJECT OUTCOME	
1.2 Discuss the influence market research in an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • An understanding is displayed through analysis of the marketing environment in which market research takes place, with emphasis of factors influencing marketing research. • Factors influencing market research are assessed to ascertain those that influenced named organisation. • Reasons why market research should take place in a business are given in relation to their importance to the named business. • Planning of market research is discussed in relation to instances when market research should take place. 	<ul style="list-style-type: none"> • Identify marketing environments where marketing research takes place. • Discuss the factors that influence market research in marketing, emphasising the marketing environments that are affected. • Distinguish and assess the factors that influence market research for a given marketing organisation. • Explain the place of market research in the business. • Discuss the importance of market research in an organisation including benefits and limitations. • Give instances when an organisation should undertake a market research project.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Review of level two marketing environments. • Group discussion • Research task – Choose a marketing organisation – interview marketing personnel with respect to market research. Write up findings or present findings. (Transparency and OHP, power point slides, flipcharts can be used in presentation) • Note: Integrated assessment can occur with marketing communication presentation 	

SUBJECT OUTCOME	
1.3 Describe the nature and scope of market research as it applies to an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The nature of market research is described as it applies to marketing and the organisation. • The nature of market research is discussed as it applies to the organisation's marketing policy. • The scope of market research is described as it applies to the marketing context. • The scope of market research is discussed as it applies to the organisation's marketing policy. • The scope of market research is reviewed to ensure that it is current and appropriate. • The steps of the market research process are listed and discussed. • The concept research design is explained. 	<ul style="list-style-type: none"> • Describe the nature of market research as it applies to marketing and the organisation. • Discuss the application of market research in different areas in the organisation and in relation to the organisation's marketing policy. • Describe the scope of market research as it applies to the marketing context. • Discuss the scope of market research as it applies to the organisation's marketing policy. • Demonstrate the ability to review the scope of market research to ascertain whether the scope is current or not. • List and discuss the steps of the market research process so that market research can be carried out successfully. • Explain the concept research design including the components and the different types of research design.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion activity • Written exercise • Review the scope of marketing from a case study • Library activity: Compare steps in market research from at least three marketing books. List the most common set of steps used in market research 	

SUBJECT OUTCOME	
1.4 Explain the importance of planning market research especially for a marketing organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The importance of planning market research is discussed in relation to improving performance of market research. • The importance of planning market research is summarised. 	<ul style="list-style-type: none"> • Discuss the importance of planning market research. • Describe ways in which the performance of market research can improve with planning. • Summarise the importance of market research in a market organisation
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Group Discussion • Summarise the outcome of the group discussion • Self- assessment checklist • Topic test 	

Topic 2: The role of market research in the marketing concept

SUBJECT OUTCOMES	
2.1 Explain the role of market research in the marketing department of an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The role of market research is explained in relation to its function and purpose to the marketing department. • The importance of market research in marketing is outlined. • The consequences of neglecting market research are described in the marketing context. 	<ul style="list-style-type: none"> • Explain the role of market research in relation to its function and purpose in the marketing department. • Outline the importance of market research in marketing. • Describe the consequences of neglecting market research in a marketing company.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion activity – here information researched for Topic 1: Discuss the influence market research has in an organisation. • Written exercise 	

SUBJECT OUTCOMES	
2.2 Describe the factors that influence market research in an organisation	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Factors that influence market research in an organisation are outlined in order of priority 	<ul style="list-style-type: none"> List the factors that influence market research in an organisation. Explain how the factors impact on market research
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion activity – here information researched for Topic 1: Discuss the influence market research has in an organisation. 	

SUBJECT OUTCOMES	
2.3 Compare the positive and negative aspects of current trends of market research.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Current trends in market research are discussed with examples. A comparison of current positive and negative trends in market research is made. 	<ul style="list-style-type: none"> Discuss current trends in market research. Give examples of market research trends. Compare positive and negative trends in market research.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Individual investigation task - Written findings must be supported with field evidence 	

SUBJECT OUTCOMES	
2.4 Explain how market research is incorporated into a marketing plan.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The manner in which market research is incorporated into a marketing plan is explained. The steps in the marketing research process are described. The different methods used to acquire source data are explained including primary and secondary data. The use of market research results is explained. 	<ul style="list-style-type: none"> Explain how market research is incorporated into a marketing plan. Explain what happens to the results of the market research.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion Written activity 	

Topic 3: Market research and the product life cycle

SUBJECT OUTCOME	
3.1 Discuss product life cycles and the impact market research has on the life cycle of a product.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A definition of product life cycle is given so that the influence of market research is understood. The phases of a product life cycle are listed with examples, and their characteristics described The relationship between market research and the product life cycle is defined so that decision makers can identify opportunities or problems successfully. 	<ul style="list-style-type: none"> Discuss the concept product life cycle so that the manner in which this is influenced by market research is understood. Explain the impact market research has on the life cycle of a product. List the phases of a product life cycle with examples Describe the characteristics of the phases in order to show their influence on market research. Discuss the adopter cycle in relation to product life cycle. Define the relationship between market research and the product life cycle. Describe how marketing will be affected by market research and the life cycle of a product. Explain why market research is important to the decision makers of an organisation.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Written task • Illustration - Draw the product life cycle diagram with explanation. • Research activity

SUBJECT OUTCOME	
3.2 Describe the consequences, benefits and limitations of market research.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The benefits of market research are identified and explained with respect to their impact on advertising and sales. • Limitations of market research are identified and explained in relation to their impact on advertising and sales. • The consequences of market research not taking place in an organisation is identified and explained. 	<ul style="list-style-type: none"> • Identify and explain the benefits of market research in relation to the impact of market research on advertising and sales. • Identify and explain the limitations of market research in relation to the impact of market research on advertising and sales. • Describe the consequences if market research does not take place in a marketing organisation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Research activity: Interview marketing research specialist – document interview findings – interviewee to sign findings as true reflection of interview findings • Written task 	

SUBJECT OUTCOME	
3.3 Research the use of market research in an organisation and compile a one page report on your findings.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A one page report is compiled after careful research into the use of market research over a two year period in an organisation The one page must be the 'body' of the report and not the headings normally found in a typical report. 	<ul style="list-style-type: none"> • Research the use of market research over a two year period in an organisation. • Compile a one page report on your findings on the use of market research.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Research task • Document findings in a report. • NOTE: Integrated assessment can take place with Communication in the fundamentals – report writing • Topic test 	

Topic 4: Market research data capturing methods

SUBJECT OUTCOME	
4.1 Prepare data for computer data entry or retrieval.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Data types are identified and include at least alphabetic, numeric and alphanumeric • Use of structured codes for entry and retrieval of data is recognised in relation to the nature of the data output required. <i>Range: identity or driver's licence or passport numbers; credit card numbers; customer account numbers; employee number; evidence is required for two different structured codes</i> • Data preparation procedures identified are consistent with entry and retrieval system used and the data output required. <i>Range: batching; checking methods of data entry; validating data types for entry or retrieval; evidence is required for two data preparation methods.</i> • Data verification methods identified are consistent with the entry and retrieval system used and data output required. <i>Range: re-entry of data, database structure, data entry form design, output analysis; evidence is required for two data verification methods</i> 	<ul style="list-style-type: none"> • Identify data types including alphabetic, numeric and alphanumeric. • Recognise the use of structured codes for entry and retrieval of data in relation to the nature of data output required including identity or driver's licence or passport numbers; credit card numbers; customer account numbers; employee numbers; evidence is required for two different structured codes • Identify data preparation procedures consistent with entry and retrieval system used and the data output required including batching, checking methods of data entry, validating data types for entry or retrieval. • Identify data verification methods that are consistent with the entry and retrieval system used and data output required including re-entry of data, database structure, data entry form design, output analysis.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Practical exercises: Complete documents using structured codes • Checklist of data preparation procedures for two data preparation methods • Research task on at least two data verification methods - documented discussion or presentation of findings 	

SUBJECT OUTCOME	
4.2 Enter and retrieve data using a computer software program.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Keyboarding techniques are applied to key-in and retrieve passages of 300 keystrokes containing alpha, numeric, and special character key combinations in accordance with information provided and output required. • Keyboarding techniques are applied to the numeric keypad to key-in and retrieve passages of 300 keystrokes containing numeric key combinations in accordance with information provided and output required. 	<ul style="list-style-type: none"> • Enter data using a computer software program using keyboarding techniques to key-in and retrieve passages of 300 keystrokes containing alpha, numeric, and special character key combinations in accordance with information provided and output required. • Retrieve data using a computer software program using keyboarding techniques applied to the numeric keypad to key-in and retrieve passages of 300 keystrokes containing numeric key combinations in accordance with information provided and output required.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Practical exercises • Print out of completed data /information. • Print outs of alpha, numeric and special key combination passages retrieved using keyboarding techniques • Printout of retrieved data of numeric key combinations 	

SUBJECT OUTCOME	
4.3 Develop data entry and retrieval speed and accuracy	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Data containing alphabetic, numeric, and special characteristics, of minimum of 2000 keystrokes, is entered within 20 minutes, within 98% accuracy level, in accordance with information provided and output required. 	<ul style="list-style-type: none"> • Enter data containing alphabetic, numeric, and special characteristics, of minimum of 2000 keystrokes, by entering within 20 minutes, within 98% accuracy level, in accordance with information provided and output required.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Practical exercise • Print out of 2000 keystrokes • Practical test

Topic 5: Marketing policy and plan

SUBJECT OUTCOME	
5.1 Explain what a marketing policy and plan are in relation to a marketing context	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Marketing policy and plan are defined accurately. • An organisation's marketing policy and plan are sourced. • The importance of a marketing policy and plan are discussed in relation to the functioning of the marketing department. • The marketing policy and plan of an organisation is examined to ascertain if it meets the necessary marketing policy requirements. • The purpose of a marketing policy and plan in an organisation is explained. • The use of a marketing policy in an organisation is identified and explained. • The organisational requirements and their significance to the development of the marketing plan and policy are reviewed. 	<ul style="list-style-type: none"> • Explain what a marketing policy is. • Define the concepts marketing policy and plan. • Obtain a marketing policy from an organisation. • Discuss the importance of a marketing policy in relation to the function of a marketing organisation. • Peruse an organisation's marketing policy and assess if it meets the necessary marketing policy requirements. • Describe the purpose of a marketing policy in an organisation. • Identify the use of a marketing policy in an organisation. • Explain the use of a marketing policy in an organisation. • Review the organisational requirements and the significance of this to the development of the marketing plan and policy.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion – oral feedback that is documented • Retrieve marketing policy and plan – analyse the composition and the purpose of the marketing policy and plan. Design a template to include findings of analysis of marketing policy and plan. • Practical task 	

SUBJECT OUTCOME	
5.2 Discuss the components of a marketing policy and plan as they apply to a marketing organisation	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The composition of a marketing policy is discussed. • The components of a marketing plan are described including introduction and executive summary, objectives, current market situation, SWOT analysis, marketing strategy analysis, marketing mix, marketing research requirements and action plan. • Tools used to prepare a marketing plan are described including swot analysis and matrixes. • Marketing strategies are discussed that are used in a marketing plan. <i>Range: Penetration, pricing, etc.</i> 	<ul style="list-style-type: none"> • Discuss the components of a regulated marketing policy. • Describe the components of a marketing plan including introduction and executive summary, objectives, current market situation, SWOT analysis, marketing strategy analysis, marketing mix, marketing research requirements and action plan. • Describe tools used to prepare a marketing plan including SWOT analysis and matrices. • Discuss briefly marketing strategies that are used in a marketing plan. <i>Range: Penetration, pricing, etc.</i> • Discuss how market research is influenced by the marketing policy and plan
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Discussion • Checklist of components of a marketing plan • Research task and Written task • Open book test 	

Topic 6: Organisational ethics

SUBJECT OUTCOME	
6.1 Describe the code of conduct and ethical issues.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The purpose of the code is explained. The principles of codes of conduct are identified and explained. The relationship between the code of conduct, ethical issues and successful marketing is explained. The implications that the code of conduct and ethics have for an organisation are explained. 	<ul style="list-style-type: none"> Discuss the concept code of conduct in relation to the marketing context. Describe the purpose of a code of conduct for a marketing organisation. Identify and explain the principles of codes of conduct. Explain the relationship between the code of conduct, ethical issues and successful marketing. Discuss the implications of the code of conduct and ethics for an organisation
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion – oral test Practical research Report on research findings 	

SUBJECT OUTCOME	
6.2 Adhere to code of conduct.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Code of conduct is sourced and obtained Code of conduct is read and explained. Code of conduct is applied and implemented. Deviations from the code are identified and remedial action or compliance is discussed. Application and implementation of the code of conduct in an organisation is explained. 	<ul style="list-style-type: none"> Source codes of conduct from marketing organisations. Read and explain what is contained in the codes of conduct. Identify deviations that can occur from the code of conduct. Discuss the remedial action that can be taken to comply with the code of conduct. Explain how the code of conduct is applied and implemented in an organisation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Obtain codes of conduct from at least three marketing companies – analyse them for similarities and deviations. Make a presentation on the application and implementation of code of conduct - NOTE: Integrated assessment can occur with Marketing Communication presentation 	

SUBJECT OUTCOME	
6.3 Identify and understand the ethical issues in the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Ethical issues are identified. Ethical issues are explained. Ethical issues are acted upon and applied. Deviations from ethical issues are identified and remedial action is taken to comply 	<ul style="list-style-type: none"> Identify what ethical issues exist in a marketing organisation or department. Explain the ethical issues in a marketing department. Describe the procedure for acting upon ethical issues related to marketing in an organisation Identify deviations that can occur from ethical issues. Discuss remedial action that can be taken to comply with standards of ethics.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion – oral feedback that is documented Procedural checklist for acting on ethical issues related to marketing in the organisation Remedial action plan designed from information found in case study Open book test / or self - assessment 	

Topic 7: Implement marketing activity plans to meet agreed deadlines

SUBJECT OUTCOME	
7.1 Describe marketing activity plans.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Marketing activity plans are described. Marketing activities are listed that take place in marketing activity plans. The difference between a marketing plan and marketing activity plans are discussed and summarised. The strengths of marketing activity plans are explained in relation to them improving marketing performance. 	<ul style="list-style-type: none"> Describe marketing activity plans List components of marketing activity plans. List the marketing activities that take place in marketing activity plans Differentiate between a marketing plan and a marketing activity plan. Explain the strengths of marketing activity plans to improve marketing.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion – oral test Assignment 	

SUBJECT OUTCOME	
7.2 Evaluate completed marketing activities.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Outcomes of implemented activities are evaluated at pre-determined intervals against documented plan. Non-conformance is recorded in an accurate and complete way and indicates the effect on success Changes and improvements are documented, agreed and communicated within planned time-frames Measures and evaluation criteria provide sufficient and timely information. Evaluation approaches assess strength and limitations of activities with a view to providing for improvement 	<ul style="list-style-type: none"> Design a checklist to evaluate the outcomes of implemented activities at pre-determined intervals against a documented plan. Evaluate the outcomes of implemented activities at pre-determined intervals against a documented plan. Record non-conformance in implementing marketing activities accurately and completely and indicate the effect on success. Document changes and improvements in an agreed time frame. Communicate the changes and improvements to the relevant marketing parties in an agreed time frame. Design measures that evaluate the strengths and limitations of marketing activities Using the designed measures evaluate the marketing activities with a view to improvement
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Checklist for periodic evaluation of marketing activities implemented – make provision for non-conformance aspects, improvements communicated, weaknesses and strengths of the marketing activities Visit a marketing organisation – complete the designed checklist against a selected marketing plan. The plan must be included with completed checklist as evidence. 	

SUBJECT OUTCOME	
7.3 Describe the consequences of non-compliance with marketing activity plans.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Consequences to non-compliance with marketing activity plans are described in relation to the performance of the marketing department. 	<ul style="list-style-type: none"> Describe the consequences of non-compliance with marketing activity plans in relation to the performance of the marketing department.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discussion task with guidelines. Students to refer to completed checklist for evaluation of marketing activity plans Topic test Examinations/ Practical examinations 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN MARKETING - LEVEL 3

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 Marketing Level 3 students will have achieved the competencies through 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 national 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 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	60%	35%	15%