



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONSUMER BEHAVIOUR

NQF Level 3

September 2007

CONSUMER BEHAVIOUR – 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 Consumer Behaviour 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: Consumer Behaviour* to prepare for and deliver Consumer Behaviour. 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 assurer; 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 in planning 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 is used to determine student strengths and weaknesses and provide 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. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has achieved the criterion adequately. Checklists and task lists are useful in peer or group assessment activities.

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not 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 CONSUMER BEHAVIOUR

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 Consumer Behaviour 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

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

Scale of Achievement for the Vocational component

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

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

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

The college must standardise these documents.

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

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

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

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

ASSESSMENT OF CONSUMER BEHAVIOUR
LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONSUMER BEHAVIOUR - LEVEL 3

Topic 1: Consumer composition in a marketing environment

SUBJECT OUTCOME	
1.1 Explain the concept consumer and indicate the different types of consumers (Important revision of SO1, Topic 1, Level 2).	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The concept consumer is explained in a commercial context Different types of consumers are identified and listed in a commercial context. Similarities and differences between different types of consumers are tabulated 	<ul style="list-style-type: none"> Explain the concept consumer in a marketing context Identify and list different types of consumers in a marketing context Tabulate the similarities and differences between different types of consumers
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Class discussions and questions as revision of concepts and scope of types of consumers Revision test 	

SUBJECT OUTCOME	
1.2 Indicate the steps in the consumer's basic decision making process	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The concepts consumer and decision making process are explained to demonstrate understanding. The basic steps in the consumer decision making process are listed and explained accurately. <i>Range: Problem recognition, information search, evaluation of alternatives purchase decision, post-purchase behaviour</i> 	<ul style="list-style-type: none"> Demonstrate an understanding of the concepts consumer and decision making process based on prior knowledge attained in this field of study List and accurately explain the basic steps in the consumer decision making process. <i>Range: Problem recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Facilitator-student discussion Individual notes Written assignment Correction of mistakes Class test 	

SUBJECT OUTCOME	
1.3 The concept organizational consumer is defined and organisational consumers' characteristics are explained.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The concept Organizational Consumer is defined to demonstrate understanding. The characteristics of Organizational Consumers are explained so that they can be taking into consideration when sales techniques are developed. Differences and similarities are identified and listed between Organizational and customer buying The buying structure of Organizational Consumers is described. <i>Range: Role players, centralisation, decentralization</i> 	<ul style="list-style-type: none"> Define the concepts organisational consumer to demonstrate understanding Explain the characteristics of organisational consumers so that these can be considered when sales techniques are planned and developed Identify and list differences and similarities between organizational and other customers' buying behaviour Describe the buying structure of organizational consumers. <i>Range: Role players, centralisation, decentralisation</i>

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Individual notes • Written assignment • Correction of mistakes • Class test

Topic 2: The market

(integrated assessment on Subject Outcomes is possible)

SUBJECT OUTCOMES	
2.1 Define the concept market.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The market concept is understood in different contexts. <i>Range: In a socio-economic system, in an individual organization and personally</i> • The market concept is understood in a national and international context 	<ul style="list-style-type: none"> • Demonstrate understanding of the market concept in different contexts, <i>Range: In a socio-economic system, in an individual organization and personally</i> • Demonstrate understanding of the market concept in a national and international context
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion/explanation of topic or • (First session) Interview with Marketing Consultant or • Guest speaker • List of pre-compiled questions • Student notes from facilitators' discussion/ explanation or • Answers to pre-compiled questions to consultant or • Students take notes from the guest speakers' discussion/ explanation • Written assignment (report) • Topic test at the end of Topic 2 	

SUBJECT OUTCOMES	
2.2 Identify the different types of consumer markets with a definition of each	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept customer market is defined to demonstrate understanding. • Different customer markets are identified and described. <i>Range: Consumer markets, industrial markets, reseller markets, government markets, international markets</i> 	<ul style="list-style-type: none"> • Demonstrate understanding of the concept customer market • Identify and describe the different customer markets. <i>Range: consumer markets, industrial markets, reseller markets, government markets, international markets</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion/explanation of topic or • Interview with marketing consultant or • Guest speaker • List of pre-compiled questions • Student notes from facilitators' discussion/ explanation or • Answers to pre-compiled questions to consultant or • Students take down notes from the guest speakers' discussion/ explanation • Written assignment (report) • Topic test at the end of Topic 2 	

SUBJECT OUTCOMES	
2.3 Identify the nature and extent of consumer markets.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The difference between a consumer and a customer is indicated. • The difference between customer and consumer markets is explained with examples. 	<ul style="list-style-type: none"> • Demonstrate understanding of the difference between a consumer and a customer • Explain the difference between customer and consumer markets with examples
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion/explanation of topic or • Interview with marketing consultant or • Guest speaker • List of pre-compiled, questions • Student notes from facilitators' discussion/ explanation or • List answers to pre-compiled questions to consultant or • Students take notes from the guest speakers' discussion/ explanation • Written assignment (report) • Topic test at the end of Topic 2 	

SUBJECT OUTCOMES	
2.4 Explain the supply and demand sides of consumer markets.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Enterprises offering similar products or services to the market (competitors), being the supply, are explained with examples. <i>Range: Enterprises, suppliers, manufacturers, wholesalers</i> • All possible consumers, being the demand, are explained. <i>Range: Consumers of products, services or raw material</i> • The interaction between the enterprise and its environment is understood 	<ul style="list-style-type: none"> • Explain enterprises offering similar products or services to the market (competitors), being the supply, with examples. <i>Range: Enterprises, suppliers, manufacturers, wholesalers</i> • Explain all possible consumers, being the demand. <i>Range: Consumers of products, services or raw material</i> • Demonstrate an understanding of the interaction between the enterprise and its environment
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion/explanation of topic or • Interview with marketing consultant or • Guest speaker • List of pre compiled, questions • Student notes from facilitators' discussion /explanation or • List answers to pre compiled questions to consultant or • Students take down notes from the guest speakers' discussion /explanation • Written assignment (report) • Topic test at the end of Topic 2 	

SUBJECT OUTCOMES	
2.5 Explain the concept Mass Marketing.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A mass marketing approach is understood. <i>Range: aggregation, total market, undifferentiated</i> • The basic elements of mass marketing are understood. <i>Range: production, mass distribution, mass promotion, one product</i> • Practical examples of mass marketing are illustrated • The conditions under which mass marketing can be successful are understood. <i>Range: similar needs, common product needs</i> • Advantages and disadvantages of mass marketing are explained in a comparative manner 	<ul style="list-style-type: none"> • Demonstrate an understanding of a mass marketing approach. <i>Range: aggregation, total market, undifferentiated</i> • Demonstrate an understanding of the basic elements of mass marketing. <i>Range: production, mass distribution, mass promotion, one product</i> • Illustrate practical examples of mass marketing • Demonstrate understanding of the conditions under which mass marketing can be successful. <i>Range: similar needs, common product needs</i> • Explain advantages and disadvantages in a comparative manner
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion/explanation of topic or • Interview with marketing consultant or • Guest speaker • List of pre-compiled questions • Student notes from facilitators' discussion/ explanation or • List answers to pre-compiled questions to consultant or • Students take down notes from the guest speakers' discussion /explanation • Written assignment (report) • Topic test 	

Topic 3: The target market

SUBJECT OUTCOME	
3.1 Describe market segmentation and market segmentation processes.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Market segmentation is assessed and explained • The purpose of market segmentation is explained in terms of the divisions of markets into groupings with similar characteristics, needs, wants and behaviours to enable precise targeting of markets • The potential for segmentation is assessed and explained • Segmentation basis is identified and explained, including geographic, demographic, psychographic and behaviouristic, end use and operational basis • Profiles for market segmentation are identified and explained 	<ul style="list-style-type: none"> • Assess and explain market segmentation • Explain the purpose of market segmentation in terms of the divisions of markets into groupings with similar characteristics, needs, wants and behaviours to enable precise targeting • Assess and explain the potential for segmentation • Identify and explain segmentation basis, including geographic, demographic, psychographic and behaviouristic, end use and operational basis • Identify and explain profiles for market segmentation
ASSESSMENT TASKS OR ACTIVITIES	
<p>(Second session)</p> <ul style="list-style-type: none"> • Notes from facilitators' discussion/ explanation or • Set of answers to pre-compiled questions to consultant or • Notes from the guest speakers' discussion/ explanation • Written assignment (summary) • Topic test at the end of Topic 3 	

SUBJECT OUTCOME	
3.2 Explain positioning strategies for chosen segments	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Target market segments are identified and explained • Position variables are identified for each target market and explained • Product positioning strategies to be communicated to the target market, are identified 	<ul style="list-style-type: none"> • Identify and explain target market segments • Identify and explain position variables for each target market • Identify product positioning strategies to be communicated to the target market
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Notes from facilitators' discussion/ explanation or • Set of answers to pre-compiled questions to consultant or • Notes from the guest speakers' discussion/ explanation • Written assignment (summary) • Topic test at the end of Topic 3 	

SUBJECT OUTCOME	
3.3 Explain market segmentation in relation to the marketing mix	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The implications of market segmentation outcomes for marketing mix decisions are identified and explained • Implications of market positioning strategies for marketing mix decisions are identified and described • Implications of significant cultural influences and impacts on the marketing mix decisions are identified and explained • Monitoring mechanisms are identified for market positioning strategies and these are explained 	<ul style="list-style-type: none"> • Identify and explain the implications of market segmentation outcomes for marketing mix decisions • Identify and describe implications of market positioning strategies for marketing mix decisions • Identify and explain implications of significant cultural influences and impacts on the marketing mix decisions • Identify and explain monitoring mechanisms for market positioning strategies
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Notes from facilitators' discussion/ explanation or • Set of answers to pre-compiled questions to consultant or • Notes from the guest speakers' discussion/ explanation • Written assignment (summary) • Topic test 	

Topic 4: Basic research in an office environment

(integrated assessment on topic is possible)

SUBJECT OUTCOME	
4.1 Plan a simple research project.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The need for and the purpose of the research is clearly identified and confirmed in writing with the key stakeholders • The scope of the research is delineated after consultation with the key stakeholders • A list of at least five qualitative and quantitative research methodologies is compiled, describing the suitability of each for the research topic in question • A particular methodology is selected based on the most appropriate design for the research in question • A research plan, describing the purpose, the question or problem to be solved, the expected outcome, the methodology and any schedules, questionnaires or models that will be used is formulated according to a selected published model 	<ul style="list-style-type: none"> • Identify and confirm in writing the need for and the purpose of the research with key stakeholders • Delineate the scope of the research after consultation with the key stakeholders • Compile a list of at least five qualitative and quantitative research methodologies, describing the suitability of each for the research topic in question • Select a particular methodology based on the most appropriate design for the research in question • Formulate a research plan, describing the purpose, the question or problem to be solved, the expected outcome, the methodology and any schedules, questionnaires or models that will be used
ASSESSMENT TASKS OR ACTIVITIES	
<p>Topic to be facilitated in either</p> <ul style="list-style-type: none"> • classroom discussions and explanations; or • resource centre/technology centre <ul style="list-style-type: none"> • Plan a simple research project • Written assessment tasks: <ul style="list-style-type: none"> • Confirmation (facilitator guidance) • List of research methodologies, indicating selected methodology • Research plan • Open book class test 	

SUBJECT OUTCOME	
4.2 Gather and collate data relevant to the research question.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The data is gathered according to the methodology described in the plan • The data is collated according to the methodology described in the plan • Where it has been necessary to change any part of the plan, reasons for the change are justified in writing • The data is recorded in raw format and collated format 	<ul style="list-style-type: none"> • Gather data according to the methodology described in the plan • Collate data according to the methodology described in the plan • Justify reasons for change of any part of the plan, where necessary, in writing • Record data in raw format and collated format
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Gather and collate data relevant to the research question of problem <p>Written assessment tasks:</p> <ul style="list-style-type: none"> • Written reasons • Record data in raw, collated format • Open book class test 	

SUBJECT OUTCOME	
4.3 Analyse the data obtained from the research	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A list of five data analysis techniques is compiled, describing the suitability of each for the data obtained and the research topic in question • A particular analysis technique is selected based on appropriateness for the data obtained and the type of research carried out • The data is analysed correctly using the selected analysis technique • Only the relevant findings are selected for presentation in the report 	<ul style="list-style-type: none"> • Compile a list of five data analysis techniques, describing the suitability of each for the data obtained and the research topic in question • Select a particular analysis technique based on appropriateness for the data obtained and the type of research carried out • Analyse the data correctly using the selected analysis technique • Select only the relevant findings for presentation in the report
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Analyse the data obtained from the research <p>Complete written assessment tasks:</p> <ul style="list-style-type: none"> • List of data analysis techniques, indicating selected technique • Report on findings after data analysis • Open book class test 	

SUBJECT OUTCOME	
4.4 Prepare and present a report and recommendations based on the findings of the research	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The report includes all the elements of the plan, as well as the collated data, the analysis, the findings, a discussion with reference to published works relating to the topic, the recommendations, a conclusion and references • The report contains appropriate diagrams, graphs or charts that serve to illustrate and enhance comprehension of the points being made • The report links researched findings to published data in an integrated manner • The format of the report is based on a company specific template designed for the purpose 	<ul style="list-style-type: none"> • Include in the report all the elements of the plan, as well as the collated data, the analysis, the findings, a discussion with reference to published works relating to the topic, the recommendations, a conclusion and references • Illustrate and enhance comprehension of the points being made by including appropriate diagrams, graphs or charts • Ensure that the report links research findings to published data in an integrated manner • Base the format of the report on a company specific template designed for the purpose
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Prepare and present a report and recommendations based on the findings of the research • Written report <p>OR</p> <ul style="list-style-type: none"> • Electronic presentation (with hard copies) 	

SUBJECT OUTCOME	
4.5 Evaluate the effectiveness and utility of the research	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The effectiveness of the selected techniques is discussed with reference to the purpose of the research • The utility of the research is discussed with reference to the stated purpose and design 	<ul style="list-style-type: none"> • Discuss the effectiveness of the selected techniques with reference to the purpose of the research • Discuss the utility of the research with reference to the stated purpose and design
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Evaluate the effectiveness and utility of the research • Oral test to discuss effectiveness and utility of the research • Possible topic test 	

Topic 5: Product positioning

SUBJECT OUTCOME	
5.1 Describe and explain product positioning strategies	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Target market of existing products and competing products is analysed Comparisons are made with existing products and competing products Opportunities for new product development and modification of existing products are identified Customer perceptions are identified and explained Customer preferences for product positions are identified and explained Market opportunities are identified and explained 	<ul style="list-style-type: none"> Analyse target market of existing products and competing products Make comparisons with existing products and competing products Identify opportunities for new product development and modification of existing products Identify and explain customer perceptions Identify and explain customer preferences for product positions Identify and explain market opportunities
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Facilitator-student discussion Investigation/research (research can be done in the business sector/Research (Technology) Centre). Written report/electronic presentation <p>OR</p> <ul style="list-style-type: none"> Written assignments Checklist as research guidance. Topic test at the end of discussions and assignments 	

SUBJECT OUTCOME	
5.2 Position the product in relation to the market	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Relative target markets positions are identified and explained Positioning and repositioning options are identified and explained Positioning strategies for communicating and executing the product positioning decisions are identified and explained 	<ul style="list-style-type: none"> Identify and explain relative target market positions Identify and explain positioning and repositioning options Identify and explain positioning strategies for communicating and executing the product positioning decisions taken
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Facilitator-student discussion Investigation/research (continue) Written report/electronic presentation with hard copies <p>OR</p> <ul style="list-style-type: none"> Written assignments Checklist as research guidance. Topic test at the end of discussions and assignments 	

SUBJECT OUTCOME	
5.3 Explain and describe product life cycles.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Phases of product life cycles are identified and explained Implications for marketing programs of product life cycles are identified and described Product life cycle phases are evaluated and implications for new product development and modification of existing products are explained and described 	<ul style="list-style-type: none"> Identify and explain phases of product life cycles Identify and describe implications for marketing programs of product life cycles Evaluate product life cycle phases Explain and describe implications for new product development and modification of existing products

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Facilitator-student discussion • Investigation/research (continue) • Written report/electronic presentation with hard copies <p>OR</p> <ul style="list-style-type: none"> • Written assignments • Checklist as research guidance. • Topic test

Topic 6: Safety and security policies and procedures

SUBJECT OUTCOME	
6.1 Describe safety and security policies and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Safety and security policies and procedures are obtained as required for specific operations • Safety and security policies and procedures are analysed and described in accordance with relevant arrangements and venue guidelines • Safety and security policies and procedures are described within own working environment as per organizational standards and safety procedures 	<ul style="list-style-type: none"> • Obtain safety and security policies and procedures as required for specific operations • Analyse and describe safety and security policies and procedures in accordance with relevant arrangements and venue guidelines • Describe safety and security policies and procedures within own working environment as per organisational standards and safety procedures
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Written assignment(s) • Case study 	

SUBJECT OUTCOME	
6.2 Monitor safety and security policies and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Safety and security implementation plans are obtained within the organisational guidelines • Implementation plans are evaluated and safety elements identified in line with standards • Implementation plans are monitored and problematic areas are identified in terms of objectives 	<ul style="list-style-type: none"> • Obtain safety and security implementation plans within the organisational guidelines • Evaluate implementation plans and identify safety elements in line with standards • Monitor implementation plans and identify problematic areas in terms of objectives
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Facilitator-student discussion • Class questions (observation list) • Written assignment(s) • Case study 	

SUBJECT OUTCOME	
6.3 Report deviations from safety and security policies and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Deviations are recorded in the required format • Deviance reports are submitted within required timeframe • Actions to correct problematic areas are implemented and monitored according to organisational standards and procedures 	<ul style="list-style-type: none"> • Record deviations in the required format • Submit deviance reports within required timeframe • Implement actions to correct problematic areas and monitor actions according to organisational standards and procedures

ASSESSMENT TASKS OR ACTIVITIES

- Facilitator-student discussion
- Written report
- Case study
- Topic test

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONSUMER BEHAVIOUR - 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 learners' 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 Consumer Behaviour Level 3 learners 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 learner to be assessed in more than one subject within the same ISAT.

4.2 National examination

A formal national 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
	55% - 75%	20% - 35%	5% - 15%