NATIONAL CERTIFICATES
(VOCATIONAL)

ASSESSMENT GUIDELINES

CONSUMER BEHAVIOUR
NQF LEVEL 2

September 2007
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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 assuror; 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
 Consumer Behaviour
National Certificates (Vocational)

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.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
</tbody>
</table>
9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student’s Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

<table>
<thead>
<tr>
<th>METHODS FOR COLLECTING EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation-based</strong> (Less structured)</td>
</tr>
<tr>
<td>Assessment instruments</td>
</tr>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>Class questions</td>
</tr>
<tr>
<td>Lecturer, student, parent discussions</td>
</tr>
<tr>
<td>Assignments or tasks</td>
</tr>
<tr>
<td>Projects</td>
</tr>
<tr>
<td>Investigations or research</td>
</tr>
<tr>
<td>Case studies</td>
</tr>
<tr>
<td>Practical exercises</td>
</tr>
<tr>
<td>Demonstrations</td>
</tr>
<tr>
<td>Role-play</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Examinations</td>
</tr>
<tr>
<td>Class tests</td>
</tr>
<tr>
<td>Practical examinations</td>
</tr>
<tr>
<td>Oral tests</td>
</tr>
<tr>
<td>Open-book tests</td>
</tr>
</tbody>
</table>

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. Why particular information is recorded and how it is recorded determine which instrument will be used.
Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN 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.

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
</tbody>
</table>
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 2
3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONSUMER BEHAVIOUR – LEVEL 2

Topic 1: Introducing Consumer Demographics

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the concept consumer in a broad economic context.</td>
<td>• A description of the concept consumer is given in a familiar context. • The concept consumer is explained in an economic context.</td>
<td>• Describe and explain the concept consumer in a familiar, economic and marketing context.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussions
- Written assignment or worksheet

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Outline a consumer analysis by indicating the importance and scope of consumers.</td>
<td>• The concept consumer analysis is explained to demonstrate understanding. • A broad scope of consumers is given with examples. • The importance of consumers is explained as seen in an economic context.</td>
<td>• Explain the concepts outline, analysis, scope and importance from own frame of reference. • Illustrate the concept analysis as it applies to a selected marketing environment. • List the basic components of an analysis as illustrated in a specific marketing context. • Explain scope of consumers. • Demonstrate an understanding of the importance of scope of consumers.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussions
- Research or investigation of consumer analysis - individual notes and comments
- List of questions
- Checklist

<table>
<thead>
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<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the concept demographics.</td>
<td>• A description of the concept demographics is given based of prior knowledge of the basic composition of a known population. • A description of the concept demographics is given as applied to a specific demarcated area of consumers. • The basic elements of a demographic composition as applied to a specific demarcated area of consumers are given. <em>Range: Population, size, gender, age, location, housing, mobility, bracketed income and expenditure, occupation, education and marital status</em></td>
<td>• Give a description of the concept demographics based on prior knowledge of the basic composition of a known population. • Give a description of the concept demographics as applied to a specific demarcated area of consumers. • Give an illustration of the basic elements of a demographic composition as applied to a specific demarcated area of consumers. <em>Range: Population, size, gender, age, location, housing, mobility, bracketed income and expenditure, occupation, education and marital status</em></td>
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</tr>
</tbody>
</table>
### ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussions
- Practical exercise
- Individual notes on:
  - Population
  - Size
  - Gender
  - Location
  - Housing
  - Mobility
  - Bracketed income
  - Expenditure
  - Age
  - Occupation
  - Education
  - Marital status
  - Bracketed income
  - Expenditure
  - Mobility
  - Occupation
  - Education

### SUBJECT OUTCOME

Explore and list the different uses and limitations of demographic data.

### ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
- A description of the concept demographic data is given. | Demonstrate understanding of the concept demographic data.
- A list of demographic data is compiled to use in the marketing department. | Identify and compile a list of demographic data to use in the marketing department.
- The limitations of demographic data are identified to address these limitations. | List the limitations of demographic data to address these limitations.

### ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussions
- Group discussions
- Assignment, written summary or list

### Topic 2: Consumer Styles and Lifestyle Differences

### SUBJECT OUTCOME

Discuss the social characteristics of consumers.

### ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
- The concept social characteristics is described as it manifests in personal, daily interactions. | Explain the concept social characteristics in different contexts based on certain behaviour trends.  
*Range: Personal daily interactions and social interactions in a marketing environment*
- Social characteristics are defined as the result of certain behaviour trends in social interactions in a selected commercial environment. | Identify differences in social characteristics due to different frames of reference.  
*Range: Personal daily interactions and social interactions in a marketing environment*
- Differences in social characteristics of consumers are identified due to differences in frames of reference. | List the most common social characteristics of consumers valuable for marketing interaction.
- Most common social characteristics of consumers, valuable for commercial interaction, are listed. |  

### ASSESSMENT TASKS OR ACTIVITIES

- Class discussion  
  *Range: Own social interactions and interactions in a marketing environment*
- Practical assignment or report

### SUBJECT OUTCOME

Describe the psychological characteristics of consumers.

### ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
- The concept psychological characteristics are described as it manifests in behaviour in personal, daily interactions. | Describe the concept psychological characteristics.
- Psychological characteristics that result from certain behaviour trends in various interactions in a selected commercial environment are defined. | Define and list psychological characteristics that result from certain behaviour trends in various interactions in a selected marketing environment.
- Psychological characteristics originating in differences in frames of reference. | Identify differences in psychological characteristics originating in differences in frames of reference.
• Differences in psychological characteristics of consumers originating in differences in frames of reference are identified.
• Most common psychological characteristics of consumers, valuable for commercial interaction, are listed.

• List the psychological characteristics most valuable to and which can contribute to marketing interaction.

ASSESSMENT TASKS OR ACTIVITIES

• Lecturer and student discussions
• Practical assignment or research
• Report

SUBJECT OUTCOME

Identify differences in consumer lifestyles by looking at the nature of products.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
• Differences in the nature of products are identified to demonstrate understanding.
• The concept consumer lifestyles are described using examples.
• The influence of the nature of the product on consumer lifestyles is described. | • Identify differences in the nature of products to demonstrate understanding.
• Describe the concept consumer lifestyles with examples.
• Describe the influence of the nature of the product on consumer lifestyles.

ASSESSMENT TASKS OR ACTIVITIES

• Lecturer and student discussions
• Individual notes or comments
• Written assignment

SUBJECT OUTCOME

Identify differences in consumer lifestyles by looking at the nature of markets.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
• An elementary description of the concept market is given.
• Differences in the nature of markets are clearly identified.
• The influence of the nature of the market on consumer lifestyles is described. | • Give an elementary description of the concept market based on prior knowledge of the field of study.
• Identify the differences in the nature of markets.
• Identify and describe the influence of the nature of different markets on consumer lifestyles.

ASSESSMENT TASKS OR ACTIVITIES

• Lecturer and student discussions
• Individual notes or comments
• Written assignment

SUBJECT OUTCOME

Measure the marketing implications of social and psychological profiles of consumers.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
---|---
• The concept implication is clearly defined.
• The marketing implications of social characteristics of | • Define the concept implication in a marketing context.
• Compile different social profiles for different
consumers are listed.
• The marketing implications of psychological characteristics of consumers are listed.
• Possible ways to overcome social and psychological implications in relation to marketing are listed.

consumers.
• Explain the marketing implications of different social profiles or characteristics of consumers.
• Compile different psychological profiles for different customers.
• Explain the marketing implications of the different psychological profiles of consumers.
• List possible ways to overcome the social and psychological profiles that have negative implications for marketing.

ASSESSMENT TASKS OR ACTIVITIES

• Group discussions
• Social profiles for different consumers
• Psychological profiles for different consumers
• Group assignment or team report

Topic 3: Handling Information Queries from Customers

SUBJECT OUTCOME
Elicit information from customers.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
--- | ---
• Information elicited is accurate and according to customer requirements. | • Elicit information accurately and according to customer requirements.
• Information is elicited in company-specific timeframes. | • Elicit information in company-specific timeframes.

ASSESSMENT TASKS OR ACTIVITIES

• Lecturer and student discussions
• Task-based assignment (role-play in simulated marketing environment)
• Checklist

SUBJECT OUTCOME
Offer information to others.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
--- | ---
• Information is consistent and logical and is clearly presented. | • Present information which is consistent, logical and clear.
• Information is offered within company-specific format and requirements. | • Present information within company-specific format and requirements.
• Information is offered in company-specific timeframes. | • Present information in company-specific timeframes.

ASSESSMENT TASKS OR ACTIVITIES

• Lecturer and student discussions
• Task-based assignment (Role-play in simulated marketing environment)

SUBJECT OUTCOME
Record customer information.

ASSESSMENT STANDARDS | LEARNING OUTCOMES
--- | ---
• Information is repeated to customer to ensure information has been accurately recorded. | • Repeat information to customer to ensure information has been accurately recorded.
• Information is recorded in company-specific timeframes. | • Record information in company-specific timeframes.
• Information recorded is relevant and consistent with company-specific formats and requirements. | • Record information that is relevant and consistent with company-specific formats and requirements.
company-specific formats and requirements.

**ASSESSMENT TASKS OR ACTIVITIES**

- Lecturer and student discussions
- Task-based assignment (Role-play in simulated marketing environment)
- Checklist
- Completed record forms

**Topic 4: Information Systems in a Business Environment**

**SUBJECT OUTCOME**

*Store information using an existing storage system.*

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Paper-based documentation is classified, sorted and recorded according to established requirements.</td>
<td>- Classify, sort and record paper-based documentation according to established requirements.</td>
</tr>
<tr>
<td>- Information is stored in the correct location and sequence and the student understands the effect that misfiled documentation has on an organisation.</td>
<td>- Store information in the correct location and demonstrate understanding of the effect that misfiled documentation has on an organisation.</td>
</tr>
<tr>
<td>- Documents are stored in a manner that ensures that they will be undamaged, safe and accessible when required.</td>
<td>- Store documents in a manner that ensures that they will be undamaged, safe and accessible when required.</td>
</tr>
<tr>
<td>- Information is classified and cross-referenced accurately. Classification uncertainties are referred to an appropriate authority.</td>
<td>- Classify and cross-reference information accurately and refer classification uncertainties to an appropriate authority.</td>
</tr>
<tr>
<td>- The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-referencing are explained in a familiar context.</td>
<td>- Demonstrate understanding of the method of classification and cross-referencing.</td>
</tr>
<tr>
<td>- The process for locating information is current, accurate and in a prescribed format according to the organisation’s procedures for archiving. The student understands the implications for productivity when an item cannot be located.</td>
<td>- Explain the problems that could result from unconventional classification and cross-referencing in a familiar context.</td>
</tr>
</tbody>
</table>

For electronic storage systems:

- Filing documentation is sourced and gathered.
- Electronic files are created and labelled according to requirements.
- Electronic documentation is filed according to organisational requirements.
- Filing is completed within organisational timeframes and standards.
- Classification uncertainties are referred to an appropriate authority.
- All materials are classified, sorted and stored in safe and secure manner where they will not be damaged.

- Classify, sort and store all materials, in a safe and secure manner where they will not be damaged.

**ASSESSMENT TASKS OR ACTIVITIES**

- Lecturer and student discussions
- Activities and tasks to be executed for Subject outcome 1, 2 and 3 in a “Structured Environment”:
  - Store information using an existing storage system.
  - Retrieve information from an existing storage system.
  - Store valuable documentation and reference materials securely.
- Pre-set documents should be available for these activities or tasks and should be clearly formulated. Assessment Standards must be spelled out.
- Checklist
- Written report

### SUBJECT OUTCOME
Retrieve information from an existing storage system.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required information is promptly located, obtained, copied and dispatched to the correct person or location.</td>
<td>Promptly locate, obtain, copy and dispatch the required information to the correct person or location.</td>
</tr>
<tr>
<td>A delay in the supply of information is communicated and the reason for delay is politely explained.</td>
<td>Communicate a delay in the supply of information and explain the reason for the delay.</td>
</tr>
<tr>
<td>Information retrieved is correctly recorded to track all files.</td>
<td>Record information retrieved correctly to track all files.</td>
</tr>
<tr>
<td>Missing or overdue items are identified and correct procedures are followed to locate them.</td>
<td>Identify missing or overdue items and follow correct procedure to locate them.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- Practical activity in “Structured Environment”:
  - Prepare a written report on procedure in the case of delays, missing items or overdue items.

### SUBJECT OUTCOME
Store valuable documentation and reference materials securely.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process for securing valuable items and for maintaining security is known and followed meticulously.</td>
<td>Demonstrate knowledge of and follow the process for securing valuable items and for maintaining that security meticulously.</td>
</tr>
<tr>
<td>Reasons for security procedures are explained with examples of the effects on an organisation if a breach of security occurs.</td>
<td>Explain the reasons for security procedures and the effect on an organisation when there is a breach of security.</td>
</tr>
<tr>
<td>Security risks are identified and corrected in own area of authority.</td>
<td>Identify and correct security risks in own area of authority.</td>
</tr>
<tr>
<td>Violations of security are recognised and reported following the familiar and established procedures.</td>
<td>Recognise and report violations of security through familiar and established procedures.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- Practical activity in “Structured Environment”:
  - Write a report on reasons for security procedures and the impact a security breach has on an organisation.
- Checklist

**Topic 5: Verbal Communication with Clients**

### SUBJECT OUTCOME
Listen for information in a verbal communication.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The emotional state of the caller or client is gauged from tone, pitch, pace and volume of voice.</td>
<td>Gauge the emotional state of the caller or client from tone, pitch, pace and volume of voice.</td>
</tr>
<tr>
<td>Body language is observed to support the interpretation of the client’s vocal indicators in face-to-face interactions.</td>
<td>Observe body language to support the interpretation of the client’s vocal indicators in face-to-face interactions.</td>
</tr>
<tr>
<td>Own tone, pitch, pace and volume are adjusted to empathise with the client’s emotional state.</td>
<td>Adjust own tone, pitch, pace and volume to empathise with the client’s emotional state.</td>
</tr>
<tr>
<td>The main idea is extracted from the client’s verbal communication and an assessment is made of the client’s needs.</td>
<td>Extract the main idea from the client’s verbal communication and assess the client’s needs.</td>
</tr>
<tr>
<td>Ask questions to elicit supporting details and clarify</td>
<td></td>
</tr>
</tbody>
</table>
### ASSESSMENT TASKS OR ACTIVITIES

- Lecturer and student discussions to inform, guide and prepare students for practical expectations and execution of instructions
- Recommended practical topic exercise in “Structured Environment”:
  - Students pair up to participate in role-play activities.
  - Students prepare according to task lists.
- Video tape
- Checklist
- Individual notes and impressions

### SUBJECT OUTCOME

**Use clear, plain language in a verbal communication.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical language is used appropriately and explained in own words where necessary.</td>
<td>Use technical language appropriately and explain in own words where necessary.</td>
</tr>
<tr>
<td>Verbal mannerisms, jargon and slang are identified and assessed in terms of their contribution to a business interaction.</td>
<td>Identify and assess verbal mannerisms, jargon and slang in terms of their contribution to a business interaction.</td>
</tr>
<tr>
<td>Variations in tone, pitch, volume and pace are used to enhance meaning and respond appropriately to the client in different circumstances.</td>
<td>Use variation in tone, pitch, volume and pace to enhance meaning and respond appropriately to the client in different circumstances.</td>
</tr>
<tr>
<td>Barriers to effective communication in the business environment are identified to facilitate communication with clients.</td>
<td>Identify barriers to effective communication in the business environment to facilitate communication with clients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer and student discussions</td>
</tr>
<tr>
<td>Recommended practical topic exercise continues</td>
</tr>
<tr>
<td>Video tape continues</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
<tr>
<td>Individual notes or impressions</td>
</tr>
</tbody>
</table>

### SUBJECT OUTCOME

**Provide information in response to a client’s request.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Appropriate information is clarified in plain language.</td>
<td>Clarify appropriate information in plain language.</td>
</tr>
<tr>
<td>The client’s interpretation of the information is checked using open-ended questions.</td>
<td>Check the client’s interpretation of the information using open-ended questions.</td>
</tr>
<tr>
<td>A range of relevant options is described and explained to the client to agree on a plan of action.</td>
<td>Describe and explain a range of relevant options to the client to agree on a plan of action.</td>
</tr>
<tr>
<td>Consensus is reached on the most viable option to resolve the query or request.</td>
<td>Reach consensus on the most viable option to resolve the query or request.</td>
</tr>
<tr>
<td>The proper procedure to be followed is clearly outlined, including action steps, responsibilities and deadlines.</td>
<td>Outline the proper procedure to follow and clearly include action steps, responsibilities and deadlines.</td>
</tr>
</tbody>
</table>

<table>
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</tr>
<tr>
<td>Video tape continues</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
</tbody>
</table>
4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN CONSUMER BEHAVIOUR LEVEL 2

4.1 Integrated summative assessment task (ISAT)
A compulsory component of the external assessment (ESASS) is the integrated summative assessment task (ISAT). The integrated summative assessment task (ISAT) draws on the students’ cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

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

4.2 National Examination
A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55 - 75%</td>
<td>20 - 35%</td>
<td>5 - 15%</td>
</tr>
</tbody>
</table>
### MARK ALLOCATION PER QUESTION

<table>
<thead>
<tr>
<th>Section 1: Compulsory (must cover all topics)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.</td>
<td>30 marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Compulsory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Five questions with a choice of any four. These questions must be set from ALL the topics.</td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td></td>
</tr>
<tr>
<td>Question 2</td>
<td>30 marks per question</td>
</tr>
<tr>
<td>Question 3</td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>150 marks</strong></td>
</tr>
</tbody>
</table>