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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONSUMER BEHAVIOUR
NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for 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 assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.

GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

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

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN 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 2

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONSUMER BEHAVIOUR – LEVEL 2

Topic 1: Introducing Consumer Demographics

SUBJECT OUTCOME	
Explain the concept consumer in a broad economic context.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• A description of the concept consumer is given in a familiar context. • The concept consumer is explained in an economic context.	• Describe and explain the concept consumer in a familiar, economic and marketing context.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussions • Written assignment or worksheet	

SUBJECT OUTCOME	
Outline a consumer analysis by indicating the importance and scope of consumers.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• 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.	• 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.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussions • Research or investigation of consumer analysis - individual notes and comments • List of questions • Checklist	

SUBJECT OUTCOME	
Demonstrate an understanding of the concept demographics.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• 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. *Range: Population, size, gender, age, location, housing, mobility, bracketed income and expenditure, occupation, education and marital status*	• 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. *Range: Population, size, gender, age, location, housing, mobility, bracketed income and expenditure, occupation, education and marital status*

ASSESSMENT TASKS OR ACTIVITIES			
• Lecturer and student discussions • Practical exercise • Individual notes on:			
▪ Population ▪ Housing ▪ Age	▪ Size ▪ Mobility ▪ Occupation	▪ Gender ▪ Bracketed income ▪ Education	▪ Location ▪ Expenditure ▪ Marital status

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. • A list of demographic data is compiled to use in the marketing department. • The limitations of demographic data are identified to address these limitations.	• Demonstrate understanding of the concept demographic data. • Identify and compile a list of demographic data to use in the marketing department. • 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. • Social characteristics are defined as the result of certain behaviour trends in social interactions in a selected commercial environment. • Differences in social characteristics of consumers are identified due to differences in frames of reference. • Most common social characteristics of consumers, valuable for commercial interaction, are listed.	• Explain the concept social characteristics in different contexts based on certain behaviour trends. *Range: Personal daily interactions and social interactions in a marketing environment* • Identify differences in social characteristics due to different frames of reference. • List the most common social characteristics of consumers valuable for marketing interaction.
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. • Psychological characteristics that result from certain behaviour trends in various interactions in a selected commercial environment are defined.	• Describe the concept psychological characteristics. • Define and list psychological characteristics that result from certain behaviour trends in various interactions in a selected marketing environment. • 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. • Information is elicited in company-specific timeframes.	• Elicit information accurately and according to customer requirements. • 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. • Information is offered within company-specific format and requirements. • Information is offered in company-specific timeframes.	• Present information which is consistent, logical and clear. • Present information within company-specific format and requirements. • 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. • Information is recorded in company-specific timeframes. • Information recorded is relevant and consistent with	• Repeat information to customer to ensure information has been accurately recorded. • Record information in company-specific timeframes. • 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.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Paper-based documentation is classified, sorted and recorded according to established requirements. • Information is stored in the correct location and sequence and the student understands the effect that misfiled documentation has on an organisation. • Documents are stored in a manner that ensures that they will be undamaged, safe and accessible when required. • Information is classified and cross-referenced accurately. Classification uncertainties are referred to an appropriate authority. • 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. • 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. *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 record paper-based documentation according to established requirements. • Store information in the correct location and demonstrate understanding of the effect that misfiled documentation has on an organisation. • Store documents in a manner that ensures that they will be undamaged, safe and accessible when required. • Classify and cross-reference information accurately and refer classification uncertainties to an appropriate authority. • Demonstrate understanding of the method of classification and cross-referencing. • Explain the problems that could result from unconventional classification and cross-referencing in a familiar context. • Demonstrate an understanding of the importance of the process for locating information that should be current, accurate and in a prescribed format according to the organisation's procedures for archiving. • Demonstrate an understanding of the implications for productivity when an item cannot be located. *For electronic storage systems:* • Source and gather filing documentation. • Create and label electronic files according to requirements. • File electronic documentation according to organisational requirements. • Complete filing within organisational timeframes and standards. • Refer classification uncertainties to an appropriate authority. • 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.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Required information is promptly located, obtained, copied and dispatched to the correct person or location. • A delay in the supply of information is communicated and the reason for delay is politely explained. • Information retrieved is correctly recorded to track all files. • Missing or overdue items are identified and correct procedures are followed to locate them.	• Promptly locate, obtain, copy and dispatch the required information to the correct person or location. • Communicate a delay in the supply of information and explain the reason for the delay. • Record information retrieved correctly to track all files. • Identify missing or overdue items and follow correct procedure to locate them.
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.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The process for securing valuable items and for maintaining security is known and followed meticulously. • Reasons for security procedures are explained with examples of the effects on an organisation if a breach of security occurs. • Security risks are identified and corrected in own area of authority. • Violations of security are recognised and reported following the familiar and established procedures.	• Demonstrate knowledge of and follow the process for securing valuable items and for maintaining that security meticulously. • Explain the reasons for security procedures and the effect on an organisation when there is a breach of security. • Identify and correct security risks in own area of authority. • Recognise and report violations of security through familiar and established procedures.
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.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The emotional state of the caller or client is gauged from tone, pitch, pace and volume of voice. • Body language is observed to support the interpretation of the client’s vocal indicators in face-to-face interactions. • Own tone, pitch, pace and volume are adjusted to empathise with the client’s emotional state. • The main idea is extracted from the client’s verbal communication and an assessment is made of the client’s needs.	• Gauge the emotional state of the caller or client from tone, pitch, pace and volume of voice. • Observe body language to support the interpretation of the client’s vocal indicators in face-to-face interactions. • Adjust own tone, pitch, pace and volume to empathise with the client’s emotional state. • Extract the main idea form the client’s verbal communication and assess the client’s needs. • Ask questions to elicit supporting details and clarify

• Questions are asked to elicit supporting details and clarify understanding of the need.	understanding of the need.
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.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Technical language is used appropriately and explained in own words where necessary. • Verbal mannerisms, jargon and slang are identified and assessed in terms of their contribution to a business interaction. • Variations in tone, pitch, volume land pace are used to enhance meaning and respond appropriately to the client in different circumstances. • Barriers to effective communication in the business environment are identified to facilitate communication with clients.	• Use technical language appropriately and explain in own words where necessary. • Identify and assess verbal mannerisms, jargon and slang in terms of their contribution to a business interaction. • Use variation in tone, pitch, volume and pace to enhance meaning and respond appropriately to the client in different circumstances. • Identify barriers to effective communication in the business environment to facilitate communication with clients.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussions • Recommended practical topic exercise continues • Video tape continues • Checklist • Individual notes or impressions	

SUBJECT OUTCOME	
Provide information in response to a client’s request.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Appropriate information is clarified in plain language. • The client’s interpretation of the information is checked using open-ended questions. • A range of relevant options is described and explained to the client to agree on a plan of action. • Consensus is reached on the most viable option to resolve the query or request. • The proper procedure to be followed is clearly outlined, including action steps, responsibilities and deadlines.	• Clarify appropriate information in plain language. • Check the client’s interpretation of the information using open-ended questions. • Describe and explain a range of relevant options to the client to agree on a plan of action. • Reach consensus on the most viable option to resolve the query or request. • Outline the proper procedure to follow and clearly include action steps, responsibilities and deadlines.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussions • Recommended practical topic exercise continues • Video tape continues • Checklist	

• Individual notes or impressions

SUBJECT OUTCOME	
Capture information from a verbal communication.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The main idea and supporting details of the communication are recorded in rough notes to facilitate recall. • Accurate file notes are recorded on the system or manually as required to form a comprehensive record of the interaction.	• Record the main idea and supporting details of the communication in rough notes to facilitate recall. • Record accurate file notes on the system or manually as required to create a comprehensive record of the interaction.
ASSESSMENT TASKS OR ACTIVITIES	
• Lecturer and student discussions • Recommended practical topic exercise continues • Video tape continues • Checklist • Rough notes • Accurate file notes	

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:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55 - 75%	20 - 35%	5 - 15%

<table>
<tr><th colspan="3">MARK ALLOCATION PER QUESTION</th></tr>
<tr><td colspan="3">Section 1: Compulsory (must cover all topics)</td></tr>
<tr><td colspan="2">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>
<tr><td colspan="3">Section 2: Compulsory</td></tr>
<tr><td colspan="3">Five questions with a choice of any four. These questions must be set from ALL the topics.</td></tr>
<tr><td>Question 1</td><td rowspan="4">30 marks per question</td><td rowspan="4">120 marks</td></tr>
<tr><td>Question 2</td></tr>
<tr><td>Question 3</td></tr>
<tr><td>Question 4</td></tr>
<tr><td colspan="2" align="right">GRAND TOTAL</td><td>150 marks</td></tr>
</table>