



NQF Level: **1**

US No: **116164**

# Assessment Guide

## Primary Agriculture

Demonstrate an understanding of the importance of marketing



Communications Process / Marketing Communications Process

Assessor: .....

Workplace / Company: .....

Commodity: ..... Date: .....

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.



agriculture

Department:  
Agriculture  
REPUBLIC OF SOUTH AFRICA



## Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA, names Policies and Procedures for Assessment, and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

<b>Title:</b> Demonstrate an understanding of the importance of marketing
<b>US No:</b> 116164 <b>NQF Level:</b> 1 <b>Credits:</b> 2

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

### Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

**1**  
**SO 1**

**Instructions to Learner:**

Group work; discussions

**Learner Workbook: Page 3**

**Facilitator Guide: Page 10**

Your facilitator will explain to you how to draw up and apply a mind map.

As a group – select a product to market, draw a mind map of all the concepts and activities that you can think of that might be related to the marketing your product.

**Model Answer(s):**

As per learner's initiative

**My Notes ...**

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**2****SO 1****Instructions to Learner:**

Work in pairs.

**Learner Workbook: Page 4****Facilitator Guide: Page 10**

In pairs – write down the “profile” of the target market (the people are that you are going to sell your product to).

- ◆ Are they male or female?
- ◆ How old do you think they are?
- ◆ Where do they live?
- ◆ What do you think they prefer to buy?
- ◆ What quality of product will they want?
- ◆ How much do you think they will be prepared to pay for your product?
- ◆ How many times a week do you think they are likely to buy your produce?

**No model answers supplied due to subjectivity**

**3**

**SO 1**

**Instruction to Learner:**

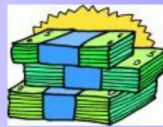
Group work; presentation to class.

**Learner Workbook: Page 5**

**Facilitator Guide: Page 10**

As a group – look at the diagram below and write down key phrases of what you understand about each heading and the impact it might have on your produce and the way that you are going to market your produce. Present your conclusions to the rest of the class. Also write down any key-concepts that other groups might present.

**Pricing**



**Information**



**Regulations**



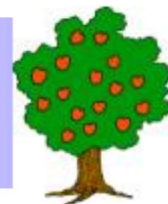
**Standards**



**Distribution  
Channels**



**Supply**



**Elements  
of the  
marketing  
concept**

**Demand**



**Model Answer(s):**

As per learner's experience & interpretation.

Marketing is your most important organizing tool.

There are four basic aspects of marketing, often called the "four primary P's":

1. **Product:** the item or service you sell.
2. **Price:** the amount you charge for your product or service.
3. **Promote:** the ways you inform your market as to who, what and where you are.
4. **Provide:** the channels you use to take the product to the customer.

Now that you have been introduced to some definitions of marketing and the marketing concept, remember the important elements contained as follows:

1. Marketing focuses on the satisfaction of customer needs, wants and requirements;
2. The philosophy of marketing needs to be owned by everyone from within the farm or organization.
3. Future needs have to be identified and anticipated.
4. There is normally a focus upon profitability, especially in the corporate sector. However, as public sector organizations and not-for-profit organizations adopt the concept of marketing, this need not always be the case.
5. More recent definitions recognize the influence of marketing upon society.

## My Notes ...

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SO 1

**Instructions to Learner:**

In your own words.

**Learner Workbook: Page 6**

**Facilitator Guide: Page 10**

Summarize in your own words what you understand by “supply” and “demand” of your specific produce.

**Model Answer(s):**

Supply	Demand	Price and Profit
Have a lot a very good quality produce	Everybody wants to buy it	Average price + Average Profit margin + Average to good Profit
Have a little bit of outstanding quality produce	Everybody wants to buy it	High price + High profit margin + Average to low profit
Have an average amount of average quality produce	An average number of people want to buy it	Lower price + Average profit + Average to good profit
Have too much produce	Only some customer to buy it before it goes rotten	Low price + Low profit margin + Average to low profit
Have a lot of poor quality produce	Nobody wants to buy it	Low price + Low profit margin + Low profit
Have a little bit of very good quality produce	Nobody wants to buy it	High price / Low price + Low profit margin + Low profit

**5**

**SO 1**

**Instructions to Learner:**

In your own words.

**Learner Workbook: Page 7**

**Facilitator Guide: Page 10**

Write down in your own words, why you think it is important to be aware of all the different pieces of legislation that might govern the agricultural industry, before you decide how you are going to market your produce.

**Model Answer(s):**

As per learner's understanding & reflection on experience.

Markets have rules & regulations that have to be adhered to if you are to sell your product successfully there.

**My Notes ...**

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## 6

SO 2

### Instructions to Learner:

Discuss with your supervisor and write down an explanation for each question.

Learner Workbook: Page 8

Facilitator Guide: Page 11

1. Explain how you would know whether your produce are based on "production driven" or "demand driven principles".

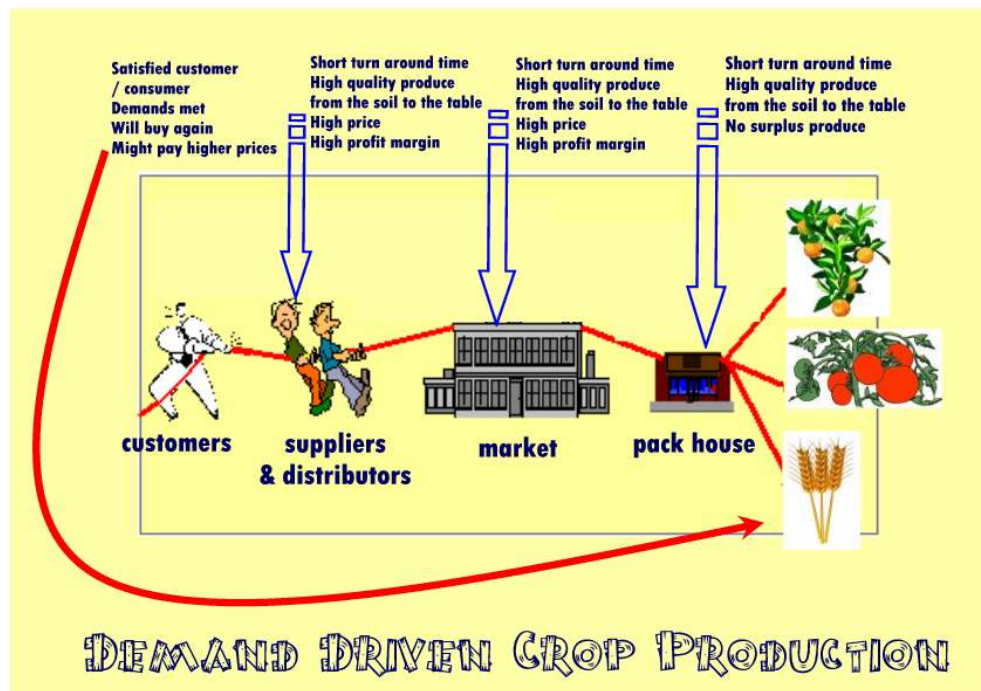
#### Model Answer(s):

According to learner interpretation.

2. Explain what the advantages would be of ensuring that you practices "demand driven crop production".

#### Model Answer(s):

Interpretation of pictogram below:



3. Explain what the consequences could be if all the farmers in the country decided to rather apply “production driven crop production practices”.

**Model Answer(s):**

1. Market will be over flooded.
2. Prices will drop.
3. An oversupply will occur.
4. Producer stuck with produce that won't sell.

4. Explain what you could do to convert from “production based crop farming” to “demand based crop farming” – with practical examples for the type of crop that you are producing.

**Model Answer(s):**

As per learner's research & SME suggestions.

- Do market research & plant crops ahead of current trend.
- Switch to alternative (developmental) cultivars as they show promise.
- Anticipate market changes, climate changes, legislation changes & adapt accordingly.

**My Notes ...**

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**7**

**SO 3**

**Instructions to Learner:**

Study the diagram below.

**Learner Workbook: Page 9**

**Facilitator Guide: Page 12**

1. Look at the schematic below, and in your own words explain what influence each of the factors would have on the "price" you decide to charge for your product.

**HOW THE PRICE OF PRODUCE IS DETERMINED**



**Model Answer(s):**

**Climate**

- All crops not equally successful in all climates.
- Planting according to climate suitability will increase crop quality & increase market price.

**Economic**

- Current economic conditions determine what people can afford to pay for produce.
- In flourishing economic conditions, luxury produce will fetch high prices, while they will fail in struggling economic conditions.
- Products supplying basic needs in poor economic conditions fetch higher prices.

**Shifts in demand**

- More available range or variety drives demand down & produce fetches lower prices.

**Population growth**

- Increased population requires more basic food stuffs at cheaper prices.

**Soil restraints**

- More soil restraints means less possibility to produce high quality or variety & will reduce market prices.

**Organic produce**

- Markets requiring organic produce currently increasing; willing to pay higher prices for certified organic produce.

**Competition**

- More market players lead to lower market prices for the same crop.

**My Notes ...**

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**8**

**SO 3**

**Instructions to Learners:**

Explain in your own words.

**Learner Workbook: Page 11**

**Facilitator Guide: Page 12**

1. What might happen to the “production” of your crop if the price dropped and it was no longer profitable to produce such a crop?

**Model Answer(s):**

Production will be reduced or cease or crop will be replaced with different viable crop.

2. What might happen to the “production” of your crop if the price suddenly increased due to greater demand and it was suddenly a lot more profitable to produce such a crop?

**Model Answer(s):**

Increased planting & production, increased demand for the crop from your farm.

**My Notes ...**

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**9**

**SO 4**

**Instructions to Learner:**

Draw a mind map.

**Learner Workbook: Page 12**

**Facilitator Guide: Page 13**

1. Draw a mind map explaining the importance of the 5 different p's of the marketing mix with relation marketing of your produce. (Take the following pictogram into account).

**Model Answer(s):**

As per learner's interpretation.



**10****SO 4****Instructions to Learner:**

Group work; brainstorm and problem solving.

**Learner Workbook: Page 13****Facilitator Guide: Page 13**

1. As a group, brainstorm and come up with as many ideas as you can that would help you to "promote" the produce that you are producing.

**Model Answer(s):**

Any elaboration regarding:

- Personal Selling.
- Sales Promotion.
- Public Relations.
- Direct Mail.
- Trade Fairs and Exhibitions.
- Advertising.
- Sponsorship.

**11**

**SO 4**

**Instructions to Learner:**

Explain in your own words.

**Learner Workbook: Page 14**

**Facilitator Guide: Page 13**

1. The difference to be, between "good packaging" and "poor packaging".

**Model Answer(s):**

a. Good packing =

- Contain right produce/weight/grade.
- Informs regarding the right product specifications & expected information.
- Protects the product from damage & transportation hazards; keeps food products safe in terms of food safety.
- Can be efficiently & economically transported without damage or deterioration in quality.
- Displays information that will allow the product to sell.

b. Poor packaging =

- Might contain the incorrect produce/weight/grade.
- Relays the wrong information regarding product/quality.
- Doesn't protect the quality/integrity or food safety of the product.
- Transportation not possible or reliable or economically viable.
- Information displayed is incorrect; product might not sell as a result.

**My Notes ...**

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**Assessment Feedback Form**

Comments / Remarks	
<b>Feedback to learner on assessment:</b>	
<b>Feedback from learner to assessor:</b>	
<b>Learner's Signature:</b>	<b>Date:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

# Summative Test and Attitude & Attribute Evaluation

**B**efore the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

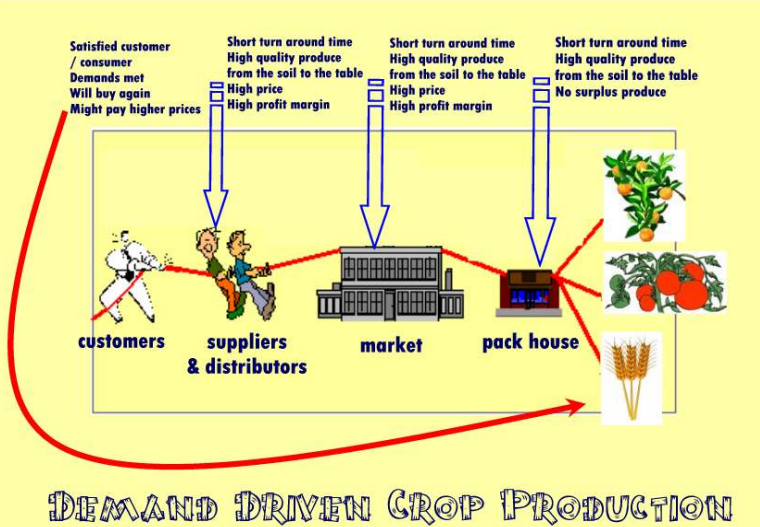
Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<b>Unit Standard:</b>	116164	<b>NQF Level:</b>	1
<b>Learner Name:</b>			

Question	Model Answer
1. Explain in your own words what you understand when you hear the term "marketing concept".	The marketing concept includes, but is not limited to supply and demand, pricing, information and regulations and standards as well as the distribution channels.
2. Summarise concepts and activities that you can think of that might be related to marketing your product.	As per learner's initiative.
3. Write down the "profile" of whom the people are that you are going to sell your product to.	Will vary as per the learner context and interpretation, but the basis of assumption should assume the following: <ul style="list-style-type: none"> <li>Target market is the group of potential customers selected for marketing. If you are looking to segment the market, you need to determine the different target markets for each segment.</li> </ul>

<p>4. Explain in your own words what each of the elements of the marketing mix entails:</p>	<p>Marketing is your most important organizing tool. There are four basic aspects of marketing, often called the "four P's":</p> <ul style="list-style-type: none"> <li>• <b>Product:</b> the item or service you sell</li> <li>• <b>Price:</b> the amount you charge for your product or service</li> <li>• <b>Promote:</b> the ways you inform your market as to who, what and where you are</li> <li>• <b>Provide:</b> the channels you use to take the product to the customer</li> </ul> <p>The important elements contained as follows:</p> <ul style="list-style-type: none"> <li>• Marketing focuses on the satisfaction of customer needs, wants and requirements;</li> <li>• The philosophy of marketing needs to be owned by everyone from within the farm or organization;</li> <li>• Future needs have to be identified and anticipated;</li> <li>• There is normally a focus upon profitability, especially in the corporate sector. However, as public sector organizations and not-for-profit organizations adopt the concept of marketing, this need not always be the case.</li> </ul>																					
<p>5. Summarise in your own words what you understand by "supply" and "demand" of your specific produce.</p>	<table border="1"> <thead> <tr> <th>Supply</th> <th>Demand</th> <th>Price and Profit</th> </tr> </thead> <tbody> <tr> <td>Have a lot a very good quality produce</td> <td>Everybody wants to buy it</td> <td>Average price + Average Profit margin + Average to good Profit</td> </tr> <tr> <td>Have a little bit of outstanding quality produce</td> <td>Everybody wants to buy it</td> <td>High price + High profit margin + Average to low profit</td> </tr> <tr> <td>Have an average amount of average quality produce</td> <td>An average number of people want to buy it</td> <td>Lower price + Average profit + Average to good profit</td> </tr> <tr> <td>Have too much produce</td> <td>Only some customer to buy it before it goes rotten</td> <td>Low price + Low profit margin + Average to low profit</td> </tr> <tr> <td>Have a lot of poor quality produce</td> <td>Nobody wants to buy it</td> <td>Low price + Low profit margin + Low profit</td> </tr> <tr> <td>Have a little bit of very good quality produce</td> <td>Nobody wants to buy it</td> <td>High price / Low price + Low profit margin + Low profit</td> </tr> </tbody> </table>	Supply	Demand	Price and Profit	Have a lot a very good quality produce	Everybody wants to buy it	Average price + Average Profit margin + Average to good Profit	Have a little bit of outstanding quality produce	Everybody wants to buy it	High price + High profit margin + Average to low profit	Have an average amount of average quality produce	An average number of people want to buy it	Lower price + Average profit + Average to good profit	Have too much produce	Only some customer to buy it before it goes rotten	Low price + Low profit margin + Average to low profit	Have a lot of poor quality produce	Nobody wants to buy it	Low price + Low profit margin + Low profit	Have a little bit of very good quality produce	Nobody wants to buy it	High price / Low price + Low profit margin + Low profit
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<p>6. Write down in your own words, why you think it is important to be aware of all the different pieces of legislation that might govern the agricultural industry, before you decide how you are going to market your produce.</p>	<p>As per learner's understanding &amp; reflection on experience Markets have rules &amp; regulations that have to be adhered to if you are to sell your product successfully.</p>																					

<p>7. Explain how you would know whether your produce are based on "production driven" or "demand driven principles</p>	<p>According to learner interpretation.</p>
<p>8. Explain what the advantages would be of ensuring that you practices "demand driven crop production</p>	<p>Interpretation of pictogram below</p>  <p>The diagram illustrates a demand-driven production cycle. It starts with 'customers' who are 'Satisfied customer / consumer', 'Demands met', and 'Will buy again' (possibly paying higher prices). This leads to 'suppliers &amp; distributors' who provide 'Short turn around time' and 'High quality produce from the soil to the table' at a 'High price' and 'High profit margin'. The produce then goes to the 'market', which also offers 'Short turn around time' and 'High quality produce from the soil to the table' at a 'High price' and 'High profit margin'. Finally, the produce goes to a 'pack house' which provides 'Short turn around time' and 'High quality produce from the soil to the table' with 'No surplus produce'. The diagram includes icons for various crops like tomatoes, wheat, and oranges.</p> <p><b>DEMAND DRIVEN CROP PRODUCTION</b></p>
<p>9. Explain what the consequences could be if all the farmers in the country decided to rather apply "production driven crop production practices".</p>	<p>Market will be over flooded, prices will drop, an oversupply will occur; producer stuck with produce that won't sell.</p>
<p>10. Explain what you could do to convert from "production based crop farming" to "demand based crop farming" – with practical examples for the type of crop that you are producing.</p>	<p>As per learner's research &amp; SME suggestions.</p> <ul style="list-style-type: none"> <li>• Do market research &amp; plant crops ahead of current trend.</li> <li>• Switch to alternative (developmental) cultivars as they show promise.</li> <li>• Anticipate market changes, climate changes, legislation changes &amp; adapt accordingly.</li> </ul>

<p>11. Make a list of advantages of "having quality people" who are involved in the marketing of your product.</p>	<p>People increase or decrease productivity &amp; contribute to or distract from quality of production.</p>
<p>12. Explain what influence each of the factors would have on the "price" you decide to charge for your product.</p>	<p style="text-align: center;"><b>HOW THE PRICE OF PRODUCE IS DETERMINED</b></p> <p><b>Climate</b></p> <p>All crops not equally successful in all climates.</p> <p>Planting according to climate suitability will increase crop quality &amp; increase market price</p> <p><b>Economic</b></p> <p>Current economic conditions determine what people can afford to pay for produce</p> <p>In flourishing economic conditions, luxury produce will fetch high prices, while they will fail in struggling economic conditions</p> <p>Products supplying basic needs in poor economic conditions fetch higher prices</p> <p><b>Shifts in demand</b></p> <p>More available range or variety drives demand down &amp; produce fetches lower prices</p> <p><b>Population growth</b></p> <p>Increased population requires more basic food stuffs at cheaper prices</p> <p><b>Soil restraints</b></p> <p>More soil restraints means less possibility to produce high quality or variety &amp; will reduce market prices</p> <p><b>Organic produce</b></p> <p>Markets requiring organic produce currently increasing; willing to pay higher prices for certified organic produce</p> <p><b>Competition</b></p> <p>More market players leads to lower market prices for the same crop</p>

<p>13. In your own words explain what might happen to the "production" of your crop if the price dropped and it was no longer profitable to produce such a crop.</p>	<p>Production will be reduced or cease or crop will be replaced with different viable crop.</p>
<p>14. In your own words explain what might happen to the "production" of your crop if the price suddenly increased due to greater demand and it was suddenly a lot more profitable to produce such a crop</p>	<p>Increased planting &amp; production, increased demand for the crop from your farm.</p>
<p>15. Explain the importance of the 5 different p's of the marketing mix with relation marketing of your produce.</p>	<p>As per learner's interpretation.</p>
<p>16. Examples of methods whereby you can promote your product during the marketing process.</p>	<p>Any elaboration regarding:</p> <ul style="list-style-type: none"> <li>• Personal Selling</li> <li>• Sales Promotion</li> <li>• Public Relations</li> <li>• Direct Mail</li> <li>• Trade Fairs and Exhibitions</li> <li>• Advertising</li> <li>• Sponsorship</li> </ul>

17. Explain in your own words what you understand the difference to be, between "good packaging" and "poor packaging"

**Good packing =**

- Contain right produce/weight/grade.
- Informs regarding the right product specifications & expected information.
- Protects the product from damage & transportation hazards; keeps food products safe in terms of food safety.
- Can be efficiently & economically transported without damage or deterioration in quality.
- Displays information that will allow the product to sell.

**Poor packaging =**

- Might contain the incorrect produce/weight/grade.
- Relays the wrong information regarding product/quality.
- Doesn't protect the quality/integrity or food safety of the product.
- Transportation not possible or reliable or economically viable.
- Information displayed is incorrect; product might not sell as a result.

**My Notes ...**

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### Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p><b>Assessment Judgement</b> You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p><b>Learner's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Assessor's Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Moderator's Signature:</b></p>	<p><b>Date:</b></p>