



CONTESTS 2009/2010
CONTEST HANDBOOK



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OBEA CONTEST IDENTIFICATION FORM 2009-2010

Note: Each contest entry must include a completed copy of the 2009-2010 identification form in typed format to be eligible. This should be done online on the OBEA website (www.obea.ca).

- | | | |
|-----------------------------------------------------|-------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Promotions |
| <input type="checkbox"/> Business Leadership | <input type="checkbox"/> Ethics | <input type="checkbox"/> Savings & Invest. Challenge |
| <input type="checkbox"/> Computer Programming | <input type="checkbox"/> International Business | <input type="checkbox"/> Web Page Development: Junior |
| <input type="checkbox"/> Desktop Publishing: Junior | <input type="checkbox"/> Marketing | <input type="checkbox"/> Web Page Development: Senior |
| <input type="checkbox"/> Desktop Publishing: Senior | <input type="checkbox"/> Poster | |

Please check the appropriate contest.

To be eligible, please ensure that:

- Your entry is received on time, following the instructions for the contest you are entering
- All information on this form is required and it must be keyed for submission
- For ongoing contests, a maximum of 2 entries per contest per school
- Accounting students are not required to submit this form unless they are specifically asked to by the contest chair.

| STUDENT INFORMATION | |
|------------------------------------------------------------------|-------------------|
| Entries that do not include this information will be ineligible. | |
| Name _____ | Home Phone _____ |
| Home Address _____ | |
| City _____ | Postal Code _____ |
| Email _____ | Course _____ |
| School _____ | Teacher _____ |

| OBEA SPONSOR INFORMATION | |
|----------------------------------------------|----------------------------|
| Sponsor must hold a current OBEA Membership. | |
| Sponsor's Name _____ | Full School Name _____ |
| Full School Address _____ | |
| City _____ | Postal Code _____ |
| Board Name _____ | Phone _____ |
| Email _____ | OBEA District Number _____ |

RELEASE PERMISSION

This signature grants the OBEA permission to publicly display the contest entry and winner's name. Contest entries will become the property of OBEA.

Signature of Student (18 or over)

Signature of Parent/Guardian
(If student is under the age of 18)



LETTER TO DISTRICT COUNCILOR

Dear District Councilor:

Thank you for taking on the challenge of acting as an OBEA Councilor for 2009/2010.

The contest competitions are a significant part of your responsibilities as an OBEA councilor. Your work provides an opportunity for over 25,000 students in Ontario to compete in contests which recognize individual student achievement in Business Studies.

This year we have continued to revise our contest programs in order to meet the current needs of students and teachers in Business Studies programs. There is a need for change as is evident in the changing global business world. We wish to acknowledge the contribution of the CGA and the CMA in the preparation of our accounting contests and their financial support of all the contests. Our contest chairs will work closely with these organizations. **Please read through the Contest Handbook carefully so that you are aware of all the changes that have been made .**

Please note the changes from last year:

- New Investor Education Fund Savings and Investment Challenge Contest
- Teachers should now submit entries for **ongoing contests directly to the contest chair**, not their district or regional councilor.
- For the **accounting contests**, a limit of **5 students per section/level** per accounting course in the school, to a maximum of **30 students per school per level** will be in place (e.g., maximum of 30 for the grade 11 contest and a maximum of 30 for the grade 12 course). Please keep in mind that contests are administered by volunteers – we simply do not have the internal capacity to process large volumes of entries. Contest ID forms should not be submitted for participants.
- For ongoing contests, a **maximum of 2 entries per contest per school** will be in place.
- **The Contest ID form is now required to be completed IN TYPED FORMAT including a permission release signature** that needs to be completed by the student (if age 18 or over) or the parent (if the student is not of legal age). This is a legal requirement to allow OBEA to release the winner's names and the contest entry becomes the property of OBEA.

We are now asking that all contest identification forms are completed in typed format as it has been very difficult to read some entry information making it difficult to contact winners. Having the information in typed format will also help us to ensure that student names and full school names are correct for print purposes on our awards.

Included is a chart of important dates for your convenience. There has been considerable discussion pertaining to the dates of the contests. **Please do not schedule contests on dates other than the dates outlined in this schedule.** Contests not postmarked by the submission date will be disqualified. The Awards Presentation will continue to be held in the Fall.

If you have any suggestions or questions, please feel free to contact me or the individual contest chairperson. Contact information is included in the following page. Good luck with your District Contest Program!

Sincerely,
Toni O'Connor
OBEA Contest Coordinator



CONTACT INFORMATION

OBEA CONTEST COORDINATOR

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BUSINESS LEADERSHIP

Sandra Falconer
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COMPUTER PROGRAMMING

To Be Determined

DESKTOP PUBLISHING JUNIOR

Larry Farquharson
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DESKTOP PUBLISHING SENIOR

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ENTREPRENEURSHIP

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MARKETING

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POSTER

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PROMOTIONS

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West Hill Secondary School
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Fax 519-370-2939
Email shirley_reinders@bwdsb.on.ca

SAVINGS & INVESTMENT CHALLENGE

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North York ON M6A 1L6
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RATIONALE FOR THE OBEA CONTEST PROGRAM

1. To allow students to measure themselves against the best of their peers throughout the Province.
2. To encourage achievement as a consequence of competing with others.
3. To foster a spirit of challenge and the ability to work under a sense of pressure.
4. To recognize excellence in the Business Studies subjects.
5. To stimulate interest in the Business Studies curricula and to promote teacher awareness of OBEA.



AWARD CERTIFICATES

Award certificates are available for downloading and printing at the bottom of the website's Contests page.



OBEA CONTEST TIMELINE CHART 2009-2010

The following are the key dates concerning the OBEA Contest Program.

| CONTEST | CONTEST DATE | SUBMISSION DATE | RESULTS DATE |
|------------------------------|--------------|-----------------------------|--------------|
| ACCOUNTING Grades 11 & 12 | May 26, 2010 | Register by May 21, 2010 | TBA |
| BUSINESS LEADERSHIP | ONGOING | May 12, 2010 | June 4, 2010 |
| COMPUTER PROGRAMMING | ONGOING | May 12, 2010 | June 4, 2010 |
| DESKTOP PUBLISHING | ONGOING | May 12, 2010 | June 4, 2010 |
| ENTREPRENEURSHIP | ONGOING | May 12, 2010 | June 4, 2010 |
| ETHICS | ONGOING | See contest for dates. | |
| INTERNATIONAL BUSINESS | ONGOING | June 2, 2010 | June 4, 2010 |
| MARKETING | ONGOING | May 12, 2010 | June 4, 2010 |
| POSTER | ONGOING | May 12, 2010 | June 4, 2010 |
| PROMOTIONS | ONGOING | May 12, 2010 | June 4, 2010 |
| SAVINGS AND INVESTMENT | ONGOING | May 12, 2010 | June 4, 2010 |
| WEB PAGE DEVELOPMENT | ONGOING | May 12, 2010 | June 4, 2010 |

Teachers should submit entries for ongoing contests directly to the contest chair, not the district or regional councilor. However, if your district or regional councilor is having a separate ceremony, please submit a copy to that person.

NOTE

Contests MUST be held on the dates given.

Accounting Contest participants must preregister online at <http://www.obea.ca>.

Contests not postmarked by the submission date will be disqualified. Please courier your submissions so results can be communicated as soon as possible. No C.O.D.'s will be accepted.

Please ensure that a copy of the current identification form is enclosed for each student and that the OBEA sponsor is an active paid member.

DISCLAIMER

All Contests are the sole property of OBEA and may not be sold or copied without written permission. Contests written are the intellectual property of OBEA.



GENERAL CONTEST INFORMATION

1. Be sure that you have completely read the Contest booklet.
2. If there are any questions regarding any of the rules, contact the appropriate contest chair. If further clarification is required, contact the Contest Coordinator.
3. Each school participating in the OBEA Contest must have a current paid member of OBEA on staff. Entries from schools without a current paid OBEA member will be disqualified.
4. Please inform all Business departments in your district of the contests. Schools without an OBEA member should be encouraged to take out a membership and participate in the contests. Please visit the OBEA website at <http://www.obea.ca> for more information or to join.
5. If you encounter any difficulties, please contact the Contest Coordinator. We appreciate your input. Help us to improve our competitions and to promote Business Studies.



CONTEST SUBMISSION INSTRUCTIONS

Be sure to attach the current 2009-2010 Identification Form for each Contest to the papers that are submitted to be marked, except for accounting contests. Please ensure that the information is typed and the release signature is completed.

Contests that are submitted without the proper identification form will be disqualified.

If a contest is a joint submission, please submit an identification form for each student on the team and a release signature for each student on the team.

Please make sure students include their home address and telephone number. Because letters are sent to the students during the summer, we must have this information.

Please make sure that all information is keyed and that the complete name of the school and board/district number is given. Plaques and certificates are prepared from this information.

NOTE

There is one form for all contests this year. Please make sure you provide each student with a form.

IMPORTANT NOTE

In order for a student's submission to place provincially, the entry must have a score of level 3 or 70% or higher.



ACCOUNTING CONTEST

Sponsored by the CGA & CMA organizations

Contest Chair

Mike Atkins
Middlefield Collegiate Institute
525 Highglen Avenue
Markham ON L3S 3L5
Tel 905-472-8900 ext 4603
Fax 905-472-0956
Email mike67@rogers.com

Preregistration

Ongoing from January 6, 2010 until May 21, 2010

Contest Date

Wednesday, May 26, 2010

Time

1.5 hours

Please Note

These dates are tentative. Please check the OBEA website (<http://www.obea.ca>) for updates!

A **limit of 5 students per section per level** of accounting course in the school, to a **maximum of 30 students per school per level** will be in place.

OBEA is pleased to announce that our accounting contests have now been updated to a new online format. **Please note that teachers will need to make computer lab reservations** for the date and times indicated to accommodate their students. The contest will be made available for a set time period on the date and times indicated on the website. Teachers will be asked to pre-register student entries on our website.

CONTEST LEVELS

For 2009-2010, there will be two levels offered:

1. Grade 11
2. Grade 12

Teachers are reminded that the contests are intended to challenge your best students; they are not meant as a class wide activity.

ELIGIBILITY FOR ACCOUNTING CONTESTS:

1. GRADE 11 CONTEST ELIGIBILITY

Open to any student who is enrolled in or has completed their first course in Accounting. The student may not currently be taking nor have taken a second course in Accounting. TOPICS: See the Business Studies 2006 Curriculum Document. All overall and specific expectations may be covered in the contest.



2. GRADE 12 CONTEST ELIGIBILITY

Open to any student who has completed or is currently enrolled in the Grade 12 Accounting course. The student may not have previously competed in this category.

TOPICS: See the Business Studies 2006 Curriculum Document. All overall and specific expectations may be covered in the contest.

INSTRUCTION AND CONTEST INFORMATION

1. Each school may enter a total of up to 5 students per accounting section per level, to a maximum of 30 per school per level. The rationale is to enable all qualified and capable students to compete. Non-programmable calculators may be used.
2. Both contests will be one and a half hours in length.
3. Both contests will be composed of 100 multiple choice questions. Case studies with multiple choice answers may be included as a part of the 100 questions. A written tie breaking question will be included as part of the one and a half hour contest. The written tie breaking question will only be used to determine the top provincial rankings.
4. All contests will be graded out of 100, with one mark allotted for each correct answer.

ACCOUNTING CONTEST PROCEDURES:

1. Student Registration

As soon as the registration date has been set, OBEA members can log into the OBEA website and then go to the Contest Registration page to begin the registration process. Here is the process:

- input number of classes
- input total number of students
- submit

Upon submitting the form, the system will automatically generate username/password combinations for each of the registrant "slots" that the teacher has reserved. This will be shown on screen as well as emailed to the teacher's email address on record. Note: Please do not submit the Contest ID form for these registrants.

2. Contest Writing

Once the student logs into the system, the questions and answers will be displayed 5 per page. Once a screen of questions and answers has been submitted, a dynamic paging system will be displayed at the bottom allowing the student to return to previous pages to review their answers. Once the student has answered all the questions, they will be presented with a screen prompting them to log out. At this point, the contest is complete.

3. Contest entry forms are not required for the Accounting Contests unless specifically requested.
4. Read through the regulations and suggestions with the contestants. This material will be available on our website closer to the contest date.

The CGA and CMA organizations are sponsors of the accounting contests. Please do not involve any other accounting organizations in any award ceremonies.



BUSINESS LEADERSHIP CONTEST

Contest Chair

Sandra Falconer

Email s.falconer@i-zoom.net

CONTEST RULES AND REGULATIONS

Contestants must be an individual or in a group up to three members enrolled in **BOH4M, BOG4E or any senior business subject** during the 2009-2010 year. All 'components' must be completed or the submission will not be evaluated. Only original work will be assessed. Contest is due on or before May 12, 2010. Entries must be sponsored by a current member of OBEA and must include a keyed OBEA identification form. Entries must be of professional business quality.

SCENARIO

WOW!!! You have recently become the CEO of a large national Canadian company. You have extensive knowledge of business management and you have the opportunity to lead this company into the future.

You will be required to complete 3 components as you make your transition into this company:

1. An overview of your company
2. Your leadership vision, and
3. A company newsletter

Each of your components should include terms, concepts, theory and content related to the Business Leadership courses. Any elements of the overall and specific expectations of the Business Leadership curriculum may be included. The following provides examples of the type of information and content that is required. Remember it's all up to you – the CEO!

1. BUSINESS BRIEF

You will need to decide on the type of company you will be leading. You should provide a thorough analysis of the nature of your company and your industry. You may incorporate SWOT analysis, PEST or Porter's five forces model. Be sure to include significant details about products/services, location, how many employees, and competitors, etc.

2. YOUR LEADERSHIP VISION

As a future CEO, describe what areas of change you foresee in your business and how you intend to achieve sustainable competitive advantage and lead your company to success! Explain how you intend to deal with current management issues and challenges in your company relating to ethics and social responsibility. Describe any short term and long term goals and objectives of your strategy.

3. COMPANY NEWSLETTER

Prepare a newsletter to your new employees. You need to address them as their new leader. Communicate strategies to keep them motivated and stress free. You may include any content



you learned from a Business Leadership course or additional information you have researched pertaining to any elements of the Business Leadership curriculum.

EVALUATION

| Criteria pertaining to the Business Leadership Curriculum | Scoring Scale | | | |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| | 1. with limited effectiveness 2. with some effectiveness 3. with considerable effectiveness 4. with a high degree of effectiveness | | | |
| Analysis of the company and its industry | | | | |
| incorporated key facts and terms | 1 | 2 | 3 | 4 |
| demonstrated understanding of content | 1 | 2 | 3 | 4 |
| used critical/creative thinking processes | 1 | 2 | 3 | 4 |
| expressed and organized ideas and information | 1 | 2 | 3 | 4 |
| used conventions, vocabulary, and terminology | 1 | 2 | 3 | 4 |
| applied knowledge to familiar contexts | 1 | 2 | 3 | 4 |
| Presentation of the CEO's leadership vision | | | | |
| incorporated key facts and terms | 1 | 2 | 3 | 4 |
| demonstrated understanding of content | 1 | 2 | 3 | 4 |
| used critical/creative thinking processes | 1 | 2 | 3 | 4 |
| expressed and organized ideas and information | 1 | 2 | 3 | 4 |
| used conventions, vocabulary, and terminology | 1 | 2 | 3 | 4 |
| applied knowledge to familiar contexts | 1 | 2 | 3 | 4 |
| Communication of the company newsletter | | | | |
| incorporated key facts and terms | 1 | 2 | 3 | 4 |
| demonstrated understanding of content | 1 | 2 | 3 | 4 |
| used critical/creative thinking processes | 1 | 2 | 3 | 4 |
| expressed and organized ideas and information | 1 | 2 | 3 | 4 |
| used conventions, vocabulary, and terminology | 1 | 2 | 3 | 4 |
| applied knowledge to familiar contexts | 1 | 2 | 3 | 4 |



COMPUTER PROGRAMMING CONTEST

Contest Chair

To Be Determined

There will be one computer contest this year. It will follow the same procedures as previous years – that is, students from across the province are invited to submit their programs within the guidelines set out below.

The competition consists of submissions by students in any readily available programming language. The source code as well as an executable file should be submitted. As an open programming competition, submissions can be in any one of the following categories:

- Sciences
- Mathematics
- Art/Graphics
- Simulation Games
- Operating Systems Utilities
- Business Application

NOTE

Many programs should demonstrate complexity in both the screen output and in code.

PROGRAM SUBMISSION REQUIREMENTS

Please read and adhere to all the requirements listed below:

1. All contest submissions must be postmarked no later than May 12, 2010. There will be no exceptions. Only **two** entries per school allowed. Please direct your individual contest submissions to the contest chair prior to May 12.
2. Attach a complete Contest Identification Form that contains all of the required information. Please ensure that all information is printed and legible.
3. Programs must be written either in:
 - a) Readily available programming language.
 - b) If any other language is used arrangements must be made so that the compiler is available. (i.e. send it with the program and it will be sent back).
4. Program Documentation

Documentation is required both internally and externally. It is usually the documentation that separates first, second, and third place in any category. Please include:

 - a) An abstract containing the purpose or objectives of the problem, what the program solves, and the restrictions or limitations of the program. It would be advantageous to include the unique features of the program that distinguish it from other programs of the same type. (suggested length 250 words)
 - b) Detailed description of all variables, file format, record structure and calculations including samples.
 - c) A detailed description of all hardware and software requirements to run the program.



- d) A copy of an executable program on a secondary storage device (SSD, CD preferred) that can be tested by the judges. Also include a copy of the raw code that can be compiled on a local computer. In the past a number of executable programs did not execute for unknown reasons, however the raw code was executable in the program environment and the programs could be evaluated.
- e) An algorithm (top-down) structured diagram, pseudo-code, flowchart and/or decision table that demonstrates the logic used to solve the problem.
- f) A listing of the program in hard copy.
- g) A hard copy sample of the output, if appropriate.
- h) A User's Manual.

JUDGING PROCEDURES

The following criteria are used to evaluate programs submitted:

1. Does the submission contain a cover page with all the required information?
2. Where appropriate, did the student include all necessary internal and external documentation (manual)?
3. How do the submissions relate to one another in level of difficulty?
4. Uniqueness of program and method used to solve the program (creativity, professionalism).
5. Ease of execution, user friendliness, bugs and flaws.

RUBRIC

| Category | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge/Understanding - <i>produce proper programming code to execute the task</i> | The program is producing incorrect results. | The program produces correct results but does not display them correctly. | The program works, produces the correct results and displays them correctly. It also meets most of the other specifications. | The program works and meets all of the specifications. |
| Thinking/Inquiry - <i>program and routines are reusable in different circumstances</i> | The code is not organized for reusability. | Some parts of the code could be reused in other programs. | Most of the code could be reused in other programs. | The code could be reused as a whole or each routine could be reused. |
| Application - <i>program is written efficiently and effectively</i> | The code is inefficient and appears to be patched together. | The code is inefficient and unnecessarily long. | The code is fairly efficient without sacrificing readability and understanding. | The code is extremely efficient without sacrificing readability and understanding. |
| Communication - <i>program is organized and well documented</i> | The code very difficult to read and is poorly organized. The documentation is simply comments embedded in the code and does not help the reader understand the code. | The code is somewhat readable and somewhat organized. The documentation is simply comments embedded in the code with some simple header comments separating routines. | The code is fairly easy to read and well organized. The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code. | The code is very easy to read and exceptionally well organized. The documentation is well written and clearly explains what/how the code is accomplishing. |



DESKTOP PUBLISHING CONTEST: JUNIOR DIVISION

Contest Chair

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The junior division OBEA desktop publishing contest is open to all students who have completed (or are presently enrolled in) BTT10 or BTT20. Students in this course generally learn introductory/intermediate functions of the software required for completion of this project. **Individuals or groups of no more than two students are eligible to participate in the contest.**

The project can be completed using one or more of the following:

- Microsoft Office (integrated software)
- Corel WordPerfect Suite (integrated software)
- A paint program (i.e. Adobe Photoshop, Microsoft Paint, etc.)
- Microsoft Publisher (Desktop Publishing Software)

Teachers will select the **best two submissions per school** and send postmarked no later than May 12, 2010. The submission must include the desktop publishing cover page.

CONTEST DETAILS

The students must design the following materials to be used by a restaurant. The package of promotional material should be printed in colour and submitted in a well-presented folder-type portfolio. All files must be copied onto a CD and included in the package. All contest parts are to be on separate pages and in order as listed on the cover page.

CONTEST REQUIREMENTS

1. Make up a name for your restaurant. Use the name to create a distinctive logo for the restaurant. This logo will be used in all of the promotional items that will be developed for the restaurant.
2. Design the following for your restaurant:
 - a) Create a flyer that can be mailed or faxed advertising a particular promotion for the restaurant for that week
 - b) Create an ad that can be used in the yellow pages of the phone book or local news paper to advertise the restaurant. The ad must be $\frac{1}{4}$ of a letter size ($8\frac{1}{2} \times 11$)
 - c) Create a menu for the restaurant. It must be on an $8\frac{1}{2} \times 11$ paper, folded in half with information on all sides.
 - d) Design a coupon promoting a special at the restaurant. (i.e. 2 for 1 dinner, free dessert, etc.)
 - e) Design a place mat to be used at the restaurant. It must be $8\frac{1}{2} \times 14$ landscape. Use your imagination regarding what you put on the place mat. (i.e. map to restaurant, local attractions, etc.)



DESKTOP PUBLISHING CONTEST – JUNIOR DIVISION SUMMARY SHEET

| | | |
|------------------------------------------------|-------------|--|
| Name of Participant | | |
| Home Address | Street | |
| | City | |
| | Postal Code | |
| Home Phone Number | | |
| Name of 2nd Team Member (if applicable) | | |
| Home Address | Street | |
| | City | |
| | Postal Code | |
| Home Phone Number | | |
| School Name | | |
| School Address | Street | |
| | City | |
| | Postal Code | |
| Phone Number | | |
| Fax Number | | |
| Teacher's Name | | |

| | Document | File Name | |
|-------|-----------------------------|------------------|--|
| 1 | Name and logo of restaurant | | |
| 2 (a) | Flyer that can be mailed | | |
| 2 (b) | Ad for the Yellow Pages | | |
| 2 (c) | Menu | | |
| 2 (d) | Coupon | | |
| 2 (e) | Place mat | | |

Teachers

Please check off completed sections. This sheet **MUST** be included with the submission.

Please note

All documents must be printed out as indicated in the contest, on the size paper indicated and in colour. Each item must have the number to correspond with the chart above printed on the appropriate document. Ensure file names are listed in the chart above. Copy all files to a CD and include it with your submission.



EVALUATION RUBRIC

| | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge | <p>Demonstrates a lack of understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates a lack of planning, including ineffective use of fonts, font styles, white space and graphics.</p> <p>The overall set up is ineffective.</p> | <p>Demonstrates limited understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates some evidence of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the adequate use of font, font styles, white space and graphics is inconsistent between documents.</p> <p>The overall set up is weak.</p> | <p>Demonstrates a considerable understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates a considerable degree of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the use of font, font styles, white space and graphics are effective.</p> <p>The overall set up is considerably effective.</p> | <p>Demonstrates a high degree of understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates an excellent degree of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the use of font, font styles, white space and graphics are extremely effective.</p> <p>The overall set up is considerably outstanding.</p> |
| Thinking | <p>Demonstrates a lack of integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is unclear or does not exist.</p> <p>The presentation is inadequate.</p> <p>Desktop publishing techniques are not used to convey the purpose of each document.</p> | <p>Demonstrates limited integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is unclear.</p> <p>The presentation is satisfactory.</p> <p>Desktop publishing techniques are ineffectively used to convey the purpose of each document.</p> | <p>Demonstrates considerable integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is evident and... The presentation is good.</p> <p>Desktop publishing techniques are effectively used to convey the purpose of each document.</p> | <p>Demonstrates a high degree of integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is clearly evident and effectively presented.</p> <p>Desktop publishing techniques are highly effectively and convey the purpose of each document in a clear and creative manner.</p> |



| | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application | <p>Demonstrate a lack of desktop publishing techniques through each document.</p> <p>Design elements are not considered. (colour,font,) If they are considered they are and used with an inadequate degree of effectiveness and creativity.</p> <p>Components are not presented. The layout and design are presented with no consideration given to the intent of the component and the target audience of each item. .</p> <p>Graphics, font size and styles are not integrated into each item are appealing to the intended audience.</p> <p>The logo is inadequate and its placement throughout the items is ineffective or not existent.</p> <p>Required promotional items are not included.</p> | <p>Demonstrate limited use of desktop publishing techniques through each document.</p> <p>Limited design element (colour, font,) and used with an adequate degree of effectiveness and creativity.</p> <p>Components are ineffectively presented. The layout and design are presented with little consideration given to the intent of the component and the target audience of each item. .</p> <p>Graphics, font size and styles are not integrated into each item are appealing to the intended audience</p> <p>The logo is adequate and its placement throughout the items is ineffective.</p> <p>Few required promotional items are included</p> | <p>Demonstrate considerable effective use of desktop publishing techniques through each document.</p> <p>Some design element (colour,font,) and used with a good degree of effectiveness and creativity.</p> <p>Some components are effectively presented. The layout and design are presented with some consideration given to the intent of the component and the target audience of each item. This is evidenced throughout some the components.</p> <p>Graphics, font size and styles are occasionally integrated into each item are appealing to the intended audience</p> <p>The logo is good and its placement throughout the items is somewhat effective.</p> <p>Some required promotional items are included(Logo, flyer, Advertisement, menu, coupon, placemat)</p> | <p>Demonstrate highly effective use of desktop publishing techniques through each document.</p> <p>All design element (colour,font,) and used with a high degree of effectiveness and creativity.</p> <p>All components are effectively presented. The layout and design are presented with a significant of consideration given to the intent of the component and the target audience of each item. This is evidenced throughout all the components.</p> <p>Graphics, font size and styles are effectively integrated into each item are appealing to the intended audience</p> <p>The logo is well designed, appealing and placed throughout the items in an effective manner.</p> <p>All required promotional items are included(Logo, flyer, Advertisement, menu, coupon, placemat)</p> |
| Communication | <p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional.</p> <p>Communication is not purposeful and does not relate to the intent of the promotional item .</p> <p>The target audience is not considered.</p> | <p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional.</p> <p>Communication is not purposeful and does not relate to the intent of the promotional item or to the target audience.</p> | <p>Items contain some spelling and grammatical errors.</p> <p>The promotional items are somewhat professional.</p> <p>Some of the communication is purposeful and related the intent of the promotional to the target audience with considerable effectiveness.</p> | <p>Items are free from spelling and grammatical errors.</p> <p>The promotional items are extremely professional.</p> <p>All communication is purposeful and related the intent of the promotional to the target audience with a high degree of effectiveness</p> |



DESKTOP PUBLISHING CONTEST: SENIOR DIVISION

Contest Chair

Emily Marotta-Kulcsar
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The senior division OBEA desktop publishing contest is open to all students who have completed (or are presently enrolled in) BTA30 and/or BTX4C. Students in this course generally learn the advanced features of the software required for completion of this project. Individuals or groups of no more than three students are eligible to participate in the contest.

The components of the contest can be completed using any combination of:

- Microsoft Office Suite
- Corel WordPerfect Suite
- A paint program (i.e. Adobe Photoshop, Microsoft Paint, etc.)
- Microsoft Publisher (Desktop Publishing Software)
- HTML or HTML generating software (i.e. Dreamweaver, Frontpage, etc.)

Only two submissions per school are to be sent, postmarked no later than May 12, 2010.

CONTEST DETAILS

The student(s) must design the promotional material that would be used by a travel agency. The package of promotional material should be printed in colour and submitted in folder type portfolio. All files must be copied onto a CD and included in the package. All contest parts are to be on separate pages and in order as listed on the cover page. Contest entries will not be returned.

CONTEST REQUIREMENTS

1. Make up a name for a travel agency.
2. Use a paint program (your choice) to design the logo. Ensure that it is in a format that can be scaled such that different sizes of the logo can be used on the various documents that will be created for the travel agency. Note: the logo must be used on all items produced.
3. Design a three-fold distribution brochure (two-sided) that can be used as an advertising tool for the travel agency. Layout the brochure to ensure that all necessary information (i.e. services offered; book flight tickets, arrange complete vacation packages, arrange car rentals, etc., contact information, etc) is included and that it is in an appealing, professional-looking set up.
4. Design a poster-type flyer that can be faxed or put up on bulletin boards to advertise the travel agency.



5. In addition, design the following for your travel agency and include them in the portfolio for the travel agency:
 - a) letterhead
 - b) business cards
 - c) envelopes
6. Create a 4-page newsletter from the travel agency that can be mailed to clients. The newsletter should include the necessary information about the travel agency along with such things as; articles about areas that satisfied customers have visited. For example, a report from a couple recently returning from a honeymoon, a description of an exotic place that would be an ideal vacation. An itinerary of each day of the vacation. Use your imagination! The newsletter is to be set up with three columns. Be sure to incorporate digital pictures and graphics where possible.

All components of this contest will be judged based on the following criteria:

- Professional quality of all materials produced.
- Adherence to appropriate desktop-publishing techniques.
- Creativity of each of the components.
- Completeness of each of the items as well as the entire submission.



DESKTOP PUBLISHING CONTEST – SENIOR DIVISION SUMMARY SHEET

| | | |
|------------------------------------------------|-------------|--|
| Name of Participant | | |
| Home Address | Street | |
| | City | |
| | Postal Code | |
| Home Phone Number | | |
| Name of 2nd Team Member (if applicable) | | |
| Home Address | Street | |
| | City | |
| | Postal Code | |
| Home Phone Number | | |
| Name of 3rd Team Member (if applicable) | | |
| Home Address | Street | |
| | City | |
| | Postal Code | |
| Home Phone Number | | |
| School Name | | |
| School Address | Street | |
| | City | |
| | Postal Code | |
| Phone Number | | |
| Fax Number | | |
| Teacher's Name | | |

| | Document | File Name | |
|-------|--------------------------------|-----------|--|
| 1 | Name of travel agency | | |
| 2 | Logo | | |
| 3 | Three-fold brochure | | |
| 4 | A poster type flyer (8 ½ x 11) | | |
| 5 (a) | Letterhead | | |
| 5 (b) | Business card | | |
| 5 (c) | Envelope | | |
| 6 | Newsletter | | |

Teachers

Please check off completed sections. This sheet MUST be included with the submission.

Please note

All items are to be numbered as indicated above, printed in colour on the corresponding paper, and included in the portfolio. (i.e. letterhead on letter-size paper, return address on an envelope, business card on a business card size paper, 3 fold brochure printed on both sides and folded, etc.) Don't forget to enclose your CD containing all files in the package.



EVALUATION RUBRIC

| | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge | <p>Demonstrates a lack of understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates a lack of planning, including ineffective use of fonts, font styles, white space and graphics.</p> <p>The overall set up is ineffective.</p> | <p>Demonstrates limited understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates some evidence of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the adequate use of font, font styles, white space and graphics is inconsistent between documents.</p> <p>The overall set up is weak.</p> | <p>Demonstrates a considerable understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates a considerable degree of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the use of font, font styles, white space and graphics are effective.</p> <p>The overall set up is considerably effective.</p> | <p>Demonstrates a high degree of understanding of effective Desktop Publishing Techniques.</p> <p>Demonstrates an excellent degree of planning, including the use adequate fonts and font styles, white space, graphics.</p> <p>Overall the use of font, font styles, white space and graphics are extremely effective.</p> <p>The overall set up is considerably outstanding.</p> |
| Thinking | <p>Demonstrates a lack of integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is unclear or does not exist.</p> <p>The presentation is inadequate.</p> <p>Desktop publishing techniques are not used to convey the purpose of each document.</p> | <p>Demonstrates limited integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is unclear.</p> <p>The presentation is satisfactory.</p> <p>Desktop publishing techniques are ineffectively used to convey the purpose of each document.</p> | <p>Demonstrates considerable integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is evident and... The presentation is good.</p> <p>Desktop publishing techniques are effectively used to convey the purpose of each document.</p> | <p>Demonstrates a high degree of integration between the desktop publishing techniques and the purpose of each document.</p> <p>The intent of each document is clearly evident and effectively presented.</p> <p>Desktop publishing techniques are highly effectively and convey the purpose of each document in a clear and creative manner.</p> |



| | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Application | <p>Demonstrate a lack of desktop publishing techniques through each document.</p> <p>Design elements are not considered. (colour,font,) If they are considered they are and used with an inadequate degree of effectiveness and creativity.</p> <p>Components are not presented. The layout and design are presented with no consideration given to the intent of the component and the target audience of each item. .</p> <p>Graphics, font size and styles are not integrated into each item are appealing to the intended audience.</p> <p>The logo is inadequate and its placement throughout the items is ineffective or not existent.</p> <p>Required promotional items are not included.</p> | <p>Demonstrate limited use of desktop publishing techniques through each document.</p> <p>Limited design element (colour, font,) and used with an adequate degree of effectiveness and creativity.</p> <p>Components are ineffectively presented. The layout and design are presented with little consideration given to the intent of the component and the target audience of each item. .</p> <p>Graphics, font size and styles are not integrated into each item are appealing to the intended audience</p> <p>The logo is adequate and its placement throughout the items is ineffective.</p> <p>Few required promotional items are included</p> | <p>Demonstrate considerable effective use of desktop publishing techniques through each document.</p> <p>Some design element (colour,font,) and used with a good degree of effectiveness and creativity.</p> <p>Some components are effectively presented. The layout and design are presented with some consideration given to the intent of the component and the target audience of each item. This is evidenced throughout some the components.</p> <p>Graphics, font size and styles are occasionally integrated into each item are appealing to the intended audience</p> <p>The logo is good and its placement throughout the items is somewhat effective.</p> <p>Some required promotional items are included(Logo, flyer, Advertisement, menu, coupon, placemat)</p> | <p>Demonstrate highly effective use of desktop publishing techniques through each document.</p> <p>All design element (colour,font,) and used with a high degree of effectiveness and creativity.</p> <p>All components are effectively presented. The layout and design are presented with a significant of consideration given to the intent of the component and the target audience of each item. This is evidenced throughout all the components.</p> <p>Graphics, font size and styles are effectively integrated into each item are appealing to the intended audience</p> <p>The logo is well designed, appealing and placed throughout the items in an effective manner.</p> <p>All required promotional items are included(Logo, flyer, Advertisement, menu, coupon, placemat)</p> |
| Communication | <p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional.</p> <p>Communication is not purposeful and does not relate to the intent of the promotional item .</p> <p>The target audience is not considered.</p> | <p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional.</p> <p>Communication is not purposeful and does not relate to the intent of the promotional item or to the target audience.</p> | <p>Items contain some spelling and grammatical errors.</p> <p>The promotional items are somewhat professional.</p> <p>Some of the communication is purposeful and related the intent of the promotional to the target audience with considerable effectiveness.</p> | <p>Items are free from spelling and grammatical errors.</p> <p>The promotional items are extremely professional.</p> <p>All communication is purposeful and related the intent of the promotional to the target audience with a high degree of effectiveness</p> |



ENTREPRENEURSHIP CONTEST

Contest Chair

Amy Hargrave
West Ferris Secondary School
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CONSISTS OF A BUSINESS PLAN COMPETITION

The BUSINESS PLAN COMPETITION will be based upon an evaluation of a formal, written business plan to be submitted by the student. **This plan should be based on a viable business that can be run by a student.** In other words students should not be submitting business plans for opening up full size retail stores and/or restaurants. Rather it should be a self-run business that they are starting in their parents basement or garage. Keep it simple and realistic.

Form and Content of the Business Plan

The Business Plan must be typed and it must contain all or some of the following components as shown within the evaluation sheet depending on the nature of the business. (See page 25.)



ENTREPRENEURSHIP BUSINESS PLAN EVALUATION

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Title page | /1 |
| Table of Contents | /2 |
| Executive Summary (1 to 2 pages Maximum) <ul style="list-style-type: none"> • Business Objectives (1) • Description of product or service (1) • Financial requirements (1) • Expected sales (1) • Overview of market (1) | /5 |
| Business Overview <ul style="list-style-type: none"> • Description of business (1) • Type of product/services offered (1) • Nature of the industry (1) • Trends in the industry (1) • Customer profile (2) • Management and key personnel (1) • Operations (location, size and capacity, equipment/furniture/fixtures, hours of operations) (4) | /11 |
| Marketing Research <ul style="list-style-type: none"> • Primary Research/ survey production and distribution (3) • Analysis of survey results (3) • Secondary Research (statistics) (3) • Target Market and segmentation (2) • Market share and total market potential (2) • SWOT (Strengths, weakness, opportunities, threats) 4 | /17 |
| Marketing Plan <ul style="list-style-type: none"> • Product / service (demand, physical aspects, image, benefits) (4) • Price (production cost, competitor's price, profit and volume, break-even analysis) (4) • Place (location, distribution and purchasing channels) (3) • Promotion (i.e., print, television, radio, public relations) (4) | /15 |
| Financials <ul style="list-style-type: none"> • Start up budget (2) • Financing sources (2) • Projected Income Statement (3) • Balance Sheet (5) • Cash Flow Statement (5) | /17 |
| Viability (Feasible, Practical, Possible) | /5 |
| Creativity | /5 |
| Spelling and Grammar | /3 |
| Supplementary information | /4 |
| TOTAL | /85 |



GENERAL CONTEST INFORMATION

1. Early in the school year contact all the entrepreneurship teachers in your county and give them the details of the contest.
2. Each school in the district may submit a maximum of two Business Plans to the contest chair. NOTE THERE MAY BE A MAXIMUM OF FOUR STUDENTS IN EACH GROUP. The entrepreneurship teachers in each school will pick or organize a panel to select the winning plans for their school.
3. AWARDS CERTIFICATES are available from OBEA for students placing from first to third at the district level. You may want to design similar certificates for winners at the school level.
4. PLEASE attach an OBEA CONTEST IDENTIFICATION FORM FOR EACH STUDENT IN THE GROUP firmly to each BUSINESS PLAN submitted. These must be fully completed in order to speed marking and notifying winners.
5. EACH SCHOOL PARTICIPATING IN THE OBEA CONTESTS MUST HAVE AN OBEA MEMBER ON STAFF. Unfortunately, entries from schools with no OBEA member must be disqualified.
6. The Business Plan may be prepared by a maximum of four students provided they are shown to be partners or participants. Their names, responsibilities, salaries, etc. should all be described in the plan.
7. The provincial contest chair will select a panel of judges from business people, teachers, bankers, and entrepreneurs to choose the winners. The decision of the panel of judges will be final and no further examination or recourse will be permitted. Prizes will be awarded for first, second, and third. Provincial trophies and plaques will be awarded at the awards banquet in September.
8. Students must be enrolled in one of the following courses to be eligible: BDP30, BDI3C, or BDV4C.
9. The projects must not be marked in any way by teacher so as to attempt to influence the panel of judges.
10. The entries can be from first or second semester. Due to the lack of time to complete a business plan for the competition in second semester, second semester plans may be submitted the following year.
11. All entries will remain the property of OBEA and will not be returned to the students.
12. The Business Plan can be a plan that was submitted to the Ministry of Industry, Trade and Technology (MITT) under the Student Venture Loan Application or The Youth Venture Loan Application.
13. The proposed venture described in the plan must be an independent enterprise. For example, the owner/manager(s) will make decisions independently and not answer to any other controlling person or organization.



ENTREPRENEURSHIP VENTURE PLAN RUBRIC

| Category | Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge/ Understanding | Demonstrates evidence of effort and realistic applications within individual components (e.g., numbers associated with components such as financial reports and other categories are realistic within the venture plan proposed) | - individual components demonstrate little realistic associations within the venture plan | - individual components demonstrate few realistic association within the venture plan | - individual components demonstrate a realistic association within the venture plan | - individual components demonstrate a thorough and realistic association within the venture plan |
| Thinking | Demonstrates a grasp of the venture plan process Demonstrates originality and creativity | - individual components demonstrate little realistic associations within the venture plan - selection demonstrates a limited grasp of the portfolio process (i.e., purposeful collecting, selecting, and reflecting of components) - selections demonstrate little originality or creativity | - selection demonstrates some grasp of the portfolio process (i.e., purposeful collecting, selecting, and reflecting of components) - selections demonstrate some originality and/or creativity | - selection demonstrates a solid grasp of the portfolio process (i.e., purposeful collecting, selecting, and reflecting of components) - selections demonstrate originality or creativity | - selection demonstrates a thorough grasp of the portfolio process (i.e., purposeful collecting, selecting, and reflecting of components) - selections demonstrate a high degree originality and/or creativity |
| Communication | Presents the venture plan in an organized and professional way | - venture plan package lacks suitability or appropriateness - categories, sections, or strands used lack clear organization - headings, tabs, and/or other organizers are used in a limited way | - venture plan package is suitability - categories, sections, or strands are somewhat clear - headings, tabs, and/or other organizers are used inconsistently | - venture plan package is suitability and appropriate - categories, sections, or strands are clearly indicated - headings, tabs, and/or other organizers are used effectively | - venture plan package is suitable, appropriate, and original - categories, sections, or strands used reflect a high degree of organization - headings, tabs, and/or other organizers are highly effective |
| Application | Includes all the required components and ensures that they are complete | - includes few of the required components - required components contain limited or minimal information | - includes some of the required components - some required components lack information | - includes all of the required components - required components contain complete information | - includes all of the required components - required components contain rich and thorough information |



ETHICS CONTEST

Contest Chair

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Contest Dates

Fall Semester November 9 to December 11, 2009
Spring Semester April 12 to May 14, 2010

Rationale

Within the new business curriculum there is an expectation that students learn about ethics in business, both from the perspective of an employee and that of an entrepreneur or employer. The Insurance Institute created its “You’re IN Business” teacher resource to meet the needs of business teachers faced with the new curriculum, and in particular created a lesson plan on ethics in the workplace. Why insurance, you may ask? Because the insurance industry is founded on the basis of utmost good faith and the promise to pay when something goes wrong. Consumer and corporate ethics is the foundation of a healthy insurance economy and in the delivery of recovery services for Canadians.

Curriculum Outcomes

As the Ontario Business Studies curriculum changed last year, ethics in business was a topic incorporated within the curriculum. The Insurance Institute is confident that **Lesson 5: Your People** helps teachers meet curriculum outcomes in these key areas:

- Explaining the concepts of ethical and social responsibility as they apply to business
- Assessing ethical dilemmas in the workplace
- Explaining controversial business issues from an employee and employer perspective
- Explaining the importance of ethical behaviour with respect to employees and the community
- Analyzing their own entrepreneurial strengths and interests; and the attributes and actions of an ethical employer or entrepreneur
- Describing legal issues related to information and communication technology
- Analyzing ethical issues related to information and communication technology
- Describing the impact of access and equity issues related to information and communication technology
- Explaining the purpose and content of a acceptable use agreement (code of conduct)
- Describing privacy and security issues related to information and communication technology
- Explaining the importance of keeping information secure and confidential



GENERAL DESCRIPTION

This Ethics in Business contest encourages business educators to teach Lesson 5: Your People in the “You’re in Business” resource and serves as an evaluative tool to test your students’ knowledge, with the opportunity to enter a contest. Lesson 5: Your People includes three parts:

- Part A is about the Guiding principles that (can) govern a person’s attributes and actions – whether you’re an employee or an employer.
- Part B presents a real corporate code of conduct for electronic communications (e-mail, internet, computer, etc.) in the workplace
- Part C addresses the situations (which contravene the guiding principles and/or the code of conduct) in the workplace from the employer’s perspective

For more information about this resource, go to the OBEA web site’s resource centre. To order this free resource, go to the Institute’s Career Connections web site at www.career-connections.info.

TIMING OF THE CONTEST

Teachers are encouraged to build in an ethics segment mid-way through the course and to enable students to complete the contest online within the Fall or Spring contest timeframes.

CONTEST LEVELS AND ELIGIBILITY

For 2009-2010, there will be two levels offered:

1. Grade 9/10
Open to any student who in Grade 9 or 10 Business Studies courses. The students must have experienced Parts A and B of **Lesson 5: Your People** from “You’re IN Business.”
2. Grade 11/12
Open to all students participating in Grade 11 or 12 Business Studies courses. Students must have completed all three parts of **Lesson 5: Your People** from “You’re IN Business.”

Both contest levels will comprise 21 multiple-choice questions and one short answer question (maximum 200 words). Teachers are encouraged to use this contest as a class wide activity.

INSTRUCTION AND CONTEST INFORMATION

This contest is open to all students in your classes. The contest has a built in process of selecting those students who will become eligible for an award. However, as it is intended as an evaluation, all students who have been active participants in **Lesson 5: Your People** are welcome to participate.

The contest for students in Grade 9/10 is focused on the ethics in the workplace from the perspective of being an employee.

The contest for students in Grade 11/12 is focused on the ethics in the workplace from the perspective of an employer or entrepreneur.

Please note: These are two different sets of questions but both are based on **Lesson 5: Your People** in “You’re in Business.”



ETHICS CONTEST PROCEDURES

1. Teachers will register online at the contest site at the Insurance Institute's Career Connections web site: www.career-connections.info. Registration will require teachers to input their name, school, e-mail address and identify a class password of their choosing. The Insurance Institute will send a confirmation e-mail to teachers and provide the web address/URL of the Students Contest Login page.
2. Once registered, teachers will direct students to the URL for the contest login page and provide the class password to the class. If there is more than one participating class at any given school, each class must have a unique password.
3. Students will go to the Student Contest Login page, select their school (from a drop down listing) and enter the class password.
4. A successful login will take students to the Registration page where they will again select their school and provide their first and last names.
5. Students will be given one opportunity to complete the contest. The contest can only be taken once; there will be no retaking of the contest.
6. Students will then be presented with the questions. They will be multiple-choice and presented two or three at a time.
7. At the conclusion of the questions students will be given a score indicating how many questions they answered correctly. This page will also list the questions the student failed to answer correctly together with an explanation of the correct answer. Clicking a 'Continue' button will send the student to the essay page.
8. On the essay page, the students will be asked to provide a short answer (maximum 200 words) to an ethical question. When completed, students will be prompted to press a 'Finish' button which will send the students to a 'Thank You' page.
9. At the conclusion of the contest, teachers will be provided with a class list that will include the score for each student on the multiple-choice questions and the student's answer to the essay question.
10. The answer to the essay question will be evaluated based on the following criteria:
 - a) Use of clear communication;
 - b) Application of the guiding principles as taught in the lesson; and
 - c) Reference to specifics presented in the electronic communications policy.
11. For the purposes of awarding prizes, the Insurance Institute will evaluate the answers to the essay question for those top students who score either perfect or the highest on the 21 multiple-choice, to a maximum proportionate number depending on number of entries (likely 50). The top three students will be awarded prizes as part of this OBEA contest.



INTERNATIONAL BUSINESS CONTEST

Contest Chair

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RATIONALE

This project provides a tool that helps the students to improve their understanding of the global economy, increase the quality of their business decisions, and improve their management skills.

GENERAL DESCRIPTION

Project “Can I Sell My Product in Your Country”

There are many different countries and products for investors to choose from. However, there are limited resources with which they can do this. The more research an investor conducts on a foreign country, and a company’s products, the greater the chances of success the investment will yield. Your task is to investigate the feasibility of exporting a Canadian product into a foreign country and provide detailed information as to the viability of this venture. This project is an individual effort.

TIMING OF EVENT

This activity should begin just after mid-semester and continue throughout the remainder of the course. The submission deadline is June 2, 2010.

PURPOSE

The purpose of this OBEA Contest is to allow the students to demonstrate their knowledge and understanding of international business from a Canadian perspective. The project will assist in their understanding of doing business in other countries and promote a greater understanding of the challenges that companies and countries face in today’s global environment.

The research and information gathering for this project will allow students to meet many of the expectations of the course.

1. Students will gather information about doing business in another country.
2. Students will analyse the ways in which various factors influence how business is conducted in another country.
3. Students will examine the marketing challenges of doing business in another country.

ELIGIBILITY

4. This contest is open to any student who is enrolled in or has successfully completed the course relating to International Business.



5. Each school may enter up to two (2) projects for final evaluation. The teacher should use his/her own professional judgment when submitting these projects. All projects should be submitted unmarked containing only the student's name and the name of the school.

INSTRUCTIONS

Students will complete the project on an individual basis. Teachers will provide a list of local companies that students can choose from in order to market a product to one of the countries from the list below. The students should gather all of their information and create a final report with recommendations. The APA referencing style should be used for this report.

METHOD

Stage 1 - Country Facts and Statistics

Teachers should assign one of the following countries to the students: China, Japan, UK, France, Germany, Netherlands, Italy, Australia, Brazil, Mexico, India, Norway, Sweden, Finland, Spain, Portugal, South Africa, Turkey, South Korea, Egypt.

Country facts and statistics give an investor a starting point with which to study and evaluate the potential of a foreign country. This stage should be formatted as a one- or two-page fact sheet. The geographic data should include at least one comprehensive map, and the demographic and economic data must include several graphic representations. All materials must be referenced using APA referencing.

Geographic:

- Country name: conventional long form and conventional short form.
- Map with major cities, ports, international airports, major highways, major rail lines and physical characteristics (mountains, rivers, etc.) marked. This may contain more than one map.
- Area (sq. km.) and comparison to Canada (as a percentage of Canada).
- Time zone. When it is noon in Ottawa it is _____ in _____ (country).
- Climate/weather conditions.

Demographic:

Create a graphic representation of the following:

- Population and comparison to Canada (as a percentage).
- Population growth rate.
- Age distribution (population pyramid).
- Life expectancies (male, female).
- Rural vs. urban (percentages).
- Literacy rates (male, female).
- Ethnic groups (percentage of total population).
- Religious groups (percentage of total population).
- Languages spoken (official and other - include percentages).

Economic

- GDP per capita.
- Inflation rate.
- Unemployment rate.



- Currency name and current exchange rate to Canadian dollar.
- Currency stability (5 year graph - compared to CAD or USD).
- Income distribution (% GDP to % population).
- GDP by sector (percentages).
- Top 3 import partners.
- Top 3 export partners.

Stage 2 - Political Profile

A country's political structure tells investors a lot about that country. Is the country democratic? How prevalent is corruption? How stable is the government? Investors carefully study these questions and their answers before choosing to invest in a foreign country. This stage should be formatted as a Foreign Affairs Brief providing factual data for investors on the topics outlined below. All materials must be referenced using APA referencing.

Government:

- Government type.
- Head of state (name and position).
- Date government elected or appointed.
- Date of next national election.
- Country's views on trade.
- Tariffs, quotas, embargoes.

Political issues:

- Political situation / stability of government.
- Corruption.
- Military role in the country.
- Political issues affecting business climate.

Human Rights:

- Human rights abuses.
- Child labour issues.
- Gender issues.

Legal issues:

- Bribes, graft, unauthorized payments.
- Copyright infringement.
- Other intellectual property issues.
- Labour standards (wages, conditions, etc.).

Stage 3 - Company / Product - Current Status

In order to successfully market your product in your foreign country, you need to have a thorough understanding of the Canadian situation. Choose a small company in your hometown that sells products such as clothing, boats, water purification systems, or cardboard boxes, etc. Begin by examining the company's website and news articles related to the company. Once you have determined what products your company sells, you will select a product sold by your company on which to base the remainder of this assignment. Create a Corporate Profile as outlined below for your business that does not exceed two (2) pages but provides an investor with pertinent information on your company's domestic structure and market strategies.



Company:

- Name, address, locations.
- Owner (person or company).
- Number of employees.
- Corporate structure.
- Product lines (general description).
- Export experience.
- Is this a successful company domestically?

Marketing Mix for Product Selected - Currently

- Product: features and benefits, packaging.
- Price.
- Promotion.
- Place: where is it available/sold (retail); distribution and transportation.

Stage 4 - Marketing Your Product in Your Country

Plan to export _____ into _____
(Product Selected) (Country Selected)

In order to successfully market your selected product in your foreign country, you need to have a thorough understanding of the target market and culture in your foreign country. Begin by examining your product selected and determine if there is a market for your product. You will need to review the culture of your nation in relation to the product selected. Once you have determined this, you will be completing an International Marketing Plan for your product in your selected country.

Most mistakes made by investors in the past have been because they have ignored or disregarded a foreign country's culture. The definition of culture is the shared beliefs, customs, norms, and values that guide the everyday life of a group. Investors must study the foreign country's culture to gain insight into that country and its citizens, and how the country conducts business. For your chosen country, you must find out the following cultural information and complete a one- or two-page fact sheet related to the culture of your country.

Culture:

- Languages spoken.
- Business language.
- Acceptable and unacceptable topics of conversation.
- Non-verbal communication.
- Use of humour.
- Business customs including greetings, gift giving, dress, tipping, time management.
- Role of men, women, and children, at home and at work.
- Business negotiations - style, types of conflict.
- Other information which is pertinent/important to the product you have selected.

Stage 5 - International Marketing Plan

Complete an international marketing plan for your product. Answering the questions provided.

Name:

Country:

Company:

Product(s):



Product(s):

1. What needs/wants does your product fulfill in your selected country?
2. Who is the target market (consumer) of the product? How often will they purchase the item?
3. Are purchases affected by climate?
4. Are purchases affected by geography; for example infra-structure or transportation problems?
5. Does your product conflict with traditions, habits, or beliefs of the customers in your selected country?
6. What makes your product(s) unique for the country's market?
7. What competing products are already available in your selected country? If possible state the product and company names that are being sold currently in your selected country.
8. What are the competitive advantages of your product or business over other domestic and international businesses?
9. Why will international buyers purchase the product from your company?
10. How complex is your product?
11. What skill or special training is required to:
 - a) Install your product?
 - b) Use your product?
 - c) Maintain your product?
 - d) Service your product?
12. What other items, equipment, services are required to use your product in the selected country? Ex. Software company that sells SpyWare to protect PCs -require personal computer with compatible operating system and internet connection for up-dates.
13. How much inventory will be necessary to sell overseas?
14. Will your product be restricted abroad; for example tariffs, quotas, or non-tariff trade barriers?
15. What product-labeling/standard concerns are associated with your product?
Ex. AC or DC electrical voltage, metric measurements, language standards.
16. Can you service the product after purchase? Ex. Warranties, communication with customer.

Pricing:

1. Using the domestic pricing model, can consumers in your country afford your product?
2. What factors do you need to consider when setting prices in your selected country?
3. Are your product's sales very sensitive to price changes?
4. How important is pricing in your overall marketing strategy?
5. What additional costs will you incur bringing your product to your selected country?
6. Outline your distribution channels from Canada to your selected country.
Ex. Export packing, container loading, inland freight, wharfage, handling, ocean freight, courier mail, tariffs.

Promotional Strategy:

1. What advertising materials will you use?
2. What trade shows or trade missions will you participate in, if any?
3. What media would you use to advertise your products? Ex. Print, TV, Radio.
4. What cultural concern(s) must be addressed in your advertising? Ex. Language differences, literacy rates, buying influences, religion, attitudes towards change and foreign products.



Place:

1. Will you sell directly to the customer or will you use a retailer, sales agent, joint venture, or some other arrangement to sell your product?
2. Do specialized outlets exist in your selected country to market to various target markets?
Ex. Backpacks for Hiking - Novaks, camping stores, Rocky Mountain Outfitters.

Stage 6 - Recommendations and Conclusions

You are now ready to make an informed decision as to whether you would recommend that your company export your selected product into your selected country. Your final task is to write an executive summary which addresses the question - Should your company export the product to your selected country? Your reasons should be justified and based upon the research you have conducted. Your argument should demonstrate the knowledge and understanding that you have obtained throughout this course. Any works cited should be referenced using the APA formatting model.

Evaluation Checklist

| | | | | | |
|------------------------------------------------------------|---|---|---|---|---|
| <i>Stage 1 - Country Facts and Statistics</i> | | | | | |
| - Geographic | 4 | 3 | 2 | 1 | 0 |
| - Demographic | 4 | 3 | 2 | 1 | 0 |
| - Economic | 4 | 3 | 2 | 1 | 0 |
| <i>Stage 2 - Political Profile</i> | | | | | |
| - Government | 4 | 3 | 2 | 1 | 0 |
| - Political Issues | 4 | 3 | 2 | 1 | 0 |
| - Human Rights | 4 | 3 | 2 | 1 | 0 |
| - Legal Issues | 4 | 3 | 2 | 1 | 0 |
| <i>Stage 3 - Company/Product - Current Status</i> | | | | | |
| - Company | 4 | 3 | 2 | 1 | 0 |
| - Marketing Mix | 4 | 3 | 2 | 1 | 0 |
| <i>Stage 4 - Marketing Your Product in Your Country</i> | | | | | |
| - Culture | 4 | 3 | 2 | 1 | 0 |
| <i>Stage 5 - International Marketing Plan</i> | | | | | |
| - Products | 4 | 3 | 2 | 1 | 0 |
| - Pricing | 4 | 3 | 2 | 1 | 0 |
| - Promotional Strategy | 4 | 3 | 2 | 1 | 0 |
| - Place | 4 | 3 | 2 | 1 | 0 |
| <i>Stage 6 - Recommendations and Conclusions</i> | | | | | |
| - Executive Summary | 4 | 3 | 2 | 1 | 0 |
| <i>Overall</i> | | | | | |
| - Introduction and rationale | 4 | 3 | 2 | 1 | 0 |
| - APA Style of Referencing | 4 | 3 | 2 | 1 | 0 |
| - Report Format (title page, subheadings, contents, pg #s) | 4 | 3 | 2 | 1 | 0 |



INTERNATIONAL BUSINESS RUBRIC

| Expectations | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Knowledge/ Understanding</p> <p>Demonstrate an understanding of the chosen country by researching the country's facts and statistics (geographic, demographic and economic).</p> <p>Demonstrate an understanding of the chosen country by researching the country's political profile (government, political issues, human rights, and legal issues).</p> | <p>The student:</p> <ul style="list-style-type: none"> - demonstrates a limited understanding of the chosen country's facts and statistics. - demonstrates a limited understanding of the chosen country's political profile. | <p>The student:</p> <ul style="list-style-type: none"> - demonstrates some understanding of the chosen country's facts and statistics. - demonstrates some understanding of the chosen country's political profile. | <p>The student:</p> <ul style="list-style-type: none"> - demonstrates considerable understanding of the chosen country's facts and statistics. - demonstrates considerable understanding of the chosen country's political profile. | <p>The student:</p> <ul style="list-style-type: none"> - demonstrates a high degree of understanding of the country's facts and statistics. - demonstrates a high degree of understanding of the chosen country's political profile. |
| <p>Thinking/ Inquiry</p> <p>Identify a small company in your local community. Investigate the company and its marketing mix for a particular product. Analyse the target market and the culture of your chosen country, while considering your product.</p> | <p>The student:</p> <ul style="list-style-type: none"> - investigates the company and its marketing mix for a particular product with limited effectiveness. - analyses the target market and the culture in a limited way. | <p>The student:</p> <ul style="list-style-type: none"> - investigates the company and its marketing mix for a particular product with some effectiveness. - analyses the target market and the culture with some effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - investigates the company and its marketing mix for a particular product with considerable effectiveness. - analyses the target market and the culture with considerable effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - investigates the company and its marketing mix for a particular product with a high degree of effectiveness. - analyses the target market and the culture with a high degree of effectiveness. |
| <p>Communication</p> <p>Use of Report Format (subheadings, title page, table of contents, logical order of ideas, page #s)</p> <p>Introduction and rationale</p> <p>Spelling, grammar, sentence structure, proper font</p> <p>Bibliography/references</p> | <p>The student:</p> <ul style="list-style-type: none"> - types out work in a neat, orderly and consistent fashion with limited effectiveness. - communicates the intent of the report with limited effectiveness. - prepares project with numerous errors. - uses the APA style of referencing with limited effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - types out work in a neat, orderly and consistent fashion with some effectiveness. - communicates the intent of the report with some effectiveness. - prepares project with several errors. - uses the APA style of referencing with some effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - types out work in a neat, orderly and consistent fashion with considerable effectiveness. - communicates the intent of the report with considerable effectiveness. - prepares project with some errors. - uses the APA style of referencing with considerable effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - types out work in a neat, orderly and consistent fashion with a high degree of effectiveness. - communicates the intent of the report with a high degree of effectiveness. - prepares project with few errors. - uses the APA style of referencing with a high degree of effectiveness. |
| <p>Application/ Making Connections</p> <p>Complete the international marketing plan for your product in your chosen country. Completes an Executive Summary</p> | <p>The student:</p> <ul style="list-style-type: none"> - identifies the product, pricing, promotional strategy, and place for the product with limited effectiveness - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with limited effectiveness | <p>The student:</p> <ul style="list-style-type: none"> - identifies the product, pricing, promotional strategy, and place for the product with some effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with some effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - identifies the product, pricing, promotional strategy, and place for the product with considerable effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with considerable effectiveness. | <p>The student:</p> <ul style="list-style-type: none"> - identifies the product, pricing, promotional strategy, and place for the product with a high degree of effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with a high degree of effectiveness. |



MARKETING CONTEST

Contest Chair

Lisa Dickinson
Crestwood Preparatory College
217 Brookbanks Dr
Toronto ON M3A 2T7
Tel 416-391-1441 ext 87
Email ldickinson@crestwoodprepco.com

ELIGIBILITY

The Marketing contest is open to all students enrolled in BMI3C/BMX3E during the 2009-2010 school year.

THE MARKETING PLAN CHALLENGE

Instructions

Select a product, service OR an event that you would like to market. Your objective is to create a marketing plan (see below) that best demonstrates your ability to think strategically. Products must be legal for sale in Canada and in good taste. Cigarette or alcohol products are inappropriate.

Your marketing plan must include

1. U.S.P. (unique selling proposition)
2. Detailed description of your product, service or event
3. Description of your consumer/target market
4. Analysis of your competitive environment
5. Marketing Research: Issues requiring research; type(s) of research required.
6. Product: product liability, safety and social responsibility considerations; branding and image; packaging design, promotion, protection, etc.
7. Place: Type of channel(s) used; customer service level required; major characteristics of channel members
8. Promotion: Desired positioning; if you'll be doing a radio or TV commercial, make sure you prepare a script or storyboard using an effective strategy, appropriate to your target market and product. If you're preparing a Print ad, ensure you have incorporated the main parts of an ad
9. Price: Nature of demand; pricing strategies; etc.
10. Future Plans: Future plans for longer term product and/or company growth (i.e. line extensions, related new product concepts, advertising and promotional plans, etc.) Expected changes over the product life cycle.



Sections 6-9 must include:

The suggested approach for this part is to ensure Objectives, Strategies and Tactics are discussed for each element of the marketing mix.

OBJECTIVE:

Objectives are simply the goals. The objective provided here would be one of the promotional (advertising) objectives for the new brand.

Example: Create awareness of the brand and achieve a 5% market share within the specified market segment.

STRATEGY:

Strategies are broad plans of action which companies develop to help them attain their objectives.

Example: Use non-traditional advertising

TACTICS:

Tactics are more detailed courses of action than strategies.

Example: Focusing on the Internet as a medium and using celebrities from extreme sports in ads with a humorous twist would satisfy the criteria of non-traditional advertising.

SUBMISSIONS SHOULD BE RECEIVED BY THE CONTEST CHAIR ON OR BEFORE Wednesday, May 12, 2010.

| Criteria | Below Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------|
| PART 1 - GETTING STARTED | | | | | |
| U.S.P. | Not scorable | Emerging | Satisfactory explanation | Met expectations | Stated superbly |
| Product/service description | Incomplete | Beginning to take form | Satisfactory | Complete & informative | Complete succinct & informative |
| Goals and strategies | Need improvement and focus | Passable | Adequately stated | Successfully stated and detailed | Expertly articulated |
| PART 2 - THE CONSUMER | | | | | |
| Consumer profile/ consumer demand analysis | Incomplete and lack detail | Need improvement | Sufficiently identified | Effectively described | Superbly detailed |
| PART 3 - COMPETITIVE MARKET | | | | | |
| Identify & compare competitors | Competition has not been identified & needs work | Competition is beginning to emerge and take shape | Competition has been mentioned and is admissible | Competition has been identified successfully | Competition has been superbly identified and analyzed |
| PART 4 - MARKET RESEARCH | | | | | |
| Research identified to solve one or more marketing problems | Research conducted was not present and applicable | Research conducted could use improvement | Research conducted is passable but could use more depth | Research conducted is sufficient | Research conducted is compelling and logical |
| PART 5 - THE MARKETING PROGRAM | | | | | |
| Product development | Benefit analysis is not started | Benefit analysis is emerging | Benefit analysis is adequate | Benefit analysis is credible | Benefit analysis is exemplary |
| PART 6 - POSITIONING & BRANDING | | | | | |
| Packaging analysis; package & label; logo & slogan; positioning strategy | Packaging/ logo/positioning strategy needs improvement | Packaging/logo/ positioning strategy are beginning to show logic | Packaging/logo/ positioning strategy are approaching standard | Packaging/logo/ positioning strategy are well planned and thoughtful | Packaging/logo/ positioning strategy are indisputable and clear |



| Criteria | Below Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------------------|
| PART 7 - PRICING | | | | | |
| Pricing analysis | Pricing factors and S.W.O.T. analysis have not been attempted | Pricing analysis needs improvement | Pricing analysis was satisfactorily reviewed | Pricing analysis was effectively analyzed | Pricing analysis has been remarkably analyzed |
| PART 8 - PLACE | | | | | |
| Distribution strategy | Distribution strategy is not scorable | Distribution strategy could use improvement | Distribution strategy is admissible | Distribution strategy is comprehensive | Distribution strategy has been expertly rationalized |
| PART 9 - PROMOTION | | | | | |
| Describe specific activities to be conducted during the promotional campaign. | Promotional analysis lacks insight | Promotional analysis is beginning to show thought and logic | Promotional analysis is adequate | Promotional analysis is effectively reviewed | Promotional analysis is outstanding and well thought out |
| PART 10 - FUTURE PLANS | | | | | |
| | Other considerations need work | Other considerations are emerging | Other considerations are adequate | Other considerations are effective | Other considerations are magnificent |



Contest Chair

Gordon Claire Hainstock
Bur Oak Secondary School
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Markham ON L6E 1G4
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Email claire.hainstock@yrdsb.edu.on.ca

The poster must be created in Adobe Photoshop, Corel Draw, Pagemaker, or any other acceptable universal program.

1. The OBEA logo must appear on the poster. Please visit the OBEA Website at <http://www.obea.ca> to get a copy of the poster logo. Please ensure that the student uses the **correct OBEA logo** (the one that is on the entry form). The logo should not be the main focus of the poster.
2. The following information must be included either at the **TOP, BOTTOM, OR SIDE** of the poster. Please allow a blank space for this information. (We will include it on the winner's work when it is published.)

BUSINESS STUDIES 2011

This information SHOULD NOT BE THE MAIN FOCUS OF THE POSTER.

3. The submission **must** provide a **suitable theme and slogan** in order to promote Business Studies and its relevance to a student's future. The slogan is an important criteria in the evaluation rubric.
4. The **artwork/graphics should illustrate the universal** use of Business Studies courses and the role that Business Studies can fill for students in their future. The poster should not highlight any one particular area of Business Studies, but rather all of Business Studies. It is suggested that the entries do not include pictures of people. However, if people are used ensure both male and female are portrayed in the poster. The quality of the work, must ensure that the poster can be enlarged, with clarity, to poster size.
5. If artwork/graphics are used that require copywritten permission, this permission must be submitted. Entries that have broken copyright without permission will be disqualified.
6. Students who enter the contest must be taking, or have taken, a Business Studies/Computer Studies credit during the school year 2009-2010. Please ensure student name, school, home address, home phone number as well as the sponsoring OBEA teacher's name appear on a separate page in the submission. **Please use only the 2009-2010 identification form provided online.**
7. Students **must submit a soft copy** of the poster **on CD and NOT zipped**. The design should be submitted in its original format and be accompanied by a PDF version. The poster should be created at **17" x 22"**. All images placed on the poster should have a resolution of at least 200 pixels/inch. The poster does not have to be submitted in hard copy. The poster will be judged from the CD file.
8. If a student wishes to create an original poster using artwork (e.g. paint or pastel), the poster must be submitted electronically. A picture of the artwork must be scanned and



sent electronically for reproduction. Please ensure that the poster is scanned at a minimum of 200 pixels/inch.

9. **Please submit a maximum of 2 entries per school and have entries saved on separate CDs.**

SUBMISSION OF ENTRIES DUE DATE: Wednesday, May 12, 2010

Submit to

Gordon Claire Hainstock
Bur Oak Secondary School
933 Bur Oak Ave
Markham ON L6E 1G4

Note

Contests must be submitted on time with completed identification forms in order to be eligible. No exceptions will be made.



| Expectations | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | <p>Poster demonstrates a limited understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> •Arrangement or use of business terms and concepts illustrates little or no connection to Business Studies' courses; •One particular business Studies course is featured; •Information is unreliable in its presentation. •Poster is difficult to read and understand. •Incorrect OBEA Logo is used; •A blank space is not left on any side of the poster; •Contact information and OBEA sponsor are not indicated; •Entrants have not taken and are not enrolled in any business class. | <p>Poster demonstrates some understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> •Arrangement or use of business terms and concepts illustrates some connection to Business Studies' courses; •No more than 2 particular Business Studies course are featured; •Information is somewhat reliable in its presentation. •Poster appears to be somewhat difficult to read and understand. •Correct OBEA Logo is used to some extent; •Some space is left on one of the sides of the poster; •Contact information and OBEA sponsor are not complete; •Entrants have taken but do not indicate what business class that has been taken. | <p>Poster demonstrates a good understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> •Arrangement or use of business terms and concepts illustrates a good connection to Business Studies' courses; •Many Business Studies course are featured; •Information is reliable in the poster; •Poster is easy to read and understand. •Correct OBEA Logo is used; •A blank space is left on any side of poster sufficient for required words; •Contact information and OBEA sponsor are complete; •Entrants indicate what business class that has been taken or enrolled in. | <p>Poster demonstrates an exceptional understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> •Arrangement or use of business terms and concepts illustrates an exceptional tie-in to Business Studies' courses; •Business Studies courses are featured in general and no one courses is focused on. •Information is accurate beyond fault. •Poster is easy to read and understand and has clarity to its tone that is exceptional. •OBEA Logo is used and exceptional in its colour and clarity; •A blank space is left on any side of the poster together with the words "Business Studies 2009"; •Contact information and OBEA sponsor are complete and submitted on separate page; •Entrants indicate what business class that has been or is being taken on separate page of submission. |
| Thinking and Inquiry | <p>Poster demonstrates limited use of critical and creative thinking by:</p> <ul style="list-style-type: none"> •Limited exhibition of knowledge and originality of the subject; •Theme and slogan demonstrate no obvious connection to the subject or each other; •There is limited demonstration of the relevance of business to a student's future; •The slogan and theme are difficult to understand. | <p>Poster demonstrates some use of critical and creative thinking by:</p> <ul style="list-style-type: none"> •Some exhibition of knowledge and originality of the subject; •Theme and slogan demonstrate some obvious connection to the subject or each other; •There is some demonstration of the relevance of business to a student's future; •The slogan and theme are somewhat difficult to understand. | <p>Poster demonstrates good use of critical and creative thinking by:</p> <ul style="list-style-type: none"> •Good exhibition of knowledge and originality of the subject; •Theme and slogan demonstrate an obvious connection to the subject or each other; •There is a good demonstration of the relevance of business to a student's future; •The slogan and theme are easy to understand. | <p>Poster demonstrates exceptional use of critical and creative thinking by:</p> <ul style="list-style-type: none"> •Excellent exhibition of knowledge and originality of the subject; •Theme and slogan demonstrate an exceptional and obvious connection to the subject or each other; •There is an extremely clear demonstration of the relevance of business to a student's future; •The slogan and theme are exceptionally thoughtful and easy to understand. |



| Expectations | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | <p>Poster communicates ideas with limited degree of effectiveness by:</p> <ul style="list-style-type: none"> • Establishing a flow of ideas that is difficult to follow; • Many spelling errors in words and phrases - Maximum of 4; • Design is difficult to follow; • Overall message of the poster is ineffective in its delivery; • Software application used is not identified nor version indicated; • The slogan and theme are limited in their creativity; • The artwork and graphics are limited in scope and usage; • Colour is ineffective in its usage; • Poster cannot be enlarged to 17 x 22"; • The electronic submission is not submitted on CD and is zipped. | <p>Poster communicates ideas with some degree of effectiveness by:</p> <ul style="list-style-type: none"> • Establishing a flow of ideas that is somewhat difficult to follow; • Some spelling errors in words and phrases - Maximum of 3; • Design is somewhat difficult to follow; • Overall message of the poster is somewhat effective in its delivery; • Software application used is identified but version is not indicated; • The slogan and theme are somewhat limited in their creativity; • The artwork and graphics are somewhat limited in scope and usage; • Colour is somewhat effective in its usage; • Poster cannot easily be enlarged to 17 x 22"; • The electronic submission is not submitted on CD and is zipped. | <p>Poster communicates ideas with good degree of effectiveness by:</p> <ul style="list-style-type: none"> • Establishing a flow of ideas that is easy to follow; • Few spelling errors in words and phrases - Maximum of 2; • Design is easy to follow; • Overall message of the poster is effective in its delivery; • Software application used is identified as it the version; • The slogan and theme are creative; • The artwork and graphics are effective in scope and usage; • Colour is effective in its usage; • Poster can be enlarged to 17 x 22"; • The electronic submission is submitted on CD and is not zipped. | <p>Poster communicates ideas with exceptional degree of effectiveness by:</p> <ul style="list-style-type: none"> • Establishing flow of ideas of exceptional clarity; • No spelling errors in words and phrases; • Design is extremely creative; • Overall message of the poster is extremely effective in its delivery; • Software application and version used is identified in a separate page of the submission; • The slogan and theme are highly creative in their usage; • The artwork and graphics are highly effective in scope and usage; • Colour is highly effective in its usage; • Poster can be enlarged to 17 x 22" easily and has resolution of 200 pixels/inch minimum; • The electronic submission is submitted on CD, labelled, and is not zipped. |
| Application | <p>Poster makes connections between concepts and visuals used with limited of effectiveness by:</p> <ul style="list-style-type: none"> • Integrating inappropriate image(s); • The software application is not used in an effective manner; • Failure to transfer of concepts, skills and procedures to new contexts • The concept of the future role of Business Studies in the students' career and future is not evident. | <p>Poster makes connections between concepts and visuals used with some effectiveness by:</p> <ul style="list-style-type: none"> • Integrating somewhat appropriate image(s); • The software application is used in a limited manner; • Some transfer of concepts, skills and procedures to new contexts • The concept of the future role of Business Studies in the students' career and future is somewhat evident. | <p>Poster makes connections between concepts and visuals used effectively by:</p> <ul style="list-style-type: none"> • Integrating appropriate image(s); • The software application is used in an effective manner; • Good transfer of concepts, skills and procedures to new contexts • The concept of the future role of Business Studies in the students' career and future is easily seen. | <p>Poster makes connections between concepts and visuals used with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> • Integrating appropriate image(s) in a thought provoking manner; • The software application is used in a highly effective manner; • Highly effective transfer of concepts, skills and procedures to new contexts • The concept of the future role of Business Studies in the students' career and future is highly developed. |



PROMOTIONS CONTEST: GRADE NINE/TEN

Contest Chair

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Submission deadline: Wednesday, May 12, 2010

Ministry tie-in CC5.01 – describe the role and effectiveness of advertising, display, distribution, research, packaging and selling methods in marketing a product.

Applicability: Any students enrolled in a grade 9 or 10 business course during the current school year are eligible to participate in the Promotions contest. Participants can work independently or with one partner.

CONTEST OBJECTIVES

The objective of this contest is to engage students in a fundraiser event to be conducted in a school setting.

CONTEST

You are responsible for organizing an event at your school with the goal of raising money for a charity of your choice. The event will be held at your school and will take place in early June after school. The tickets can be sold before the event for \$2.00/ticket or \$3.00/ticket at the door. Part of your requirement for the contest will be to think about the logistical requirements for the event outside of ticket sales.

CONTEST COMPONENTS

1. A written component (maximum 2 pages, typed please) that:
 - Outlines the objectives of the fund-raiser.
 - Explains your promotional strategy (i.e. how will you create awareness of the fund-raiser event).
 - Explains how the promotion will be executed (i.e. specific tactics).
 - Demonstrates that you have researched what your charity is attempting to raise money for and shows that you have an understanding of the organization.
 - Addresses how you will measure the success of your promotion.
2. An advertisement/poster (electronically created using any software)
 - You are to design 1 poster (8 ½" X 11") to be placed in your school.

A hard copy will be required in your final submission.

Please refer to the attached checklist to ensure all parts are included in your submission.



1. Written component (maximum 2 pages)
 - Objective(s)
 - Promotional strategy rationale
 - Tactics stated with detail
 - Research conducted on the charity
 - Measurability (i.e. how do we track responses)
2. An advertisement/poster (8 ½" X 11")
 - Electronic version required

EVALUATION RUBRIC

| Achievement | Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge Demonstrates understanding of key terms and concepts covered in the marketing unit in BOTH the Write-up and Advertisement | Demonstrates limited knowledge of the terms or concepts covered in both the write-up and the advertisement | Demonstrates some knowledge of the terms and concepts in both write-up and advertisement. May have demonstrated some knowledge in either write-up/advertisement but limited knowledge in the other | Demonstrates considerable knowledge of the terms and concepts in both write-up and advertisement. | Demonstrates thorough knowledge of the terms and concepts in both write-up and advertisement |
| Thinking In the write up, the promotional strategy clearly outlines the purpose and significance. The tactics are clearly outlined using marketing techniques | The write-up has little relation of marketing techniques in the promotional strategy section and in the tactics section | The write-up briefly relates marketing techniques in the promotional strategy and in the tactics section | The write up relates marketing techniques as it relates to the assignment thoroughly | The write-up relates marketing techniques proficiently and demonstrates student understanding of the purpose and significance of those techniques as it relates to the assignment |
| Communication Advertisement is neat and includes all relevant information. Advertisement follows concepts discussed in class. Advertisement must have proper grammar/spelling. Write-up must use proper grammar, spelling and word usage | Advertisement is not organized or neat. Write-up contains many spelling/ grammar errors. Words are used incorrectly and interfere with overall understanding. | Advertisement is acceptable and mostly correct. Write-up is complete but lacking in creativity. Some minor grammatical errors. | Advertisement is neat and somewhat eye-catching. Writing is insightful, and grammatically correct. | The advertisement is not only neat but also creative and eye-catching. The quality of the write up is outstanding and demonstrates considerable understanding. All the elements of the project come together to support material. |
| Application In the write up, research into the charity is evident. Determination of success measurement. | Write up reflects little or no research. Does not include measurability of success | The report reflects some research. Measurability stated but is lacking in some important way. | The write-up reflects considerable research. Measurability stated and done adequately. | The write-up reflects thorough research and ties charity goals with marketing goals. Measurability states and clearly follows concepts discussed during the unit. |



SAVINGS AND INVESTMENT CHALLENGE

Contest Chair

Bill Velos
Yorkdale Adult Learning Centre
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North York ON M6A 1L6
Tel 416-396-2410
Email bill.velos@tel.tdsb.on.ca

Submission deadline: Wednesday, May 12, 2010

OBEA is pleased to announce a new contest for 2009-2010: the Savings and Investment Challenge, sponsored by the Investor Education Fund

CURRICULUM CONNECTION

The challenge meets the overall expectation from the Ontario Curriculum 2006 Business Studies course (p. 32), BBI Introduction to Business; Finance strand, “demonstrate an understanding of effective investment practice”.

CHALLENGE OVERVIEW

In this challenge, students will learn about saving and investing money in various financial vehicles. They will research various financial institutions, record and track the growth potential of saving and investing vehicles, chart the results, summarize their findings and reflect on the vehicle that best meets their needs.

CHALLENGE COMPONENTS & GUIDELINES

1. GLOSSARY OF TERMS

Create a glossary of at least 15 terms related to saving and investing.

- The glossary of terms should be expressed in your own words and with clear understanding of the term.
- Use primarily Canadian sources for your research.
- Some suggested terms include: liquidity, return on investment, yield, risk, index etc.
- Include the source for each term on your list.

2. INVESTMENT CHARTS

i) Research and compare Canadian financial institutions to choose the best growth potential for \$1,000 in each of the following saving vehicles and investment funds over an 8 month period:

- Chequing account
- Savings account
- Guaranteed Investment Certificate (GIC)
- Canada Savings Bond (CSB)

Check with your local bank, trust company or credit union for information on saving and investing. Include some information about the financial institution in your submission.

Note: You may choose different financial institutions for each saving alternative.



Create a table for each saving vehicle (chequing, savings account, GIC, CSB) and record the following:

- name of the financial institution
- rate of return
- growth of \$1,000 over a period of one year, using a spreadsheet application (you choose the start date of the time period)
- any service fees that you may be charged

Chart your results.

- ii) Invest \$1,000 each in two index funds
Research the performance of \$1,000 in each of the following index funds over an 8 month period.
- Canadian Equity Index Fund OR Canadian Composite Index Fund
 - Canadian Bond Index Fund

Create a table for each of the stock (equity) and bond indexes performance on a monthly basis for an 8 month period. Note: The time period for these two index funds must be backdated 8 months to review past performance since you cannot anticipate future returns for the indexes.

- use a spreadsheet application to complete all calculations
- include any fees that you may be charged for the funds

Chart your results for each investment vehicle (for example, bar graph, line chart, etc. include a legend).

3. SUMMARY

Prepare a summary of your findings to include the following points:

- analysis of the advantages and disadvantages of selecting these savings and investment vehicles
- rate of return, the level of risk and liquidity of the vehicles
- comparison of all the saving and investment vehicles
- rank the vehicles in terms of potential growth of the invested \$1,000
- choose which vehicle you would personally place your \$1,000 in and why

4. REFLECTION

Describe at least three key things you discovered about saving and investing from doing this project with specific evidence from the experience. How will this project impact your financial behaviour?



EVALUATION CHECKLIST

| Criteria | Marks | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 |
| REPORT - Organized and easily accessible with cover page and table of contents | | | | | |
| 1. Glossary (knowledge) - A meaningful selection of terms related to saving and investing. - Examples included on how the term is used - Sources identified clearly | 7 | 9 | 11 | 13 | 15 |
| 2. Investment Charts (Application) Each of the following groups requires a chart, includes information about the vehicle. - Savings Account - Chequing Account - GIC - Canada Savings Bond | 7 | 9 | 11 | 13 | 15 |
| - Canadian Equity Index Fund or Canadian Composite Index Fund - Canadian Bond Index Fund | 7 | 9 | 11 | 13 | 15 |
| 3. Summary (Thinking) - Summary of findings including the advantages and disadvantages of each saving/ investment vehicle - Reasons for investing \$1,000 in chosen investment vehicle | 2 | 4 | 6 | 8 | 10 |
| 4. Reflection (Communication) Describe at least three key learnings about saving and investing you discovered from doing this project with specific evidence from the experience. | 2 | 4 | 6 | 8 | 10 |
| WOW FACTOR – Something creative or more! An extra step! | | | 1 | 2 | 3 |
| TOTALS | | | | | |

Total Score /73

Teachers

Resources to help you teach this activity are available from the Investor Education Fund.

Visit: www.investorED.ca, Teachers' Corner

Email: fundmail@investorED.ca

Tel: 416-593-2369

Resource – Activity

Fair Play – Lesson #1, 1.4 Scavenger Hunt Activity
Taking Stock in Your Future Senior Guide – Pretest A

Developing Financial Skills: A Teacher's Guide – Budgeting Wisely Internet Activity

Taking Stock in Your Future Senior Guide – Activity 1.2 and 1.3,
Compound Interest and Accumulated Value

Online resources:

Bank of Canada: www.bankofcanada.ca/en/
Canada Savings Bonds: www.csb.gc.ca/eng/
Canoe Money: <http://money.canada.ca/rates/gics.html>
Finance Yahoo: <http://finance.yahoo.com>
Fiscal agents: www.fiscalagents.ca
Globe and Mail: www.globefund.ca
Investor Education Fund: www.investorED.ca
Investopedia: www.investopedia.com/directory
Morningstar: www.morningstar.ca

Challenge component

Glossary of terms

Researching financial institutions

Creating formulae for calculations
& Graphing (spreadsheet app.)



WEB PAGE DEVELOPMENT CONTEST: JUNIOR DIVISION

Contest Chair

Kathleen Moraghan
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ELIGIBILITY

The junior division OBEA web page design development contest is open to any students who have completed or are presently enrolled in any Grade 9 or 10 business studies course. Teachers can select two entries per school. The entry package must include; a completed official contest identification form available at <http://www.obea.ca> (or in this booklet) with each submission and a CD with all required files for each web site. Entry packages must be received by the chairperson on or before May 12, 2010.

CONTEST DETAILS

Students must design and create an informational web site for other Grade 9 or Grade 10 students. Choose one of the following overall expectations from the Ministry of Education Business Studies Grade 9 and 10 Curriculum Guide as your topic.

1. **Describe the Computer Workstation Environment**
 - a. explain the basic functions of the components of a computer (e.g., bus, CPU, RAM) and its peripheral devices (e.g., printer, scanner, storage devices, video and digital cameras);
 - b. explain the purpose of an operating system;
 - c. identify common user interface elements (e.g., icons, menus, toolbars) and describe their functions;
 - d. compare stand-alone and networked computer environments; *OR*
2. **Describe the tools used to communicate electronically in business (e.g., on-line conferencing, email, voice mail and instant messaging. *OR***
3. **Demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology**
 - a. Describe the legal issues related to information and communication technology (e.g. freedom of information, piracy, copyright);
 - b. Analyse ethical issues related to information and communication technology (e.g., spam, plagiarism, unauthorized downloading, inappropriate or dangerous sites or usage, power to promote hatred and discriminatory attitudes);
 - c. Describe the impact of access and equity issues relating to information and communication technology (e.g., the availability of software to assist people with disabilities,
 - d. Access to equipment at home, the effect of technology on northern and Aboriginal



communities);

e. Explain the purpose and content of an acceptable use agreement OR

4. Analyse privacy and security issues relating to information and communication technology

a. Describe privacy and security issues related to information and communication technology (e.g., protection of credit card information; cookies; identity theft; spyware; cyber stalking);

b. Explain the importance of keeping information secure and confidential (e.g., through the use of passwords, encryption, biometric authentication, firewalls);

c. Analyse the form and potential impact of computer viruses;

d. Explain how anti-virus software applications in a business environment enhance system security OR

5. Assess the impact of information and communication technology on personal health and the environment

a. Describe an ergonomically correct work environment;

b. Assess the personal health risks associated with the use of information and communication technology (e.g. musculoskeletal injuries, eye strain);

c. Explain the impact of information and communication technology on the environment (e.g., disposal of hardware, recycling of paper and toner cartridges).

The contest can be used as a summative assessment for the BTT10/BTT20 course. The design and creation is not limited to any particular software. Suggested software includes Microsoft Office Suite, Corel WordPerfect Suite, Microsoft Publisher, HTML or HTML generating software such as FrontPage or Dreamweaver.

CONTEST REQUIREMENTS

1. Audience: Web site should be suitable for students and teachers.

2. Web Site Requirements:

a. All pages must include a Navigation Bar.

b. All pages must include appropriate backgrounds, photographs and graphics.

c. Audio, video and animation may be included.

d. NO more than 7 pages per site.



EVALUATION RUBRIC

| CRITERIA | Exemplary Level 4 | Proficient Level 3 | Partially Proficient Level 2 | Incomplete Level 1 |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | <p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective websites</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colors enhance the readability and aesthetic quality of the text</p> | <p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective websites</p> <p>The website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colors generally enhance the readability of the text</p> | <p>Website demonstrates some knowledge and understanding of the uses and design of effective websites</p> <p>The website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colors are distracting in some places. They diminish somewhat the readability of the text</p> | <p>Website demonstrates a limited knowledge and understanding of the uses and design of effective websites</p> <p>The website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colors are distracting. They diminish the readability of the text</p> |
| Thinking and Inquiry | <p>All research information is clearly and directly related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness</p> | <p>Most research information is related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness</p> | <p>Little research information is related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness</p> | <p>Most research information is unrelated to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness</p> |
| Application | <p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the website in an innovative way</p> <p>All of the website navigation links and all sections connect back to the main table of contents or Home page.</p> | <p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the website.</p> <p>Most of the website navigation links and most sections connect back to the main table of contents or Home page.</p> | <p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest.</p> <p>Some use of creativity or original ideas is evident that enhances the content of the website.</p> <p>Some of the website navigation links and some sections connect back to the main table of contents or Home page, but sometimes the links do not connect to preceding pages or to the original index or Home page.</p> | <p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content.</p> <p>No use of creativity or original ideas is evident that enhances the content of the website in an innovative way</p> <p>There are significant problems with website navigation links and many sections do not connect back to the main table of contents or Home page or preceding pages.</p> |
| Communication | <p>All of the components demonstrate the use of clear, well organized, and accurate written communication.</p> <p>The text has no errors in grammar, capitalization, punctuation, and spelling.</p> | <p>There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</p> | <p>There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p> | <p>There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p> |



WEB PAGE DEVELOPMENT CONTEST: SENIOR DIVISION

Contest Chair

Kathleen Moraghan
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Barrie ON L4M 5S1
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ELIGIBILITY

The senior division OBEA web page design development contest is open to any students who have completed or are presently enrolled in any Grade 11 or 12 business studies course. Teachers can select two entries per school. The entry package must include; a completed official contest identification form available at <http://www.obea.ca> (or in this booklet) with each submission and a CD with all required files for each web site. Entry packages must be received by the chairperson on or before May 12, 2010.

CONTEST DETAILS

Students must design and create an e-commerce web site for potential customers. Students may work in a team environment. The following contest meets the overall expectations from the Ministry of Education Business Studies Grade 11 and 12 Curriculum Guide:

1. E-Business Website (BTA30)

- identify the purpose (e.g., business presence, online ordering, marketing/promotion) and target audience for their e-business website;
- design the layout and navigation structure for their e-business website, following accepted guidelines (e.g., usability, placement);
- use web development tools to create an e-business website appropriate for the target audience (e.g., appropriate and inclusive content, images, and language). *OR*

2. Multimedia Product (BTX4C)

- implement an appropriate project management process to complete a team project (e.g., set goals, organize, schedule, budget, control, evaluate);
- create a multimedia product (e.g., school website, e-commerce website, presentation, animation) in a team environment, using appropriate software;

The contest can be used as an assessment for the BTA30/BTX4C course. The design and creation is not limited to any particular software. Suggested software includes; Microsoft Office Suite, Corel WordPerfect Suite, Microsoft Publisher, HTML or HTML generating software such as FrontPage or Dreamweaver.

CONTEST REQUIREMENTS

1. Audience

Web site should be suitable for students and teachers and potential customers.



2. Web Site Requirements:

- a. All pages must include a Navigation Bar.
- b. All pages must include appropriate backgrounds, photographs and graphics.
- c. Audio, video and animation may be included.
- d. NO more than 7 pages per site.

EVALUATION RUBRIC

| CRITERIA | Exemplary Level 4 | Proficient Level 3 | Partially Proficient Level 2 | Incomplete Level 1 |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | <p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective websites</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colors enhance the readability and aesthetic quality of the text</p> | <p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective websites</p> <p>The website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colors generally enhance the readability of the text</p> | <p>Website demonstrates some knowledge and understanding of the uses and design of effective websites</p> <p>The website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colors are distracting in some places. They diminish somewhat the readability of the text</p> | <p>Website demonstrates a limited knowledge and understanding of the uses and design of effective websites</p> <p>The website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colors are distracting. They diminish the readability of the text</p> |
| Thinking and Inquiry | <p>All research information is clearly and directly related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness</p> | <p>Most research information is related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness</p> | <p>Little research information is related to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness</p> | <p>Most research information is unrelated to the purpose of the website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness</p> |
| Application | <p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the website in an innovative way</p> <p>All of the website navigation links and all sections connect back to the main table of contents or Home page.</p> | <p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the website.</p> <p>Most of the website navigation links and most sections connect back to the main table of contents or Home page.</p> | <p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest.</p> <p>Some use of creativity or original ideas is evident that enhances the content of the website.</p> <p>Some of the website navigation links and some sections connect back to the main table of contents or Home page, but sometimes the links do not connect to preceding pages or to the original index or Home page.</p> | <p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content.</p> <p>No use of creativity or original ideas is evident that enhances the content of the website in an innovative way</p> <p>There are significant problems with website navigation links and many sections do not connect back to the main table of contents or Home page or preceding pages.</p> |
| Communication | <p>All of the components demonstrate the use of clear, well organized, and accurate written communication.</p> <p>The text has no errors in grammar, capitalization, punctuation, and spelling.</p> | <p>There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</p> | <p>There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p> | <p>There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p> |