



CONTEST HANDBOOK 2011-2012

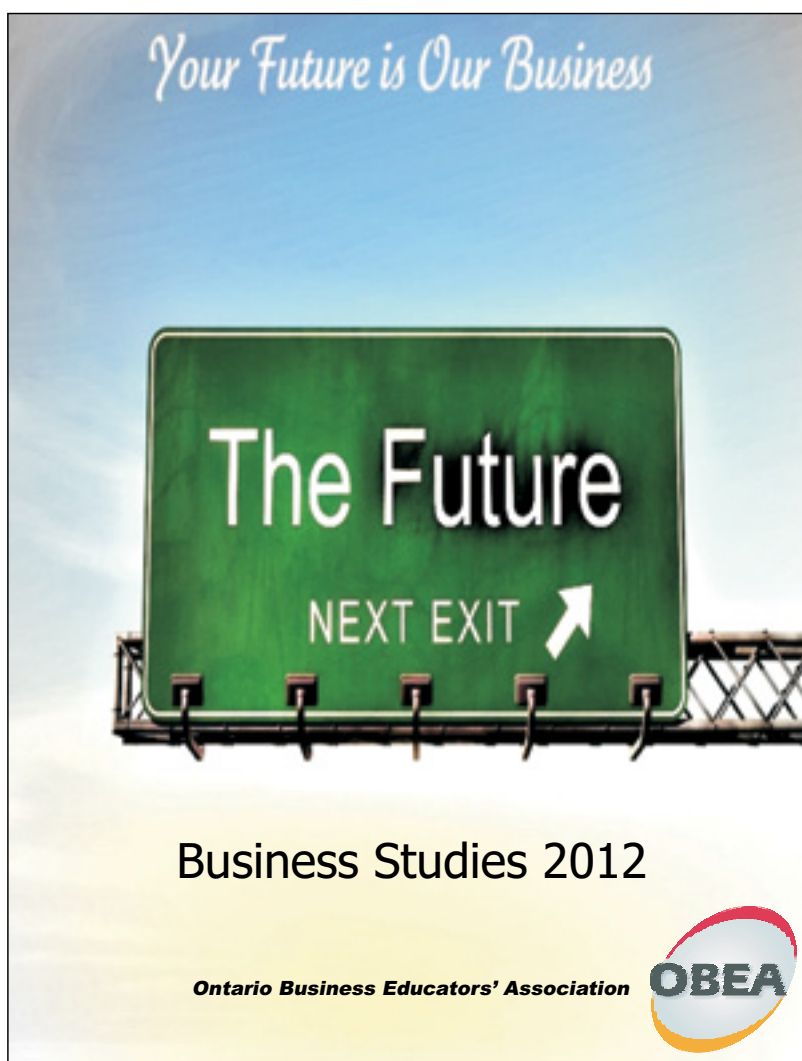




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Front cover artwork:
Poster Contest First Place

Raven Ellis

H.B. Beal Secondary School, London, Thames Valley District School Board



FROM THE CONTEST COORDINATOR...

Dear Business Educators:

Thank you for promoting Business and Computer Studies in Ontario and participating in the OBEA Contest program.

Your work provides an opportunity for over 25,000 students in Ontario to compete in contests which recognize individual student achievement in Business Studies.

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. **Be sure to read through the Contest Handbook carefully so that you are aware of all the changes that have been made.**

Please Note:

- There are minor changes to the Entrepreneurship Contest.
- The Ethics and Computer Programming Contests will not be available for the current contest year.
- There is a new Sports, Entertainment and Fashion Marketing Contest, in addition to the existing Marketing Contest.
- Teachers should 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 must 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



OBEA CONTEST IDENTIFICATION FORM 2011-2012

Each contest entry must include this completed, typed Identification Form, one per student, to be eligible. The form is completed using Adobe Reader or Acrobat. Click the yellow 'Print This Form' button after completing the information required. (Saving a filled form is possible only when using Adobe Acrobat, not Reader.)

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 typed for submission. Form is signed.
- For ongoing contests, a *maximum of 2 entries per contest per school, unless otherwise indicated.*
- Accounting students are not required to submit this form unless requested by the contest chair.

CONTEST INFORMATION	
Select a contest:	
STUDENT INFORMATION	
Name	
Home Address	
City	Postal Code
Email	Home Phone
TEACHER & SCHOOL INFORMATION	
Course Title	Course Code
Teacher Name	
Full School Name	
Full School Address	
City	Postal Code
Email	Phone
OBEA Membership Number (if applicable)	
Name of School Board	
OBEA SPONSOR INFORMATION <small>Sponsor must be a current OBEA Member; leave blank if the Teacher and Sponsor is the same person</small>	
Sponsor Name	
Email	Phone
OBEA Membership Number	

RELEASE PERMISSION

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

Signature of Student (18 or over)

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





CONTACT INFORMATION 2011-2012

<p>OBEA CONTEST COORDINATOR Toni O'Connor H.B. Beal Secondary School 525 Dundas St London ON N6B 1W5 Tel 519-452-2700 ext 61022 Email t.oconnor@tvdsb.on.ca</p>	<p>ETHICS Contest Currently Not Available</p>
<p>ACCOUNTING Daniel Lustrinelli Iroquois Ridge High School 1123 Glenashton Dr Oakville ON L6H 5M1 Tel 905-845-0012 Email lustrinellid@hdsb.ca</p>	<p>INTERNATIONAL BUSINESS Irene Mota St. Aloysius Gonzaga Secondary School 2800 Erin Centre Blvd Mississauga ON L5M 6R5 Tel 905-820-3900 Email irene.mota@dpcdsb.org</p>
<p>BUSINESS LEADERSHIP Susan Young Mitchell District High School 95 Frances St Mitchell ON NOK 1N0 Tel 519-348-8495 Email susayoun@fc.amdsb.ca</p>	<p>MARKETING Lisa Dickinson Crestwood Preparatory College 217 Brookbanks Dr Toronto ON M3A 2T7 Tel 416-391-1441 ext 87 Email lisa.dickinson@crestwood.on.ca</p>
<p>COMPUTER PROGRAMMING Contest Currently Not Available</p>	<p>POSTER Gordon Claire Hainstock Bur Oak Secondary School 933 Bur Oak Ave Markham ON L6E 1G4 Tel 905-202-1234 Email claire.hainstock@yrdsb.edu.on.ca</p>
<p>DESKTOP PUBLISHING: JUNIOR Larry Farquharson Sir George Ross Secondary School 365 Belfield St London ON N5Y 2K3 Tel 519-452-2820 Email obea.dpcontest@gmail.com</p>	<p>PROMOTIONS Erich Specht Mother Teresa Catholic Secondary School 1065 Sunningdale Rd London ON N5X 4B1 Tel 519-675-4433 Email especht@office.ldcsb.on.ca</p>
<p>DESKTOP PUBLISHING: SENIOR and SPORTS, ENTERTAINMENT & FASHION MARKETING Emily Marotta-Kulcsar Pierre Elliott Trudeau High School 90 Bur Oak Ave Markham ON L6C 2E6 Tel 905-887-2216 ext 540 Email emilia.marotta-kulcsar@yrdsb.edu.on.ca</p>	<p>SAVINGS & INVESTMENT CHALLENGE Bill Velos Lester B. Pearson C.I. 150 Tapscott Rd Toronto ON M1B 2L2 Tel 416-396-5892 ext 20105 Email billvelosobeaa@gmail.com</p>
<p>ENTREPRENEURSHIP Amy Hargrave West Ferris Secondary School 60 Marshall Park Dr North Bay ON P1A 2P2 Tel 705-475-2333 ext 8552 Email hargravea@nearnorthschools.ca</p>	<p>WEB SITE DEVELOPMENT, JR. & SR. Kathleen Moraghan Eastview Secondary School 421 Grove St E Barrie ON L4M 5S1 Tel 705-728-1321 Email kmoraghan@mail.scdsb.on.ca</p>



OBEA CONTEST TIME LINE CHART 2011-2012

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

CONTEST	CONTEST DATE	SUBMISSION DATE	RESULTS DATE
ACCOUNTING Grades 11 & 12	May 16, 2012	Registration begins January 4, closes May 11, 2012	TBA
	Practice Date May 9, 2012		
BUSINESS LEADERSHIP	ONGOING	May 16, 2012	June 1, 2012
COMPUTER PROGRAMMING	NA		
DESKTOP PUBLISHING	ONGOING	May 16, 2012	June 1, 2012
ENTREPRENEURSHIP	ONGOING	June 1, 2012	June 8, 2012
ETHICS	NA		
INTERNATIONAL BUSINESS	ONGOING	June 1, 2012	June 8, 2012
MARKETING	ONGOING	May 16, 2012	June 1, 2012
POSTER	ONGOING	May 16, 2012	June 1, 2012
PROMOTIONS	ONGOING	May 16, 2012	June 1, 2012
SAVINGS AND INVESTMENT	ONGOING	May 16, 2012	June 8, 2012
SPORTS, ENT. & FAS. MKTG	ONGOING	May 16, 2012	June 1, 2012
WEB SITE DEVELOPMENT	ONGOING	May 16, 2012	June 1, 2012

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 obe.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.



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 Web site's Contests page.



GENERAL CONTEST INFORMATION

1. Be sure that you have completely read the Contest Handbook.
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 Web site at obe.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 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.

Entries that are submitted without the proper Identification Form completed in full 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 typed 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. 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

Daniel Lustrinelli
Iroquois Ridge High School
1123 Glenashton Dr
Oakville ON L6H 5M1
Tel 905-845-0012
Email lustrinellid@hdsb.ca

PREREGISTRATION

Ongoing from January 4, 2012 until May 11, 2012

CONTEST DATE

TIME

Wednesday, May 16, 2012 1.5 hours
Wednesday, May 9, 2012 - Practice Contest

PLEASE NOTE

These dates are tentative. Please check the OBEA Web site (obe.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.

As this contest is in an online format, **please note that teachers will need to make computer lab reservations** for the date and time indicated to accommodate their students. The contest will be made available for a set time period on the date and time indicated on the Web site. Teachers will be asked to pre-register student entries on our Web site.

CONTEST LEVELS

For 2011-2012, 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.



INSTRUCTIONS 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 Web site 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 Web site 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

Susan Young
Mitchell District High School
95 Frances St
Mitchell ON NOK 1N0
Tel 519-348-8495
Email susayoun@fc.amdsb.ca

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 current school year. All 'components' must be completed or the submission will not be evaluated. Only original work will be assessed. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form. Entries must be of professional business quality. Printed copies must accompany all electronic entries.

REMINDER - 2 ENTRIES PER SCHOOL

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

This contest is not available. However, you are welcome to use the contest for your own classroom purposes.

CONTEST CHAIR

Vacant

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

Only two submissions per school are accepted. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

NOTE

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

REMINDER - 2 ENTRIES PER SCHOOL

PROGRAM SUBMISSION REQUIREMENTS

Please read and adhere to all the requirements listed below:

1. All contest submissions must be postmarked no later than May XX, 20XX. There will be no exceptions. Only **two** entries per school allowed. Please direct your individual contest submissions to the contest chair prior to May XX.
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 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 (CD or DVD 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

Larry Farquharson
Sir George Ross Secondary School
365 Belfield St
London ON N5Y 2K3
Tel 519-452-2820
Email obea.dpcontest@gmail.com

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**. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form. The submission must include the desktop publishing Summary page.

REMINDER - 2 ENTRIES PER SCHOOL

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 newspaper 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 placemat 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)	Placemat		

TEACHERS

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

PLEASE NOTE

- Each submission must be in a separate presentation folder.
- All documents must be printed as outlined in the contest, on the paper size 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.
- If an entry is submitted electronically (by email), it still must also be submitted in paper format (CD not required).
- The ideal format for submitting files (CD or email) is PDF, to retain fonts and formatting.



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>
Communicn	<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
Pierre Elliott Trudeau High School
90 Bur Oak Ave
Markham ON L6C 2E6
Tel 905-887-2216 ext 540
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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 BTX4. 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 accepted. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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 Summary Sheet. 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) is included and that it is in an appealing, professional-looking design.
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 Member		
Home Address	Street	
	City	
	Postal Code	
Home Phone Number		
Name of 3rd Member		
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	<input checked="" type="checkbox"/>
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, business cards, newsletter, three-fold distribution brochure, letterhead and envelopes).</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, business cards, newsletter, three-fold distribution brochure, letterhead and envelopes).</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
60 Marshall Park Dr
North Bay ON P1A 2P2
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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 following page.)

REMINDER - 2 ENTRIES PER SCHOOL

Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.



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. Students must be enrolled in one of the following courses to be eligible: BDP30, BDI3C, or BDV4C.
8. 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.
9. All entries will remain the property of OBEA and will not be returned to the students.
10. 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



INTERNATIONAL BUSINESS CONTEST

CONTEST CHAIR

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St. Aloysius Gonzaga Secondary School
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Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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.

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

1. This contest is open to any student who is enrolled in or has successfully completed the course relating to International Business.
2. 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 Web site 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 _____ {product} into _____ {country}.

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 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 Demonstrate an understanding of the chosen country by researching the country's facts and statistics (geographic, demographic and economic). 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: - demonstrates a limited understanding of the chosen country's facts and statistics.</p> <p>- demonstrates a limited understanding of the chosen country's political profile.</p>	<p>The student: - demonstrates some understanding of the chosen country's facts and statistics.</p> <p>- demonstrates some understanding of the chosen country's political profile.</p>	<p>The student: - demonstrates considerable understanding of the chosen country's facts and statistics.</p> <p>- demonstrates considerable understanding of the chosen country's political profile.</p>	<p>The student: - demonstrates a high degree of understanding of the country's facts and statistics.</p> <p>- demonstrates a high degree of understanding of the chosen country's political profile.</p>
<p>Thinking/ Inquiry 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: - investigates the company and its marketing mix for a particular product with limited effectiveness.</p> <p>- analyses the target market and the culture in a limited way.</p>	<p>The student: - investigates the company and its marketing mix for a particular product with some effectiveness.</p> <p>- analyses the target market and the culture with some effectiveness.</p>	<p>The student: - investigates the company and its marketing mix for a particular product with considerable effectiveness.</p> <p>- analyses the target market and the culture with considerable effectiveness.</p>	<p>The student: - investigates the company and its marketing mix for a particular product with a high degree of effectiveness.</p> <p>- analyses the target market and the culture with a high degree of effectiveness.</p>
<p>Communication Use of Report Format (subheadings, title page, table of contents, logical order of ideas, page #s) Introduction and rationale Spelling, grammar, sentence structure, proper font Bibliography/references</p>	<p>The student: - types out work in a neat, orderly and consistent fashion with limited effectiveness.</p> <p>- communicates the intent of the report with limited effectiveness.</p> <p>- prepares project with numerous errors.</p> <p>- uses the APA style of referencing with limited effectiveness.</p>	<p>The student: - types out work in a neat, orderly and consistent fashion with some effectiveness.</p> <p>- communicates the intent of the report with some effectiveness.</p> <p>- prepares project with several errors.</p> <p>- uses the APA style of referencing with some effectiveness.</p>	<p>The student: - types out work in a neat, orderly and consistent fashion with considerable effectiveness.</p> <p>- communicates the intent of the report with considerable effectiveness.</p> <p>- prepares project with some errors.</p> <p>- uses the APA style of referencing with considerable effectiveness.</p>	<p>The student: - types out work in a neat, orderly and consistent fashion with a high degree of effectiveness.</p> <p>- communicates the intent of the report with a high degree of effectiveness.</p> <p>- prepares project with few errors.</p> <p>- uses the APA style of referencing with a high degree of effectiveness.</p>
<p>Application/ Making Connections Complete the international marketing plan for your product in your chosen country. Completes an Executive Summary</p>	<p>The student: - identifies the product, pricing, promotional strategy, and place for the product with limited effectiveness</p> <p>- 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>	<p>The student: - identifies the product, pricing, promotional strategy, and place for the product with some effectiveness.</p> <p>- 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>	<p>The student: - identifies the product, pricing, promotional strategy, and place for the product with considerable effectiveness.</p> <p>- 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>	<p>The student: - identifies the product, pricing, promotional strategy, and place for the product with a high degree of effectiveness.</p> <p>- 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.</p>



MARKETING CONTEST

CONTEST CHAIR

Lisa Dickinson
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ELIGIBILITY

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

Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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.

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
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Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 4 ENTRIES PER SCHOOL

The poster must be created in Adobe Photoshop, InDesign, CorelDRAW, PageMaker, or any other acceptable universal program.

1. The OBEA logo must appear on the poster. Please visit the OBEA Web site at obe.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 the following information. (We will include it on the winner's work when it is published.)

BUSINESS STUDIES 2013

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/images are used that require copyright permission, including model release, this permission must be submitted. Entries that have infringed 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 past three school years.
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 minimum resolution of 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 4 entries per school and have entries saved on separate CDs. A printed copy should be sent in since some formatting may change due to different software versions.**

SUBMIT TO

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

NOTE

Entry must be submitted on time with completed Identification Form in order to be eligible. No exceptions will be made.

RESOLUTION GUIDELINES

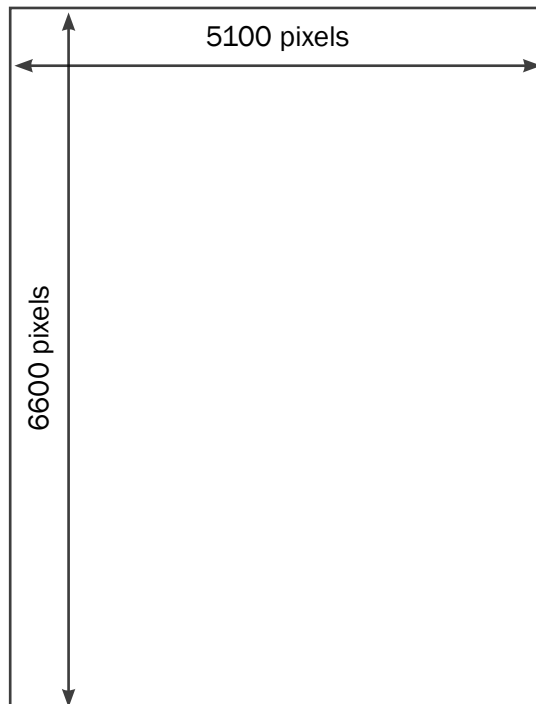
min. 200 pixels/inch, 300 ppi is ideal

At 300 ppi, 17" X 22" is 5100 X 6600 pixels:

300 pixels per inch X 17 inches wide = 5100 pixels

300 pixels per inch X 22 inches high = 6600 pixels

Total number of pixels: 5100 pixels wide X 6600 pixels high = 33,660,000 pixels





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 course 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

Erich Specht
Mother Teresa Catholic Secondary School
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Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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.



CHECKLIST

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

Sponsored by the Investor Education Fund

CONTEST CHAIR

Bill Velos
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Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 5 ENTRIES PER SCHOOL

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. Support materials (Student Information & Lesson Plan) are available from the OBEA Contests Web site at www.obea.ca.

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.)



SPORTS, ENTERTAINMENT & FASHION MARKETING CONTEST

CONTEST CHAIR

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ELIGIBILITY

The Sports, Entertainment and Fashion Marketing Contest is open to all students enrolled in any Senior, Business Studies course during the current school year.

RATIONALE

The diverse fields of sports, entertainment, and fashion play a highly-significant role in today's economy. This Contest focuses on these fields. Specifically, this Contest provides students with an understanding of marketing promotion and how to apply promotion to the fields of sports, entertainment, and fashion.

CONTEST RULES AND REGULATIONS

Contestants must be either an individual, pair, or in a group of no more than three members. All sections must be completed or the submission will not be evaluated. Only original work will be assessed. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

INSTRUCTIONS

Your objective is to create a Promotional Plan for either one sports, or one entertainment, or one fashion business. Select only one field. Do not select a business that is currently in operation. Once you have decided on a field (either sports, or entertainment, or fashion), then create an appropriate and catchy name for your business. Your Promotional Plan will be evaluated using the Evaluation Rubric on the next two pages. Your Promotional Plan must include:

1. A one-page (maximum) "Executive Summary" that provides a brief outline of your business. Include your business's name, location, buildings/facilities, trade suppliers (if any), and your staffing requirements.
2. A brief "Mission Statement" that states your business's purpose and the products and or services it will offer.
3. A detailed "Promotional Plan" that outlines how to promote your business. Any combination of the four components of promotion may be applied; namely—advertising, sales promotion, personal selling, and public relations/publicity.



4. The following sections must be included in your Promotional Plan:
- Statement of Promotional Objectives.
 - Theme.
 - Specific Activities and Timelines (for when these promotions should occur).
 - Type of Media to be Used.
 - Staffing Responsibilities Related to Promotion.
 - Spending Budget.
 - Evaluation and Follow-Up of Promotion.

5. “Appendices” that provide additional information such as: your store’s layout diagram, a staffing/organizational chart, and a list of jobs and their descriptions for key promotional positions in your business.

Criteria	Level 1 (50-59%) (Unsatisfactory)	Level 2 (60-69%) (Partially Competent)	Level 3 (70-79%) (Proficient)	Level 4 (80-100%) (Exemplary)
Executive Summary				
Outline includes your business’s name, location, buildings/facilities, trade suppliers (if any), and your staffing requirements.	Incomplete and needs improvement.	Adequate.	Complete and informative.	Complete, informative, and stated clearly.
Mission Statement				
Mission Statement that states your business’s purpose and the products and or services it will offer.	Incomplete and needs improvement.	Adequate.	Complete and succinct.	Complete, succinct, and stated well.
Promotional Plan				
A detailed Promotional Plan that outlines how to promote your business. Any combination of the four components of promotion may be applied; namely—advertising, sales promotion, personal selling, and public relations/publicity.	Missing all four components of promotion. Incomplete and lacks detail.	Used some components of promotion. Partially incomplete. Lacks detail.	Complete and states components of promotion. Details are sufficient.	Complete and states components of promotion clearly. Details are superbly detailed.
Required sections must be included in your promotional plan:				
a. Statement of promotional objectives.	Incomplete.	Adequate.	Stated promotional objectives well.	Concisely stated.
b. Theme.	Lacks focus.	Identified theme.	Stated theme well.	Well-identified.
c. Specific activities and timelines for when these promotions should occur.	Lacks focus. Incomplete.	Satisfactory.	Identified all activities and provided appropriate timelines.	Logically identified all activities and provided appropriate timelines.
d. Type of media to be used.	Needs improvement.	Adequate.	Appropriate.	Identified types of media to be used very well.
e. Staffing responsibilities related to promotion.	Incomplete.	Adequate.	Effective.	Concisely described all staffing responsibilities very well.
f. Spending budget.	Incomplete.	Adequate.	Complete and informative.	Spending budget was complete, informative, and logical.



g. Evaluation and follow-up.	Incomplete.	Adequate.	Complete and informative.	Evaluation and follow-up are complete, informative, and well written.
Appendices				
Appendices that provide additional information such as: your store's layout diagram, a staffing/organizational chart, and a list of jobs and their descriptions for key promotional positions in your business.	Incomplete. Lacks focus. Needs improvement.	Adequate.	Store's layout, staffing/organizational chart and a list of jobs and their descriptions are complete and well-planned.	Store's layout, staffing/organizational chart and a list of jobs and their descriptions are complete, well-planned, and exemplary.
Overall Impression				
Report Format (title page, table of contents page, pages enumerated).	Needs improvement.	Adequate.	Report format was followed.	Report form was well followed.
Appropriate font and font size.	Inappropriate font and font size.	Adequate.	Appropriate font and font size was used.	Appropriate font and font size was used.
Spelling, grammar, punctuation, capitalization, and sentence structure.	Text has more than five errors.	Text has four errors.	Few errors.	No errors.
Logical order of ideas.	Order of ideas is disorganized.	Order of ideas is partially unorganized, inaccurate, or difficult to follow.	Order is organized and accurate.	Highly organized, accurate, and logical.
Creativity of Promotional Plan.	Lacks creativity.	Some evidence of creativity shown.	Evidence of creativity demonstrated.	Evidence of creativity is exemplary.
Viability of Promotional Plan (feasible, practical, and possible).	Lacks viability.	Some evidence of viability shown.	Evidence of viability demonstrated.	Evidence of viability is exemplary.



WEB SITE DEVELOPMENT CONTEST: JUNIOR DIVISION

CONTEST CHAIR

Kathleen Moraghan
Eastview Secondary School
421 Grove St E
Barrie ON L4M 5S1
Tel 705-728-1321
Email kmoraghan@mail.scdsb.on.ca

Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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 or computer studies course. Teachers can select two entries per school. The entry package must include the completed Identification Form available at obe.ca (or in this booklet) with each submission and a CD with all required files for each Web site.

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>Web site demonstrates a thorough knowledge and understanding of the uses and design of effective Web sites.</p> <p>Web site 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>Web site demonstrates a considerable knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site 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>Web site demonstrates some knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site 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>Web site demonstrates a limited knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site 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 Web site.</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 Web site.</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 Web site.</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 Web site.</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 Web site in an innovative way.</p> <p>All of the Web site 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 Web site.</p> <p>Most of the Web site 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 Web site.</p> <p>Some of the Web site 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 Web site in an innovative way.</p> <p>There are significant problems with Web site 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 SITE DEVELOPMENT CONTEST: SENIOR DIVISION

CONTEST CHAIR

Kathleen Moraghan
Eastview Secondary School
421 Grove St E
Barrie ON L4M 5S1
Tel 705-728-1321
Email kmoraghan@mail.scdsb.on.ca

Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.

REMINDER - 2 ENTRIES PER SCHOOL

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 or computer studies course. Teachers can select two entries per school. The entry package must include the completed Identification Form available at obe.ca (or in this booklet) with each submission and a CD with all required files for each Web site.

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 Web Site (from BTA30)

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

2. Multimedia Product (from BTX4C/BTX4E)

- 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 Web site, e-commerce Web site, presentation, animation) in a team environment, using appropriate software;

The contest can be used as an assessment for the BTA30/BTX4C/BTX4E 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>Web site demonstrates a thorough knowledge and understanding of the uses and design of effective Web sites.</p> <p>Web site 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>Web site demonstrates a considerable knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>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>Web site demonstrates some knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site 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>Web site demonstrates a limited knowledge and understanding of the uses and design of effective Web sites.</p> <p>The Web site 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 Web site.</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 Web site.</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 Web site.</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 Web site.</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 Web site in an innovative way.</p> <p>All of the Web site 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 Web site.</p> <p>Most of the Web site 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 Web site.</p> <p>Some of the Web site 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 Web site in an innovative way.</p> <p>There are significant problems with Web site 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>