



# CONTEST HANDBOOK 2017-2018

A UNIVERSE OF POSSIBILITIES  
*THINK AHEAD*

**Ontario Business Educators' Association  
Business Studies 2018**



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Front cover artwork:  
Poster Contest First Place

**Carmela Serio**  
Bur Oak Secondary School, Markham, York Region District School Board

## FROM THE CONTEST COORDINATOR...

Dear Business Educators:

Thank you for promoting Business and Computer Studies in Ontario and participating in the O.B.E.A. Contest program.

Your work provides an opportunity for over 25,000 students taking Business courses to compete in Contests which recognize individual student achievement.

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 CPA in the preparation of our Accounting Contests and their financial support of all the Contests. Our Contest Chairs will work closely with this organization. Be sure to read through the Contest Handbook carefully so that you are aware of all the changes that have been made.

Please Note:

- The new Ethics Jr. and Sr. Contests material is included in the Handbook for teacher use.
- 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 five 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 five (5) entries per Contest per school will be in place.
- The Contest Student Identification Form and Media Release Form must be completed IN TYPED FORMAT (to ensure accuracy) 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 O.B.E.A. to release the winner's name and the Contest entry becomes the property of O.B.E.A.

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' Luncheon 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,

*Debralee Lloyd-Graham*

Debralee Lloyd-Graham  
O.B.E.A. Contest Coordinator

# OBEA CONTEST IDENTIFICATION FORM 2017-2018

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 Acrobat, or Reader 9 or later.

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 5 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:	
For Website Contests: URL	
STUDENT INFORMATION	
Name	
Home Address	
City	Postal Code
Email	Home Phone
TEACHER AND SCHOOL INFORMATION	
Course Title	Course Code
Teacher Name	
Full School Name	
Full School Address	
City	Postal Code
Email	Pbone
O.B.E.A. Membership Number (if applicable)	
Name of School Board	
O.B.E.A. SPONSOR INFORMATION <small>Sponsor must be a current O.B.E.A. Member. Leave blank if the Teacher and Sponsor is the same person.</small>	
Sponsor Name	
Email	Phone
O.B.E.A. Membership Number	

## RELEASE PERMISSION

This signature grants O.B.E.A. permission to publicly display the Contest entry and winner's name. Contest entries become the property of OBEO.



\_\_\_\_\_  
Signature of Student (18 or over)

\_\_\_\_\_  
Signature of Parent/Guardian (if student is under 18)

## OBEA

### Media Permission Form for Picture Release

I give permission for my son/daughter's picture to be taken and posted on the OBEA Website.  
([www.obea.ca](http://www.obea.ca))

Event: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Award Winner Category: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Street

\_\_\_\_\_

City

Province

Postal Code

Phone Number: \_\_\_\_\_

Email (optional): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

(If student is under the age of 18)

Student's Signature: \_\_\_\_\_



# CONTACT INFORMATION 2017-2018

<p><b>OBEA CONTEST CO-ORDINATOR</b>  Debralee Lloyd-Graham  Sir William Mulock Secondary School  705 Columbus Way  Newmarket, Ontario  L3X 2M7  Tel. 905-967-1045  Email: <a href="mailto:debralee.lloyd-graham@yrdsb.ca">debralee.lloyd-graham@yrdsb.ca</a></p>	<p><b>INTERNATIONAL BUSINESS</b>  Dwight Stewart  Bayview Secondary School  10077 Bayview Avenue  Richmond Hill, Ontario  L4C 2L4  Tel 905-884-4453  Email: <a href="mailto:dwight.stewart@yrdsb.ca">dwight.stewart@yrdsb.ca</a></p>
<p><b>ACCOUNTING</b>  Jason Lam  Pierre Elliott Trudeau High School  90 Bur Oak Avenue  Markham, Ontario  L6C 2E6  Tel. 905-887-2216  Email: <a href="mailto:jason.lam@yrdsb.ca">jason.lam@yrdsb.ca</a></p>	<p><b>MARKETING &amp; SPORTS, ENTERTAINMENT, AND FASHION MARKETING</b>  Amul Gandhi  Pierre Elliott Trudeau High School  90 Bur Oak Avenue  Markham, ON L6C 2E6  Tel 905-887-2216  Email: <a href="mailto:amul.gandhi@yrdsb.ca">amul.gandhi@yrdsb.ca</a></p>
<p><b>BUSINESS LEADERSHIP</b>  Mary Chinniah  Alexander Mackenzie High School  300 Major Mackenzie Drive West  Richmond Hill, Ontario  L4C 3S3  Tel. 905-884-0554  Email: <a href="mailto:mary.chinniah@yrdsb.ca">mary.chinniah@yrdsb.ca</a></p>	<p><b>POSTER</b>  Nick Hatzimalis  Richmond Hill Secondary School  201 Yorkland Street  Richmond Hill ON L4S 1A2  Tel 905-884-2131  Email: <a href="mailto:nick.hatzimalis@yrdsb.ca">nick.hatzimalis@yrdsb.ca</a></p>
<p><b>DESKTOP PUBLISHING: JUNIOR</b>  John Petrone  Alexander Mackenzie High School  300 Major Mackenzie Drive West  Richmond Hill, Ontario  L4C 3S3  Tel. 905-884-0554  Email: <a href="mailto:john.petrone@yrdsb.ca">john.petrone@yrdsb.ca</a></p>	<p><b>PROMOTIONS</b>  Alyson Pownall  Middlefield Collegiate Institute  525 Highglen Avenue  Markham, Ontario  L3S 3L5  Tel. 905-472-8900  Email: <a href="mailto:alyson.pownall@yrdsb.ca">alyson.pownall@yrdsb.ca</a></p>
<p><b>DESKTOP PUBLISHING: SENIOR</b>  Joan Richardson  Newmarket High School  505 Pickering Crescent  Newmarket, Ontario  L3Y 8H1  Tel. 905-895-5159  Email: <a href="mailto:joan.richardson@yrdsb.ca">joan.richardson@yrdsb.ca</a></p>	<p><b>SAVINGS &amp; INVESTMENT CHALLENGE</b>  Bill Velos  Lester B. Pearson C.I.  150 Tapscott Road  Toronto, ON M1B 2L2  Tel 416-396-5892 Ext. 20105  Email: <a href="mailto:billvelosobea@gmail.com">billvelosobea@gmail.com</a></p>
<p><b>ENTREPRENEURSHIP</b>  Erich Specht  St. Mary's High School  431 Juliana Drive  Woodstock, ON N4V 1E8  Tel 519-675-4435  Email: <a href="mailto:especht@office.ldcsb.on.ca">especht@office.ldcsb.on.ca</a></p>	<p><b>VIDEO</b>  Laura Briscoe  Oakridge Secondary School  1040 Oxford Street West  London, ON N6H 1V4  Tel 519-452-2750  Email: <a href="mailto:l.briscoe@tvdsb.on.ca">l.briscoe@tvdsb.on.ca</a></p>
<p><b>ETHICS, JR. &amp; SR.</b>  David Thairs  Tel 416-459-2981  Email: <a href="mailto:davidthairsobea@gmail.com">davidthairsobea@gmail.com</a></p>	<p><b>WEBSITE DEVELOPMENT, JR. &amp; SR.</b>  Jennifer Medd  509 Blackwater Place  London, ON N5X 4J4  Tel 519-902-4214  Email: <a href="mailto:j.medd@tvdsb.on.ca">j.medd@tvdsb.on.ca</a></p>

# O.B.E.A. CONTEST TIMELINE CHART 2017-2018

The following are the key dates concerning the O.B.E.A. Contest Program.

CONTEST	CONTEST CHAIR	CONTEST DATE	SUBMISSION DATE	RESULTS DATE
Accounting Grades 11 and 12	Jason Lam	Wednesday, May 23, 2018	Online registration begins January 15, 2018, Online registration closes May 10, 2018	Friday, June 1, 2018
		Practice Date: Wednesday, May 16, 2018		
Business Leadership	Mary Chinniah	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Desktop Publishing (Jr.)	John Petrone	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Desktop Publishing (Sr.)	Joan Richardson	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Entrepreneurship	Erich Specht	Ongoing	Friday, June 1, 2018	Friday, June 15, 2018
Ethics (Jr. and Sr.)	David Thairs	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
International Business	Dwight Stewart	Ongoing	Friday, June 1, 2018	Friday, June 15, 2018
Marketing and Sports, Entertainment and Fashion Marketing	Amul Gandhi	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Poster	David Quan	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Promotions	Alyson Pownall	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018
Savings and Investment Challenge	Bill Velos	Ongoing	Friday, June 1, 2018	Friday, June 15, 2018
Website Development (Jr. & Sr.)	Jennifer Medd	Ongoing	Wednesday, May 23, 2018	Friday, June 1, 2018

Teachers should submit entries for ongoing Contests directly to the Contest Chair. Please refer to Page 4 for complete contact information. If mailing a submission, it is advisable to send a confirmation email to the Contest Chair.

**NOTE**

Contests MUST be held on the dates given.

Accounting Contest participants must pre-register online at [www.obea.ca](http://www.obea.ca) as indicated in the Contest Timeline Chart above.

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 O.B.E.A. sponsor is an active paid member.

**DISCLAIMER**

All Contests are the sole property of O.B.E.A. and may not be sold or copied without written permission. Contests written are the intellectual property of O.B.E.A.

## **RATIONALE FOR THE O.B.E.A. 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 O.B.E.A.

## **AWARD CERTIFICATES**

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

## **AWARDS' LUNCHEON**

A complimentary Awards' Luncheon is held in the fall of the following school year. Students achieving first, second and third place will be awarded a plaque at that time. The student's teacher and one parent are invited to attend as well. Award recipients may be accompanied by additional family members for a per person fee.

### **2017 Contests "By the Numbers"**

- **16 Contests**
- **52 Award Winners**



## **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 O.B.E.A. Contest must have a current paid member of O.B.E.A. on staff. Entries from schools without a current paid O.B.E.A. member will be disqualified.
4. Please inform all Business Departments in your district of the Contests. Schools without an O.B.E.A. member should be encouraged to take out a membership and participate in the Contests. Please visit the O.B.E.A. Website at [obe.ca](http://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.

For Contests where a physical document submission is required, it is highly recommended to use a trackable shipping method, to avoid a misdirected submission.

### **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 Chartered Professional Accountants (CPA)**

## CONTEST CHAIR

Jason Lam  
Pierre Elliott Trudeau High School  
90 Bur Oak Avenue  
Markham, Ontario  
L6C 2E6  
Tel. 905-887-2216  
Email: jason.lam@yrdsb.ca

## PRE-REGISTRATION

Online at [obe.ca](http://obe.ca) from January 15, 2018, to May 10, 2018

## CONTEST DATE AND TIME

Wednesday, May 23, 2018 (Duration: 1.5 hours)

Wednesday, May 16, 2018 Practice Contest (Duration: 45 minutes)

## PLEASE NOTE

These dates are tentative. Please check the OBEA Web site ([obe.ca](http://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. Be sure to use the same equipment for the Practice Contest as for the Contest, to ensure systems work as expected. The Contest will only be made available for a set time period on the date and time indicated on the Website. Teachers will pre-register student entries on the O.B.E.A. Website.

## CONTEST LEVELS

There are 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.*

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

## 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.

### 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.

## **INSTRUCTIONS AND CONTEST INFORMATION**

1. Each school may enter a total of up to FIVE (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, O.B.E.A. Members can log into the O.B.E.A. Website and then go to the Contest Registration page to begin the registration process. Here is the process:

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

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

### **2. Contest Writing**

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

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

**The Chartered Professional Accountants organization is the sponsor of the Accounting Contests. Please do not involve any other Accounting organizations in any Award Ceremonies.**

# **BUSINESS LEADERSHIP CONTEST**

## **CONTEST CHAIR**

Mary Chinniah  
Alexander Mackenzie High School  
300 Major Mackenzie Drive West  
Richmond Hill, ON L4C 3S3  
Tel. (905) 884-0554  
Email: mary.chinniah@yrdsb.ca

## **CONTEST RULES AND REGULATIONS**

1. 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.
2. All ‘components’ must be completed or the submission will not be evaluated.
3. Only original work will be assessed.
4. Contest entry is due on or before the contest submission date (refer to the Contest Time Line Chart page).
5. Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form.
6. Entries must be of professional business quality.
7. Printed copies must accompany all electronic entries.
8. *New this year:* As an alternative option—submissions can be EITHER in written OR in electronic format using presentation software.
9. **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!

**REMINDER - MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

## **SCENARIO**

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

A list of Canadian companies for consideration may be found on this Website:  
[www.canadastop100.com/national/](http://www.canadastop100.com/national/)

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

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

## **COMPONENTS REQUIRED:**

### **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

<b>Criteria</b> pertaining to the Business Leadership Curriculum	<b>Scoring Scale</b> 1. with limited effectiveness 2. with some effectiveness 3. with considerable effectiveness 4. with a high degree of effectiveness			
<b>Analysis of the Company and its Industry</b>				
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
<b>Presentation of the CEO's Leadership Vision</b>				
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
<b>Communication of the Company Newsletter</b>				
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



# **DESKTOP PUBLISHING CONTEST: JUNIOR DIVISION**

## **CONTEST CHAIR**

John Petrone  
Alexander Mackenzie High School  
300 Major Mackenzie Drive West  
Richmond Hill, ON L4C 3S3  
Tel. (905) 884-0554  
Email: john.petrone@yrdsb.ca

The Junior Division O.B.E.A. Desktop Publishing Contest is open to all students who have completed (or are presently enrolled in) BTT1O or BTT2O. Students in this course generally learn introductory/intermediate functions of the software required for completion of this project. **Individuals, pairs, or groups of no more than three students are eligible to participate in the Contest.**

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

- ✓ Microsoft Office (integrated software)
- ✓ A paint program (i.e., Adobe Photoshop, Microsoft Paint, etc.)

Teachers will select the submissions per school. Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form.

## **REMINDER - MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

### **CONTEST DETAILS**

The students are to design promotional materials to be used by an online restaurant. The items include a logo, an advertisement, a menu, and a coupon. These items must be in colour, on separate pages, submitted in order (as listed on the Contest Requirements on the next page), and placed in a digital file folder. There will be no loose paper. All files must be submitted electronically (either by an attached CD, USB, or as an attachment to an email).

## **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. Creatively design the following pieces for your restaurant:
  - a) Create an advertisement for the restaurant that can be mailed or faxed that advertises a particular promotion for the restaurant for that week and that can be displayed on the restaurant's Website.
  - b) Create a menu for the restaurant. Use your own creativity in deciding how to format the restaurant's menu. This can be displayed on the restaurant's Website.
  - c) Design a coupon promoting a special at the restaurant (i.e., 2 for 1 dinner, free dessert, etc.). Use your own creativity. This can be displayed on the restaurant's Website.

### **PLEASE NOTE THE FOLLOWING SUBMISSION REQUIREMENTS:**

1. All Contest requirements (namely--the advertisement, menu, and coupon) are designed for being put online.
2. All entries must be prepared in digital format.
3. Submit by email all students' entries in their entirety (in digital format only) directly to the Contest Chair by the due date as indicated on the Contest Timeline Chart.

# EVALUATION RUBRIC

Criteria	Level 1 (50-59%) (Unsatisfactory)	Level 2 (60-69%) (Partially Competent)	Level 3 (70-79%) (Proficient)	Level 4 (80-100%) (Exemplary)
<b>KNOWLEDGE</b>	<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>
<b>THINKING</b>	<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.</p> <p>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>
<b>APPLICATION</b>	<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 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. Required promotional items are not included.</p>	<p>Demonstrate limited use of desktop publishing techniques through each document.</p> <p>Limited design elements (colour, font) are 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. Few required promotional items are included.</p>	<p>Demonstrate considerable effective use of desktop publishing techniques through each document.</p> <p>Some design elements (colour, font) are 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. Some required promotional items are included (logo, advertisement, menu, and coupon).</p>	<p>Demonstrate highly effective use of desktop publishing techniques through each document.</p> <p>All design elements (colour, font) are 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. All required promotional items are included (logo, advertisement, menu, and coupon).</p>
<b>COMMUNICATION</b>	<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. 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

Joan Richardson  
Newmarket High School  
505 Pickering Crescent  
Newmarket, Ontario  
L3Y 8H1  
Tel. 905-895-5159  
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The Senior Division O.B.E.A. Desktop Publishing Contest is open to all students who have completed (or are presently enrolled in) BTA3O and/or BTX 4O. Students in this course generally learn the advanced features of the software required for completion of this project. **Individuals, pairs, 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
- Microsoft Publisher (desktop publishing software)
- Any Publishing program of your choice.

Only five (5) submissions per school are accepted. Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form. All student entries must be submitted digitally in a PDF file directly to the Contest Chair.

## REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

## CONTEST DETAILS

The students are to design promotional materials that would be used by an online travel agency. The package of promotional materials includes a logo, a three-fold distribution brochure, an advertisement, business cards, and a four-page newsletter. These items must be in colour, on separate pages, submitted in order (as listed on the Contest Requirements on the next page), and placed in a digital file folder. There will be no loose paper. All files must be submitted electronically (either by an attached CD, USB, or as an attachment to an email.)

## **CONTEST REQUIREMENTS**

1. Make up a name for a travel agency.
2. Use a publishing program of 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. Design 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. Create an advertisement to promote the travel agency.
5. Create business cards to promote the travel agency. The number of business cards is up to you.
6. Create a four-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.

### **PLEASE NOTE THE FOLLOWING SUBMISSION REQUIREMENTS**

- All Contest requirements (namely—the logo, the three-fold brochure, the advertisement, the business cards, and the four-page newsletter) are designed for being put online.
- All entries must be prepared in digital format.
- Submit by email all students' entries in their entirety (in digital format only) directly to the Contest Chair by the due date as indicated on the Contest Timeline Chart.

# EVALUATION RUBRIC

Criteria	Level 1 (50-59%) (Unsatisfactory)	Level 2 (60-69%) (Partially Competent)	Level 3 (70-79%) (Proficient)	Level 4 (80-100%) (Exemplary)
<b>KNOWLEDGE</b>	<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>
<b>THINKING</b>	<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.</p> <p>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>
<b>APPLICATION</b>	<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 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 elements (colour, font) are 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 elements (colour, font) are 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, brochure, advertisement, business cards, and newsletter).</p>	<p>Demonstrate highly effective use of desktop publishing techniques through each document.</p> <p>All design elements (colour, font) are 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, brochure, advertisement, business cards, and newsletter).</p>
<b>COMMUNICATION</b>	<p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional. Communication is not purposeful and does not relate to the intent of the promotional item. The target audience is not considered.</p>	<p>Items contain many spelling and grammatical errors.</p> <p>The promotional items are not professional. 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. 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. 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**

Erich Specht  
St. Mary's High School  
431 Juliana Drive  
Woodstock, Ontario  
N4V 1E8  
Tel. 519-675-4435  
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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 – MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form.

**NOTE THERE MAY BE A MAXIMUM OF THREE (3) STUDENTS IN EACH GROUP.**

## ENTREPRENEURSHIP BUSINESS PLAN EVALUATION

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

## GENERAL CONTEST INFORMATION

1. Early in the school year, contact all the Entrepreneurship teachers in your Board and give them the details of the Contest.
2. Each school in the Board may submit a maximum of **five (5)** Business Plans to the Contest Chair. **NOTE THERE MAY BE A MAXIMUM OF THREE (3) 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 O.B.E.A. 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 O.B.E.A. CONTEST IDENTIFICATION FORM AND MEDIA RELEASE 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 O.B.E.A. CONTESTS MUST HAVE AN O.B.E.A. MEMBER ON STAFF. Unfortunately, entries from schools with no O.B.E.A. member must be disqualified.
6. The Business Plan may be prepared by a maximum of three (3) students.
7. Students must have completed, or presently 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 O.B.E.A. 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.

# ETHICS CONTEST: JUNIOR AND SENIOR DIVISIONS

## CONTEST CHAIR

David Thairs

Tel. 416-459-2981

Email: [davidthairsobea@gmail.com](mailto:davidthairsobea@gmail.com)

## CONTEST DETAILS—Case Study Scenario for Juniors (Grades 9 and 10)

### REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

#### Ethics in Business:

Childhood obesity is increasing concern. Who is to blame? Are the corporations who offer unhealthy choices to blame? Or is it the fault of the consumer who makes purchasing decisions?

#### CONTEST FRAMEWORK

1. Your response to the Case Study scenario above must take one side only—either the corporation’s side or the consumer’s side.
2. Choose from either holding the corporations accountable (to their Corporate Social Responsibility), or choose to argue that the consumer is responsible through the five-step Consumer Buying Process. The five-step Consumer Buying Process includes: (i) Problem Recognition; (ii) Information Search; (iii) Alternative Evaluation; (iv) Purchase Decision; (v) Post-Purchase Evaluation.

#### An example of Consumer Buying Decision Process (taken from [theconsumerfactor.com](http://theconsumerfactor.com))

“Nothing like a real example to better understand the five stages of the Consumer Buying Decision Process. Maybe this situation sounds familiar to you.

**Step 1 – Problem Recognition:** It’s Sunday night. You’re hungry and there is nothing in the fridge. You will order food.

**Step 2 – Information Search:** You already have ordered from the Indian restaurant on your street last month. A friend recommended a pizzeria in your neighbourhood. This morning, you’ve found a flyer for a sushi restaurant in your mailbox.

**Step 3 – Alternative Evaluation:** You have a bad opinion of the Indian restaurant since you were sick the last time. The pizzeria is both recommended by your friend and also happens to be a well-known brand. As for the sushi restaurant, it got good reviews in your local newspaper.

**Step 4 – Purchase Decision:** After evaluating the possibilities, you’ve decided to choose the well-known pizza delivery chain. In addition, a new episode of your favourite TV show is broadcasted tonight on TV.

**Step 5 – Post-Purchase Evaluation:** The pizza was good, but you know there was too many calories and you regret a little bit. The next time you will choose the sushi restaurant. There is less fat in sushi than pizza.”

**REQUIRED COMPONENTS:**

- Title Page
- One Case Study: 500 word (one- to two-typed pages); double spaced; 12-size font.
- Proofreading for format, grammar, and spelling, and use of appropriate Business terminology.
- **NOTE: This entry must be sent electronically to the Contest Chair.**

**CONTEST DETAILS—Case Study Scenario for Seniors (Grades 11 and 12)****REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

**(Taken from coursehero.com)**

Read through the following scenario:

“Walter is the brand/marketing manager for Crinkles Potato Chips. Basic costs for the product have increased to the point where something must be done to keep margins at their present levels. Walter could suggest a price increase, a reduction in the amount of product in each package or cheaper (and lower quality) ingredients. Walter knows that changing the net weight will be less noticeable to consumers.”

Answer the following in **Case Study Format**:

1. What is/are the dilemma(s)?
2. Who are the stakeholders?
3. What decision should be made? Why? Choose from the following options:
  - (a) increase prices;
  - (b) decrease the package size;
  - (c) reduce the quality of the product;
  - (d) decrease the package size but have the promotions department develop a campaign to make the consumer aware of the change;
  - (e) decrease the quality but have the promotions department develop a campaign to make the consumer aware of the change.

**REQUIRED COMPONENTS:**

- Title Page
- One Case Study: 500 word (one- to two-typed pages); double spaced; 12-size font.
- Use Case Study Format.
- Proofreading for format, grammar, and spelling, and use of appropriate Business terminology.
- **NOTE: This entry must be sent electronically to the Contest Chair.**

## EVALUATION RUBRIC (JUNIOR AND SENIOR)

Student's Name:		Scoring Scale: 1 – limited effectiveness (1 Mark) 2 – some effectiveness (2 Marks) 3 – considerable effectiveness (3 Marks) 4—high degree of effectiveness (4 Marks)			
	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)	TOTAL
<b>Uniqueness and appropriateness of the approach to the ethical issue analyzed.</b>	Ethical dilemma unclear. Clashing values not differentiated.	The issue is ethical, but the incident is still ill- defined.	Good choice of single incident that illustrates an ethical issue.	Excellent choice of incident, relevant subject that illustrates larger clash of values.	/4
<b>Research and explanation of the situation.</b>	Confusing. Not sure what the facts really are in this situation.	Good research and explanation, but not enough depth or context.	Good use of facts, use of additional resources as background and for support.	Superior explanation; no unanswered questions. Good use of facts, research.	/4
<b>Ethical Analysis</b>	Superficial. Shows little understanding of ethical principles.	Use of appropriate principles, but cursory summary and analysis.	Appropriate principles discussed. Good analysis.	Excellent, in-depth analysis using appropriate principles and analysis.	/4
<b>Writing, clarity, spelling, grammar</b>	Confusing structure. Spelling errors, grammar issues, etc. Too short or long.	Adequately written, but content is sparse. Some grammar, spelling issues.	Well-written, within general length guidelines. Minimal grammar, spelling issues.	Excellent; brief, but comprehensive. No grammar, spelling issues.	/4
<b>Formatting -Included a Title Page; -Kept to two-page, maximum limit; -Used double spacing and size 12 font; -Used the Case Study Format (For Sr. Contest only)</b>	Not formatted properly. Used wrong spacing or font size.  Too short or too long.  Case Study Format was not followed.	Adequately formatted, but was either too short or too long.  Case Study Format was adequate.	Well-written, within general length guidelines.  Case Study Format was followed considerably with minor error(s).	Superb formatting.  Case Study Format was followed and adhered to.	/4
<b>Final Total</b>					<b>/20</b>



# **INTERNATIONAL BUSINESS CONTEST**

## **CONTEST CHAIR**

Dwight Stewart  
Bayview Secondary School  
10077 Bayview Avenue  
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Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form.

## **REMINDER – MAXIMUM FIVE (5) 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 O.B.E.A. 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 analyze 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 five (5) 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**

### **Introduction and Rationale**

Include a brief introduction of no more than two paragraphs. The first paragraph should include a brief introduction of your chosen country and the Canadian company (and/or product) you are proposing as an export possibility. The second paragraph will be a brief rationale highlighting the main reasons this company and/or product will be met with success in your chosen country. Additional details, statistical data, etc., can be conveyed in both the body of your report and/or the Executive Summary. The introduction and rationale serve the purpose of setting the context for your paper and capturing the attention of the reader(s) or potential investor(s) so that they may buy into your proposal.

### **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.

Expectations	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> 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).	The student: - demonstrates a limited understanding of the chosen country's facts and statistics. - demonstrates a limited understanding of the chosen country's political profile.	The student: - demonstrates some understanding of the chosen country's facts and statistics. - demonstrates some understanding of the chosen country's political profile.	The student: - demonstrates considerable understanding of the chosen country's facts and statistics. - demonstrates considerable understanding of the chosen country's political profile.	The student: - demonstrates a high degree of understanding of the country's facts and statistics. - demonstrates a high degree of understanding of the chosen country's political profile.
<b>Thinking</b> 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.	The student: - investigates the company and its marketing mix for a particular product with limited effectiveness. - analyses the target market and the culture in a limited way.	The student: - investigates the company and its marketing mix for a particular product with some effectiveness. - analyses the target market and the culture with some effectiveness.	The student: - investigates the company and its marketing mix for a particular product with considerable effectiveness. - analyses the target market and the culture with considerable effectiveness.	The student: - investigates the company and its marketing mix for a particular product with a high degree of effectiveness. - analyses the target market and the culture with a high degree of effectiveness.
<b>Communication</b> 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	The student: - types out work in a neat, orderly and consistent fashion with limited effectiveness. - communicates the intent of the report with limited effectiveness. - prepares project with numerous errors. - uses the APA style of referencing with limited effectiveness.	The student: - types out work in a neat, orderly and consistent fashion with some effectiveness. - communicates the intent of the report with some effectiveness. - prepares project with several errors. - uses the APA style of referencing with some effectiveness.	The student: - types out work in a neat, orderly and consistent fashion with considerable effectiveness. - communicates the intent of the report with considerable effectiveness. - prepares project with some errors. - uses the APA style of referencing with considerable effectiveness.	The student: - types out work in a neat, orderly and consistent fashion with a high degree of effectiveness. - communicates the intent of the report with a high degree of effectiveness. - prepares project with few errors. - uses the APA style of referencing with a high degree of effectiveness.
<b>Application/ Making Connections</b> Complete the international marketing plan for your product in your chosen country. Completes an Executive Summary	The student: - identifies the product, pricing, promotional strategy, and place for the product with limited effectiveness - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with limited effectiveness.	The student: - identifies the product, pricing, promotional strategy, and place for the product with some effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with some effectiveness.	The student: - identifies the product, pricing, promotional strategy, and place for the product with considerable effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with considerable effectiveness.	The student: - identifies the product, pricing, promotional strategy, and place for the product with a high degree of effectiveness. - forms a decision as to why a Canadian company should or should not market its product in the chosen country at this time with a high degree of effectiveness.

# **MARKETING PLAN CHALLENGE CONTEST OR SPORTS, ENTERTAINMENT, AND FASHION MARKETING CONTEST**

## **CONTEST CHAIR**

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## **ELIGIBILITY**

The Marketing Contest and The Sports, Entertainment, and Fashion Marketing Contest are open to all students enrolled in BMI3C/BMX3E or any Senior, Business Studies course during the current school year.

Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form.

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.

**STUDENTS MUST INDICATE WHICH MARKETING CONTEST THEY WISH TO PARTICIPATE—EITHER THE MARKETING PLAN CHALLENGE, OR THE PROMOTIONAL PLAN FOR EITHER A SPORTS, ENTERTAINMENT, OR FASHION BUSINESS.**

**REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

## **RATIONALE**

The field of Marketing plays a vital role in our everyday lives. The diverse fields of sports, entertainment, and fashion play a highly-significant role in today's economy. The Marketing Plan Challenge Contest focuses on the 4Ps of Marketing. The Sports, Entertainment, and Fashion Marketing Contest provides students with an understanding of marketing *promotion* and how to apply promotion to those fields.

## 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.



## EVALUATION RUBRIC OF THE MARKETING CHALLENGE CONTEST

Criteria	Below Level 1 (<50%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>PART 1 - GETTING STARTED</b>					
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
<b>PART 2 - THE CONSUMER</b>					
Consumer profile/ consumer demand analysis	Incomplete and lack detail	Need improvement	Sufficiently identified	Effectively described	Superbly detailed
<b>PART 3 - COMPETITIVE MARKET</b>					
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
<b>PART 4 - MARKET RESEARCH</b>					
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
<b>PART 5 - THE MARKETING PROGRAM</b>					
Product development	Benefit analysis is not started	Benefit analysis is emerging	Benefit analysis is adequate	Benefit analysis is credible	Benefit analysis is exemplary
<b>PART 6 - POSITIONING &amp; BRANDING</b>					
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

## EVALUATION RUBRIC OF THE MARKETING CHALLENGE CONTEST (CONTINUED)

Criteria	Below Level 1 (<50%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>PART 7 – PRICING</b>					
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.
<b>PART 8 – PLACE</b>					
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.
<b>PART 9 – PROMOTION</b>					
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.
<b>PART 10 – FUTURE PLANS</b>					
	Other considerations need work.	Other considerations are emerging.	Other considerations are adequate.	Other considerations are effective.	Other considerations are magnificent.

## INSTRUCTIONS FOR PROMOTIONAL PLAN FOR SPORTS, ENTERTAINMENT, AND FASHION MARKETING CONTEST

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:
  - a. Statement of Promotional Objectives.
  - b. Theme.
  - c. Specific Activities and Timelines (for when these promotions should occur).
  - d. Type of Media to be Used.
  - e. Staffing Responsibilities Related to Promotion.
  - f. Spending Budget.
  - g. 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)
<b>EXECUTIVE SUMMARY</b>				
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.
<b>MISSION STATEMENT</b>				
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 and succinct and stated well.
<b>PROMOTIONAL PLAN</b>				
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 provided.
<b>REQUIRED SECTIONS MUST BE INCLUDED IN YOUR PROMOTIONAL PLAN</b>				
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.
<b>APPENDICES</b>				
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.	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 OF PROMOTIONAL PLAN**

Report Format (Title Page, Table of Contents page, and all pages are enumerated).	Needs improvement.	Adequate.	Report Format was followed.	Report Format was well followed.
Appropriate font and font size.	Inappropriate font and font size.	Adequate.	Appropriate font and font size.	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.
Creativity of Promotional Plan.	Lacks creativity.	Some evidence of creativity shown.	Evidence of creativity demonstrated.	Evidence of creativity is exemplary.

# POSTER CONTEST

## CONTEST CHAIR

Nick Hatzimalis  
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Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form.

## REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

The poster must be created in a program such as Adobe Photoshop, and it must be saved as a PDF file with layers. The selected winner's poster can then be edited for use as the cover page for the Spring Conference brochure and for the Contest Handbook.

1. The O.B.E.A. logo must appear on the poster. Please visit the O.B.E.A. Website at [www.obea.ca](http://www.obea.ca) to get a copy of the **most-current** O.B.E.A. logo. Please ensure that the student uses the **correct O.B.E.A. logo** (the one that is on the Student Identification 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 2018

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 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. Your poster **MUST** use high-resolution graphics.
5. If artwork/graphics/images are used that require copyright permission, including model release, this permission must be included on the mandatory Release Form(s). **NOTE: ALL GRAPHICS USED IN THE POSTER MUST BE COPYRIGHT-FREE AND MUST STATE ITS EXACT ORIGIN.**

6. Students who enter the Contest must be taking, or have taken, any Business Studies credit/course.
7. Students **must submit a digital copy** of the poster **on DVD or in a Dropbox link via email**. The digital copy **MUST** be saved with layers, so that it can be edited for use as the cover page for the Spring O.B.E.A. Conference brochure and the Contest Handbook. In addition, it **has to be saved** in a high-quality resolution so that once it is enlarged into 17"- x 22"- format, it will have the ultimate resolution. All images placed in the poster **MUST BE** in a high-quality PDF resolution. The design should be submitted in its original application format (i.e. Photoshop PSD), and it must be accompanied by a high-quality PDF version.
8. The design should be submitted in its original application format (i.e. Photoshop PSD) and be accompanied by a high-quality PDF version. The poster should be created **17" x 22"**. All images placed on the poster should have a minimum resolution of 200 pixels/inch. **NOTE:** As an option, students can use a poster template on [canva.com](http://canva.com) or [pixlr](http://pixlr.com) to customize their poster.
9. **Please submit a maximum of five (5) entries per school. A reduced-size printed copy should be submitted since some formatting may change due to different software versions, fonts used and other factors.**

**NOTE:**

Contest entry must be submitted on time with completed Student Identification Form **and Release Form(s)** in order to be eligible. No exceptions will be made.

**RESOLUTION GUIDELINES:**

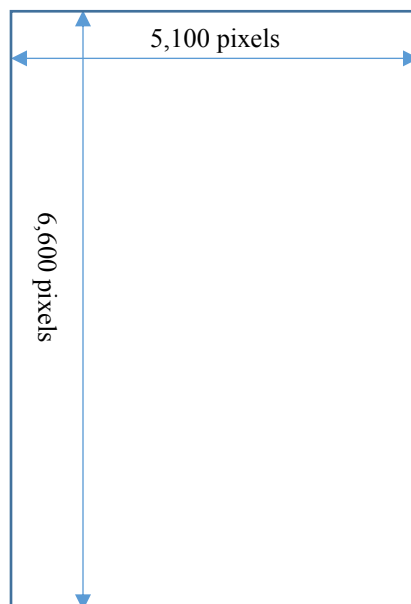
Minimum 300 pixels per inch

At 300 ppi, 17" x 22" is 5,100 x 6,600 pixels:

300 pixels per inch x 17 inches wide = 5,100 pixels

300 pixels per inch x 22 inches high = 6,600 pixels

Total number of pixels: 5,100 pixels wide x 6,600 pixels high = 33,660,000 pixels.



# POSTER CONTEST IMAGE PERMISSION & RELEASE FORM

Each Poster Contest entry must include this completed Release Form if any external content is used (i.e., clipart, image database). A poster created in its entirety from all original artwork by the entrant does not require this form, although it is advised to include it for clarity.

All images used in the poster must have copyright clearance and be royalty-free. Please review the Model Release Form for details if the image contains a photograph of a person(s). Indicate the source of the image(s) used, and where appropriate the permission that has been obtained for its use.

Although all Contest entries become the intellectual property of O.B.E.A., neither O.B.E.A. nor its Executive or representatives can assume any liability for copyright infringement.

PLEASE TYPE OR PRINT. USE ADDITIONAL FORM(S) IF MORE THAN TWO IMAGES.

<b>STUDENT INFORMATION</b>	
Student's Name	School
Student's Full Address	
Student's Home Telephone Number	Student's Email Address
Poster Description	
<b>IMAGE #1 INFORMATION</b>	
Image Filename	
Image Description	
Image Source* (Website, clipart collection) *Where the image was obtained.	
Copyright Free and Address	
Copyright Holder	
<b>IMAGE #2 INFORMATION</b>	
Image Filename	
Image Description	
Image Source* (Website, clipart collection) *Where the image was obtained.	
Copyright Free and Address	
Copyright Holder	

### RELEASE PERMISSION

I verify that any images used in my poster are copyright free.

\_\_\_\_\_  
Signature of Student (18 or over)

\_\_\_\_\_  
Teacher's Signature

## POSTER CONTEST MODEL RELEASE FORM

If a person is used in the poster, each entry must include this completed Model Release Form. Use a separate form for each model. For example, this applies if the entrant or an associate has taken the photograph and knows the individual(s).

If the image used is from a professional image database service or other source and is properly referenced on the Image Permission and Release Form, this Model Release Form is not required.

Although all Contest entries become the intellectual property of O.B.E.A., the O.B.E.A. and its Executive cannot assume any liability for failure to obtain proper permission.

PLEASE TYPE OR PRINT.

<b>STUDENT INFORMATION</b>		
Student's Name	School	
Student's Full Address		
Student's Home Telephone Number	Student's Email Address	
Poster Description		
<b>MODEL INFORMATION</b>		
Name	Gender	
Date of Birth (DD/MM/YEAR)		
Address		
City	Province	Postal Code
Telephone	Email	
Parent's Name		

### RELEASE PERMISSION

My signature grants O.B.E.A. permission to publicly display my image as portrayed in the Poster Contest entry only.

\_\_\_\_\_  
Signature of Student (18 or over)

\_\_\_\_\_  
Signature of Parent/Guardian (if student is under 18)



## EVALUATION RUBRIC OF POSTER CONTEST

EXPECTATIONS	LEVEL 1 (50-59%) (UNSATISFACTORY)	LEVEL 2 (60-69%) (PARTIALLY COMPETENT)	LEVEL 3 (70-79%) (PROFICIENT)	LEVEL 4 (80-100%) (EXEMPLARY)
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Poster demonstrates a limited understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates little or no connection to Business Studies' courses;</li> <li>•One particular business Studies course is featured;</li> <li>•Information is unreliable in its presentation;</li> <li>•Poster is difficult to read and understand.</li> <li>•Incorrect O.B.E.A. logo is used;</li> <li>•A blank space is not left on any side of the poster;</li> <li>•Contact information and O.B.E.A. sponsor are not indicated;</li> <li>•Entrants have not taken and are not enrolled in any business class.</li> <li>•Release form(s) not included.</li> </ul>	<p>Poster demonstrates some understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates some connection to Business Studies' courses;</li> <li>•No more than 2 particular Business Studies courses are featured;</li> <li>•Information is somewhat reliable in its presentation;</li> <li>•Poster appears to be somewhat difficult to read and understand.;</li> <li>•Correct O.B.E.A. logo is used to some extent;</li> <li>•Some space is left on one of the sides of the poster;</li> <li>•Contact information and O.B.E.A. sponsor are not complete;</li> <li>•Entrants have taken but do not indicate what business class that has been taken;</li> <li>•Release form(s) not included.</li> </ul>	<p>Poster demonstrates a good understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates a good connection to Business Studies' courses;</li> <li>•Many Business Studies course are featured;</li> <li>•Information is reliable in the poster;</li> <li>•Poster is easy to read and understand;</li> <li>•Correct O.B.E.A. logo is used;</li> <li>•A blank space is left on any side of poster sufficient for required words;</li> <li>•Contact information and O.B.E.A. sponsor are complete;</li> <li>•Entrants indicate what business class that has been taken or enrolled in;</li> <li>•Release form(s) included.</li> </ul>	<p>Poster demonstrates an exceptional understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates an exceptional tie-in to Business Studies' courses;</li> <li>•Business Studies courses are featured in general and no one courses is focused on;</li> <li>•Information is accurate beyond fault.</li> <li>•Poster is easy to read and understand and has clarity to its tone that is exceptional;</li> <li>•O.B.E.A. logo is used and exceptional in its colour and clarity;</li> <li>•A blank space is left on any side of the poster together with the words "Business Studies (and the year)";</li> <li>•Contact information and O.B.E.A. sponsor are complete and submitted on separate page;</li> <li>•Entrants indicate what business class that has been or is being taken on separate page of submission;</li> <li>•Release form(s) included.</li> </ul>
<b>THINKING</b>	<p>Poster demonstrates limited use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Limited exhibition of knowledge and originality of the subject;</li> <li>•Theme and slogan demonstrate no obvious connection to the subject or each other;</li> <li>•There is limited demonstration of the relevance of business to a student's future;</li> <li>•The slogan and theme are difficult to understand.</li> </ul>	<p>Poster demonstrates some use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Some exhibition of knowledge and originality of the subject;</li> <li>•Theme and slogan demonstrate some obvious connection to the subject or each other;</li> <li>•There is some demonstration of the relevance of business to a student's future;</li> <li>•The slogan and theme are somewhat difficult to understand.</li> </ul>	<p>Poster demonstrates good use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Good exhibition of knowledge and originality of the subject;</li> <li>•Theme and slogan demonstrate an obvious connection to the subject or each other;</li> <li>•There is a good demonstration of the relevance of business to a student's future;</li> <li>•The slogan and theme are easy to understand.</li> </ul>	<p>Poster demonstrates exceptional use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Excellent exhibition of knowledge and originality of the subject;</li> <li>•Theme and slogan demonstrate an exceptional and obvious connection to the subject or each other;</li> <li>•There is an extremely clear demonstration of the relevance of business to a student's future;</li> <li>•The slogan and theme are exceptionally thoughtful and easy to understand.</li> </ul>

## EVALUATION RUBRIC OF POSTER CONTEST (CONTINUED)

EXPECTATIONS	LEVEL 1 (50-59%) (UNSATISFACTORY)	LEVEL 2 (60-69%) (PARTIALLY COMPETENT)	LEVEL 3 (70-79%) (PROFICIENT)	LEVEL 4 (80-100%) (EXEMPLARY)
<b>COMMUNICATION</b>	<p>Poster communicates ideas with limited degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is difficult to follow;</li> <li>•Many spelling errors in words and phrases - Maximum of 4;</li> <li>•Design is difficult to follow;</li> <li>•Overall message of the poster ineffective in its delivery;</li> <li>•Software application used is not identified nor version indicated;</li> <li>•The slogan and theme are limited in their creativity;</li> <li>•The artwork and graphics are limited in scope and usage;</li> <li>•Colour is ineffective in its usage;</li> <li>•Poster cannot be enlarged to 17" x 22".</li> </ul>	<p>Poster communicates ideas with some degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is somewhat difficult to follow;</li> <li>•Some spelling errors in words and phrases - Maximum of 3;</li> <li>•Design is somewhat difficult to follow;</li> <li>•Overall message of the poster is somewhat effective in its delivery;</li> <li>•Software application used is identified but version is not indicated;</li> <li>•The slogan and theme are somewhat limited in their creativity;</li> <li>•The artwork and graphics are somewhat limited in scope and usage;</li> <li>•Colour is somewhat effective in its usage;</li> <li>•Poster cannot easily be enlarged to 17" x 22".</li> </ul>	<p>Poster communicates ideas with good degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is easy to follow;</li> <li>•Few spelling errors in words and phrases - Maximum of 2;</li> <li>•Design is easy to follow;</li> <li>•Overall message of the poster is effective in its delivery;</li> <li>•Software application used is identified as it the version;</li> <li>•The slogan and theme are creative;</li> <li>•The artwork and graphics are effective in scope and usage;</li> <li>•Colour is effective in its usage;</li> <li>•Poster can be enlarged to 17" x 22".</li> </ul>	<p>Poster communicates ideas with exceptional degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing ow of ideas of exceptional clarity;</li> <li>•No spelling errors in words and phrases;</li> <li>•Design is extremely creative;</li> <li>•Overall message of the poster is extremely effective in its delivery;</li> <li>•Software application and version used is identified in a separate page of the submission;</li> <li>•The slogan and theme are highly creative in their usage;</li> <li>•The artwork and graphics are highly effective in scope and usage;</li> <li>•Colour is highly effective in its usage;</li> <li>•Poster is 17" x 22" and has resolution of 300 pixels/inch minimum.</li> </ul>
<b>APPLICATION</b>	<p>Poster makes connections between concepts and visuals used with limited of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating inappropriate image(s);</li> <li>•The software application is not used in an effective manner;</li> <li>•Failure to transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is not evident.</li> </ul>	<p>Poster makes connections between concepts and visuals used with some effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating somewhat appropriate image(s);</li> <li>•The software application is used in a limited manner;</li> <li>•Some transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is somewhat evident.</li> </ul>	<p>Poster makes connections between concepts and visuals used effectively by:</p> <ul style="list-style-type: none"> <li>•Integrating appropriate image(s);</li> <li>•The software application is used in an effective manner;</li> <li>•Good transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is easily seen.</li> </ul>	<p>Poster makes connections between concepts and visuals used with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating appropriate image(s) in a thought provoking manner;</li> <li>•The software application is used in a highly effective manner;</li> <li>•Highly effective transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is highly developed.</li> </ul>

# PROMOTIONS CONTEST: GRADE NINE/TEN

## CONTEST CHAIR

Aylson Pownall  
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525 Highglen Avenue  
Markham, ON L3S 3L5  
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Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form.

## REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

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 Studies course during the current school year are eligible to participate in the Promotions Contest. **Participants can work independently, or in pairs, or with a maximum grouping of three.**

## 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 two pages, typed) that:
  - Outlines the objectives of the fundraiser.
  - Explains your promotional strategy (i.e. how will you create awareness of the fundraiser 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 1/2" 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 two 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 1/2" X 11")
  - Electronic version required

## EVALUATION RUBRIC – PROMOTIONS CONTEST

EXPECTATIONS	LEVEL 1 (50-59%) (UNSATISFACTORY)	LEVEL 2 (60-69%) (PARTIALLY COMPETENT)	LEVEL 3 (70-79%) (PROFICIENT)	LEVEL 4 (80-100%) (EXEMPLARY)
<b>Knowledge</b> 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.
<b>Thinking</b> 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.
<b>Communication</b> 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.
<b>Application</b> 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 & INVESTMENT CHALLENGE CONTEST

## CONTEST CHAIR

Bill Velos  
Lester B. Pearson C.I.  
150 Tapscott Road  
Toronto, ON M1B 2L2  
Tel. 416-396-5892 Ext. 20105  
Email: [billvelosbea@gmail.com](mailto:billvelosbea@gmail.com)

Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form.

## REMINDER - MAXIMUM FIVE (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. They will **research and follow three, different stocks from three different sectors** (i.e. banks/insurance companies, retail companies, oil companies, automotive companies, agricultural companies, or mining/forestry companies) for a one-month period. On a daily basis, students will **record and track** the stocks and **chart** the results. At the end of the month, students will **summarize** their findings, **reflect** on the stocks’ performance by **answering** the questions below, and understand the concept of “diversification.” Students will also **compare** their investment decisions to saving money in a bank account.

## CHALLENGE COMPONENTS:

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

- a. **Comparison of the three stocks**—You must include the names of each of the three stocks that were followed for one month. You must also chart the **high, low, and closing value** for *each* of the three different stocks for *each* business day. In other words, you are charting the results on a daily basis. You must **chart** and **print** your findings using any spreadsheet software. In addition, use a **stock graph** to plot your daily findings.
- b. **Comparison of Investing in Stocks vs. in a Savings Account**--Compare your results to the amount of money you would earn in a typical savings account at any bank during the same period, if you had \$3,000 in the account. **Print** your comparison.
- c. **Reflection Questions**—(i) Based on your tracking of three stocks for one month, describe at least three key items that you discovered about investing from doing this Challenge. (ii) After the one-month period ends, assume you had invested \$1,000 in each of the three stocks. How much money would you have gained or lost for each stock and in total? (iii) What did the choice of your three stocks teach you about the concept of “diversification”? (iv) What news or current events caused your stocks to either increase or decrease by the end of the month? (v) Briefly explain why either saving or investing was the better technique for earning money during this one-month period. (vi) Briefly describe how the Canadian government and banks determine interest rates for savings and loans. (vii) How will this Challenge impact your financial behaviour?

## EVALUATION SCORING:

<b>CRITERIA</b>	
<b>Summary Comparison of three stocks includes:</b> <ul style="list-style-type: none"><li>• Includes three, different stocks from three different sectors;</li><li>• Includes a spreadsheet of the high, low, and closing value for each business day of each of the three different stocks;</li><li>• Includes a stock graph to plot daily findings.</li></ul> <b>Marks</b>	<b>/30</b>
<b>Comparison of Investing in Stocks vs. in a Savings Account:</b> <ul style="list-style-type: none"><li>• Includes a comparison. This analysis compares the amount of money earned in a typical savings account (from any bank) during the same period to the investing results during the same period.</li></ul> <b>Marks</b>	<b>/10 Marks</b>
<b>Reflection Questions:</b> <ul style="list-style-type: none"><li>• Describe at least three key items that were discovered about saving and investing from doing this Challenge. <b>(3 Marks)</b></li><li>• After the one-month period ends, assume you had invested \$1,000 in <b>each</b> of the three stocks. How much money would you have gained or lost for each stock and in total? <b>(6 Marks)</b></li><li>• What did the choice of your three stocks teach you about the concept of “diversification”? <b>(2 Marks)</b></li><li>• What news or current events caused your stocks to either increase or decrease by the end of the month? <b>(2 Marks)</b></li><li>• Briefly explain why either saving or investing was the better technique for earning money during this one-month period. <b>(4 Marks)</b></li><li>• Briefly describe how the Canadian government and banks determine interest rates for savings and loans. <b>(1 Mark)</b></li><li>• How will this Challenge impact your financial behaviour? <b>(2 Marks)</b></li></ul> <b>Marks</b>	<b>/20 Marks in total</b>
<b>Proofreading:</b> Ensure your Challenge is free from English-usage errors.	<b>/5 Marks</b>
<b>Overall Impression:</b> Challenge is well-prepared (i.e. organized, easy-to-follow, and creatively formatted).	<b>/5 Marks</b>
<b>GRAND TOTAL</b>	<b>/70 Marks</b>

# VIDEO CONTEST

## CONTEST CHAIR

Laura Briscoe  
Oakridge Secondary School  
1040 Oxford St. West  
London, ON N6H 1V4  
Tel. 519-452-2750  
Email: [l.briscoe@tvdsb.on.ca](mailto:l.briscoe@tvdsb.on.ca)

The Video Contest is open to all Business students from Grades 9 through 12. Teachers will select the best five submissions per school. Contest entries are due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form. The submission must include the Video Summary Sheet.

## CONTEST DETAILS

1. Create a 30-45 second trailer/promotional video to encourage students to take Business courses in secondary school. The video should illustrate the universal use of Business Studies and the role that Business Studies can fill for students in their future.
2. The O.B.E.A. logo must appear at some point in your video. Remember to use the one that appears on the Student Identification Form.
3. If any graphics/audio are used that require copyright permission, including model release, this permission must be included on the mandatory Release Form (s). Entries that have infringed copyright without permission will be disqualified.
4. Release permission forms must be signed by all participants in your video.
5. Students **must post their video to YouTube and email a link** of the video to [l.briscoe@tvdsb.on.ca](mailto:l.briscoe@tvdsb.on.ca). A confirmation email will be sent in response to receiving the video.

## NOTE

Entry must be submitted on time with completed Identification Form **and Release Form(s)** in order to be eligible. No exceptions will be made.

## VIDEO CONTEST IMAGE AND AUDIO PERMISSION & RELEASE FORM

Each Video Contest entry must include this completed Release Form if any external content is used (i.e., clipart, image database, audio). A video created in its entirety from all original artwork by the entrant does not require this form, although it is advised to include it for clarity. All images and audio used in the video must have copyright clearance and be royalty-free.

Please review the Model Release Form for details if the video contains a person(s). Indicate the source of the image(s) and/or audio used, and where appropriate the permission that has been obtained for its use. Although all contest entries become the intellectual property of O.B.E.A., neither O.B.E.A. nor its Executive or representatives can assume any liability for copyright infringement.

**PLEASE TYPE OR PRINT. USE ADDITIONAL FORM(S) IF MORE THAN TWO IMAGES.**

<b>STUDENT INFORMATION</b>	
Name	School
Video Description	
<b>IMAGE/AUDIO #1 Information</b>	
Image Filename	
Image Description	
Image/Audio Source	
Copyright Holder	
Usage Rights	
Permission Received	[ <input type="checkbox"/> ] Yes <span style="float: right;">Date</span>

<b>IMAGE/AUDIO #2 Information</b>	
Image Filename	
Image Description	
Image/Audio Source	
Copyright Holder	
Usage Rights	
Permission Received	[ <input type="checkbox"/> ] Yes <span style="float: right;">Date</span>

<b>IMAGE/AUDIO #3 Information</b>	
Image Filename	
Image Description	
Image/Audio Source	
Copyright Holder	
Usage Rights	
Permission Received	[ <input type="checkbox"/> ] Yes <span style="float: right;">Date</span>

### RELEASE PERMISSION

My signature acknowledges I have obtained all copyright release permission(s) and assume full responsibility.

\_\_\_\_\_  
Signature of Student (18 or over)

\_\_\_\_\_  
Signature of Parent/Guardian (If student is under 18)



## VIDEO CONTEST MODEL/ACTOR RELEASE FORM

If a person is used in the video, each entry must include this completed Model Release Form. Use a separate form for each model/actor. For example, this applies if the entrant or an associate has taken the video and knows the individual(s).

If the footage used is from a professional database service or other source and is properly referenced on the Image/Audio Permission and Release Form, this Model Release Form is not required. Although all Contest entries

<b>STUDENT INFORMATION</b>	
Name	School
Video Description	
<b>MODEL/ACTOR/ACTRESS INFORMATION</b>	
Name	
Date of Birth (DD/MM/YEAR)	
Address	
City	Province
Telephone	Email
Parent Name	

become the intellectual property of O.B.E.A., the O.B.E.A. and its Executive cannot assume any liability for failure to obtain proper permission. **PLEASE TYPE OR PRINT**

### RELEASE PERMISSION

My signature grants OBEA permission to publicly display my video part as portrayed in the Video Contest entry only.

\_\_\_\_\_  
Signature of Student (18 or over)

\_\_\_\_\_  
Signature of Parent/Guardian (if student is under 18)

# EVALUATION RUBRIC OF VIDEO CONTEST

EXPECTATIONS	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
<b>Knowledge and Understanding</b>	<p>Video demonstrates a limited understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates little or no connection to Business Studies' courses;</li> <li>•One particular Business Studies course is featured;</li> <li>•Information is unreliable in its presentation.</li> <li>•Video is difficult to follow and understand.</li> <li>•Incorrect O.B.E.A. logo is used;</li> <li>•Contact information and O.B.E.A. sponsor are not indicated;</li> <li>•Release form(s) not included.</li> </ul>	<p>Video demonstrates some understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates little or no connection to Business Studies' courses;</li> <li>•Two particular Business Studies courses are featured;</li> <li>•Information is somewhat reliable in its presentation.</li> <li>•Video is somewhat difficult to follow and understand.</li> <li>•Correct O.B.E.A. logo is used;</li> <li>•Contact information and O.B.E.A. sponsor are not complete;</li> <li>•Release form(s) not included.</li> </ul>	<p>Video demonstrates a good understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates a good connection to Business Studies' courses;</li> <li>•Many Business Studies themes are featured;</li> <li>•Information is reliable in the video;</li> <li>•Video is easy to read and understand.</li> <li>•Correct O.B.E.A. logo is used;</li> <li>•Contact information and O.B.E.A. sponsor are complete;</li> <li>•Release form(s) included.</li> </ul>	<p>Video demonstrates an exceptional understanding of business terms and concepts by:</p> <ul style="list-style-type: none"> <li>•Arrangement or use of business terms and concepts illustrates an exceptional tie-in to Business Studies' courses;</li> <li>•Business Studies courses are featured in general and no one course is focused on.</li> <li>•Information is accurate beyond fault.</li> <li>•Video is easy to follow and understand and has clarity to its tone that is exceptional.</li> <li>•O.B.E.A. logo is used and exceptional in its colour and clarity;</li> <li>•Contact information and O.B.E.A. sponsor are complete and submitted on separate page;</li> <li>•Release form(s) included.</li> </ul>
<b>Thinking</b>	<p>Video demonstrates limited use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Limited exhibition of knowledge and originality of the subject;</li> <li>•Theme and video content demonstrate no obvious connection to the subject or each other;</li> <li>•There is limited demonstration of the relevance of business to a student's future;</li> <li>•The theme is difficult to understand.</li> </ul>	<p>Video demonstrates some use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Some exhibition of knowledge and originality of the subject;</li> <li>•Theme demonstrates some obvious connection to the subject or each other;</li> <li>•There is some demonstration of the relevance of business to a student's future;</li> <li>•The theme is somewhat difficult to understand.</li> </ul>	<p>Video demonstrates good use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Good exhibition of knowledge and originality of the subject;</li> <li>•Theme and content demonstrates an obvious connection to the subject or each other;</li> <li>•There is a good demonstration of the relevance of business to a student's future;</li> <li>•The video theme is easy to understand.</li> </ul>	<p>Video demonstrates exceptional use of critical and creative thinking by:</p> <ul style="list-style-type: none"> <li>•Excellent exhibition of knowledge and originality of the subject;</li> <li>•Video demonstrates an exceptional and obvious connection to the subject or each other;</li> <li>•There is an extremely clear demonstration of the relevance of business to a student's future;</li> <li>•The video is exceptionally thoughtful and easy to understand.</li> </ul>
<b>Communication</b>	<p>Video communicates ideas with limited degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is difficult to follow;</li> <li>•Many spelling errors in words and phrases - Maximum of four (4);</li> <li>•Video is difficult to follow;</li> <li>•Overall message of the video is ineffective in its delivery;</li> <li>•The theme is limited in creativity.</li> </ul>	<p>Video communicates ideas with some degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is somewhat difficult to follow;</li> <li>•Some spelling errors in words and phrases - Maximum of three (3);</li> <li>•Video is somewhat difficult to follow;</li> <li>•Overall message of the video is somewhat effective in its delivery;</li> <li>•The theme is somewhat limited in creativity.</li> </ul>	<p>Video communicates ideas with good degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing a flow of ideas that is easy to follow;</li> <li>•Few spelling errors in words and phrases - Maximum of two (2);</li> <li>•Design is easy to follow;</li> <li>•Overall message of the video is effective in its delivery;</li> <li>•Software application used is identified as it the version;</li> <li>•The theme is creative.</li> </ul>	<p>Video communicates ideas with exceptional degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Establishing flow of ideas of exceptional clarity;</li> <li>•No spelling errors in words and phrases;</li> <li>•Design is extremely creative;</li> <li>•Overall message of the video is extremely effective in its delivery;</li> <li>•Software application and version used is identified in a separate page of the submission;</li> <li>•The theme is highly creative in their usage.</li> </ul>
<b>Application</b>	<p>Video makes connections between concepts and visuals used with limited of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating inappropriate image(s) and content;</li> <li>•The software application is not used in an effective manner;</li> <li>•Failure to transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is not evident.</li> </ul>	<p>Video makes connections between concepts and visuals used with some effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating somewhat appropriate image(s);</li> <li>•The software application is used in a limited manner;</li> <li>•Some transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is somewhat evident.</li> </ul>	<p>Video makes connections between concepts and visuals used effectively by:</p> <ul style="list-style-type: none"> <li>•Integrating appropriate image(s);</li> <li>•The software application is used in an effective manner;</li> <li>•Good transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is easily seen.</li> </ul>	<p>Video makes connections between concepts and visuals used with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> <li>•Integrating appropriate image(s) in a thought provoking manner;</li> <li>•The software application is used in a highly effective manner;</li> <li>•Highly effective transfer of concepts, skills and procedures to new contexts;</li> <li>•The concept of the future role of Business Studies in the students' career and future is highly developed.</li> </ul>

# WEBSITE DEVELOPMENT CONTEST: JUNIOR DIVISION

## CONTEST CHAIR

Jennifer Medd  
509 Blackwater Place  
London, ON N5X 4J4  
Tel 519-902-4214  
Email: [j.medd@tvdsb.on.ca](mailto:j.medd@tvdsb.on.ca)

Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form.

## REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

## ELGIBILITY

The Junior Division O.B.E.A. Website Development Contest is open to any students who have completed or are presently enrolled in any Grade 9 or 10 Business Studies or Computer Studies course. Teachers can select five entries per school. The entry must include the completed Student Identification Form and Media Release Form available at [www.obea.ca](http://www.obea.ca) (or in this Handbook) with a working link to the online site. It is advised the URL also be emailed to the Contest Chair. The Forms may be mailed, or scanned and emailed.

## CONTEST DETAILS AND REQUIREMENTS

Students must design and create one Website that is of interest to them and to other Grade 9 and 10 students. This Website could be about an actual personality (e.g., actor/actress, athlete, or musical personality), or anything the student is interested in (e.g., a hobby, a videogame, an automobile, a movie, a TV show, etc.). The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Also, students **MUST** explain the use of each of the features/tools they have chosen. **NOTE:** Students may work individually, or in pairs, or in a group/team of no more than three students. This Contest option can be used as an assessment for the BTT 10/BTT 20 course.

## CURRICULUM CONNECTION

The following Contest meets the Overall and Specific Expectations from the Ministry of Education Business Studies (2006) Grade 9 and 10 Curriculum Guide (BTT 10/BTT 20):

### **Overall Expectation:**

Students will be able to demonstrate an understanding of the use and design of effective Websites, and develop their own Web pages.

### **Specific Expectation (Web Page Development Strand):**

Students will be able to design and create Web pages for specific purposes and audiences.

# EVALUATION RUBRIC

CRITERIA	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Website demonstrates a limited knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colours are distracting. They diminish the readability.</p>	<p>Website demonstrates some knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colours are distracting in some places. They diminish somewhat the readability of the text.</p>	<p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colours generally enhance the readability of the text.</p>	<p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective Websites.</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colours enhance the readability and aesthetic quality of the text.</p>
<b>THINKING</b>	<p>Most research information is unrelated to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness.</p>	<p>Little research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness.</p>	<p>Most research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness.</p>	<p>All research information is clearly and directly related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness.</p>
<b>APPLICATION</b>	<p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content.</p> <p>No use of creativity or original ideas is evident that enhances the content of the Website in an innovative way.</p> <p>There are significant problems with Website navigation links and many sections do not connect back to the main Table of Contents or Home page or preceding pages.</p>	<p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest.</p> <p>Some use of creativity or original ideas is evident that enhances the content of the Website.</p> <p>Some of the Website navigation links and some sections connect back to the main Table of Contents or Home page, but sometimes the links do not connect to preceding pages or to the original Index or Home page.</p>	<p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the Website.</p> <p>Most of the Website navigation links and most sections connect back to the main Table of Contents or Home page.</p>	<p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the Website in an innovative way.</p> <p>All of the Website navigation links and all sections connect back to the main Table of Contents or Home page.</p>
<b>COMMUNICATION</b>	<p>There are more than four (4) instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than six (6) errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p>	<p>There are three or four (3 or 4) occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has four (4) or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</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>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>

# WEBSITE DEVELOPMENT CONTEST: SENIOR DIVISION

## CONTEST CHAIR

Jennifer Medd  
509 Blackwater Place  
London, ON N5X 4J4  
Tel 519-902-4214

Email: [j.medd@tvdsb.on.ca](mailto:j.medd@tvdsb.on.ca)

Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of O.B.E.A. and must include a typed O.B.E.A. Identification Form and Media Release Form.

## REMINDER – MAXIMUM FIVE (5) ENTRIES PER SCHOOL

### ELIGIBILITY

The Senior Division O.B.E.A. Website Development Contest is open to any students who have completed or are presently enrolled in any Grade 11 or 12 Business Studies or Computer Studies course. Teachers can select five entries per school. The entry must include the completed Student Identification Form and Media Release Form available at [www.obea.ca](http://www.obea.ca) (or in this Handbook) with a working link to the online site. It is advised the URL also be emailed to the Contest Chair. The Forms may be mailed, or scanned and emailed.

### CONTEST DETAILS AND REQUIREMENTS

**Option 1: E-Commerce Website Design and Creation:** Students must design and create an E-commerce Website for a fictional business. This business could be either a fictional clothing business, music/record business, or sporting-equipment business. The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Also, students **MUST** explain the use of each of the features/tools they have chosen. **NOTE:** Students may work individually, or in pairs, or in a group/team of no more than three students. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

OR

**Option 2: Multi-Media Product:** Students must create a multi-media product (e.g., school Website or E-Commerce Website) in a team environment using appropriate software. The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). Students **MUST** explain the use of each of the features/tools they have chosen. The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Students must implement an appropriate project-management process to complete a team project (e.g., set goals, organize, schedule, budget, control, and evaluate). Students must use effective strategies (e.g., conflict resolution and decision making) to enhance team productivity. **NOTE:** Students must work either in pairs or in groups/teams of no more than three students. Students **cannot** work individually on this option. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

OR

**Option 3: Digital Portfolio:** Students must create and maintain a Digital Portfolio of exemplary work that illustrates their competencies and skills in information and communication technology. The design and creation is not limited to any particular software. Students **MUST** describe essential interpersonal, employability, and technical skills needed to work in a business environment. Students **MUST** assess and analyze their own personal competencies and skills in information and communication technology. **NOTE:** This option must only be completed individually. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

## CURRICULUM CONNECTIONS

The following Contest meets the Overall Expectations from the Ministry of Education Business Studies (2006) Grade 11 and 12 Curriculum Guide:

### 2. E-Business Website (from BTA3O)

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

*OR*

### 3. Multimedia Product (from BTX4C)

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

*OR*

### 4. Digital Portfolio (from BTA 3O)

- describe essential interpersonal, employability, and technical skills an individual needs to work in a business environment;
- assess and analyze their own personal competencies and skills in information and communication technology; must create and maintain a Digital Portfolio of exemplary work that illustrates their competencies and skills in information and communication technology.

## EVALUATION RUBRIC

CRITERIA	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Website demonstrates a limited knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colours are distracting. They diminish the readability.</p>	<p>Website demonstrates some knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colours are distracting in some places. They diminish somewhat the readability of the text.</p>	<p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colours generally enhance the readability of the text.</p>	<p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective Websites.</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colours enhance the readability and aesthetic quality of the text.</p>
<b>THINKING</b>	<p>Most research information is unrelated to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness.</p>	<p>Little research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness.</p>	<p>Most research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness.</p>	<p>All research information is clearly and directly related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness.</p>

## EVALUATION RUBRIC (CONTINUED)

CRITERIA	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
<b>APPLICATION</b>	<p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content.</p> <p>No use of creativity or original ideas is evident that enhances the content of the Website in an innovative way.</p> <p>There are significant problems with Website navigation links and many sections do not connect back to the main Table of Contents or Home page or preceding pages.</p>	<p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest.</p> <p>Some use of creativity or original ideas is evident that enhances the content of the Website.</p> <p>Some of the Website navigation links and some sections connect back to the main Table of Contents or Home page, but sometimes the links do not connect to preceding pages or to the original Index or Home page.</p>	<p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the Website.</p> <p>Most of the Website navigation links and most sections connect back to the main Table of Contents or Home page.</p>	<p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the Website in an innovative way.</p> <p>All of the Website navigation links and all sections connect back to the main Table of Contents or Home page.</p>
<b>COMMUNICATION</b>	<p>There are more than four (4) instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than six (6) errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p>	<p>There are three or four (3 or 4) occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has four (4) or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</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>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>

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