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| Name: | Areas:  |
| Assessment Task—**Cheese industry study—Written project** |
| ExpectationsConduct a market study to establish a business opportunity, at school or in the francophone community, which could provide a realistic business experience Describe various methods to collect data in order to reach target markets (phone survey, online survey, distributing a questionnaire, etc.) and establish the need for a product, service or event Assess (ex. by using the SWOT (Strengths, Weaknesses, Opportunities, Threats model) possible competition for the new product, service or event Analyze business opportunities to establish their feasibility (demand, competition, profitability)Predict the conditions that may lead to the business plan being revised |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding**  |
| (KU1) ***Knowledge of content**** The different components of the marketing plan (promotion, price, place, product);
* Different forms of business;
* Invention vs. innovation.
 | Demonstrates limited knowledge of content | Demonstrates some knowledge of content | Demonstrates considerable knowledge of content | Demonstrates thorough knowledge of content |
| (KU2) ***Understanding of content*** * Elements related to SWOT;
* Elements related to the four Ps.
 | Demonstrates limited understanding of content | Demonstrates some understanding of content | Demonstrates considerable understanding of content | Demonstrates thorough understanding of content |
| **Thinking** |
| (T1) ***Use of planning skills**** Study of the company (history, goals, legal form);
* Study of the products (company and its competitors [2]);
* Completes and submits each element on the checklist (document 3)
 | Uses planning skills with limited effectiveness | Uses planning skills with some effectiveness | Uses planning skills with considerable effectiveness | Uses planning skills with a high degree of effectiveness |
| (T2) ***Use of processing skills**** SWOT analysis of selected idea.
 | Uses processing skills with limited effectiveness | Uses processing skills with some effectiveness | Uses processing skills with considerable effectiveness | Uses processing skills with a high degree of effectiveness |
| (T3) ***Use of critical/creative thinking processes*** * Clearly demonstrates abilities associated with creative thinking (logo, product name, 8 ideas, packaging):
	+ fluidity: relevant ideas;
	+ flexibility: diversity and variety of ideas;
	+ originality: thinking outside the box, different from original business characteristics;
	+ complexity: exploring ideas further, elaborating.
 | Uses critical/creative thinking processes with limited effectiveness | Uses critical/creative thinking processes with some effectiveness | Uses critical/creative thinking processes with considerable effectiveness | Uses critical/creative thinking processes with a high degree of effectiveness |
| **Communication** |
| (OC1) ***Expression and organization of ideas and information**** Presentation is clear and easy to read;
* Information is presented in logical fashion.
 | Expresses and organizes ideas and information with limited effectiveness | Expresses and organizes ideas and information with some effectiveness | Expresses and organizes ideas and information with considerable effectiveness | Expresses and organizes ideas and information with a high degree of effectiveness |
| (OC2) ***Communication for different audiences and purposes*** * The colours, calligraphy, special characters and shapes used in the presentation of the logo support the vision for the product.

  | Communicates for different audiences and purposes with limited effectiveness | Communicates for different audiences and purposes with some effectiveness | Communicates for different audiences and purposes with considerable effectiveness | Communicates for different audiences and purposes with a high degree of effectiveness |
| (OC3) ***Use of conventions**** Use of proofreading tools (Antidote);
* Use of appropriate language pertaining to the business world and the cheese industry.
 | Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | Uses conventions, vocabulary, and terminology of the discipline with some effectiveness | Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |
| **Application** |
| (A2) ***Transfer of knowledge and skills**** Describe each product characteristic (colour, shape, taste, firmness, type of milk)
* Create packaging
	+ Suited for product;
	+ Design (logo, colours, typography);
	+ Laws (text in official languages, ingredients, UPC, address, quantity, conservation, location);
	+ Environmental footprint (material and recycling)*)*.
* Establish pricing strategy tied to a marketing plan;
* Develop distribution strategies (transportation, storage, outlets, shelving)*;*
* Develop a promotional activity adapted to the product (publicity and promotion).
 | Transfers knowledge and skills to new contexts with limited effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |
| (A3) ***Making connections within and between various contexts**** Establish a connection between the characteristics of the selected company and the product presented;
* Establish a connection between the product presented and the marketing plan.
 | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |