

Sample Assessment Task 27 (Part B)

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| Name of Task: Developing a Business Plan | | |
| Oral Text-type for the Assessment: <input checked="" type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction | | |
| Communication Functions: | | |
| <input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____ | | |
| Audience--teacher plus: <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class | Targeted audience: <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____ | Role(s) of audience: <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations |
| Where on this continuum would you place the assessment task? | | |
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| <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input checked="" type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech | | |
| Choice/task of the elective(s) used for the assessment: | | |
| <input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input checked="" type="checkbox"/> Short Stories <input checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication | | |
| Topic/text/materials/resources used for the assessment activities (e.g. websites, debate topics/social issues, books): | | |
| Discussion questions adapted from http://www.curriki.org/xwiki/bin/view/Coll_Entrepreneurship1/BusinessPlanBasics?bc= Teachers may want to put some of the discussion questions below on separate worksheets | | |
| Description of activities leading to assessment | <ol style="list-style-type: none"> 1. Ask students to research what products/services are popular among young people in Hong Kong. 2. If you had access to a loan for \$100,000, what kind of business would you start? <ol style="list-style-type: none"> a) What type of business could you start while still going to school? b) What type of business could you start using the skills you have now? 3. Ask students to think about what types of business they would do. While not all of these are directly related to young people, students may adapt the idea and come up with their own product/service. Here are some ideas: <ul style="list-style-type: none"> -Child care -Developing a web page for others -Pet sitting -Delivery services -House cleaning service | |

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| | <ul style="list-style-type: none"> -Selling used clothes -Jewelry making -Healthcare services (massage parlors, beauty salons, spa, etc.) -Travel services -Repair services (shoes, electrical equipment, cars, clothing, etc.) <p>4. Interview a local business owner about these decisions in relation to the startup of that business. Write down the answers and discuss them with other group members to decide how you can start such a business. (Optional activity)</p> <p><i>*Alternatively, students can be asked to think of what products they could sell at the Chinese New Year Flower Market and come up with their business plan.</i></p> |
| <p>Assessment activity 1 (Can be Group Interaction or Individual Presentation)</p> | <p>IP: Students will be asked to develop a business plan and present their ideas to the class.</p> <p>GI: Students can be asked to select 3-5 most essential elements of starting a business for their group discussion. The following questions may be used for reference:</p> <ol style="list-style-type: none"> a) What is your product, or service? b) Who will buy it? Who are your target consumers? c) Where should you locate the business? d) How can you attract customers? What marketing strategies will you employ? e) Who are your competitors? f) How much should you charge for the products or service? g) What advice do you need and who can provide it? h) How will you organize the managers and/or workers of the business? i) What should you consider to be able to produce the product and get it to the customer? j) How will you make the business grow in the future? |
| <p>Post assessment activity 1</p> | <ol style="list-style-type: none"> 1. Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their own performance. 2. Each group then receives teacher feedback. |
| <p>Assessment activity 2 (Group Interaction)</p> | <ol style="list-style-type: none"> 1. As part of the marketing strategy, students will be asked to either design (a story board for) an advertisement/commercial to help promote their products/services based on knowledge and experience from modules such as Popular Culture and Short Stories on top of Workplace Communication. 2. Ask students to discuss in a group and decide on 4-5 main criteria for making a good story board for an advertisement/commercial to promote their product/service. Try to come to a consensus and justify your decision. You may cite examples from TV ads in your discussions as references. |
| <p>Post assessment activity 2</p> | <ol style="list-style-type: none"> 1. Students review the video-recording of their own performance, assess their own strengths and areas for improvement using the HKDSE self-assessment forms, and then discuss their own performance. 2. Each group then receives teacher feedback. |

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| | 3. Ask students to write a letter to their interviewee to thank them for their time and report what they have learned in the process of preparing a business plan. |
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