



DICKSON COLLEGE

excellence opportunity community

UNIT OUTLINE SEMESTER 1 2014

COURSE: BUSINESS

UNIT: SMALL BUSINESS & MARKETING

DICKSON COLLEGE
A PUBLIC SENIOR SECONDARY SCHOOL
PHILLIP AVENUE, DICKSON
AUSTRALIAN CAPITAL TERRITORY

COURSE TITLE	Business	COURSE CODE	4224	ACCREDITATION	T
UNIT TITLE	Small Business and Marketing	UNIT CODE	42793	UNIT VALUE	1

CLASS CODE	2HB1S1/3HB1S1				
TEACHER / ROOM	Erica Brown/Leica Burt	N8/N46			

GOALS | From the accredited course document:

- apply business literacy and numeracy (terms, concepts, principles and key ideas)
- demonstrate a capacity to research, critically analyse, synthesise and evaluate information from appropriate sources
- effectively demonstrate business communication using a range of techniques
- investigate and recommend the key considerations in establishing a business
- evaluate the social and economic benefits of small businesses
- assess small business contribution to the global and Australian economies
- critically apply knowledge of marketing theory and issues
- develop an ethical marketing plan
- evaluate the role of marketing and its impact on contemporary Australian society

CONTENT | From the accredited course document:

- understanding how business impacts society
- how to start a business
- running
- marketing plan

ASSESSMENT CRITERIA | From the accredited course document:

- Knowledge and application of business principles
- Critical analysis
- Research and information skills
- Communication – oral or written

UNIT CONTENT AND ASSESSMENT SCHEDULE

WEEK	DATES	CONTENT	GENERAL INFORMATION	ASSESSMENT	WEIGHTING	
1	Feb 3 - Feb 7	Introduction to business				Teaching period: Q1
2	Feb 10 - Feb 14	Important of business				
3	Feb 17 - Feb 21	Stakeholders, business goals	Meet the Teacher Evening: Monday 17 Feb QCS trial 11:30-13:30			
4	Feb 24 - Feb 28	The business life cycle				
5	Mar 3 - Mar 7	Classification of business	Moderation Day: 4 March (No classes on Tuesday) Drama Camp 5-7 March			
6	Mar 10 - Mar 14	Key considerations in establishing a business	Canberra Day Science Symposium 13 march	Tuesday 11 th Research Report	25%	
7	Mar 17 - Mar 21	Discussion of market stall	National Day of Action against Bullying and Violence			
8	Mar 24 - Mar 28	Revision	Maths Test Day			
9	Mar 31 - Apr 4	The marketing planning process	Parent Teacher Night (4:00- 8:30)	Test	25%	
10	Apr 7 - Apr 11	The marketing mix	Euro trip 7-25 April			
TEACHING BREAK: APRIL 12 – APRIL 27						
11	April 28 - May 2	Product life cycle	Year 12 AST Trial 1: May 2			Teaching period: Q2
12	May 5 - May 9	Marketing objectives				
13	May 12 - May 16	Market segmentation and consumer profiles				
14	May 19 - May 23	Targeting and the marketing mix		Tuesday 20 th Marketing Plan	25%	
15	May 26 - May 30	Positioning (Market Stall)	Open Night 6:00-9:00			
16	June 2 - June 6	Development of marketing strategies and tactics		Tuesday 3 rd Reflection	25%	
17	June 9 - June 13	Ethics of Marketing	Queen’s Birthday 9 June			
18	June 16 - June 20	Cross-line testing: Wed, Thurs & Fri	Excursion-free-week			
19	June 23 - June 27	Cross-line testing: Mon Assessment and Reporting	Hand-back day: 25 June			
20	June 30 - Jul 4	Assessment and Reporting	Work Experience week			

NOTE: THE DATES IN THIS OUTLINE MAY BE SUBJECT TO CHANGE. TEACHERS WILL NOTIFY STUDENTS OF CHANGES WHERE NECESSARY.

UNIT GRADES FOR COURSES

GRADE	Descriptor
A STUDENT WHO ACHIEVES THE GRADE A TYPICALLY	<ul style="list-style-type: none"> demonstrates a very high level of knowledge of terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to a wide range of familiar and unfamiliar situations is perceptive and skilful in identifying relevant information and issues distinguishes between facts, theories, opinions and draws appropriate and insightful conclusions demonstrates very high level use of terminology and constructs a logical argument demonstrates initiative, makes informed choices and has an awareness of bias and perspective shows a confident, accurate grasp of information drawn from a variety of sources presents information from a variety of referenced sources and in a variety of forms appropriate to the material and audience with structure and clarity
A STUDENT WHO ACHIEVES THE GRADE B TYPICALLY	<ul style="list-style-type: none"> demonstrates a high level of knowledge of terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to familiar and some unfamiliar situations can identify relevant information and issues distinguishes between facts, theories, opinions and draws appropriate conclusions demonstrates high level use of terminology and constructs a logical argument demonstrates informed choices in selecting sources shows an accurate grasp of information drawn from a variety of sources presents information from a variety of referenced sources and in a variety of forms appropriate to the material and audience with structure and good expression
A STUDENT WHO ACHIEVES THE GRADE C TYPICALLY	<ul style="list-style-type: none"> demonstrates a sound knowledge of most terms, concepts and some interrelationships that shape decision-making applies knowledge, concepts and skills to familiar situations can identify relevant information and issues attempts to distinguish between facts, theories, opinions and draws some conclusions demonstrates use of terminology and attempts to construct a logical argument demonstrates informed choices in selecting sources show a grasp of information drawn from a variety of sources presents information from a variety of referenced sources with some structure and clarity presents information in a form appropriate to the material and audience
A STUDENT WHO ACHIEVES THE GRADE D TYPICALLY	<ul style="list-style-type: none"> demonstrates limited knowledge of terms and concepts that shape decision-making applies knowledge, concepts and skills to familiar situations with guidance demonstrates limited distinction between fact and opinions and draws some conclusions demonstrates limited use of terminology and attempts to construct a logical argument makes obvious choices in selecting sources produces limited summaries or descriptions from sources presents information from a variety of sources with direction with some structure
A STUDENT WHO ACHIEVES THE GRADE E TYPICALLY	<ul style="list-style-type: none"> demonstrates very limited knowledge of terms and concepts applies knowledge, concepts and skills with specific instruction demonstrates very limited distinction between fact and opinions demonstrates very limited use of terminology makes obvious choices selecting sources on occasion presents information from a few sources with specific instruction

IMPORTANT ASSESSMENT INFORMATION

THE FOLLOWING ARE IMPORTANT FACTORS COMMON TO ALL UNITS OF STUDY AT DICKSON COLLEGE:

- ATTENDANCE AND PARTICIPATION**
- LATE SUBMISSION OF WORK**
- NOTIONAL ZEROS**
- SPECIAL CONSIDERATION (ILLNESS AND MISADVENTURE)**
- CHEATING AND DISHONEST PRACTICE**
- PLAGIARISM and ACADEMIC HONESTY**
- DECLARATION OF ORIGINAL WORK**
- MODERATION PROCEDURES**
- UNIT SCORE CALCULATION (where applicable)**
- RIGHTS TO APPEAL**

STUDENTS, PARENTS AND CARERS ARE DIRECTED TO THE **ACT BOARD OF SENIOR SECONDARY STUDIES (BSSS) POLICIES AND PROCEDURES MANUAL 2013** FOR FURTHER DETAILS. THE **BSSS POLICIES AND PROCEDURES MANUAL** IS AVAILABLE FROM THE EXECUTIVE TEACHER, ASSESSMENT AND CERTIFICATION; FACULTY EXECUTIVE TEACHERS; AND DEPUTY PRINCIPALS. BSSS PUBLICATIONS ARE ALSO AVAILABLE TO DOWNLOAD FROM THE BSSS WEBSITE (www.bsss.act.edu.au).

CLASSROOM TEACHER:		EXECUTIVE TEACHER:		DATED:	FEB 2014
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