

For students doing the topic: Establishing a business: Marketing

CRITERIA	P1	P2	P3	TOTAL
description of the business - Type of business - Nature of business, that is industry type - Objective/mission statement (any TWO, 1 mark; all THREE 2 marks)	2			2
organization of the marketing department - Identify and describe organizational structure of the marketing department with the aid of a diagram (2 marks) - Describe the roles/functions of personnel in the marketing department (3 marks)	4			4
market research - Target population (qualitative and quantitative) - Price - Competitors - Substitutes - Sales forecast (asses/describe) - Research method Discuss any three (2 marks each)		6		6
product (branding and packaging) - Describe branding and/or packaging relating to the product (use examples)		4		4
pricing - Describe and justify the pricing strategy used (1 mark each)		2		2
place (distribution channels) - Describe and justify the distribution channels used (2 marks) - Limitations of these channels (1 mark) - Other suitable alternatives (1 mark)		4		4
promotion mix - Describe and justify the various promotional strategies used by the business (advertising, sales promotion, after sales services, public relations, personal selling, promotional pricing) Any two (2 marks each)		4		4

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Groups Discussions Quotes Ask the Author It guides the reader through the nine 9 sections that comprise a Mathematics SBA Project. With the use of simple language, each section is explained It guides the reader through the nine 9 sections that comprise a Mathematics SBA Project. With the use of simple language, each section is explained in detail. The School Based Assessment SBA Project is an excellent way to link mathematics to realworld events and help students to apply the concepts that have been taught in the classroom. To see what your friends thought of this book, This book is not yet featured on Listopia. The book captured the essence of the entire SBA and the ideas were easily transferred from book to practical exercise. To view it, There are no discussion topics on this book yet. A well organized student is a well performing student! Cane husk can also be used but only if it was steeped in the waters from the fountain of youth. No other medium will be accepted. Click here to see the extremely summarized lesson plan A With a blue elephant gun, of course. Q How do you shoot a red elephant. A No, not with a red elephant gun. You strangle him until he turns blue, and then shoot him with a blue elephant gun. Q How do you shoot a green elephant. A Tell him a dirty joke so he turns red, strangle him until he turns blue, and then shoot him with a blue elephant gun. Q How do you shoot a yellow elephant. A Ever seen a yellow elephant!!! Remember that Physics is FUN FUN FUN!!!! So what are you waiting on, let us dive into the subject matter Cancel reply Notify me of new posts via email. To find out more, including how to control cookies, see here. For a better experience, we recommend using another browser. Learn more Facebook Email or phone Password Forgotten account. Biology SBA labs can be completed quickly and confidently. Manual For SBA Home Shop Textbooks, Secondary School Textbooks, Integrated Science Integrated Science A Lab.

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At that moment, the concept of this book was conceived and that was the genesis of this publication. The Essential Mathematics SBA Handbook A Guide for CSEC Examination, was designed specifically to provide assistance to teachers and students who are preparing for the NEW CSEC Mathematics Examination in May 2018 and beyond. It takes the reader through the nine 9 sections that comprise a CSEC Mathematics SBA Project and with the use of simple language, each section is explained in detail. A sample project is used to explain each section of a project. This is done in order that students see exactly what is required at each stage of a project. There are ten 10 fully worked projects included in the book. These projects were written as guides in order to demonstrate to students how each section of an SBA Project can be structured and written as a report. The projects were intentionally written in order to stimulate lively and meaningful classroom discussions between the student and teaching bodies. At the end of the book, twenty 20 different realworld scenarios are presented together with suggested project titles aimed to assist students with the choice of research topics for an SBA Project. The book was written in order to dismiss any confusion that teachers and students may experience with respect to writing a CSEC Mathematics SBA Project. It is the author's hope that teachers and students critique the projects presented in this book, add and subtract where necessary, so that in the end students produce on their own, a well researched and written SBA Project that satisfies the requirements of the Caribbean Examination Council CXC. It is the author's wish that students and teachers go through each project with critical eyes, analyze each section and discuss ways in which each section can be improved or rewritten more effectively. It is suggested that teachers allocate two 2 periods per week over a set period of time in order to deal with SBA issues.

During these periods, students should be encouraged to read and analyze different sections of the projects presented in the book. They can be asked to rewrite a section with the use of their own words. Teachers and students can discuss ways in which each project can be rewritten so that it falls within the stipulated 1000 word guideline set by the Caribbean Examinations Council CXC. Students can be grouped; each group can take a project and discuss it among the individuals in that group. After studying the ten 10 projects, students should be encouraged to go to the end of the book where there are twenty 20 possible scenarios and titles from which they can choose in order to develop their own projects. Students should also be given the freedom to choose any realworld situation that they wish to investigate for an SBA Project.

GOODLUCK! 05 RATIONALE FOR SBA “The great book of nature can only be understood by those who understand the language in which it is so written and that language is Mathematics.” **GALILEO** When Galileo wrote these profound words years ago, he was trying to say to us that nature was given to us with a manual to its operation. However, the manual is written in a scientific language called Mathematics which must be understood if we want to unlock the mysteries of nature. Mathematics is the language used to study the principles of nature. Since nature reveals itself to us through patterns, Mathematics is a language that studies all possible patterns. Patterns mean, any regularities which the brain can recognize. Hence, any study of Mathematics should involve the investigation of patterns in the real world. When regularities and patterns are studied, the language of Mathematics can help us to establish models which can then be used to solve many problems in the real world. However, traditionally, Mathematics is taught from textbooks. Students are then assessed by answering questions from textbooks exercises, worksheets and examination papers.

When the subject is presented in this way, students are generally confused and see Mathematics as a SET of rules to be learnt by rote; they have no idea of how to apply Mathematics in real life situations. As such, they ask the question, “Why do we pursue Mathematics”. The School Based Assessment SBA Project is an excellent way to link Mathematics to realworld events and help students to apply the concepts that have been taught in the classroom.

06 Projects in Mathematics will help students to recognize that Mathematics is a cultural pursuit; it is a language that pervades every culture. Projects will help students gain the following skills

1. read and think critically
2. detect flaws in arguments
3. construct viable arguments
4. identify risks
5. make logical decisions
6. test anecdotal evidence for reliability
7. proficiency in oral and written communication

Hence, an SBA Project will help students to answer the question, “When am I ever going to use Mathematics”. In recent years, there has been a growing recognition that students should learn Mathematics in such a way that they can see its relevance in the real world. The Mathematics SBA Project has now become an essential part of the CSEC Syllabus and constitutes 20% of the final CSEC Examination. The SBA Projects require the students to

1. Select a problem for research from the real world.
2. Select the relevant Mathematics topic from any part of the syllabus in order to research and investigate the chosen problem.
3. Write a clearly explained, logical and sequenced project that satisfies certain guidelines stipulated by the Caribbean Examinations Council CXC.

07 STRUCTURE OF A CSEC MATHEMATICS SBA PROJECT After you have chosen a Mathematics Project to research, the next step is to decide how the project should be presented. The objective of the Mathematics SBA Project is to seek an answer to a problem that was identified and to generate a written report on the findings of the investigation.

This report must be prepared and presented in a particular order

The CSEC Mathematics SBA Project consists of seven 7 main sections and must be presented in the following order

SECTION OF MARKS ALCOATED THE PROJECT BY C.X.C.

1. Title of Project 1
2. Introduction 4
3. Method of Data Collection 2
4. Presentation of Data 5
5. Analysis of Data 2
6. Discussion of Findings 2
7. Conclusion 2

Total 18 There are two 2 marks that are awarded for overall presentation. Therefore, the maximum mark that can be obtained for the Mathematics SBA Project is twenty 20. **NB** There are two other subsections of the Mathematics SBA Project that must be presented at the end of the

project. These are 1. the Reference 2. the Appendix They are called subsections because marks are not awarded for these two sections. 08 Therefore, a Mathematics SBA Project has nine 9 different sections; seven 7 sections are awarded marks and two 2 sections are presented for completeness of the project however, no marks will be awarded for them. Before we collect data for a project, we must know for what purpose we are collecting the data; what is the problem that we wish to solve with the data. Hence, the first step of the project is to identify a research problem that we would like to answer. In this initial stage, the subject teacher should play an integral role in assisting the student to identify simple realworld problems that can be solved using basic Mathematical techniques. The nine 9 sections of a project are outlined and explained below. A sample project is used to explain each section of the project. The student will have to collect quantitative data in order to investigate the problem. The project can be presented as follows SECTION 1 PROJECT TITLE The project title is a clear and comprehensive statement that states the realworld problem which is going to be investigated or explained. It tells the reader what the project is about.

For example, in this sample project the project title can read as follows “An investigation in order to determine the length of time students spend waiting in line for service at the school’s cafeteria during the lunch break.” SECTION 2 INTRODUCTION An introduction is a clearly written paragraph that introduces the reader to the project. It should tell the reader why the project was chosen. In this section, the student must clearly state the objective of the project. The introduction must also include a Table of Contents for the project. The Table of Contents tells the reader where to find the different sections of the project. 09 Here, the student should identify the page number on which each one of the nine 9 sections of the project can be found. The Table of Contents should be placed after the heading “Introduction” but before the actual Introduction is written. For example, the Introduction for the sample SBA Project should be presented as follows INTRODUCTION TABLE OF CONTENTS Project Title.Page number Introduction.Page number Method of Data Collection.Page number Presentation of Data.Page number Analysis of Data.Page number Discussion of Findings.Page number Conclusion.Page number References.Page number Appendix.Page number “Many of my peers usually arrive late for classes after the lunch break. When teachers enquire about this habit, the excuse is oftentimes that the student spent a long period of time waiting in line for service at the school’s cafeteria. This excuse is not always accepted by the teachers and my peers are sometimes punished. Therefore, I have decided to do an investigation in order to determine if the waiting time for service is as long as is reported by students.” SECTION 3 METHOD OF DATA COLLECTION This is a detailed description that states exactly how and where the data for a project was collected. It is important to remember that the research is seeking to answer a problem that the student has identified.

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