

Developing a Business Plan

Assessment Task

Project: Developing a business plan and budget (Group activity) (LO4 AS2)

Develop a business plan based on the product or service you chose to produce. Study the business plan format below and do the exercises that follow. Look at the teacher assessment rubrics to see how you will be assessed.

Format of business plan

Cover sheet

Insert your company name and logo

Contents page

(List your contents and provide page numbers.)

1. Executive summary
2. Company profile
3. Product or service
4. Financial viability
5. Market analysis
6. Marketing strategy and implementation

1. Executive summary

Write this last. Give a short overview of your business or your proposed business venture. State what your product will be, who your customers will be and what your future prospects are. State why your business will be successful. Your executive summary should be enthusiastic, professional and short.

2. Company profile

Give an overview of your business. State your form of business ownership.

Insert your mission statement. Your mission statement explains why you are in business and what your guiding principles are.

3. Product or service

Describe your product or service. Give a full description. Emphasise the innovative features of your product or service. State why your product or service will sell. Describe the key technology or processes used in manufacturing your product. Insert a SWOT analysis of your product.

4. Financial viability

Present your start-up costs and running costs (fixed and variable). State where you would get the capital from and include your budget.

Present your break-even point and your profit projections.

Explain, on the basis of your cost analysis, why your proposed business (product or service) is financially viable.

5. Market analysis

Identify your target market.

Insert your market research questionnaire.

Explain your market research results.

6. Marketing strategy and implementation

Present your marketing strategy: describe your customers (target market) and say how you intend to sell and market your product or service.

1. Design a cover sheet and logo.

Decide on a name for your company. Design a logo for your company. Create a neat and attractive cover sheet for your business plan.


Teacher assessment rubric: cover sheet and logo

Criteria					Marks
Attractiveness of cover page [Marks out of 4]	The cover page is very attractive and neat. The learners clearly took much trouble with the cover page. [4 marks]	The cover page is attractive and neat. The learners took some trouble with the cover page. [3 marks]	The cover page is somewhat attractive, but not neat. The learners took little trouble with the cover page. [2 marks]	The cover page is unattractive and untidy. The learners took no trouble with the cover page. [1 mark]	
Company name and logo [Marks out of 4]	The learners designed a name and logo that is totally suited to the product or service they are going to sell and included the name and logo on the cover page. [4 marks]	The learners designed a name and logo that is somewhat suited to the product or service they are going to sell and included the name and logo on the cover page. [3 marks]	The learners designed a name and logo that are not really suited to the product or service they are going to sell, but the name and logo are included on the cover page. [2 marks]	The learners omitted either the name or the logo of the company. [1 mark]	
Total marks out of 8:					

- Level 4: 6–8 marks (70–100%) – Outstanding**
- Level 3: 4–5 marks (50–69%) – Achieved**
- Level 2: 3 marks (35–49%) – Partially achieved**
- Level 1: 1–2 marks (1–34%) – Not achieved**


2. Write your company profile. Include a mission statement. Look at the examples of mission statements below.

Mission statement of Callaway Carwash



Our goal is to give our customers the best service experience ever. We will provide their cars with a super wash at a bargain price in the shortest possible time, because we know their time is important. Our trained personnel will look after the client’s car as if it were their own. We aim to make the best use of our resources, to be environmentally responsible and to work with absolute integrity, efficiency and professionalism.

Mission statement of Geraldine’s Flower Shop



Our mission is to provide our clients with the freshest flowers daily. We will arrange bouquets according to your request and deliver anywhere in town at no extra cost. Flowers are bought directly at the farm daily and our clients can be assured that our prices cannot be beaten. We have a strict ‘No harm to the environment’ policy and purchase only organically cultivated flowers. Honesty, integrity and sensitivity guide our relations with our customers and you can always be assured of our professionalism.

Teacher assessment rubric: company profile

Criteria	Marks
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Writing company profile: including an overview of the business and the form of business ownership [Marks out of 4]	The learners wrote a company profile that included all the required points. [4 marks]	The learners wrote a company profile that included most of the required points, with one left out or not adequately described. [3 marks]	The learners wrote a company profile that included some of the required points, with two left out or not adequately described. [2 marks]	The learners wrote a company profile that did not include the required points (three were left out and none was adequately described). [1 mark]	
Writing a mission statement as part of the company profile [Marks out of 4]	The learners wrote a mission statement that included all the required points. [4 marks]	The learners wrote a mission statement that included most of the required points, with one left out or not adequately described. [3 marks]	The learners wrote a mission statement that included some of the required points, with two left out or not adequately described. [2 marks]	The learners wrote a mission statement that did not include the required points (three were left out and none was adequately described). [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

3. Describe your product or service as explained in the business plan format.

Teacher assessment rubric: description of product

Criteria					Marks
Description of product: all points as described in business plan format [Marks out of 4]	The description of the product included all the required points described in the business plan format. [4 marks]	The description of the product included most of the required points described in the business plan format – one was left out. [3 marks]	The description of the product included some of the required points described in the business plan format – two were left out. [2 marks]	The description of the product included very few of the required points described in the business plan format – three or more were left out. [1 mark]	
Explanation of why the product or service will sell [Marks out of 4]	The learners described convincingly why the product or service would sell. [4 marks]	The learners described, with some conviction, why the product or service would sell. [3 marks]	The learners tried to describe why the product or service would sell, but with little conviction. [2 marks]	The learners' description of why the product or service would sell was totally unconvincing. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

4. Include the SWOT analysis of your product or service. Look at the example below (based on making candles for the local flea market).

STRENGTHS	WEAKNESSES
One group member has experience in candle making. All members of the group have made products successfully before. All members of the group live close to each other.	Limited time after school to make candles. Not enough money to buy raw materials.

OPPORTUNITIES	THREATS
Earn good pocket money. Learn valuable business skills. The local flea market is popular.	We depend on the availability of parents for transport. Candles can get damaged if not handled carefully.

Teacher assessment rubric: SWOT analysis

Criteria					Marks
Perform SWOT analysis [Marks out of 4]	The learners were able to perform a SWOT analysis and included at least two points under each category. [4 marks]	The learners were able to perform a SWOT analysis and included at least two points under most categories. [3 marks]	The learners were able to perform a SWOT analysis and included at least one point under each category. [2 marks]	The learners were able to perform a SWOT analysis but did not include points in all four categories. [1 mark]	
Validity of points made [Marks out of 4]	The learners correctly categorised facts under all four categories. [4 marks]	The learners correctly categorised facts under all four categories most of the time. [3 marks]	The learners confused categories of the SWOT in some instances. [2 marks]	The learners confused the categories of the SWOT in most instances. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

5. Work out your start-up costs and running costs (fixed and variable). Look at the example below (based on making candles for the local flea market).

Cost calculations for candle-making business:			
Start-up costs:	Equipment	=	R 60
	Moulds	=	<u>R 200</u>
	Two-plate electric table-top stove	=	<u>R260</u>
Fixed costs for candle-making business:			
	Rental of flea market stall	R50 per Saturday x 4 =	R200
	Advertising costs	=	R150
	Transport costs	=	<u>R100</u>
			<u>R450</u>
Variable costs:			
	Supplies (wax, wicks, fragrances, colourants, decorations)	=	R150
	Packaging	=	<u>R 50</u>
			<u>R200</u>
Total running costs	=	Fixed costs + variable costs	= R450 + R200 = R650
Total capital required	=	Start-up costs + running cost	= R260 + R650 =R910

Teacher assessment rubric: cost calculations

Criteria					Marks
Formulas [Marks out of 4]	The learners were able to apply all formulas correctly. [4 marks]	The learners were able to apply three of the formulas correctly. [3 marks]	The learners were able to apply two of the formulas correctly. [2 marks]	The learners were able to apply one of the formulas correctly. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

6. State where you would get your capital from and work out your budget. Look at the example below (based on making candles for the local flea market).

Budget for candle-making business:

Projected income:

75 candles x R15 = R1125

Projected expenses:

Moulds = R 60

Two-plate electric table-top stove = R200

Rental of stall R50 per Saturday x 4 = R200

Advertising costs = R150

Transport costs = R100

Supplies:

Wax = R 75

Wicks = R 25

Fragrances = R 20

Colourants = R 20

Decorations = R 10

Packaging = R 50

R910

Projected profit R215

R1125

R1125

Our group decided that we would borrow the capital required from S'bu's dad. He agreed to lend us the R910 without charging us interest. We would repay him from our projected income.

Teacher assessment rubric: budget

Criteria					Marks
Compiling a budget [Marks out of 4]	The learners compiled a budget and included all the projected figures. [4 marks]	The learners compiled a budget, but left out one of the projected figures. [3 marks]	The learners compiled a budget, but left out two of the projected figures. [2 marks]	The learners compiled a budget, but left out three of the projected figures. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

7. Present your break-even point and your profit projections. Look at the examples below (based on making candles for the local flea market).
 Explain, on the basis of your cost analysis, why your proposed business (product or service) is financially viable.

Catherine's example:

a) Break-even point = Total running costs ÷ price per unit
 = R650 ÷ R15
 = 43.33 units

b) Cost per unit = Total running costs ÷ number of units
 = R650 ÷ 75
 = R8.67

We decided to work on a profit margin of 75%.

$$\begin{aligned} \text{Selling price} &= \text{Cost per unit} \times \frac{175}{100} \\ &= R8.67 \times \frac{175}{100} \\ &= R15.17 \end{aligned}$$

We decided to round off our selling price to R15 per unit.
 From the budget, our profit projection is R215 if we manage to sell all 75 of our units.

Our business is financially viable, because, even though our initial profit is low as a result of the two-plate stove and moulds we had to purchase, our subsequent profits would be much higher.

Teacher assessment rubric: cost analysis

Criteria					Marks
Compiling a cost analysis [Marks out of 4]	The learners compiled a cost analysis and included all projected figures. [4 marks]	The learners compiled a cost analysis, but left out one of the projected figures. [3 marks]	The learners compiled a cost analysis, but left out two of the projected figures. [2 marks]	The learners compiled a cost analysis, but left out three of the projected figures. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Explanation regarding viability of business [Marks out of 4]	The learners provided an excellent explanation, with reference to their cost analysis, of why their business would be viable. [4 marks]	The learners provided an adequate explanation, with reference to their cost analysis, of why their business would be viable. [3 marks]	The learners provided a poor explanation, with some reference to their cost analysis, of why their business would be viable. [2 marks]	The learners did not provide an explanation of why their business would be viable. [0 mark]	
Total marks out of 12:					

- Level 4: 8-12 marks (70–100%) – Outstanding
- Level 3: 6-7 marks (50–69%) – Achieved
- Level 2: 4-5 marks (35–49%) – Partially achieved
- Level 1: 1–3 marks (1–34%) – Not achieved

8. State who your target market is. Design a questionnaire for your market research. Your questionnaire must test whether your target market will buy your product or service at the price you would like to charge for your product or service.

Teacher assessment rubric: questionnaire

Criteria					Marks
Compiling a questionnaire [Marks out of 4]	The learners compiled a questionnaire containing five or more questions. [4 marks]	The learners compiled a questionnaire containing three or four questions. [3 marks]	The learners compiled a questionnaire containing only two questions. [2 marks]	The learners compiled a questionnaire containing only a single question. [1 marks]	
Questions included in questionnaire [Marks out of 4]	The questions included in the questionnaire would test whether the target market would buy the product. [4 marks]	The questions included in the questionnaire would probably test whether the target market would buy the product. [3 marks]	The questions included in the questionnaire are not likely to test whether the target market would buy the product. [2 marks]	The questions included in the questionnaire would not test whether the target market would buy the product. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

9. Use your questionnaire to do a market survey. Get responses from at least 20 prospective buyers. Include your completed questionnaire in your business plan. Give a short summary of your market research results.

Teacher assessment rubric: interview

Criteria					Marks
Prospective buyers interviewed [Marks out of 4]	The learners interviewed at least 20 prospective buyers. [4 marks]	The learners interviewed 15 to 19 prospective buyers. [3 marks]	The learners interviewed 10 to 14 prospective buyers. [2 marks]	The learners interviewed fewer than 10 prospective buyers. [1 marks]	
Including questionnaire in business plan [Marks out of 4]	The learners included the questionnaires in the business plan. [4 marks]		The learners did not include the questionnaire in the business plan. [0 marks]		
Analysing and interpreting the data and drawing conclusions [Marks out of 4]	The learners analysed and interpreted the data and drew valid conclusions. [4 marks]	The learners analysed and interpreted the data and drew some valid conclusions. [3 marks]	The learners attempted to analyse and interpret the data, but some of the conclusions weren't valid. [2 marks]	The learners' analysis and interpretation of the data were inadequate and they failed to draw valid conclusions. [1 marks]	
Summary of market results [Marks out of 4]	The learners compiled a short summary of market research results containing at least four facts. [4 marks]	The learners compiled a short summary of market research results containing three facts. [3 marks]	The learners compiled a short summary of market research results containing two facts. [2 marks]	The learners compiled a short summary of market research results containing one fact. [1 marks]	
Total marks out of 16:					

Level 4: 11-16 marks (70–100%) – Outstanding

Level 3: 8-10 marks (50–69%) – Achieved

Level 2: 5-7 marks (35–49%) – Partially achieved

Level 1: 1–4 marks (1–34%) – Not achieved

10. Set out your marketing strategy as explained in the business plan format. Read the following information regarding a marketing plan:

Writing down a detailed plan will

- clarify exactly what benefits your business and products offer
- ensure that you are going to aim your product at the right people
- alert you to potential dangers ahead, like new competition, problems of affordability and not enough customers
- ensure that you have enough money to make your marketing effective.

(Source: www.seda.org.za)

Teacher assessment rubric: marketing strategy

Criteria					Marks
Compiling a marketing strategy [Marks out of 4]	The learners compiled a marketing strategy containing at least eight facts. [4 marks]	The learners compiled a marketing strategy containing six to seven facts. [3 marks]	The learners compiled a marketing strategy containing four to five facts. [2 marks]	The learners compiled a marketing strategy containing fewer than four facts. [1 mark]	
Success of marketing strategy [Marks out of 4]	The marketing strategy is well thought out and the learners clearly spent a lot of time developing it. [4 marks]	The marketing strategy is relatively well thought out and it appears that learners spent some time developing it. [3 marks]	The marketing strategy is acceptable, but learners could have spent more time developing it. [2 marks]	The marketing strategy is not properly thought out and it is clear that learners did not spend much time on it. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

11. Write your executive summary and insert this on a separate page after your contents page.

Teacher assessment rubric: executive summary

Criteria					Marks
Information contained in executive summary [Marks out of 4]	The learner included all the relevant points in the executive summary. [4 marks]	The learner included most of the relevant points in the executive summary. [3 marks]	The learner included some of the relevant points in the executive summary. [2 marks]	The learner left out most of the relevant points in the executive summary. [1 mark]	
Language use in executive summary [Marks out of 4]	Excellent language usage with no mistakes. Own words used. [4 marks]	Good language usage with only a few mistakes (fewer than three). Own words mostly used. [3 marks]	Acceptable language usage with more than three mistakes. Some sentences are copied from sources. [2 marks]	Little attempt to use correct language or no attempt to use own words. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

12. Compile and finalise your business plan. Edit and proofread it to make sure it does not contain any mistakes. Look at the teacher assessment rubric below to see how your business plan will be assessed.

Teacher assessment rubric: business plan

Criteria					Marks
Format of business plan [Mark out of 4]	The learners followed the format provided exactly. [4 marks]	The learners mostly followed the format provided. [3 marks]	The learners sometimes followed the format provided. [2 marks]	The learners did not follow the format provided. [1 marks]	
Information contained in business plan [Mark out of 4]	The learners included all the relevant points in the business plan. [4 marks]	The learners included most of the relevant points in the business plan. [3 marks]	The learners included few of the relevant points in the business plan. [2 marks]	The learners left out most of the relevant points in the business plan. [1 mark]	
Language use in business plan [Mark out of 4]	Excellent language usage with no mistakes. Own words used. [4 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [3 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from sources. [2 marks]	Little attempt to use correct language or no attempt to use own words. [1 marks]	
Total marks out of 12:					



Level 4: 8-12 marks (70–100%) – Outstanding

Level 3: 6-7 marks (50–69%) – Achieved

Level 2: 4-5 marks (35–49%) – Partially achieved

Level 1: 1–3 marks (1–34%) – Not achieved

Suggested Solutions (LO4 AS2)

Question number	Possible marks	Solution
1	8	Learners design a cover page and logo for the business plan using their own designs.
2	8	<p>Learners write a company profile and include a mission statement. The requirements for the company profile are set out in the business plan format: Give an overview of your business. State your form of business ownership. Insert you mission statement. They use the following mission statements as examples:</p>
		<p>Mission statement of Callaway Carwash</p>  <p>Our goal is to give our customers the best service experience ever. We will provide their cars with a super wash at a bargain price in the shortest possible time, because we know their time is important. Our trained personnel will look after the client’s car as if it were their own. We aim to make the best use of our resources, to be environmentally responsible and to work with absolute integrity, efficiency and professionalism.</p>
		<p>Mission statement of Geraldine’s Flower Shop</p>  <p>Our mission is to provide our clients with the freshest flowers daily. We will arrange bouquets according to your request and deliver anywhere in town at no extra cost. Flowers are bought directly at the farm daily and our clients can be assured that our prices cannot be beaten. We have a strict ‘No</p>

		harm to the environment' policy and purchase only organically cultivated flowers. Honesty, integrity and sensitivity guide our relations with our customers and you can always be assured of our professionalism.								
3	8	Learners describe the product they plan to sell. They should follow the guidelines provided in the business plan format: Give a full description. Emphasise the innovative features of your product or service. State why your product or service will sell. Describe the key technology or processes used in manufacturing your product.								
4	8	Learners include a SWOT analysis, following the example given. <table border="1" data-bbox="456 735 1364 1179"> <tr> <td>STRENGTHS</td> <td>WEAKNESSES</td> </tr> <tr> <td>One group member has experience in candle making. All members of the group have made products successfully before. All members of the group live close to each other.</td> <td>Limited time after school to make candles. Not enough money to buy raw materials.</td> </tr> <tr> <td>OPPORTUNITIES</td> <td>THREATS</td> </tr> <tr> <td>Earn good pocket money. Learn valuable business skills. The local flea market is popular.</td> <td>We depend on the availability of parents for transport. Candles can get damaged if not handled carefully.</td> </tr> </table>	STRENGTHS	WEAKNESSES	One group member has experience in candle making. All members of the group have made products successfully before. All members of the group live close to each other.	Limited time after school to make candles. Not enough money to buy raw materials.	OPPORTUNITIES	THREATS	Earn good pocket money. Learn valuable business skills. The local flea market is popular.	We depend on the availability of parents for transport. Candles can get damaged if not handled carefully.
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One group member has experience in candle making. All members of the group have made products successfully before. All members of the group live close to each other.	Limited time after school to make candles. Not enough money to buy raw materials.									
OPPORTUNITIES	THREATS									
Earn good pocket money. Learn valuable business skills. The local flea market is popular.	We depend on the availability of parents for transport. Candles can get damaged if not handled carefully.									
5	8	The learners work out their start-up and running costs, following the example given: Cost calculations for candle-making business:								

		<table style="margin-left: auto; margin-right: auto;"> <tr><td>Wax</td><td>=</td><td>R 75</td></tr> <tr><td>Wicks</td><td>=</td><td>R 25</td></tr> <tr><td>Fragrances</td><td>=</td><td>R 20</td></tr> <tr><td>Colourants</td><td>=</td><td>R 20</td></tr> <tr><td>Decorations</td><td>=</td><td>R 10</td></tr> <tr><td>Packaging</td><td>=</td><td><u>R 50</u></td></tr> <tr><td></td><td></td><td>R910</td></tr> <tr><td>Projected profit</td><td></td><td><u>R215</u></td></tr> <tr><td><u>R1125</u></td><td></td><td><u>R1125</u></td></tr> </table> <p>Our group decided that we would borrow the capital required from S'bu's father. He agreed to lend us the R910 without charging us interest. We would repay him from our projected income.</p>	Wax	=	R 75	Wicks	=	R 25	Fragrances	=	R 20	Colourants	=	R 20	Decorations	=	R 10	Packaging	=	<u>R 50</u>			R910	Projected profit		<u>R215</u>	<u>R1125</u>		<u>R1125</u>
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<u>R1125</u>		<u>R1125</u>																											
7	12	<p>Learners do a cost analysis following the example given:</p> <p>Catherine's example:</p> <p>a) Break-even point = Total running cost ÷ price per unit = R650 ÷ R15 = 43.33 units</p> <p>b) Cost per unit = Total running cost ÷ number of units = R650 ÷ 75 = R8.67</p> <p>We decided to work on a profit margin of 75%.</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>Selling price</td><td>=</td><td>Cost per unit x $\frac{175}{100}$</td></tr> <tr><td></td><td>=</td><td>R8.67 x $\frac{175}{100}$</td></tr> <tr><td></td><td>=</td><td>R15.17</td></tr> </table> <p>We decided to round off our selling price to R15 per unit. From the budget, our profit projection if we manage to sell all 75 of</p>	Selling price	=	Cost per unit x $\frac{175}{100}$		=	R8.67 x $\frac{175}{100}$		=	R15.17																		
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		our units is R215. Our business is financially viable, because even though our initial profit is low due to the two-plate stove and moulds we have to purchase, our subsequent profits would be much higher.
8	8	Learners compile a questionnaire to test whether their target market will buy their product or service at the price they would like to charge for their product or service.
9	16	Learners use their questionnaire to get responses from at least 20 prospective buyers.
10	8	Learners compile a marketing strategy containing relevant information, following the guidelines given in the business plan format: Describe your customers (target market) and say how you intend to sell and market your product or service.
11	12	Learners write their executive summary, following the guidelines given in the business plan format: Give a short overview of your business or your proposed business venture. State what your product will be, who your customers will be and what your future prospects are. State why your business will be successful. Your executive summary should be enthusiastic, professional and short.
12	12	Learners compile and finalise the business plan.

Appendix of Assessment Tools

Teacher assessment rubric: cover sheet and logo

Criteria					Marks
Attractiveness of cover page [Marks out of 4]	The cover page is very attractive and neat. The learners clearly took much	The cover page is attractive and neat. The learners took some trouble	The cover page is somewhat attractive, but not neat. The learners	The cover page is unattractive and untidy. The learners took no	

	trouble with the cover page. [4 marks]	with the cover page. [3 marks]	took little trouble with the cover page. [2 marks]	trouble with the cover page. [1 mark]	
Company name and logo [Marks out of 4]	The learners designed a name and logo that is totally suited to the product or service they are going to sell and included the name and logo on the cover page. [4 marks]	The learners designed a name and logo that is somewhat suited to the product or service they are going to sell and included the name and logo on the cover page. [3 marks]	The learners designed a name and logo that are not really suited to the product or service they are going to sell, but the name and logo are included on the cover page. [2 marks]	The learners omitted either the name or the logo of the company. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: company profile

Criteria					Marks
Writing company profile: including an overview of the business and the form of business ownership [Marks out of 4]	The learners wrote a company profile that included all the required points. [4 marks]	The learners wrote a company profile that included some of the required points, with one left out or not adequately described. [3 marks]	The learners wrote a company profile that included some of the required points, with two left out or not adequately described. [2 marks]	The learners wrote a company profile that did not include the required points (three were left out and none was adequately described). [1 mark]	
Writing a mission statement as part of the company profile [Marks out of 4]	The learners wrote a mission statement that included all the required points. [4 marks]	The learners wrote a mission statement that included most of the required points, with one left out or not	The learners wrote a mission statement that included some of the required points, with two left out or not	The learners wrote a mission statement that did not include the required points (three were left out and none was	

		adequately described. [3 marks]	adequately described. [2 marks]	adequately described). [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: description of product

Criteria					Marks
Description of product: all points as described in business plan format [Marks out of 4]	The description of the product included all the required points described in the business plan format. [4 marks]	The description of the product included most of the required points described in the business plan format – one was left out. [3 marks]	The description of the product included some of the required points described in the business plan format – two were left out. [2 marks]	The description of the product included very few of the required points described in the business plan format – three or more were left out. [1 mark]	
Explanation of why the product or service will sell [Marks out of 4]	The learners described convincingly why the product or service would sell. [4 marks]	The learners described, with some conviction, why the product or service would sell. [3 marks]	The learners tried to describe why the product or service would sell, but with little conviction. [2 marks]	The learners' description of why the product or service would sell was totally unconvincing. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: SWOT analysis

Criteria					Marks
Perform	The learners were	The learners were	The learners were	The learners were	

SWOT analysis [Marks out of 4]	able to perform a SWOT analysis and included at least two points under each category. [4 marks]	able to perform a SWOT analysis and included at least two points under most categories. [3 marks]	able to perform a SWOT analysis and included at least one point under each category. [2 marks]	able to perform a SWOT analysis but did not include points in all four categories. [1 mark]	
Validity of points made [Marks out of 4]	The learners correctly categorised facts under all four categories. [4 marks]	The learners correctly categorised facts under all four categories most of the time. [3 marks]	The learners confused categories of the SWOT in some instances. [2 marks]	The learners confused the categories of the SWOT in most instances. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: cost calculations

Criteria					Marks
Formulas [Marks out of 4]	The learners were able to apply all formulas correctly. [4 marks]	The learners were able to apply three of the formulas correctly. [3 marks]	The learners were able to apply two of the formulas correctly. [2 marks]	The learners were able to apply one of the formulas correctly. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: budget

Criteria					Marks
Compiling a budget [Marks out of 4]	The learners compiled a budget and included all the projected figures. [4 marks]	The learners compiled a budget, but left out one of the projected figures. [3 marks]	The learners compiled a budget, but left out two of the projected figures. [2 marks]	The learners compiled a budget, but left out three of the projected figures. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Total marks out of 8:					

Level 4: 6–8 marks (70–100%) – Outstanding

Level 3: 4–5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: cost analysis

Criteria					Marks
Compiling a cost analysis [Marks out of 4]	Learners compiled a cost analysis and included all projected figures. [4 marks]	Learners compiled a cost analysis, but left out one of the projected figures. [3 marks]	Learners compiled a cost analysis, but left out two of the projected figures. [2 marks]	Learners compiled a cost analysis, but left out three of the projected figures. [1 mark]	
Correctness of calculations [Marks out of 4]	The learners did all the calculations correctly. [4 marks]	The learners made one mistake in their calculations. [3 marks]	The learners made two mistakes in their calculations. [2 marks]	The learners made three or more mistakes in their calculations. [1 mark]	
Explanation regarding viability of business [Marks out of 4]	The learners provided an excellent explanation, with reference to their cost analysis, of why their business would be viable. [4 marks]	The learners provided an adequate explanation, with reference to their cost analysis, of why their business would be viable. [3 marks]	The learners provided a poor explanation, with some reference to their cost analysis, of why their business would be viable. [2 marks]	The learners did not provide an explanation of why their business would be viable. [0 mark]	

	marks]	marks]			
Total marks out of 12:					

Level 4: 8-12 marks (70–100%) – Outstanding

Level 3: 6-7 marks (50–69%) – Achieved

Level 2: 4-5 marks (35–49%) – Partially achieved

Level 1: 1–3 marks (1–34%) – Not achieved

Teacher assessment rubric: questionnaire

Criteria					Marks
Compiling a questionnaire [Marks out of 4]	The learners compiled a questionnaire containing five or more questions. [4 marks]	The learners compiled a questionnaire containing three or four questions. [3 marks]	The learners compiled a questionnaire containing only two questions. [2 marks]	The learners compiled a questionnaire containing only a single question. [1 marks]	
Questions included in questionnaire [Marks out of 4]	The questions included in the questionnaire would test whether the target market would buy the product. [4 marks]	The questions included in the questionnaire would probably test whether the target market would buy the product. [3 marks]	The questions included in the questionnaire are not likely to test whether the target market would buy the product. [2 marks]	The questions included in the questionnaire would not test whether the target market would buy the product. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: interview

Criteria					Marks
Prospective buyers interviewed [Marks out of 4]	The learners interviewed at least 20 prospective buyers. [4 marks]	The learners interviewed 15 to 19 prospective buyers. [3 marks]	The learners interviewed 10 to 14 prospective buyers. [2 marks]	The learners interviewed fewer than 10 prospective	

4]				buyers. [1 marks]	
Including questionnaire in business plan [Marks out of 4]	The learners included the questionnaires in the business plan. [4 marks]		The learners did not include the questionnaire in the business plan. [0 marks]		
Analysing and interpreting the data and drawing conclusions [Marks out of 4]	The learners analysed and interpreted the data and drew valid conclusions. [4 marks]	The learners analysed and interpreted the data and drew some valid conclusions. [3 marks]	The learners attempted to analyse and interpret the data, but some of the conclusions weren't valid. [2 marks]	The learners' analysis and interpretation of the data were inadequate and they failed to draw valid conclusions. [1 marks]	
Summary of market results [Marks out of 4]	The learners compiled a short summary of market research results containing at least four facts. [4 marks]	The learners compiled a short summary of market research results containing three facts. [3 marks]	The learners compiled a short summary of market research results containing two facts. [2 marks]	The learners compiled a short summary of market research results containing one fact. [1 marks]	
Total marks out of 16:					

Level 4: 11-16 marks (70–100%) – Outstanding

Level 3: 8-10 marks (50–69%) – Achieved

Level 2: 5-7 marks (35–49%) – Partially achieved

Level 1: 1–4 marks (1–34%) – Not achieved

Teacher assessment rubric: marketing strategy

Criteria					Marks
Compiling a marketing strategy [Marks out of 4]	The learners compiled a marketing strategy containing at least eight facts. [4 marks]	The learners compiled a marketing strategy containing six to seven facts. [3 marks]	The learners compiled a marketing strategy containing four to five facts. [2 marks]	The learners compiled a marketing strategy containing fewer than four facts. [1 mark]	
Success of marketing	The marketing strategy is well	The marketing strategy is	The marketing strategy is	The marketing strategy is not	

strategy [Marks out of 4]	thought out and the learners clearly spent a lot of time developing it. [4 marks]	relatively well thought out and it appears that learners spent some time developing it. [3 marks]	acceptable, but learners could have spent more time developing it. [2 marks]	properly thought out and it is clear that learners did not spend much time on it. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: executive summary

Criteria					Marks
Information contained in executive summary [Marks out of 4]	The learners included all the relevant points in the executive summary. [4 marks]	The learner included most of the relevant points in the executive summary. [3 marks]	The learner included some of the relevant points in the executive summary. [2 marks]	The learner left out most of the relevant points in the executive summary. [1 mark]	
Language use in executive summary [Marks out of 4]	Excellent language usage with no mistakes. Own words used. [4 marks]	Good language usage with only a few mistakes (fewer than three). Own words mostly used. [3 marks]	Acceptable language usage with more than three mistakes. Some sentences are copied from sources. [2 marks]	Little attempt to use correct language or no attempt to use own words. [1 marks]	
Total marks out of 8:					

Level 4: 6-8 marks (70–100%) – Outstanding

Level 3: 4-5 marks (50–69%) – Achieved

Level 2: 3 marks (35–49%) – Partially achieved

Level 1: 1–2 marks (1–34%) – Not achieved

Teacher assessment rubric: business plan

Criteria					Marks
Format of	The learners	The learners	The learners	The learners did	

business plan [Mark out of 4]	followed the format provided exactly. [4 marks]	mostly followed the format provided. [3 marks]	sometimes followed the format provided. [2 marks]	not follow the format provided. [1 marks]	
Information contained in business plan [Mark out of 4]	The learners included all the relevant points in the business plan. [4 marks]	The learners included most of the relevant points in the business plan. [3 marks]	The learners included few of the relevant points in the business plan. [2 marks]	The learners left out most of the relevant points in the business plan. [1 mark]	
Language use in business plan [Mark out of 4]	Excellent language usage with no mistakes. Own words used. [4 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [3 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from sources. [2 marks]	Little attempt to use correct language or no attempt to use own words. [1 marks]	
Total marks out of 12:					

Level 4: 8-12 marks (70–100%) – Outstanding

Level 3: 6-7 marks (50–69%) – Achieved

Level 2: 4-5 marks (35–49%) – Partially achieved

Level 1: 1–3 marks (1–34%) – Not achieved