Unit 3, Module 1– Resilience Case Study

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Excelling** | Writes fluently in paragraphs and in own words | Information is organised and includes relevant images, heading, subheadings throughout the Marketing plan | Writes a paragraph for each subheading | Uses past, present, and future tense consistently through the report | | Uses and explains a range technical/relevant language | Alters draft according to feedback received to develop a final product | Reviews final product and alters based on feedback | Submits final copy with correct structure and language | Utilises familiar words and tools to spell correctly | Uses complex punctuation, sentence capitalisation and proper noun capitalisation correctly |
| **Achieving** | Uses own words to write responses | Information is organised and includes relevant heading, subheadings | Writes a few sentences and dot points for each subheading | Uses past and future tense with some errors | | Uses correct technical/relevant language | Writes a draft that follows their plan and brainstorm | Corrects errors in their draft based on feedback given | Submits final copy with identified errors corrected | Conferences with teacher/peers regarding spelling | Uses simple punctuation, sentence capitalisation and proper noun capitalisation correctly |
| **Satisfactory** | Writes in full sentences yet majority is not in own words | Information is organised and easy to follow | Write a few sentences but not for all subheadings | Multiple errors while using past and present tense. Future tense not used | | Uses a combination of technical and everyday language | Prepares a plan based on drafts and class notes | Identifies errors in their work  Submits text for feedback | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses simple punctuation and sentence capitalisation correctly |
| **Not yet satisfactory** | Uses dot points and lacks detail | No Marketing plan structure used; information written down | Dot points only | Only uses one tense (past/present/future tense) | | Uses everyday language to describe relevant information | No draft completed; brainstorm/class notes used | Writes the text with multiple errors  No draft submitted for feedback | Submitsdraft as final copy | Attempts to spell words using abbreviation | Uses simple punctuation correctly |
| Not shown | Not shown | Not shown | Not shown | | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Information** | **Structure** | **Detail** | **Tense** | | **Language** | **Planning and drafting** | **Proofreading and feedback** | **Final copy** | **Spelling** | **Mechanics** |
| **Presentation** | | | | **Language features** | | **Writing process** | | | **Controlling language** | |
|  | | | | Technical language: language specific to your topic (may not be used every day) such as *Flush*, when two surfaces are jointed perfectly flat.  Past tense: used to say that something has happened, such as ’I jumped over the car’, ‘I was happy last week’.  Present tense: used to describe a current activity/action such as ‘I like chocolate’, ‘I am currently enrolled in a VET program’.  Future tense: used for future activities such as ‘I will be enrolling in a cert 4’. | | Brainstorming: Come up with as many ideas as possible related to your topic.  Planning: Organise your ideas (from brainstorm/class notes) into a structured writing piece:   1. Deciding audience, purpose and text type. 2. Separate ideas into categories (these can turn into subheadings). 3. Combine categories.   Start creating sentences and paragraphs. | | | Familiar words: using similar group words such as ‘responsible’ and ‘response’.  Spelling tools: dictionary, thesaurus, google, teacher and peer discussions.  Proper nouns: name of a place, a person or the title of something, Frank, Olympic Games etc. | |