Unit 3, Module 2– Marketing Plan

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| **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 |
|  | **Information** | **Structure** | **Detail** | **Tense** | **Language** | **Planning and drafting** | | **Proofreading and feedback** | **Final copy** | **Spelling** | | **Mechanics** |
| **Marketing plan** | | | **Language features** | | | **Writing process** | | | | **Control of language** | | |
| * Business summary: name, structure, location, products of services and owners’ experience (obtained from vet research task and can be made up) * Market overview: target market, customer profile, competitor profile and market objective * Marketing strategy: In-depth details, product/service, pricing, location, promotions, people you would hire (e.g. ICT/online content creator/manager), how will you advertise your product (including possible costs) * Action plan: 3 Months, 6 Months and 12 Months that will assist you to reach your market strategy/market goals (e.g. increased sales, increase online presence etc.) * Vision and mission statement * Short term and long-term goals | | | 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. 4. 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. | | |