Unit 3, Module 2 – Business 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 Business plan | Writes a fluent 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 Business plan structures 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** |
| **Business plan** | | | **Language features** | | | **Writing process** | | | **Controlling language** | |
| Business vision:  Amazon: ‘Our vision is to be earth’s most customer-centric company, where customers can find and discover anything they might want to buy online.’  McDonald’s: ‘To move with velocity to drive profitable growth and become an even better McDonald’s serving more customers delicious food each day around the world.’   |  |  | | --- | --- | | SWOT example | | | **STRENGTHS** | **WEAKNESSES** | | Chief Barista with over 10 years’ experience  Good location, attractive premises  Access to good quality coffee beans | Insufficient product knowledge, e.g. pastries  Insufficient funds for modern POS system  Not on social media | | **OPPORTUNITIES** | **THREATS** | | Target customers tend to use social media to make recommendations  Café offerings appeal to yuppies | Neighbouring competitors have stronger reputation of good food & coffee  Loss of regular suppliers through price hikes, closures etc.  Selling contaminated food | | | | 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.   Writing plan:   1. Business vision 2. SWOT Analysis 3. Three strategies that will assist in implementing your business vision 4. Positive and negative analysis of the three strategies 5. Action Plan 3 Months, 6 Months and 12 Months | | | 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. | |