Unit 4, Module 2 – Resume and Cover Letter

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| **Excelling** | All questions have been completed using detail | Has selected two high and two low examples of resumes and two high and two low examples of cover letters | Describes similarities and difference between high and low examples of resumes and high and low examples of cover lettersPresents an in-depth opinion on the high vs low examples, taking into account the content and its effectiveness in relation to the audience and purpose | Visually appealing, using a business letter format with the correct font size and addressed to the correct companyDemonstrates purpose and details for position being applied for, elaborating on qualifications/education and experience, as well as how they will be valuable to the companySpelling, punctuation and grammar used with considerable accuracy and fluencyHas applied feedback to improve cover letter | Highly professional, neat, unique and follows relevant structure and formatting with headings and subheadingsIncludes at least five examples of transferable skills and promotes relevant skills, knowledge, and qualificationsResume is free from errors, with a high level of sophisticationHas applied feedback to improve cover letter |
| **Achieving** | All questions have been completed to a satisfactory standard | Has selected one high and one low example of a resume; and one high and one low example of a cover letter | Identifies similarities and difference between high and low examples of resumes and high and low examples of cover lettersPresents an opinion on the high vs low examples, taking into account the content and efficacy in relation to the audience and purpose | Standard appearance, incorrect format, correct font sizeDescribes qualifications/education and experienceSpelling, punctuation and grammar used with reasonable accuracy and fluencyHas applied feedback to improve cover letter | Professional, neat and follows relevant structure and formatting with headings and subheadingsIncludes at least three examples of transferable skills and/or promotes relevant skills, knowledge and qualificationsResume is free from errorsHas applied feedback to improve cover letter |
| **Satisfactory** | More than half the questions have been completed to a satisfactory standard | Has selected either one high and one low example of a resume; or one high and one low example of a cover letter | Lists either similarities or differences between the high and low examples of resumes and/or cover lettersExpresses an opinion on the effectiveness of a high vs low example | Standard appearance, incorrect format, correct font sizeDescribes qualifications/education and experienceSpelling, punctuation and grammar used with sufficient clarityHas applied more than half the feedback received | Neat and demonstrates some application of relevant structure and formatting for clarityIncludes one example of transferable skills and/or promotes relevant skills, knowledge and qualificationsResume contains some errors; however, is clearHas applied more than half the feedback received |
| **Not yet satisfactory** | Less than half the questions have been completed to a satisfactory standard | Has selected one of the following; one high or one low example of a resume; or one high or one low example of a cover letter | Lists either similarities or difference between the high or low examples of resumes or cover lettersExpresses an opinion on resumes or cover letters | Messy appearance, incorrect format, incorrect font sizeLists qualifications/education and experienceCover letter contains spelling, punctuation and grammatical errors, is not fluent or clearHas applied less than half the feedback received | Is not neat and does not apply any relevant structure or formattingIncludes one skill and/or qualificationResume contains errors, is not fluent or clearHas applied less than half the feedback received |
| Not shown | Not shown |  | Not shown | Not shown |
| **Criteria** | **Set of structured questions related to knowledge, skills and attributes needed for job application** | **Selection of ‘high’ vs ‘low’ resumes and cover letters** | **Discussion of ‘high’ vs ‘low’ resumes and cover letters** | **Cover letter** | **Resume** |
| **Activity 3** | **Activity 4** |