Industrial Technology- Timber

Assessment Task Year 10

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| **TOPIC**: Side Table Design Task | **MARKS:** /20 |
| **SUBMISSION REQUIREMENTS:**   This task is to be completed at home and submitted **via CANVAS by Friday 26th May week 5, Term 2.** |
| **OUTCOMES TO BE ASSESSED:**  IND5.2: **applies** design principles in the modification, development and **production** of projects  IND5.4: selects, **justifies** and uses a range of relevant and associated materials for specific applications  IND5.5: selects, interprets and **applies** a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects | |
| **DIRECTIONAL VERBS:**  **Applies**: Use, utilise, employ in a particular situation  **Justify:** Support an argument or conclusion.  **Produce:** Make or manufacture from components or raw materials. | |
| **TASK DESCRIPTION:**  **This task consists of THREE parts.**  You are required to **apply** design principles to modify the image found in the assessment criteria of a tabletop.   1. You will **produce** three modification ideas in the form of detailed labelled drawings. 2. You are to select one of your modification ideas and complete the attached ALARM scaffold to **justify** the type of timbers that you will use. 3. You will **produce** a timeline for your selected tabletop design which communicates when each step/process should be completed. | |
| **ASSESSMENT CRITERIA:**  **Part A-**  You are to **produce** three different tabletop designs. Each design must include the following:   * Labelled species of timber to be used * A variety of unique pattern ideas for the tabletop (widening joints) * Communication of ideas must be neat with evidence of using a ruler and pencil   **Part B-**  You are to complete the attached ALARM scaffold to **justify** the timber species selected and the final design idea.  **Part C-**  You will produce a five week timeline that communicates your **production** sequence for the construction phase of your completed table top design. A scaffold is attached to this task. For each week in your timeline you must explicitly state when you will complete the following processes:   * The dimensions of your tabletop (overall length and width) * The size and number of your timber panels * Accurately mark each piece of timber for cutting * Cut timber panels * Mark joinery techniques chosen * Execute joinery techniques * Finishing techniques on the tabletop | |

A picture containing floor, table, wooden, indoor

Description automatically generated

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| **ASSESSMENT MARKING CRITERIA** | | |
| **IND5.2**: **applies** design principles in the modification, development and production of projects | **Mark** | **Grade** |
| A student **applies** to an outstanding level the design principles in the modification, development and production of projects by completing three tabletop designs which include all of the following:   * Accurate and correctly labelled species of timber to be used * A unique and aesthetic pattern idea for the widening joints for each tabletop design * Clear and detailed communication of ideas, accurately and neatly drawn, with evidence of using a ruler and pencil | 5 | A |
| A student **applies** to a high level the design principles in the modification, development and production of projects by completing three tabletop designs which include all of the following:   * Correct labelling of species of timber to be used * An aesthetic pattern idea for the widening joints for each tabletop design * Clear communication of ideas, relatively accurately drawn, with evidence of using a ruler and pencil | 4 | B |
| A student **applies** to a sound level the design principles in the modification, development and production of projects by completing at least two tabletop designs which include most all of the following:   * labelling of species of timber to be used * A pattern idea for the widening joints for each tabletop design * Communication of ideas, relatively accurately drawn, with evidence of using a ruler and pencil | 3 | C |
| A student **applies** to a basic level the design principles in the modification, development and production of projects by completing at least two tabletop designs which may or may not include the following:   * Attempt at labelling of species of timber to be used * A basic pattern idea for the widening joints for each tabletop design * Some communication of ideas. May/ may not show evidence of using a ruler and pencil | 2 | D |
| A student **applies** to a limited level the design principles in the modification, development or production of projects by completing at least one tabletop designs which may or may not include some of the following:   * Attempt at labelling the species of timber to be used * A limited and incomplete drawing of a tabletop design * May/ may not show evidence of using a ruler and pencil | 1 | E |

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| **IND5.4**: selects, **justifies** and uses a range of relevant and associated materials for specific applications | **Mark** | **Grade** |
| A student selects, **justifies** and uses a range of relevant and associated materials for specific applications at an outstanding level through the inclusion of the following:   * Accurate and clear justification as to what extent the timber species satisfies the aesthetic appeal of the final table design * A thorough and detailed ALARM scaffold | 9-10 | A |
| A student selects, **justifies** and uses a range of relevant and associated materials for specific applications at a high level through the inclusion of the following:   * A clear justification as to what extent the timber species satisfies the aesthetic appeal of the final table design * A detailed ALARM scaffold | 7-8 | B |
| A student selects, **justifies** and uses a range of relevant and associated materials for specific applications at a sound level through the inclusion of most of the following:   * Justification as to what extent the timber species satisfies the aesthetic appeal of the final table design * An adequate ALARM scaffold | 5-6 | C |
| A student selects, **justifies** and uses a range of relevant and associated materials for specific applications at a basic level through the inclusion of some of the following:   * Brief notes as to what extent the timber species satisfies the aesthetic appeal of the final table design * A basic attempt at using the ALARM scaffold | 3-4 | D |
| A student selects, **justifies** and uses a limited range of relevant and associated materials for specific applications at limited level by providing a comment on how the timber species satisfies the aesthetic appeal of the final table design | 1-2 | E |

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| **IND5.5**: selects, interprets and **applies** a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects | **Mark** | **Grade** |
| A student selects, interprets and **applies** a range of suitable communication techniques to an outstanding level in the development, planning, production and presentation of ideas and projects by developing a 5 week timeline which clearly stipulates the following:   * A clear, realistic and accurate understanding of the time it takes to complete each component of the process of developing a tabletop * All seven steps are clearly communicated within the timeline | 5 | A |
| A student selects, interprets and **applies** a range of suitable communication techniques to a high level in the development, planning, production and presentation of ideas and projects by developing a 5 week timeline which attempts to stipulate the following:   * A clear understanding of the time it takes to complete each component of the process of developing a tabletop * Most of the seven steps are clearly communicated within the timeline | 4 | B |
| A student selects, interprets and **applies** a range of suitable communication techniques to a sound level in the development, planning, production and presentation of ideas and projects by developing a timeline which includes the following:   * A satisfactory attempt at developing a timeline with some understanding of the time it takes to complete each component of the process of developing a tabletop * At least five of the seven steps are clearly communicated within the timeline | 3 | C |
| A student selects, interprets and **applies** a range of suitable communication techniques to a basic level in the development, planning, production and presentation of ideas and projects by developing a timeline which may/may not include both of the following:   * A basic attempt at developing a timeline which may/may not show an understanding of the time it takes to complete each component of the process of developing a tabletop * At least three of the seven steps are clearly communicated within the timeline | 2 | D |
| A student selects, interprets and **applies** a limited range of suitable communication techniques to a limited level in the development, planning, production and presentation of ideas and projects by developing a timeline which appears hastily attempted and not thought through with at least one of the seven steps mentioned | 1 | E |

**Year 10 Industrial Technology Timber – Assessment Task 2**

**Outcome IND 5.4**

**Question:**

1. **Justify the timber species to be used in your tabletop design.**

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| **Identify** | **Describe** | **Explain** | **Analyse** | **Critically Analyse** | **Evaluate** |
| List/identify the timber species. | What does the timber species look like? | What is the purpose of using this particular species of timber? | How do the characteristics of the timber species influence the final design? | How / why are the characteristics of the timber species more positive and/or negative than the others? | To what extent does the timber species satisfy the aesthetic appeal of the final table design? |
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Timeline Scaffold

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| Week | Processes |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |