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 projectsIND5.4: selects, **justifies** and uses a range of relevant and associated materials for specific applicationsIND5.5: 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.
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| **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
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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 |  |