



**GILROY CATHOLIC COLLEGE**  
Castle Hill

**2013**

**ASSESSMENT TASK INFORMATION AND NOTIFICATION**

**TAS**

Year/elective:	Year 10 Industrial Technology
Task Type:	Practical Task and Folio
Task Number & Unit Title:	Yearly Test- Task # 6
Task Weighting:	20%
Syllabus Components:	Cabinetwork: Specialised Module 4
Teacher/s:	Miss Dalli
Date of Issue:	Term 3 Week 6
Due Date:	<b>Part A</b>  <b>Part B</b>

**Instructions for Submission:**

**Marking criteria will be printed by your teacher.**

Both parts will be submitted on the due date, digital submissions from Part A- option 2 can be handed in from a USB, youtube link or an email to my dropbox:

[monique\\_w44t@sendtodropbox.com](mailto:monique_w44t@sendtodropbox.com) NO EDMODO SUBMISSIONS, NO EXCEPTIONS!

**Outcomes Assessed:**

**5.1.1-** identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

**5.2.2-** identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**5.3.1-** justifies the use of a range of relevant and associated materials

**5.4.1-** selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**5.5.1-** applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

**5.6.1** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

## **Report Learning Statements:**

### **Task Description:**

#### **PART A: Marks -20**

- **OPTION 1-** De-construct TWO EXISTING timber items that are either hand-made or mass-produced. Identify the joinery, fixtures, machine processes and timber types used, justify this using course knowledge and images.

**OR**

- **OPTION 2-** USE your course work knowledge to apply: joinery, fixtures, machine processes and timber types to the construction of “something” that you have made outside school hours (done semi-independently, ie: can be with some help and supervision)

#### **PART B: Marks -20**

- 20min class test focused on: translating plan reading into cutting lists and costing of a project.

### **Process on how to complete this task:**

#### **Part A: Option 1**

Select TWO timber items that has been hand-made or mass-produced. Present IMAGES of the item on a word doc. You MUST identify ALL the following:

- Joinery
- Fixtures
- Machine processes
- Timber types

You must JUSTIFY your opinions using course knowledge, terminology and common-sense reasoning. You may need to use close up images, labels and additional research to PROVE your opinions of its construction are correct. Items you have made at school are not to be used. An educated guess is fine! However, please explain your reasoning!

#### **Part A: Option 2**

Construct/make “something” using your coursework knowledge. You MUST DEMONSTRATE APPLICATION OF ALL the following:

- Joinery
- Fixtures
- Machine processes
- Timber types

Present images (proof) and the above content in any digital format you wish: powerpoint, video, document etc. Explain decisions you made and reasons you used certain techniques over others.

**Glossary Terms (in this assessment):**

**Construct-** Make; build; put together items or arguments

**Justify-** Support an argument or conclusion

**Explain-** provide why and/or how

**Identify-** Recognise and name

**What is plagiarism?**

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results.

**You have the following responsibilities:**

- \* to become familiar with and follow the assessment requirements set by your school
- \* to complete all set tasks on time, or apply for an extension (see Assessment Booklet)
- \* not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- \* to ensure that all assessment work is your own or acknowledge the contribution of others
- \* to follow up any concerns you have with tasks at the time they are marked and returned.

NAME: \_\_\_\_\_

### Marking Criteria – Class Test

#### STUDENT DECLARATION:

**This is all my own work. I have not plagiarised the work of others.**

Student Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Marking Criteria – PART A: OPTION 1

ITEM ONE /10	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW ALL</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED ALL</b> of the items: joinery, fixtures, machine processes, timber types. <input type="checkbox"/> The student has <b>JUSTIFIED ALL</b> of the items: joinery, fixtures, machine processes, timber types.	8-10
	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW MOST</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED MOST</b> of the items: joinery, fixtures, machine processes, timber types. <input type="checkbox"/> The student has <b>JUSTIFIED MOST</b> of the items: joinery, fixtures, machine processes, timber types.	5-7
	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW SOME</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED SOME</b> of the items: joinery, fixtures, machine processes, timber types. <input type="checkbox"/> The student has <b>JUSTIFIED SOME</b> of the items: joinery, fixtures, machine processes, timber types.	2-4
	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW SOME</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED SOME</b> of the items: joinery, fixtures, machine processes, timber types.	0-1
ITEM TWO /10	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW ALL</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED ALL</b> of the items: joinery, fixtures, machine processes, timber types. <input type="checkbox"/> The student has <b>JUSTIFIED ALL</b> of the items: joinery, fixtures, machine processes, timber types.	8-10
	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW MOST</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED MOST</b> of the items: joinery, fixtures, machine processes, timber types. <input type="checkbox"/> The student has <b>JUSTIFIED MOST</b> of the items: joinery, fixtures, machine processes, timber types.	5-7
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	<input type="checkbox"/> The student uses <b>images</b> to <b>SHOW SOME</b> of the items: joinery, fixtures, machine processes, timber type. <input type="checkbox"/> The student has <b>IDENTIFIED SOME</b> of the items: joinery, fixtures, machine processes, timber types.	0-1

**Marking Criteria – PART A: OPTION 2**

<b>MAKE SOMETHING /20</b>	<input type="checkbox"/> The student uses <b>digital media</b> to <b>SHOW HOW they applied</b> : joinery, fixtures, machine processes, timber type in the construction of “something” <input type="checkbox"/> The student has <b>JUSTIFIED ALL</b> decision making in: joinery, fixtures, machine processes, timber types in the construction of “something” <input type="checkbox"/> Student works safely in all images, applying correct PPE when required	8-10
	<input type="checkbox"/> The student uses <b>digital media</b> to <b>SHOW HOW they applied MOST</b> : joinery, fixtures, machine processes, timber type in the construction of “something” <input type="checkbox"/> The student has <b>JUSTIFIED MOST</b> decision making in: joinery, fixtures, machine processes, timber types in the construction of “something” <input type="checkbox"/> Student works safely in all images, applying correct PPE when required	5- 7
	<input type="checkbox"/> The student uses <b>digital media</b> to <b>SHOW HOW they applied SOME</b> : joinery, fixtures, machine processes, timber type in the construction of “something” <input type="checkbox"/> The student has <b>JUSTIFIED SOME</b> decision making in: joinery, fixtures, machine processes, timber types in the construction of “something” <input type="checkbox"/> Student works safely in all images, applying correct PPE when required	2- 4
	<input type="checkbox"/> The student uses <b>digital media</b> to <b>SHOW HOW they applied SOME</b> : joinery, fixtures, machine processes, timber type in the construction of “something” <input type="checkbox"/> Student works safely in all images, applying correct PPE when required	0 -1

Teacher feedback

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Signed: \_\_\_\_\_