

Stage 6 Industrial Technology syllabus support

Supporting syllabus changes in Industrial Technology

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Supporting Syllabus Changes in Industrial Technology

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Overview

Session 1

- Syllabus changes
- Electronic content allocation tool (ECAT)
- Teaching strategy for industry study
- Resources

Session 2

- Analysing data and results
- Scope and sequence for assessment tasks
- Teaching strategy for related manufacturing technology

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Overview

Session 3

- Written marking process
- Practical marking process
- Applying the practical marking guidelines
- Marking the practical project

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Syllabus changes

Change of name

- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies

Note the deletion of Plastics and Building and Construction

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Summary of amendments

- make the document more user-friendly with increased clarity regarding the depth of study
- provide content that reflects depth of study across the focus areas
- provide a clearer distinction between content in the Preliminary and HSC courses
- formalise the provision of skills and techniques required in the Preliminary course for later use in the preparation and completion of the Major Project and accompanying Design and Management folio in the HSC course

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Summary of amendments

- include a study of the history of technology in each of the focus area technologies
- include a study of new and emerging technology in the focus area
- contain revised HSC examination specifications

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Change to Components and Weightings - Preliminary

Revised Syllabus		Old Syllabus	
Component	Weighting	Component	Weighting
Industry Study	15	Industry Study	20
Design	10	Design and Management	20
Management and Communication	20	Workplace Communication	10
Production	40	Industry-specific Content and Production	50
Industry Related Manufacturing Technology	15		
Marks	100	Marks	100

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Change to Components and Weightings - HSC

Revised Syllabus		Old Syllabus	
Component	Weighting	Component	Weighting
Industry Study	15	Industry Study	20
Major Project	60	Design and Management	20
Industry Related Manufacturing Technology	25	Workplace Communication	10
		Industry-specific Content and Production	50
Marks	100	Marks	100

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Revised outcomes in Preliminary and HSC courses

Revised Syllabus	
P7.1 identifies the impact of one related industry on the social and physical environment	H7.1 explains the impact of the focus area industry on the social and physical environment
P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment	H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Old Syllabus	
P7.1 explains the impact of one related industry on the social and physical environment	H7.1 evaluates the impact of the focus area industry on the social and physical environment

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New outcome in HSC course

H1.3 identifies important historical developments in the focus area industry

Students learn about:	Students learn to:
Historical developments the significant developments that have occurred in the focus area industry and how they have impacted on the industry as a whole, including: <ul style="list-style-type: none"> • manufacturing processes • materials • work practices 	recognise how historical developments and practices have moulded the industry both positively and negatively

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No specified group project

Revised Syllabus	Old Syllabus
Production developing knowledge and skills through the construction of a number of projects	Industry-Specific Content and Production developing knowledge and skills through the construction of a number of projects (at least one to be a group project)

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No change to the number of assessment tasks

There will be **three to five** assessment tasks comprising the following components and weightings.

Component	Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60
Total	100

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Changes to the written examination

Section/Part	Marks
Section I • Objective response questions specific to each industry focus area	10
Section II • Short-answer questions specific to each industry focus area	15
Section III • One structured extended response question with an expected length of response of around four examination writing booklet pages (approximately 600 words) in total, based on the Industry Study section of the course. This question will be common to all six examination papers.	15
Total	40

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Need for structured theory lessons

- Inclusion of H1.3 on historical developments
- Greater emphasis on impacts of industry on social and physical environment (P7.1, H7.1)
- Greater emphasis on impact of new and emerging technologies on society and the environment (P7.2, H7.2)
- Higher-order Thinking and Deep Understanding – explains and analyses instead of evaluates
- Structured extended response question with an expected length of response of around four examination writing booklet pages (approximately 600 words)

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Activity 1a

Electronic Content Allocation Tool (ECAT)

Detailed steps of the process of using ECAT are listed on page 7 of the *Resource Book*.

[Industrial Technology Preliminary ECAT](#)

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Electronic Content Allocation Tool (ECAT)

How can I use this at my school?

- Checking my programs to ensure all content is covered.
- Checking individual tasks to ensure the required content is covered.
- Constructing programs by cutting and pasting content into a new document.

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Activity 1b – Environmental and sociological issues



The increased emphasis of the impact of each focus area on the social and physical environment will require a range of new teaching strategies.

- On page 6 of your *Participant workbook* is an activity relating to the article *Environment safe and good for jobs*.

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Resources

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Websites

Your Resource book contains links to a number of websites that will assist with programming and resource development.

- **Curriculum Support**
www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm
- **Board of Studies**
http://www.boardofstudies.nsw.edu.au/syllabus_hsc/industrial-technology.html
- **Teaching and learning exchange (Tale)**
www.tale.edu.au
- **HSC Online**
http://www.hsc.csu.edu.au/ind_tech/

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Searching through Tale

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CLI Resources – Draw-it

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CLI Resources – Architectural Drawing

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CLI Resources – Digital Media

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CLI Resources – Tensile Testing

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NSW HSC Online

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Flexible learning toolboxes
<http://toolboxes.flexiblelearning.net.au>

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Toolbox repository
<http://toolboxes.flexiblelearning.net.au/repository/index.htm>

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Wall unit sample page

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Institute of Industrial Arts and Technology Education (IIATE) provides support through resources released on its CD.

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ESNET

- Esnet, the Engineering Studies network was originally established as a small group of teachers of Engineering Studies.
- Esnet is now a collective of over 1200 teachers of technology, in NSW and beyond. The list discussion focuses upon matters of interest to industrial arts teachers, primarily. Matters of equipment, technology and resources are frequently discussed.

If you need an answer to a workshop question, Esnet can provide answers.

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CLI Resources – Tensile Testing

Tensile Testing

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Activity 2a

Analysing results and using data

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The Components Report

Refer to the *HSC Components Report* on page 26 of your *Resource book*.

2008 Higher School Certificate
Components Report

OFFICE OF SENIOR SCHOOL STUDIES
30 January 2010

Individual Technology Unit (HSC)	Contribution (%) from:	Science	Mathematics	English	Health & Physical Education	Visual Arts	Music	Other
Unit 1	47.1							
Unit 2	50.7							
Unit 3	50.7							
Unit 4	50.7							
Unit 5	50.7							
Unit 6	50.7							
Unit 7	50.7							
Unit 8	50.7							
Unit 9	50.7							
Unit 10	50.7							
Unit 11	50.7							
Unit 12	50.7							
Unit 13	50.7							
Unit 14	50.7							
Unit 15	50.7							
Unit 16	50.7							
Unit 17	50.7							
Unit 18	50.7							
Unit 19	50.7							
Unit 20	50.7							
Unit 21	50.7							
Unit 22	50.7							
Unit 23	50.7							
Unit 24	50.7							
Unit 25	50.7							
Unit 26	50.7							
Unit 27	50.7							
Unit 28	50.7							
Unit 29	50.7							
Unit 30	50.7							
Unit 31	50.7							
Unit 32	50.7							
Unit 33	50.7							
Unit 34	50.7							
Unit 35	50.7							
Unit 36	50.7							
Unit 37	50.7							
Unit 38	50.7							
Unit 39	50.7							
Unit 40	50.7							
Unit 41	50.7							
Unit 42	50.7							
Unit 43	50.7							
Unit 44	50.7							
Unit 45	50.7							
Unit 46	50.7							
Unit 47	50.7							
Unit 48	50.7							
Unit 49	50.7							
Unit 50	50.7							
Unit 51	50.7							
Unit 52	50.7							
Unit 53	50.7							
Unit 54	50.7							
Unit 55	50.7							
Unit 56	50.7							
Unit 57	50.7							
Unit 58	50.7							
Unit 59	50.7							
Unit 60	50.7							
Unit 61	50.7							
Unit 62	50.7							
Unit								

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Refer to page 10 of your *Participant workbook* and follow steps 1-5.

COMPONENT REPORT ANALYSIS - TECHNOLOGY HIGH									
Student Number	Student Name	Exam Mark	IMP %	IMP %	ISE %	IS %	Other %	Industry Exam %	Exam Mark
0001	A	50	54	54	54.9	54.9	54.9	54.9	54
0002	B	50	54	54	54.9	54.9	54.9	54.9	54
0003	C	50	54	54	54.9	54.9	54.9	54.9	54
0004	D	50	54	54	54.9	54.9	54.9	54.9	54
0005	E	50	54	54	54.9	54.9	54.9	54.9	54
0006	F	50	54	54	54.9	54.9	54.9	54.9	54
0007	G	50	54	54	54.9	54.9	54.9	54.9	54
0008	H	50	54	54	54.9	54.9	54.9	54.9	54
0009	I	50	54	54	54.9	54.9	54.9	54.9	54
0010	J	50	54	54	54.9	54.9	54.9	54.9	54
0011	K	50	54	54	54.9	54.9	54.9	54.9	54
0012	L	50	54	54	54.9	54.9	54.9	54.9	54
0013	M	50	54	54	54.9	54.9	54.9	54.9	54
0014	N	50	54	54	54.9	54.9	54.9	54.9	54
0015	O	50	54	54	54.9	54.9	54.9	54.9	54
0016	P	50	54	54	54.9	54.9	54.9	54.9	54
0017	Q	50	54	54	54.9	54.9	54.9	54.9	54
0018	R	50	54	54	54.9	54.9	54.9	54.9	54
0019	S	50	54	54	54.9	54.9	54.9	54.9	54
0020	T	50	54	54	54.9	54.9	54.9	54.9	54
0021	U	50	54	54	54.9	54.9	54.9	54.9	54
0022	V	50	54	54	54.9	54.9	54.9	54.9	54
0023	W	50	54	54	54.9	54.9	54.9	54.9	54
0024	X	50	54	54	54.9	54.9	54.9	54.9	54
0025	Y	50	54	54	54.9	54.9	54.9	54.9	54
0026	Z	50	54	54	54.9	54.9	54.9	54.9	54
0027	AA	50	54	54	54.9	54.9	54.9	54.9	54
0028	AB	50	54	54	54.9	54.9	54.9	54.9	54
0029	AC	50	54	54	54.9	54.9	54.9	54.9	54
0030	AD	50	54	54	54.9	54.9	54.9	54.9	54
0031	AE	50	54	54	54.9	54.9	54.9	54.9	54
0032	AF	50	54	54	54.9	54.9	54.9	54.9	54
0033	AG	50	54	54	54.9	54.9	54.9	54.9	54
0034	AH	50	54	54	54.9	54.9	54.9	54.9	54
0035	AI	50	54	54	54.9	54.9	54.9	54.9	54
0036	AJ	50	54	54	54.9	54.9	54.9	54.9	54
0037	AK	50	54	54	54.9	54.9	54.9	54.9	54
0038	AL	50	54	54	54.9	54.9	54.9	54.9	54
0039	AM	50	54	54	54.9	54.9	54.9	54.9	54
0040	AN	50	54	54	54.9	54.9	54.9	54.9	54
0041	AO	50</							

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Refer to page 10 of your *Participant workbook* and follow steps 6-7.

A B C D E F G H I J K L M N O P Q R									
COMPONENT REPORT ANALYSIS - INDUSTRIAL HIGH									
Student Number	Student Name	Exam Mark	MP %	MP Mark	ME %	TF %	Other %	Industry %	Exam Mark
0001	A	91	88	88	17.1	15.7	15.7	50.5	25
0002	B	89	85.5	89	18.0	16.5	15.5	30	25
0003	C	88	84	88	17.2	17.4	24.6	30	26
0004	D	88	84	88	17.2	15.9	29.5	25	25
0005	E	84	82.0	85	17.9	18.3	34.2	29	29
0006	F	78	84.0	80	17.6	17.6	35.1	31	27
0007	G	75	86.5	80	18.3	14.5	33.7	25	25
0008	H	74	77.4	83	18.9	12.7	28.8	21	25
0009	I	72	87.4	81	17.0	25.6	42.8	31	27
0010	J	71	82.0	84	21.7	16.3	38.3	25	25
0011	K	71	78.4	84	12.2	12.4	24.8	17	25
0012	L	68	86.0	88	17.6	17.6	18.6	30	25
0013	M	61	87.0	89	29.4	23.3	52.8	32	25

These percentages are nearly all well above 60% which indicates students are performing better in the major project than in the written exam

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

11 12 13 14 15 16 17 18 19 20 21

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Analysing SMART Data

The HSC data we are analysing is from the *Principals Results Analysis Package* which can be downloaded by schools.

Other data available includes the School Certificate and Naplan results.

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SMART data allows you to analyse trends in a KLA, subject or group of subjects. Here we have a comparison of the results in Industrial Technology over a period of 5 years.

This direction shows how well the cohort has performed compared with the rest of the state.

This direction shows how well the cohort has performed compared with the rest of the school.

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Below is a graph of the 2008 HSC results of an Industrial Technology cohort mapped against their results in the 2006 School Certificate (average of English, Mathematics, Science and HSIE).

These students improved from a band 4 in the SC to a band 6 in the HSC

Results above this line indicate the student has improved since the SC. Often referred to as value-adding.

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School Measurement Assessment Reporting Toolkit (SMART) data is available in all schools.

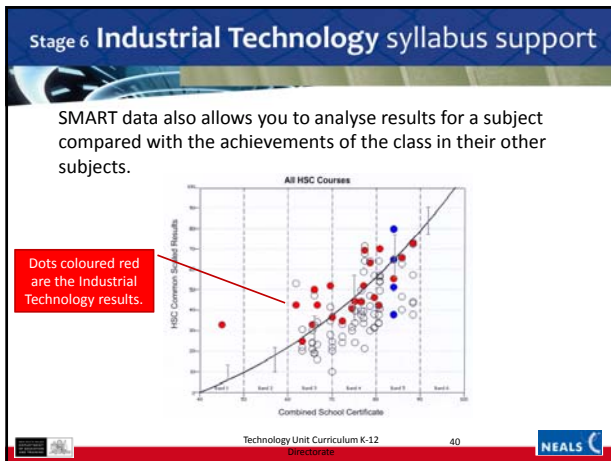
[EDOD](#)

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Activity 2b

Scope and sequence of assessment tasks

The changes to the syllabus requires that assessment tasks and schedules will need to be revised.

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Preliminary assessment

Revised Syllabus		Old Syllabus	
Component	Weighting	Component	Weighting
Industry Study	15	Industry Study	20
Design	10	Design and Management	20
Management and Communication	20	Workplace Communication	10
Production	40	Industry-specific Content and Production	50
Industry Related Manufacturing Technology	15		
Marks	100	Marks	100

Earlier we looked at the changes to the Preliminary course components and weightings. These will need to be reflected in new assessment schedules.

Refer to page 13 of the *Participant's Workbook* and complete steps 1 to 3.

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HSC assessment

Revised Syllabus		Old Syllabus	
Component	Weighting	Component	Weighting
Industry Study	15	Industry Study	20
Major Project	60	Design and Management	20
Industry Related Manufacturing Technology	25	Workplace Communication	10
		Industry-specific Content and Production	50
Marks	100	Marks	100

Earlier we looked at the changes to the HSC course components and weightings. These will need to be reflected in new assessment schedules.

Refer to page 13 of the *Participant's Workbook* and complete steps 4 and 5.

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HSC assessment schedules

Components	Weighting %	Task 1 Design & Planning	Task 2 Project Management	Task 3 Half yearly	Task 4 Folio Presentation	Task 5 Final HSC
1.1, 1.3, 7.1, 7.2 Industry Study	15			5 1.1, 7.1, 7.2		10 5.1, 1.3, 7.1, 7.2
3.1, 3.2, 3.3, 4.1 5.1, 5.2, 6.2 Major Project	60	15 3.1, 3.2, 3.3, 5.1, 5.2	15 3.1, 3.2, 3.3, 4.1, 5.1, 5.2		30 3.3, 4.1, 5.1, 5.2, 6.2	
1.2, 2.1, 4.2, 4.3, 6.1 Industry Related Manufacturing Technology	25		5 4.2	10 2.1, 4.3, 6.1		10 1.2, 4.3, 6.1
	100	15	20	15	30	20

Sample schedule for new syllabus

Course Outcomes	Course Components	Syllabus Weightings	Task 1 Due Date T4 W6	Task 2 Due Date T1 W6	Task 3 Due Date T2 W2	Task 4 Due Date T3 W1	Task 5 Due Date T3 W6
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3	Industry Study	20			10		10
H5.1, H5.2	Design and Management	20	5	5		5	5
	Workplace Communication	10			5	5	
H4.1, H4.2, H4.3, H6.1, H6.2	Industry-specific Content and Production	50	10	10	5	10	15
	Marks	100	15	15	20	20	30

Sample provided with old syllabus

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Assessment procedures

How does your school manage the following?

- Assessing across parallel classes.
- Assessing across different focus areas.
- Complying with the following statement from the syllabus:

Aspects of the Major Project that are used for school-based assessment should not use the HSC examination marking criteria for internal assessment.

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Assessment tasks

On page 35 of your *Resource book* is an example of an assessment task designed to assess four outcomes without using the major project marking guidelines.

Assessment tasks should include the outcomes being assessed, the task weighting, due date and include a marking rubric.

In this example the relevant syllabus content has been included.

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Activity 2c – Reciprocal teaching strategy

Become familiar with a teaching strategy that can help students to comprehend and respond to an article that uses complex language. This will assist students to prepare for the changes to the written exam.

Better Lithium-ion Batteries



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Activity 3a – A marker's perspective

Written Paper
Marking Process

Remember the written exam changes for 2010 HSC



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Activity 3a – A marker's perspective

Major Project
Marking Process



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Practical marking guidelines
Design, Management and Communication

Outcomes assessed: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

MARKING GUIDELINES

Criteria	Marks
Design and Management <ul style="list-style-type: none"> • Clarifies the intent of the major project by explaining clearly what is to be achieved and why • Describes a wide range of research conducted, which is relevant to the intent of the major project • Analyses and evaluates the development and modification of the major project design ideas • Describes and justifies the selection of appropriate materials, components, processes, including industrial processes and equipment, and other resources in the development of the major project • Formulates a comprehensive and appropriate timeline and finance plan • Demonstrates the use of a wide range of appropriate safe working practices through photographic or written evidence 	17-20
Workplace Communication <ul style="list-style-type: none"> • Provides critical evaluation of the major project, including in relation to the statement of intent, throughout the development and production • Assesses the relationship between the design, and modifications if applicable, materials, components and processes in the development of the major project • Demonstrates a wide range of communication techniques, including computer applications appropriate to the development of the major project 	

Remember that these may change to accommodate syllabus revision

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Practical marking guidelines
Production

Outcomes assessed: H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates very high quality in all aspects of the major project production • A highly demanding project, with evidence of high quality in the application of a wide range of skills and techniques in the planning and production of the major project • Completed project relates closely to what was intended. Close links between actual construction processes, management and thorough research and planning are evident and clearly articulated • Competently applies and uses a wide range of appropriate industrial processes and materials in the production of the major project • Uses a range of appropriate industrial technologies in the production of the major project • Demonstrates and critically evaluates how solutions to problems in major project production were addressed 	33-40

Remember that these may change to accommodate syllabus revision

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Applying the practical marking guidelines

Design, Management and Communication

On page 42 of the *Resource book*, the marking criteria for each mark range of the *Selection and Justification* section has been reproduced with the key wording highlighted.

Criteria	Marks
Design and Management • Describe and justify the selection of appropriate materials, components, processes, including industrial processes and equipment, and other resources in the development of the major project	17 - 20

Refer to page 19 of the *Participant's workbook* and complete steps 1 to 3. The samples for this section can be found on the *USB* in the *DMC Samples* folder.

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Selection and Justification samples

[Sample 1](#) [Sample 2](#) [Sample 3](#)

Finance Plan samples

[Sample 1](#) [Sample 2](#) [Sample 3](#)

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Activity 3b – Quality practical work

Selecting a Major Project

Question: How do students know whether the project is complex enough to achieve a band 5 or 6?

Answer: Look at the 2001 and 2002 Standards Packages, look at the Intech projects on the Institute CDs, answer a simple question – is the project of sufficient rigour to allow the candidate to fully satisfy the marking criteria for the major project?

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Question: Does a project have to be big or expensive to score high marks?

Answer: NO! The markers apply the marking criteria.

- quality of the product
- evidence of a range of skills
- degree of difficulty
- links between planning and production
- evidence of industrial processes
- use of appropriate materials
- use of industrial technologies
- evidence of solutions to problems in production

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Consider the following project:



This student came 9th overall in the state in 2008. Making a jewellery box was obviously no disadvantage. The level of difficulty and skills are evident and the folio detailed the planning and processes.

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Advising students

Don't be afraid to set limits or to say NO to a project.

- Every school has its own set of constraints – storage, tools and machines, access to outsourcing, delivery issues, marking venue.
- Every student has their own set of restrictions – their skill level, work/sport commitments, other subjects, work ethic.
- Every teacher has their own boundaries – class size, skill set, time constraints, other duties.

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Notes from the Marking Centre

The extracts below are from the 2007 HSC Notes from the Marking Centre available from the Board of Studies website.

Design and Management

- Many candidates seemed very capable of producing a quality product, but devoted a disproportionate amount of time and effort to the accompanying folio.
- Much time and effort, as well as a substantial amount of skill, has been utilised in applying the many different processes involved in the development of these projects. From outside appearances much of this is not apparent in the project itself and it is only through the folio that the examiners are able to understand the full input of the candidate.

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Design and Management

- Timelines and finance plans were usually well presented and in an increasing variety of ways. Candidates need to be sure to add detail in these plans and not restrict them to a few general headings... and not be written after the event.
- Research, for example, needs to include details of type, how and/or where.

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Communication

- Sketching of ideas and their development was not particularly strong, with some exceptions. Most candidates included some rough, and in some cases, almost unidentifiable sketches without any annotation.
- Candidates must remember that this section of the folio communicates to the examiner how they arrived at their final design, or how an original design was modified. All of their sketches should be included and they must be clearly annotated.

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Production

- Most candidates were able to satisfactorily manage their time and resources to produce a finished project, albeit of varying quality. **The quality of the major projects continues to improve, with far fewer candidates either not attempting the major project or presenting incomplete projects.**
- Projects should also be of sufficient rigour to allow the candidate to fully satisfy the marking criteria for the major project.
- Weaker Multimedia Industries responses contained downloaded material from sources found on the internet.** This is not a recommended practice and should be discouraged. Markers recognise the different standard of the downloaded material compared to a candidate's own work.

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Production

- Candidates should present as much supporting material as possible with their projects. Jigs, models, prototypes, preliminary sketches, working rods and all other material used during construction identifies a broader range of skills and techniques that may have otherwise been overlooked.
- Often, Multimedia Industries responses did not fully show how their projects evolved. **They need to present the development of the project and not just the final product.**

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Using the marking checklist

	30-39	20-29	10-19	5-9	1-4	
Design management						
Statement of intent						D&T proposal full comprehensive
Research						Internet pictures only – little or no annotation
Development of ideas						Design sketches, turning patterns
Selection and justification of C/P/Rs						Minimal reference to use of tools
Time Plan						Proposed and actual time plan
Finance Plan						Proposed and actual finance plan with receipts
Use of appropriate industrial processes & equipment						Photographic evidence of the use of a range of tools and machinery
Evidence of safe working & C&S						Photographic evidence of the safe use of a range of tools and machinery
Workplace communication						
Ongoing evaluation						Detailed construction steps
Appropriate design &/or modification						Details of design
Evaluation of the task and its relationship to the statement of intent						Basic documentation in relation to statement of intent
Communication Techniques						Some communication techniques evident – patterns, drawings and photos
Computer application						Few computer applications evident
MARK 20						

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Using the marking checklist

Production	40 - 33	32 - 25	24 - 17	16 - 9	8 - 1	
Quality of product		✓				Well constructed: 4 matched turned legs.
Evidence of a range of skills			✓			Range of skills – hand cut dovetails, turning.
Degree of difficulty			✓			Moderate difficulty.
Links between planning & production			✓			Links well to drawings presented.
Evidence of industrial processes			✓			Uses a number of industrial processes.
Use of appropriate materials			✓			Use of a limited range of materials.
Use of industrial technologies			✓			Commercial hardware.
Evidence of solutions to problems in production					X	Not evident.
MARK 40			24			

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Activity 3b – Simulated marking exercise



Occasional Table

Apply the marking guidelines to this project and the partial folio to arrive at a mark band for an aspect of the production.

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Marking the major project

The marking criterion *Evidence of a Range of Skills* can be marked using a combination of inspection of the physical project and reading the supporting design, management and communication folio.

In this exercise we will view the [Photostory Occasional Table](#) and by reading the document titled [Folio Extract - Occasional Table](#) on the USB flash drive.

A marking checklist can be found on page 41 of the Resource book.

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Marking the major project

The project and folio are marked together, reading the folio including the following sections combined with a visual inspection of the project allows the examiner to arrive at a mark range for that criterion.

- Selection and justification
- Time plan
- Ongoing evaluation
- Appropriateness of design and modifications

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Evidence of a range of skills

40-33	32-25	24-17	16-9	8-1
A highly demanding project, with evidence of high quality in the application of a wide range of skills and techniques in the planning and production of the major project	A project of substantial difficulty, with evidence of high quality in the application of most skills and techniques in the planning and production of the major project	A project of moderate difficulty, with evidence of high but inconsistent quality in the application of skills and techniques in the planning and production of the major project	A project of minimal difficulty, with evidence of basic quality in the application of skills and techniques in the planning and production of the major project	An undemanding project, with minimal or no evidence of quality in the application of skills and techniques in the planning and development of the major project

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Arriving at a mark range: Occasional Table

Marking Criteria	40-33	32-25	24-17	16-9	8-1
Selection and justification					
Time plan					
Ongoing evaluation					
Appropriateness of design and modifications					
Evidence of a Range of Skills					

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Marking the major project

Select one of the other projects, review the photostory and the folio on the *USB flash drive* and use the same marking guidelines to arrive at a mark band for *Evidence of a Range of Skills*.



Chess Table

Photostory
Folio




Workbench

Photostory
Folio

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Arriving at a mark range: Chess Table

Marking Criteria					
Selection and justification					
Time plan					
Ongoing evaluation					
Appropriateness of design and modifications					

Marking Criteria	40-33	32-25	24-17	16-9	8-1
Evidence of a Range of Skills					

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Arriving at a mark range: Workbench

Marking Criteria					
Selection and justification					
Time plan					
Ongoing evaluation					
Appropriateness of design and modifications					

Marking Criteria	40-33	32-25	24-17	16-9	8-1
Evidence of a Range of Skills					

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Tips From Experienced Teachers

On page 46 of the *Resource book* there are some tips from experienced markers for each focus area.

Thank you for attending this workshop.

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