

KURRI KURRI HIGH SCHOOL
YEAR 9 FORMAL ASSESSMENT TASK NOTIFICATION 2024

STAGE: 5	YEAR: 9	FACULTY: TAS	SUBJECT: Industrial Technology – Metal
DATE GIVEN:		DUE DATE and TIME: Wednesday 3 rd April – Term 1 Week 10 9 Metal X – Period 4 9 Metal Y – Period 1	SUBMITTED: Part A – Canvas Part B – In class
TASK No.: AT1	WEIGHTING: 40%	AREA of STUDY: Sheetmetal Work and Project Portfolio	
TEACHER(S): D. Della Santa			
CONTENT and OUTCOMES ASSESSED: IND5-2 applies design principles in the modification, development and production of projects. IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects. IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally		SKILLS ASSESSED (Literacy, Numeracy, Subject): - knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices knowledge and skills in the design and production of practical projects - skills in communicating ideas, processes and technical information with a range of audiences - understanding to transfer knowledge and skills to other experiences - knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	
ADDITIONAL INFORMATION: Late submission or absence on the day will result in a mark of zero until an illness/misadventure application is approved. A similar task may be set for completion if the appeal is upheld. Failure of technology will not be considered as a valid reason for appeal.			
TASK DESCRIPTION: Two Parts:			
Part A: Design and Production Folio (20%)			
You are required to create and maintain job sheets in the form of a folio to understand the project and potential problems faced, evaluate your work, and document both your progress and design thinking. Your folio will include the following:			
<ul style="list-style-type: none"> - Statement of Intent: A few sentences explaining what you intend to do for the toolbox project, briefly outlining some key points regarding your project. What are you being asked to do? Who will use this project on completion, what will the completed project be used for? Will you use it at home, sell it or use it for some other purpose? - Researching Ideas: How you got your ideas. Find 3 pictures of toolbox designs, with PM (Plus-Minus) comments on each - Final Design Drawings of your Template: Choose the solution you think best fulfils the criteria of the design brief. Draw it full size using a CAD program (such as gravit.io or OnShape) or by hand using drawing equipment. - Safety Considerations & Technological Impact: List 5 safety things you need to consider in the general workshop, when marking out/ drilling/ cutting/ joining the toolbox/tooltray, and how the risk can be minimised. - Explain the impact of using sheet metal to create workshop projects: How has it impacted society? The environment? Positives and negatives. - Tools Justification: List all the tools and machines needed to make the project and how they will be used. Include a picture. - Steps in Construction: Step by step guide on how to make the caddy with enough detail so that you could give these instructions to someone else and they could make it for you EXACTLY the way you want it without you having to say a word. For example, "To make the squares: cut a piece of 12mm flat bar 300mm long. Divide into 4 pieces 75mm long. Use a vice or bending jig to bend each to 90°. Make 3 more." - Evaluation: What problems did you encounter and how did you overcome them? How did you go? What you would do differently (including time management)? What skills you have learned? 			
<i>For sections of the folio that require drawings, photograph your sketches and add them to relevant section.</i>			
Part B: Practical Project (20%)			
You are required to make a Tool Caddy with attention to accuracy, smoothness, and squareness. You will complete the Tool Caddy during class time.			
ADJUSTMENTS (Life Skills, HPGE): SLSO support; modified task to suit student levels, one on one teacher support where required			

FORMATIVE ASSESSMENT:

Teacher discussions and student feedback and questions. Regular check ins for progress, accuracy and amendments as required.

DATE and TYPE of FEEDBACK PROVIDED:

Drafts must be completed one week prior to AT1 due date, teacher to provide written and verbal feedback.

CLASS TEACHER:

D. Della Santa

HEAD TEACHER:

H. Kidd

DEPUTY PRINCIPAL:

Minor Project Marking Criteria

Stage 5	Year: 9	Course: Industrial Technology Metal			Due: 3/4/24	
Part A: Design and Production Folio						
OUTCOMES	A	B	C	D	E	N
Folio: Statement of intent IND5-2	- Able to explain why we are doing this task, how it will benefit them, and design considerations, using structured sentences.	- Able to explain why we are doing this task, how it will benefit them, and design considerations, using mostly structured sentences.	- Able to explain why we are doing this task, how it will benefit them, and design considerations, using some structured sentences.	- Able to explain why we are doing this task, how it will benefit them, and design considerations, using minimal structured sentences.	- Able to explain why we are doing this task, how it will benefit them, and design considerations, using mostly incomplete sentences.	No statement of intent completed.
/5	5	4	3	2	1	0
Folio: Researching Ideas IND5-2	- Includes 3 design pictures. Positive and negative design features included for all 3 pictures	- Includes 2-3 design pictures. Positive and negative design features included for 2 pictures.	- Includes 1-3 design pictures. Positive and negative design features included for 1 picture.	- Includes 3 pictures. Some attempt made to include positive and/or negative design features.	- Includes 1-3 pictures or lists design features in general.	No research ideas included.
/5	5	4	3	2	1	0
Folio: Final Design Drawings IND5-2	- All sizes written on the drawings. Template fully accurate.	- Most sizes written on the drawings. Template mostly accurate.	- Not all sizes shown on the drawings. Template somewhat accurate.	- Not all sizes shown. Template partly accurate.	- No sizes shown. Template not accurate.	No drawing included.
/5	5	4	3	2	1	0
Folio: Safety Considerations & Impacts IND5-10	- Can list 5 safety hazards and solutions - Extensive attempt to explain impact including positives and negatives	- Can list 4 safety hazards and solutions - Strong attempt to explain impact including positives and negatives	- Can list 3 safety hazards and solutions - Sound attempt to explain impact including positives and negatives	- Can list 2 safety hazards and solutions - Basic attempt to explain impact including positives and negatives	- Can list 1 safety hazard and a solution - Limited attempt to explain impact including positives and negatives	No safety considerations or impacts included.

/5	5	4	3	2	1	0
Folio: Tool Justification IND5-5	- Can list all tools needed, procedure for their use, picture.	- List tools and their use. Missing 1 tool, use or picture.	- List tools and their use. Missing 2 tools, uses or pictures.	- List tools and their use. Missing 3 tools, uses or pictures.	- List tools and their use. Missing 4+ tools, uses or pictures.	No tools justification included.
/5	5	4	3	2	1	0
Folio: Project Procedure IND5-5	- Able to explain 5 detailed steps used to make the project, including tools used. Fully structured sentences	- Able to explain 4 detailed steps used to make the project, including tools used. Mostly structured sentences.	- Able to explain 3 detailed steps used to make the project, including tools used. Some structured sentences.	- Able to explain 2 detailed steps used to make the project, including tools used. - Minimal sentences structure.	- Able to explain 1 detailed step used to make the project, including tools used. - Mostly incomplete sentences.	No project procedure included.
/5	5	4	3	2	1	0
Folio: Problems in Production and Evaluation IND5-5	Extensive attempt to: - Identify problems encountered and explain solutions. - Explain what went well. - Explain what could have been done better. - Explain new skills learned	Strong attempt to: - Identify problems encountered and explain solutions. - Explain what went well. - Explain what could have been done better. - Explain new skills learned	Sound attempt to: - Identify problems encountered and explain solutions. - Explain what went well. - Explain what could have been done better. - Explain new skills learned	Basic attempt to: - Identify problems encountered and explain solutions. - Explain what went well. - Explain what could have been done better. - Explain new skills learned	Limited attempt to: - Identify problems encountered and explain solutions. - Explain what went well. - Explain what could have been done better. - Explain new skills learned	No evaluation included.
/10	9-10	7-8	5-6	3-4	1-2	0
					Part A Total: /40	

Part B: Practical						
OUTCOMES	A	B	C	D	E	N
Practical: toolbox IND5-7	- Displays advanced skills in identifying and using materials and	- Displays high-level skills in identifying and using materials and	- Displays some skills in identifying and using	- Displays basic skills in identifying and using	- With guidance, displays limited skills in identifying and using	Did not submit practical component of the task.

	tools to make excellent quality projects. - Always works safely. - All strong/ consistent measured/ aligned joints - Effective use of safety edges and tabs	tools to make high projects. - Usually works safely. - Most joints strong/ consistent measured/ aligned - Mostly effective use of safety edges and tabs	materials and tools to make projects. - Sometimes works safely. - Some joints strong/ consistent measured/ aligned - Sound use of safety edges and tabs	materials and tools to make projects. - Occasionally works safely. - Few joints strong/ consistent measured/ aligned - Basic use of safety edges and tabs	materials and tools to make projects. - Rarely works safely. - No joints strong/ consistent measured/ aligned - Limited use of safety edges and tabs	
/20	___ x 5 = ___	___ x 4 = ___	___ x 3 = ___	___ x 2 = ___	___ x 1 = ___	0
					Part B Total: /20	
					TOTAL: /60	

Skills

PROGRESSION					
Grammar Progression (GrA) Grammatical Accuracy	Writes well-structured sentences, rarely making grammatical errors (GrA7)	Makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb (GrA6)	Writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.) (GrA5)	Writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop) (GrA4)	Uses articles a, an and the with varying accuracy (a dog, a apple) Writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick) (GrA3)
PROGRESSION					
Numeracy Progression	Measures, compares and estimates length, area, mass, volume and	Estimates lengths that lie between full units by	Estimates length or area by visualising how many of the units will fit into	Estimates the total number of units needed to measure (Uum4)	Orders three or more objects by comparing the

Understanding units of measurement	capacity using standard formal units (Uum7)	visualising subdivisions of the unit (Uum6)	the space to be measured (Uum5)		size of each of the objects (Uum3)
SUBJECT SKILLS	ALL EMBEDDED IN MARKING CRITERIA ABOVE				
	- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	- knowledge and skills in the design and production of practical projects	- communicating ideas, processes and technical information with a range of audiences	- understanding to transfer knowledge and skills to other experiences	- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer