



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	TAS	COURSE	Technology Mandatory	YEAR	8
TASK NUMBER	1	TASK NAME	Planter Box Project and Design Portfolio		
TASK WEIGHT	50% (25% + 25%)		MARKS AWARDED	50	
DATE OF NOTIFICATION	Term 1 Week 9				
DUE DATE	Term 2 Week 6 (Must be submitted by 9am Friday of that week.)				

TASK DESCRIPTION / INSTRUCTIONS

This Assessment Task contains two sections:

- Planter Box construction (Practical component.) **(25 marks)**
- Design Portfolio (Theoretical component.) **(25 marks)**

Specific task information (Practical Component):

As a student, you must:

- Work in a safe and appropriate manner **at all times.**
- Follow all verbal and written instructions provided by your teacher and communicate effectively with others.
- Your teacher must observe as you complete this part of the task.
- You will construct a planter box according to the plans supplied by the teacher. **(25 marks)**
- The practical task must be completed during practical lessons.
- Construction of the practical project must be your own work – other students are not permitted to help you.
- Teacher assistance/advice is available to you throughout the build of the practical task.
- ***If you do not finish by the approximate due date, you will be marked on what you have produced.***

Specific task information (Theoretical Component):

As a student, you must:

- Complete the teacher-generated worksheets during theory/computer lab lessons as they form your portfolio. **(25 marks)**
- Complete unfinished worksheets for homework.
- Trim each page up around the border and paste it into your book. ***(Pages presented in a plastic folder or a loose pile of pages will not be accepted by the teacher.)***
- Present the completed portfolio of worksheets to the teacher when instructed.

Note:

- Incomplete portfolios will be graded on the amount of work presented.
- If you do not submit a portfolio, you will receive a mark of zero.



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TASK SUBMISSION INSTRUCTIONS

Practical Component

The Planter Box must be submitted by the end of Week 2, Term 6, whether it is completed or not. An interim mark will be provided for you if one is required for your Half-Yearly Report. Your mark will be amended, upon final marking, at the end of the unit of work. Your name is to be written on the base of the project, so it will not detract from the appearance of the finished item.

Portfolio Component

The Planter Box portfolio must be submitted by the end of Week 2, Term 6, whether it is completed or not. An interim mark will be provided for you if one is required for your Half-Yearly Report. Your mark will be amended, upon final marking, at the end of the unit of work. The teacher-provided worksheets will be presented as per the following instructions:

1. The majority of the portfolio is to be completed during lab lessons so the teacher can verify who has done the work.
2. Unfinished worksheets are to be completed as homework.
3. Each page will be trimmed neatly around the border and pasted into an A4 exercise book.
4. The pages are not to be folded.
5. You will lose marks for missing worksheets.

Note: an extension will be granted to the class if the teacher has not presented all sections of the portfolio by the due date.

SUPPORT MATERIAL / EXAMPLES OF SUCCESS CRITERIA

- The teacher will provide you with the support material ie, the portfolio worksheets.
- The teacher will check your portfolio, once per cycle, to check your progression.
- The teacher will use exemplary portfolios as visual examples of what is expected from all students.
- The teacher will guide you through each section and set clear expectations of how to complete the work.
- Suitable websites, beneficial for your research, will be suggested to you on the worksheets.

HOW DOES THIS TASK LINK TO MY LEARNING

Each worksheet in your portfolio is directly linked to Industrial Technology Syllabus Outcomes. You will complete portfolio sections related to:

- WHS and Risk Management
- Design and Materials
- Tools, Equipment and Techniques
- Workplace Communication
- Societal and Environmental Impact

The practical project contains skills a Year 8 student should be able to demonstrate when working independently.

OUTCOMES

TE4-1DP: designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.

TE4-2DP: plans and manages the production of designed solutions.

TE4-3DP: selects and safely applies a broad range of tools, materials and processes in the production of quality projects.

TE4-5AG: investigates how food and fibre are produced in managed environments.



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FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-schedules.html>



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MARKING CRITERIA

Assessment Task: Planter Box and Portfolio					
PARTS A + B: Practical Project and Portfolio					
<i>Outcomes</i>	OUTSTANDING A	HIGH B	SOUND C	BASIC D	LIMITED E
<i>Circle mark earned</i>	50-45	44-35	34-25	24-15	14-0

<p>TE4-1DP: designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.</p>	<p>Designed a timber planter box with modular assembly, utilizing reclaimed materials for sustainability. Communicated ideas effectively through detailed sketches and proposed creative solutions, critically evaluating for functionality and aesthetics.</p> <p>Demonstrated innovative design by incorporating personalized engravings, enhancing aesthetics. Communicated effectively through sketches and verbal explanations. Evaluated design critically, proposing sustainable solutions and considering various factors for improvement.</p>	<p>Designed a functional timber planter box with adjustable legs for stability. Communicated ideas through sketches and verbal descriptions, incorporating creative elements. Evaluated design, suggesting improvements for practicality and aesthetics, showing understanding of design principles.</p> <p>Created a timber planter box with basic functionality. Communicated ideas effectively through sketches and verbal explanations. Evaluated design, recognizing areas for improvement. Showed developing</p>	<p>Developed a timber planter box with basic features for functionality. Communicated design ideas through simple sketches and verbal descriptions. Evaluated design, identifying areas for improvement, demonstrating basic understanding of design principles.</p> <p>Designed a timber planter box with adjustable legs. Communication of ideas was limited but functional. Evaluated design, recognizing need for improvement. Demonstrated basic grasp of design concepts and practical application.</p>	<p>Attempted a basic timber planter box design. Communication of ideas lacked detail, relying on simplistic sketches. Evaluation identified obvious flaws but lacked depth. Needs improvement in critical thinking and problem-solving skills.</p> <p>Demonstrated limited effort in timber planter box design. Communication lacked clarity. Evaluation identified basic flaws but lacked insight into solutions. Requires development in understanding design principles</p>	<p>Produced a basic timber planter box design. Communication of ideas was unclear. Evaluation lacked awareness of design flaws. Demonstrated minimal engagement and understanding of design principles. Requires significant improvement in design and communication skills.</p> <p>Made minimal effort in timber planter box design. Communication was ineffective. Evaluation did not identify design flaws. Demonstrated lack of engagement and understanding of design principles.</p>
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		understanding of design concepts and practical application.		and practical application.	Requires extensive support and development.
TE4-2DP: plans and manages the production of designed solutions.	<p>Expertly managed timber planter box production, coordinating tasks efficiently. Implemented innovative techniques, meeting project deadlines. Showed mastery in planning and execution.</p> <p>Demonstrated excellent management of timber planter box production, ensuring efficient workflow. Utilized creative approaches, meeting project milestones effectively.</p>	<p>Managed timber planter box production effectively, coordinating tasks and resources. Implemented strategies to overcome challenges, achieving project goals on schedule.</p> <p>Showed competency in managing timber planter box production. Coordinated tasks efficiently, adapting to challenges and meeting project objectives successfully.</p>	<p>Managed timber planter box production with some effectiveness, organizing tasks and resources. Demonstrated basic problem-solving skills, completing project within timeframe.</p> <p>Demonstrated adequate management of timber planter box production. Organized tasks, addressing challenges to complete project within expected timeline.</p>	<p>Attempted to manage timber planter box production, but faced challenges in organization and coordination. Completed project with some delays.</p> <p>Demonstrated limited management of timber planter box production. Struggled with organization, resulting in delays in project completion.</p>	<p>Demonstrated minimal effort in managing timber planter box production. Organization and coordination were lacking, leading to significant delays.</p> <p>Showed poor management of timber planter box production. Lack of organization resulted in substantial delays and incomplete project.</p>
TE4-3DP: selects and safely applies a broad range of tools, materials and processes in the production of quality projects.	<p>Safely and proficiently used various tools and materials to construct timber planter box, ensuring high-quality finish. Demonstrated mastery in application.</p> <p>Selected and applied tools and materials expertly in timber planter box construction, prioritizing safety and quality. Achieved exceptional results.</p>	<p>Used tools and materials effectively in constructing timber planter box, demonstrating good understanding of safety and quality standards.</p> <p>Demonstrated competence in selecting and applying tools and materials for timber planter box construction, ensuring satisfactory outcomes.</p>	<p>Applied tools and materials adequately in constructing timber planter box, following safety guidelines. Showed understanding of basic techniques.</p> <p>Demonstrated basic competency in selecting and applying tools and materials for timber planter box construction, meeting minimum safety standards.</p>	<p>Attempted to use tools and materials in constructing timber planter box, but struggled with safety and quality. Results were inconsistent.</p> <p>Showed limited ability to select and apply tools and materials for timber planter box construction. Safety and quality standards were not met consistently.</p>	<p>Demonstrated minimal effort in using tools and materials for timber planter box construction. Safety practices were neglected, resulting in poor quality.</p> <p>Showed poor understanding of selecting and applying tools and materials for timber planter box construction. Safety procedures were disregarded.</p>
TE4-5AG: investigates how food and fibre are produced in managed environments.	Thoroughly researched and analysed agricultural practices, understanding the complexities of food and fibre production in managed environments.	Investigated agricultural practices, showing a good understanding of food and fibre production in managed environments through	Explored agricultural practices, demonstrating basic understanding of food and fibre production in managed environments through research and inquiry.	Examined agricultural practices, showing limited understanding of food and fibre production in managed environments. Research and	Engaged minimally with agricultural practices, demonstrating poor understanding of food and fibre production in managed environments.



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	Demonstrated advanced understanding of agricultural processes, conducting in-depth investigations into sustainable food and fibre production methods.	comprehensive research. Demonstrated a solid grasp of agricultural concepts, conducting investigations into various aspects of food and fibre production methods.	Showed developing knowledge of agricultural processes, conducting investigations into key aspects of food and fibre production methods.	investigation efforts were minimal. Demonstrated basic awareness of agricultural concepts, with investigations into food and fibre production methods lacking depth and detail.	Limited research conducted. Showed little to no comprehension of agricultural processes, with investigations into food and fibre production methods being superficial or absent.
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STUDENT REFLECTION

I FEEL MY STRENGTHS WITHIN THIS TASK WERE

I FEEL MY WEAKNESSES WITHIN THIS TASK WERE

FROM THE MARKING CRITERIA I WOULD MOST LIKE FEEDBACK ON

Grade Allocations For Each Outcome

	A	B	C	D	E
IND 4-1	22-24	17-21	12-16	7-11	0-6
IND 4-2	27-30	21-26	15-20	9-14	0-8
IND 4-3	14-15	11-13	8-10	4-7	0-3
IND 4-5	42-46	33-41	23-32	13-22	0-12



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TEACHER FEEDBACK

Grade Marking Grid	Name: _____	Final Mark/Grade
Performance Descriptors		
Design and Research TE4-1DP: designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. <ul style="list-style-type: none"> • Title page /1 • Statement of intent /2 • The life cycle of a plant /2 • CAD drawing /5 • Interpreting rainfall data /5 • Criteria for success of planter box /4 • Freehand sketch /5 		/24
Practical Skills TE4-2DP: plans and manages the production of designed solutions. <ul style="list-style-type: none"> • Overall appearance of project /5 • Quality of fit of parts /5 • Project sanded correctly /5 • Project is 'square' /5 • Quality of joinery /5 • Correct dimensions of items /5 		/30
Safety TE4-3DP: selects and safely applies a broad range of tools, materials and processes in the production of quality projects. <ul style="list-style-type: none"> • Planter Box – criteria for success /4 • Tools and equipment required /3 • Common timber joints /4 • Project evaluation /4 		/15
Research TE4-5AG: investigates how food and fibre are produced in managed environments. <ul style="list-style-type: none"> • Research of existing designs /2 • Common crops grown in Australia /4 • What food does Australia export? /4 • How farmers manage the land /4 • How do community gardens work? /4 • Nutrient needs during different lifecycle stages /2 • Australian guide to healthy eating /8 • Cons of the live animal export trade /4 • Pros of the live animal export trade /4 • Reading a nutritional panel on packaged food /6 • Nutritious food/Functions of food /4 		/46
Portfolio Mark /85	Practical Mark /30	Task Total /50
Converted Portfolio Mark /25	Converted Practical Mark /25	