Technology 7–8 – Materials and production processes (timber) – sample assessment task 1 notification

My BBQ rules

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# Task description

**Type of task**: practical project and folio

**Outcomes being assessed**:

A student:

* explains how materials, systems and components contribute to solutions **TE4-MSC-01**
* applies processes in the planning, management and production of projects **TE4-PPM-01**
* communicates and evaluates design ideas and solutions **TE4-DES-01**
* selects and safely uses tools, materials, technologies and processes **TE4-SAF-01**

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**Suggested weighting**: 50%

Design, make and document a personalised timber barbecue (BBQ) caddy by researching materials, planning the project and constructing a high-quality final product.

People all over the world enjoy being in the outdoors to eat and socialise. You will design a BBQ caddy to carry paper serviettes and condiments, such as sauces. You can use the design provided or individualise the project to reflect your abilities and interests.

To support your production of a high-quality, personalised BBQ caddy, you will need to complete the folio and production requirements listed below.

1. Assess 3 existing products, evaluating the components that could enhance your design solution.
2. Demonstrate the development of your ideas through 4 annotated sketches. Select one idea and provide a clear justification for your choice.
3. Create an accurate computer-aided design (CAD) drawing that includes all necessary dimensions.
4. Produce and evaluate a timeline for completing your project.
5. Discuss 2 alternative timber choices for your project and their advantages.
6. Identify and explain which joints in your design require the greatest strength.
7. Name and write a procedure for an alternative joint that could be used in your project.
8. Evaluate your project by discussing how it relates to your research and planning.

# Submission details

**Format of submission**

The final submission should include:

* a timber BBQ caddy that is made in class
* a project folio documenting design and production.

**Teacher note**: the folio can take the format that best suits your school context and students, such as completing the sample folio documentation scaffold ([Appendix A](#_Appendix_A_–)) as a booklet or electronically.

## Steps to success

Table 1 – assessment preparation schedule

|  |  |
| --- | --- |
| ****Steps**** | ****What I need to do and when I need to do it**** |
| 1. ****Assess 3 existing products, evaluating the components that could enhance your design solution.**** | * Find 3 different BBQ caddies or similar products that are currently available on the market. * For each product, assess its design features, materials used and components (for example, handles, compartments, wheels). * Create a table or a written report that lists the strengths and weaknesses of each component. Consider aspects such as durability, functionality and aesthetics. * Identify specific components from each product that could be incorporated into your design and briefly explain why it would enhance your BBQ caddy design (for example, improved usability, better materials).   Complete this step in Week 5. |
| 1. ****Demonstrate the development of your ideas through 4 annotated sketches. Select one idea and provide a clear justification for your choice.**** | * Brainstorm different design ideas for your BBQ caddy * Draw 4 detailed sketches, each representing a different design idea. Show your design from different angles, such as the front view and side view or with a pictorial drawing, such as isometric. * Add annotations to each sketch, explaining key features. Include materials, dimensions, special features or any unique design elements. * Review your 4 sketches and pick the design you think is the best. Write a clear justification for your choice. Address the following points: * functionality: Why is this design the most practical for its intended use? * aesthetics: What makes this design visually appealing? * materials: Why are the chosen materials suitable? * user needs: How does this design meet the needs of potential users?   Complete this step in Week 5. |
| 1. ****Create an accurate CAD drawing that includes all necessary dimensions.**** | * Using CAD software demonstrated in class, draw a model of your BBQ caddy. Include dimensions.   Complete this step in Week 6. |
| 1. ****Produce and evaluate a timeline for completing your project.**** | * Break down your BBQ caddy project into key phases. These could include research and design, CAD drawing, steps of construction, testing and evaluation. * For each phase, estimate how much time you think it will take to complete. * Use a timeline tool (Gantt chart) to visually represent your project timeline. * Include milestones for important tasks, such as when you plan to complete your CAD drawing or start building. * Write a brief evaluation of your timeline, reflecting on if the timeline is realistic.   Complete this step in Week 8. |
| 1. ****Discuss 2 alternative timber choices for your project and their advantages.**** | * Research different types of timber that could be used for your BBQ caddy. * Choose 2 alternative timbers that you believe could work well for your project and compare their properties (weight, durability, aesthetics, cost, environmental impact).   Complete this step in Week 9. |
| 1. ****Identify and explain which joints in your design require the greatest strength.**** | * Examine your CAD drawing or sketches of your BBQ caddy. Identify all the joints that will be used in your construction. Write a brief explanation for each identified joint, covering the following points: * What type of joint is it? * Why does this joint require additional strength? * Include diagrams or sketches that highlight the critical joints in your design. Label them clearly and indicate why they are significant. * Write about ways to make these joints stronger, such as using screws or stronger materials. * Reflect on your design – consider how these strong joints will help your BBQ caddy work well.   Complete this step in Week 11. |
| 1. ****Name and write a procedure for an alternative joint that could be used in your project.**** | * Select a type of joint that could be used in your BBQ caddy project (for example, dowel, finger, single-pin dovetail joint). * Research information about the chosen joint. Understand how it works, its advantages and when it is best used. * Write down all the materials and tools you will need to create this joint. * Write the procedure of making the joint into clear, easy-to-follow steps.   Complete this step in Week 12. |
| 1. ****Evaluate your project by discussing how it relates to your research and planning.**** | * Review your research and reflect on your planning, including your project timeline, sketches and any plans you made. Think about how these helped shape your final product. * Reflect on any challenges you faced during the project. Did you have to change your plans? If so, explain why and how these changes relate to your research. * Analyse how well your final product meets the goals you set during your planning. Consider: * functionality: Does it work as intended? * aesthetics: Is it visually appealing? * strength and durability: Does it hold up to use? * Get feedback from peers or teachers about your project. * Evaluate your final product.   Complete this step in Week 19. |
| ****Complete project**** | * Safely construct a high-quality BBQ caddy.   Complete this in class throughout the semester. A suggested timeframe is set out below:   * Week 8 – mark and cut carcase elements * Week 10 – joint practice and creation * Week 12 – rebate joints * Week 14 –design elements added to carcase components * Week 15 – assembly * Week 17 – napkin weight manufacture * Week 19 – finish preparation and application. |
| ****Develop safe use of tools, materials, technologies and processes**** | Ongoing throughout the project. |

# What is the teacher looking for?

In this task, the teacher will be evaluating your practical work (BBQ caddy) and folio work based on several key criteria. Here’s what to focus on for each aspect of your project:

* Construct your BBQ caddy according to the design plan. Ensure it is square, has quality joints and is finished to a high standard.
* Apply safety practices throughout your project. Demonstrate an understanding of safe working methods to ensure both personal safety and the safety of others.
* Be thorough in your documentation, as this will help convey your thought process and understanding. Use clear language and visuals to support your explanations.

# Marking guidelines

Table 2 – assessment marking guidelines

|  |  |
| --- | --- |
| ****Grade**** | ****Marking guideline descriptors**** |
| ****A**** | The project is exceptionally well-executed, demonstrating creativity, thorough research, planning management and a high level of quality. All components are completed to a very high standard, with detailed documentation and clear justification for design choices. |
| ****B**** | The project is well-made with good creativity and research. Most components are completed to a high standard and documentation is clear, though some areas may lack depth or detail in justification. |
| ****C**** | The project is made to a sound standard. Some creativity, research and planning is evident. Components are completed to a sound level with an adequate level of competence demonstrated. |
| ****D**** | The project shows limited execution and creativity. Many components are incomplete, demonstrating a limited level of competence and there is minimal research. Documentation is unclear, lacking depth and justification. |
| ****E**** | The project does not meet the production requirements. The documentation is elementary. The project shows very limited competence in processes and skills. |

# Student-facing rubric

Table 3 – rubric for assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ****Criteria**** | ****Limited**** | ****Basic**** | ****Sound**** | ****High**** | ****Outstanding**** |
| 1. ****Analyse 3 existing products, evaluating the components.****   ****TE4-MSC-01**** | Limited attempt to discuss existing designs. | Identifies some positive and negative aspects of existing designs. | Demonstrates sound understanding of the main positive and negative features of existing designs. | Thoroughly explores causes and effects of the positive and negative aspects of existing designs. | Extensive knowledge demonstrated by assessing design elements of existing designs and their application to this project. |
| 1. ****Development and justification of ideas through 4 annotated sketches.****   ****TE4-DES-01**** | Limited attempt at idea development. | Produces some basic idea sketches. | Selects a final design from a range of sound sketches, providing a written justification. | Clearly develops ideas through detailed sketches and annotations that link to the project, providing a clearly written justification. | Demonstrates extensive knowledge through well-developed ideas and insightful annotations in sketches, providing a thorough written justification. |
| 1. ****CAD drawing that includes all necessary dimensions.****   ****TE4-DES-01**** | Limited attempt to create a CAD drawing. | Produces an inaccurate CAD drawing. | Creates an accurate CAD drawing that includes some dimensions. | Produces an accurate CAD drawing that includes most necessary dimensions. | Produces a precise CAD drawing with all required dimensions clearly indicated. |
| 1. ****Produce and evaluate a timeline.****   ****TE4-PPM-01**** | Limited attempt to create a timeline. | Produces a partial timeline for the project and completes a basic evaluation. | Creates a proposed or actual timeline for the main project steps and completes some evaluation of it. | Provides both planned and actual timelines for the main project steps with a thorough evaluation. | Evaluates changes by providing both planned and actual timelines, outlining reasons for any adjustments made. |
| 1. ****Discuss 2 alternative material choices.****   ****TE4-MSC-01**** | Limited attempt to discuss material properties. | Identifies some properties of materials used. | Demonstrates sound knowledge of the main features (properties) of radiata pine and plywood. | Relates the properties of radiata pine and plywood effectively to the BBQ caddy requirements. | Explores properties of 2 alternative materials, linking their characteristics to the project's purpose. |
| 1. ****Identify and explain which joints require the greatest strength.****   ****TE4-MSC-01**** | Limited attempt to discuss production techniques. | Provides basic information on at least 2 joints. | Demonstrates sound knowledge of 3 joints, discussing their appearance and function. | Thoroughly explains why a rebate joint is stronger than a butt joint, showcasing understanding of techniques. | Provides an in-depth analysis of the types of loads each joint will handle, determining which joint requires the most strength. |
| 1. ****Write a procedure for an alternative joint.****   ****TE4-PPM-01**** | Limited attempt at outlining a procedure. | Lists some steps for producing a joint. | Provides a procedure that would lead to a successful butt joint or housing joint, if followed. | Produces a detailed procedure that ensures a successful alternate joint, if followed. | Delivers a comprehensive procedure with clear, logical steps for producing a joint, ensuring high-quality results. |
| 1. ****Evaluation****   ****TE4-DES-01**** | Limited attempt to evaluate the project. | Lists some positive and negative aspects of the project. | Discusses main features of the project, identifying areas for improvement. | Provides detailed evaluation of project features and suggests specific improvements and steps to implement them. | Analyses both positive and negative aspects, offering thorough evaluations with actionable steps for project enhancement. |
| ****Project****  ****TE4-SAF-01**** | Limited attempt at project completion. | Constructs a partially completed project. | Completes a functional BBQ caddy according to the plan specifications, ensuring it is:   * square * has suitable joints * finished to a satisfactory quality. | Completes a functional BBQ caddy that meets the plan specifications, ensuring it is:   * square * has high-quality joints * finished to a high quality. | Completes a custom functional BBQ caddy that exceeds the plan specifications, ensuring it is:   * square * has high-quality joints * finished to a high quality. |
| ****Safety****  ****TE4-SAF-01**** | Limited understanding of safety practices, with significant risks present. | Basic understanding of safety practices, with some minor risks present. | Demonstrates sound knowledge of safety practices, ensuring a generally safe working environment. | Demonstrates thorough understanding of safety practices, ensuring a safe and efficient working environment. | Demonstrates extensive knowledge and application of safety practices, ensuring a highly safe and efficient working environment throughout the project. |

# Teacher-facing rubric

Table 4 – rubric for assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ****Criteria**** | ****Limited**** | ****Basic**** | ****Sound**** | ****High**** | ****Outstanding**** |
| ****TE4-MSC-01: explains how materials, systems and components contribute to solutions**** | Does not explain contributions of materials and components. | Minimal explanation with significant gaps in understanding. | Basic description with limited analysis or depth. | Good explanation, demonstrating high-level knowledge and understanding. | Comprehensive explanation with deep understanding and insight. |
| ****TE4-PPM-01: applies processes in the planning, management and production of projects**** | Does not apply effective processes, resulting in an unworkable project. | Basic processes resulting in an unclear timeline and limited management. | Basic processes with some inconsistencies in timeline and resource use. | Appropriate processes with mostly effective timeline and resource use. | Detailed and logical processes with clear adherence to timeline. |
| ****TE4-DES-01: communicates and evaluates design ideas and solutions**** | Does not communicate or evaluate effectively with no justification. | Limited communication with little evaluation or justification. | Sound communication with some evaluation. | Thorough communication and evaluation. | Extensive communication and evaluation with thorough justification. |
| ****TE4-SAF-01: selects and safely uses tools, materials, technologies and processes**** | Neglects safety practices, posing significant risks in production. | Inadequate safety practices, leading to potential risks. | Adequate selection and application of safety practices | Accurate selection and use of tools and technologies. Applies safety procedures well. | High proficiency in selecting and safely using a range of tools and materials. |

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# Appendix A – sample folio documentation scaffold

## The design and production process

The design and production process diagram. There are 4 vertical circles with arrows indicating it is a cyclical and iterative process. It includes the following 4 stages:

1. Identifying and defining

2. Researching and planning

3. Producing and implementing

4. Testing and evaluating.


### Parts of the folio

1. Assess 3 existing products, evaluating the components that could enhance your design solution.
2. Demonstrate the development of your ideas through 4 annotated sketches. Select one idea and provide a clear justification for your choice.
3. Create an accurate CAD drawing that includes all necessary dimensions.
4. Produce and evaluate a timeline for completing your project.
5. Discuss 2 alternative timber choices for your project and their advantages.
6. Identify and explain which joints in your design require the greatest strength.
7. Name and write a procedure for an alternative joint that could be used in your project.
8. Evaluate your project by discussing how it relates to your research and planning.

## Identifying and defining

Identifying and defining stage of the design and production process:

-Identify the need and opportunities.
-Describe existing solutions.
-Outline factors affecting design.
-Define key terms.


Design, make and document a personalised timber barbecue (BBQ) caddy by researching materials, planning the project and constructing a high-quality final product.

### Needs and opportunities

People all over the world enjoy being in the outdoors to eat and socialise. You will design a BBQ caddy to carry paper serviettes and condiments, such as sauces. You can use the design provided or individualise the project to reflect your abilities and interests.

### Existing solutions

**Assess 3 existing products, evaluating the components that could enhance your design solution.**

Research different BBQ caddies. Using the scaffolds on the follow pages, analyse 3 different BBQ caddy designs.

#### BBQ caddy product 1

|  |  |
| --- | --- |
| **Image** | **Description** |
|  |  |
| **Positives of the design** | **Negatives of the design** |
|  |  |

|  |
| --- |
| **Evaluation** |
|  |

#### BBQ caddy product 2

|  |  |
| --- | --- |
| **Image** | **Description** |
|  |  |
| **Positives of the design** | **Negatives of the design** |
|  |  |

|  |
| --- |
| **Evaluation** |
|  |

#### BBQ caddy product 3

|  |  |
| --- | --- |
| **Image** | **Description** |
|  |  |
| **Positives of the design** | **Negatives of the design** |
|  |  |

|  |
| --- |
| **Evaluation** |
|  |

### Factors affecting design

In the space below, outline the factors affecting the design of your BBQ caddy.

|  |  |
| --- | --- |
| ****Factor**** | ****Explanation**** |
| ****Functionality**** |  |
| ****Cost**** |  |
| ****Limitations**** |  |
| ****Resources**** |  |
| ****Accessibility**** |  |

## Research and planning

Researching and planning stage of the design and production process:

-Investigate and describe relevant equipment, processes and materials.
-Develop plans to safely manage production. 
-Create, evaluate, modify and apply ideas and solutions.
-Explain social, ethical, legal and sustainability considerations.

**Demonstrate the development of your ideas through four annotated sketches. Select one idea and provide a clear justification for your choice.**

Brainstorm different design ideas for your BBQ caddy.

|  |
| --- |
|  |

### Create design ideas

In the space provided on the next few pages, draw 4 detailed sketches, each representing a different design idea. Show your design from different angles, such as the front view and side view or with a pictorial design, such as isometric.

Add annotations to each sketch, explaining key features. Include materials, dimensions, special features or any unique design elements.

#### Design idea 1

|  |
| --- |
|  |

#### Design idea 2

|  |
| --- |
|  |

#### Design idea 3

|  |
| --- |
|  |

#### Design idea 4

|  |
| --- |
|  |

### Justification of final design

Review your 4 sketches and pick the design you think is the best. In the space below, write a clear justification for your choice. Address the following points:

* functionality – Why is this design the most practical for its intended use?
* aesthetics – What makes this design visually appealing?
* materials – Why are the chosen materials suitable?
* user needs – How does this design meet the needs of potential users?

|  |
| --- |
|  |

### CAD drawing

**Create an accurate computer-aided design (CAD) drawing that includes all necessary dimensions.**

Using CAD software demonstrated in class, draw a model of your BBQ caddy. Include dimensions. Paste a screenshot of your drawing in the space below.

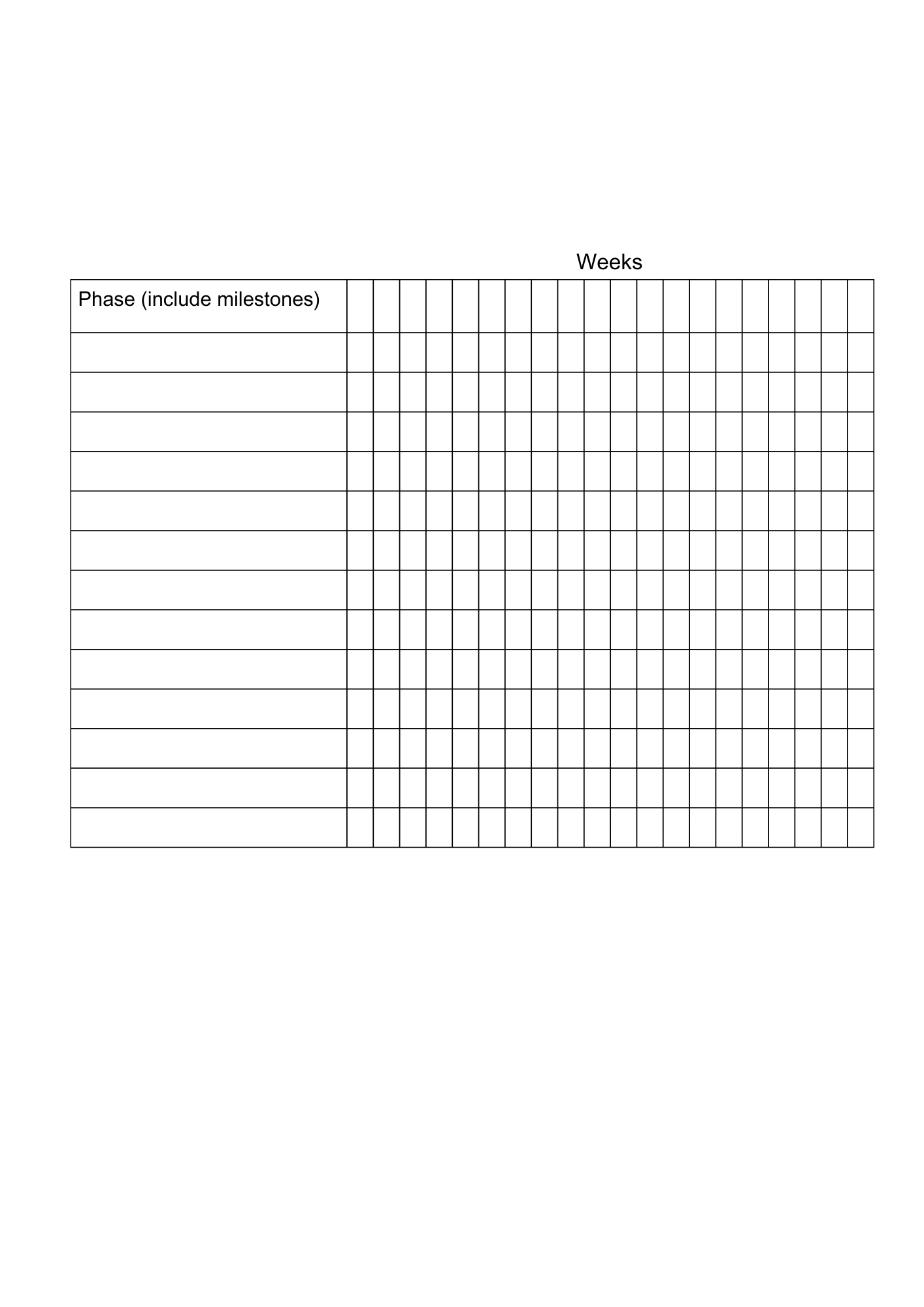
|  |
| --- |
|  |

### Timeline

**Produce and evaluate a timeline for completing your project.**

* Break down your BBQ caddy project into key phases. These could include research and design, CAD drawing, steps of construction, testing and evaluation.
* For each phase, estimate how much time you think it will take to complete.
* Use a timeline tool (Gantt chart) to visually represent your project timeline.
* Include milestones for important tasks, such as when you plan to complete your CAD drawing or start building.

#### Gantt chart



#### Timeline evaluation

In the space provided below, write a brief evaluation of your timeline, reflecting on if the timeline is realistic.

|  |
| --- |
|  |

## Producing and implementing

Producing and implementing stage of the design and production process:

-Select and use tools, materials, techniques, technologies and processes.
-Demonstrate and use safe practices.
-Apply project management processes.
-Communicate and justify design choices.

### Materials

**Discuss 2 alternative timber choices for your project and their advantages.**

Research different types of timber that could be used for your BBQ caddy. Choose 2 alternative timbers that you believe could work well for your project and compare their properties (weight, durability, aesthetics, cost, environmental impact). Summarise your research in the table below.

|  |  |  |
| --- | --- | --- |
| ****Material choice**** | ****Material option 1**** | ****Material option 2**** |
| ****Name**** |  |  |
| ****Image**** |  |  |
| ****Weight**** |  |  |
| ****Durability**** |  |  |
| ****Aesthetics**** |  |  |
| ****Cost**** |  |  |
| ****Environmental impact**** |  |  |
| ****Overall evaluation**** |  |  |

### Construction techniques – joints

**Identify and explain which joints in your design require the greatest strength.**

Identify all the types of joints that will be used in your construction. Complete the table below explaining each joint.

|  |  |
| --- | --- |
| ****Joint information**** | ****Analysis**** |
| ****Name of joint**** |  |
| ****Image of joint**** |  |
| ****How strong is this joint?**** |  |
| ****How could this joint be strengthened?**** |  |
| ****How does this joint contribute to the BBQ caddy design?**** |  |

#### Reflect on your design

Consider how these strong joints will help your BBQ caddy work well. In the space below, evaluate the joints you are using in your BBQ caddy.

|  |
| --- |
|  |

#### Alternative joints

**Name and write a procedure for an alternative joint that could be used in your project.**

Select a type of joint that could be used in your BBQ caddy project (for example, dowel, finger joint, single-pin dovetail joint). Research information about the chosen joint. Understand how it works, its advantages and when it is best used.

In the space below, write down all the materials and tools you will need to create this joint.

|  |
| --- |
|  |

Write the procedure of making the joint into clear, easy-to-follow steps.

|  |
| --- |
|  |

### Steps of construction

Write out the steps of construction. Make notes of any challenges along the way.

|  |  |  |
| --- | --- | --- |
| Step | Construction | Notes |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Testing and evaluating

Testing and evaluating stage of the design and production process:

-Work collaboratively to improve solutions.
-Use factors affecting design to evaluate.
-Justify the use of components, equipment and processes. 
-Reflect on your own work and the work of others.

**Evaluate your project by discussing how it relates to your research and planning.**

### Evaluation of processes

Review your research and reflect on your planning, including your project timeline, sketches and any plans you made. Think about how these helped shape your final product.

|  |
| --- |
|  |

Reflect on any challenges you faced during the project. Did you have to change your plans? If so, explain why and how these changes relate to your research.

|  |
| --- |
|  |

Analyse how well your final product meets the goals you set during your planning. Complete the table below.

|  |  |
| --- | --- |
| ****Criteria**** | ****Evaluation**** |
| ****Functionality: Does it work as intended?**** |  |
| ****Aesthetics: Is it visually appealing?**** |  |
| ****Strength and durability: Does it hold up to use?**** |  |

### Peer feedback

Get feedback from peers or teachers about your project. Use the template below to collect and reflect on feedback from your classmates.

|  |  |
| --- | --- |
| ****Things I like …**** | ****Things to consider …**** |
|  |  |
|  |  |
|  |  |

In the space below, explain what changes you will make for your next project based on the feedback you received.

|  |
| --- |
|  |

### Evaluation

Evaluate your final product.

|  |
| --- |
|  |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the TAS Curriculum team by emailing [TAS@det.nsw.edu.au](mailto:TAS@det.nsw.edu.au).

**Differentiation**:further advice to support Aboriginal and Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and Gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching**: further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum, Inclusive Education, Multicultural Education, Aboriginal Outcomes and Partnerships and subject-matter experts.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 3.2.2, 3.3.2.

**Creation date**: 22 May 2024.

# References

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