School of Education

EDUC2245: Specialist Studies in Technology 2

Callaghan
Semester 2 - 2023

COURSE OUTLINE

OVERVIEW

Course Description

This course provides an introduction to curriculum, pedagogy and assessment for teaching the Industrial Technology Syllabi. It provides students with an opportunity to understand the various discourses that inform teachers' knowledge and pedagogical practice as well as critically engaging with models of pedagogy. Students will also develop practical skills using and teaching timber, as well as building upon workplace health and safety practices.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of
- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- BOSTES approved comparable pathways or
- Commencement in the program pre 2016

If you have successfully completed EDUC4067 you cannot enrol in this course.

Assumed Knowledge

Students should have completed EDUC1101 and EDUC2145. It is expected that in EDUC1101 they would have enrolled in the Design and Technology tutorial.

Contact Hours

Callaghan
Lecture
Online
1 hour(s) per Week for 8 Weeks

Tutorial
Face to Face On Campus
10 hour(s) per Term 1 Full Term
Tutorials may be conducted on a weekly basis, or grouped in multiple day-long or half-day intensives, possibly on a weekend.

Workshop
Face to Face On Campus
20 hour(s) per Term 1 Full Term
Workshops may be conducted on a weekly basis, or grouped in multiple day-long or half-day intensives, possibly on a weekend.

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator

Callaghan
Mr Andrew Lyell
Andrew.Lyell@newcastle.edu.au
(02) 4921 5862
Consultation: contact via email

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

School of Education
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content

This course introduces students to:
Curriculum
Industrial Design Syllabus Planning Lessons, Programming/Unit of Work/Resources
Pedagogy
Contemporary approaches to pedagogy (incl. the NSW Quality Teaching framework). Academic culture, literacy, numeracy and technacy. Design Process and Problem Based Learning Teaching Strategies including: Demonstration, Practical organisation, Engaging students in practical Activity, Group work, Cooperative Learning and Report Writing
Assessment
Outcome based Assessment Measuring the quality of Student Learning Bloom"s/Krathwohl, SOLO Taxonomies BOSTES website/ARC Resource Centre
Skills
Workplace Safety Timber, Metal, Plastic ICT-Web 2.0 Tools

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Design challenging, engaging, and supportive project-based learning activities and assessment for teaching the Stage 5 Design/Industrial Technology Syllabi.

2. Critically engage with various discourses / demands/ approaches to pedagogy / theories that capture the complexities of the curriculum.

3. Demonstrate the use of timber/metal/plastic skills in creating a product/system/environment and digital folio.

4. Demonstrate the teaching of numeracy skills when measuring, cutting to size and calculating quantities to manufacture timber/metal items.

Course Materials

Recommended Text:

- Killen, R. (2013). *Effective teaching strategies: Lessons from research and practice* (6th ed). Melbourne: Thomson/Social Science Press.

- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Cengage Learning Australia

Required Reading:

- Australian Curriculum, Assessment and Reporting Authority [ACARA]. (2017) *Technology Mandatory Syllabus – Year 7 and 8*. Retrieved from: https://educationstandards.nsw.edu.au/wps/wcm/connect/84369526-14e2-4fd3-acc0-98062f574a0e/technology-mandatory-7-8-syllabus-2017.pdf?MOD=AJPERES&CVID=

-

- Ructtinger, L. (2015). *Computational Thinking in the Australian Curriculum*. Retrieved from https://education.nsw.gov.au/about-us/educational-data/school-research-and-evaluation/research-and-evaluation-projects/past-research-projects/computational-thinking-in-the-australian-curriculum

- Australian Institute for Teaching and School Leadership. (2014). *Learning Through Doing – Introduction to design thinking*. Retreived from: https://www.aitsl.edu.au/docs/default-source/default-document-library/aitsl-learning-through-doing-introduction-to-design-thinking.pdf?sfvrsn=0

- NSW Department of Education. (2008). *Principles of Assessment and Reporting in NSW Public Schools.* Retrieved from: https://janiceatkin.com/wp-content/uploads/2016/05/principles_ar.pdf

- State of New South Wales, Department of Education. (n.d). *Numeracy Skills Framework – Numeracy across the curriculum*. Retreived from: http://www.numeracyskills.com.au/research-on-strategies-for-improving-numeracy-instruction

- Keane, T., Keane, W. & Blicblau, A. (2016). *Beyond traditional literacy: Learning and transformative practices using ICT.* Retreived from: https://link.springer.com/article/10.1007/s10639-014-9353-5#citeas

- Masters, G. (2016). *Policy Insights: Five Challenges in Australian School Education*. Retreived from: https://research.acer.edu.au/policyinsights/5/

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Course Introduction	Course overview WHS procedures – Workshop Induction	
2	24 Jul	Thinking Skills in Technology Mandatory	Assign 1 discussion WHS procedures – Workshop Induction Practical project 1	
3	31 Jul	Stage 5 Curriculum	Analysis of curriculum documents Practical project 1	
4	7 Aug	Assessment in schools	Tutorial assessment activities Practical project 1	Assign 1 – Friday 20th August
5	14 Aug	Developing a unit of work	Tutorial unit planning activities Practical project 1	
6	21 Aug	Developing ICT resources	Tutorial ICT activities Practical project 1	Assign 3 – Project one due (at end of W6 Workshop)
7	28 Aug	Teaching strategies for PBL	Tutorial teaching strategies activities Practical project 2	Assign 2 Due – Fri 10th Sept
8	4 Sep	Numeracy across the curriculum	Tutorial activities to support AT3 folio completion Practical project 2	
9	11 Sep	Workshop skills	Practical project 2	
10	18 Sep	Workshop skills	Tutorial activities to support AT3 folio completion Practical project 2	Assign 3 – Project 2 and Folio due (at end of W10 Workshop)
Mid Term Break				
Mid Term Break				
11	9 Oct			
12	16 Oct			
13	23 Oct			
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay	Friday 18th August at 11:59PM	Individual	20%	2
2	Unit Plan	Friday 8th September at 11:59PM	Individual	40%	1, 2
3	Projects	Project 1 due at the end of your timetabled workshop in Week 6 Project 2 and design folio due at the end of your timetabled workshop in Week 10	Individual	40%	3, 4

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Essay

Assessment Type Essay

Purpose The purpose of this assignment is to allow students to demonstrate their capacity to critically reflect on, and engage with current discourses, approaches to pedagogy and theories that capture the complexities of the Technology curriculum.

Description Task 1 - Essay

Thinking skills that have been targeted for inclusion in the new Stage 4 Technology Curriculum include Computational Thinking, Design Thinking, and Systems thinking.
In this essay define the three areas of thinking and discuss the implications for their implementation within the new Stage 4 Technology Mandatory curriculum. Use specific examples to demonstrate how the teaching of these types of thinking could be effectively implemented within a Technology Mandatory classroom. You must use the Quality Teaching Framework as a pedagogical lens when describing relevant lesson activities.
Design Thinking in Technology Education. You must use the Quality Teaching Framework as a pedagogical lens when describing relevant lesson activities

Weighting 20%

Length 1000 words

Due Date Friday 18th August at 11:59PM

Submission Method Online
This assignment must be submitted to Turnitin. No hard copy is required.

Assessment Criteria Assessment rubrics with criteria are available on the course Blackboard site.

Return Method Online

Feedback Provided Online - . Feedback will be provided via Blackboard.

Assessment 2 - Unit Plan

Assessment Type Proposal / Plan

Purpose The purpose of this assignment is to allow students the opportunity to apply planning and research skills in the form of a unit plan and associated documentation that will allow for effective management of Stage 5 Technology classes.

Description Description
Developing a Stage 5 Unit of work.

Relevant syllabus:
Stage 5 Design and Technology OR Stage 5 Industrial Technology. Students are required to choose one of the syllabus documents listed above and are required to produce a 10 week unit plan that includes:

(1) An overview that includes a detailed rationale for the unit that includes an indication of the outcomes that will be met upon completion of the unit, and a brief synopsis of each lesson in the sequence.
(2) A range of suitable teaching strategies, technologies for enhancing student learning, and quality resources.
(3) An assessment schedule and list of tasks used to assess the student progress toward achieving the outcomes. The assessment schedule will document assessment tasks (formal and informal, diagnostic, formative and summative), that will occur throughout the unit. This includes, where relevant, assessment strategies in reading, writing, speaking, listening and mathematics.
(4) A rational for the type of feedback provided to students with regard to assessment task performance and a description of how the feedback is delivered. You are also required to make statements that demonstrate your understanding of how such an assessment task would be managed in a school environment. To answer this part of the assessment task you may draw specifically on HSC student work samples, classroom work samples, how teachers moderate across classes to arrive at consistent and comparable judgments about students learning, and relevant tutorial activities which deal specifically with the analysis of student assessment data to evaluate student learning and modify teaching practise.
(5) Highlight in the program the sections that address the literacy and numeracy demands of the chosen curriculum document.

This should provide teachers with the opportunity to identify areas of literacy and numeracy need, and where opportunities exist to provide students with written and oral feedback regarding their literacy and numeracy development.
(6) Staff Feedback - An outline of how the unit will be assessed to improve student learning

Students may select the school term in which the unit would be delivered. It is suggested that you set up a template for the unit design that allocates one page per week of lesson activities. Students should also document elements of the NSW Quality Teaching Framework throughout the unit plan. Your tutor will provide further detail on the specific requirements of this task during tutorial sessions.

Weighting 40%
Length 2000 words
Due Date Friday 8th September at 11:59PM
Submission Method Online
This assignment must be submitted to Turnitin. No hard copy is required.
Assessment Criteria Assessment rubrics with criteria are available on the course Blackboard site.
Return Method Online
Feedback Provided Online - . Feedback will be provided via Blackboard.

Assessment 3 - Projects

Assessment Type Project
Purpose The purpose of this assignment is to enhance research and practical skills relevant to the management of a Technology Mandatory class.
Description Practical Design Projects for Stage 4 Technology Mandatory:

Students will produce two practical projects that would be suitable for implementation within the Stage 4 Technology Mandatory National Curriculum. A design folio for project 2 must be completed also. Details of the requirements for design projects are provided below:

Design project 1 (15 marks):

This is a timber based project that focuses on the skills of laminating, widening joints and edge treatments. Students will choose between a timber cutting board or timber clock. Design choices should be relevant to Stage 4 (National Curriculum) Technology Mandatory. Diversity of design solutions is expected here.

Design project 2 (15 marks):

'Action Toy'
This is a predominately a timber-based project but may also incorporate metal and plastic components. Tutorials and workshops will emphasise the specific use of workshop techniques such as jigs and templates to complete this project.

OR

'Student Choice'
Students may design and produce a practical project of their own choice for this assignment. It may be based on Timber, Metal, Plastic, or a combination of these. It may also have relevance to content areas beyond Material Technologies, such as Engineered systems and Digital technologies (Eg: Bottle rockets, CO_2 racers etc).

Design Folio for Project 2 (10 marks):

A design folio must also be submitted with Design Project 2. Your tutor will provide advice as to the structure of this document. The folio should contain evidence of the design and production process implemented throughout the development of the project. It should also clearly identify the numeracy skills taught.

Weighting 40%

Length	2000 words or equivalent.
Due Date	Project 1 due at the end of your timetabled workshop in Week 6 Project 2 and design folio due at the end of your timetabled workshop in Week 10
Submission Method	In Class Practical projects are to be submitted in class. The digital folio for Practical project 2 is to be submitted via Turnitin on the course Blackboard site.
Assessment Criteria	Assessment rubrics with criteria are available on the course Blackboard site.
Return Method	In Person
Feedback Provided	Online - . Feedback will be provided via Blackboard.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: A class roll will be taken during each session)
- Workshop (Method of recording: A class roll will be taken during each session)

WH&S Requirements

Students are required to wear appropriate PPE for use in a workshop environment.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

EDUC2245 ASSESSMENT TASK 1: Essay Marking rubric.					**Student name:**
☐ Unsatisfactory attempt, or no attempt made to address this part of the assignment.	☐ A poor definition is provided of Computational Thinking, Design Thinking, and Systems thinking Skills. Their importance in modern society is not addressed.	☐ A satisfactory definition is provided of Computational Thinking, Design Thinking, and Systems thinking Skills. Their importance in modern society is supported by minimal research evidence.	☐ A very good definition is provided of Computational Thinking, Design Thinking, and Systems thinking Skills. Their importance in modern society is supported by appropriate and relevant research evidence.	☐ An outstanding definition is provided of Computational Thinking, Design Thinking, and Systems thinking Skills . Their importance in modern society is supported by highly appropriate and relevant research evidence.	
0 marks	**1 marks**	**2 marks**	**3 marks**	**4 marks**	**/4**
☐ A very poor discussion of the implications for the implementation of Computational Thinking, Design Thinking, and Systems thinking Skills or no attempt made to address this part of the assignment.	☐ A poor discussion of the implications for the implementation of Computational Thinking, Design Thinking, and Systems thinking Skills within the Stage four Technology Curriculum is presented. Some implications are addressed, but without appropriate supporting evidence.	☐ A satisfactory discussion of the implications for the implementation of Computational Thinking, Design Thinking, and Systems thinking Skills within the Stage four Technology Curriculum is presented. Both positive and negative implications are addressed, with mostly appropriate supporting evidence.	☐ A very good discussion of the implications for the implementation of Computational Thinking, Design Thinking, and Systems thinking Skills within the Stage four Technology Curriculum is presented. Both positive and negative implications are addressed in depth, with appropriate supporting evidence.	☐ An outstanding discussion of the implications for the implementation of Computational Thinking, Design Thinking, and Systems thinking Skills within the Stage four Technology Curriculum is presented. Both positive and negative implications are addressed in great depth, with highly relevant supporting evidence.	
0 – 1 mark	**2 marks**	**3 – 4 marks**	**5 marks**	**6 marks**	**/6**
☐ Extremely poor attempt, or no attempt made to address this part of the assignment.	☐ Poor examples provided that do not effectively demonstrate how thinking skills can be taught. Discussion of this is minimal or non-existent and reflects only a very basic understanding of the topic. The NSW Quality Teaching Framework is only mentioned superficially throughout this discussion.	☐ Satisfactory to good examples provided that demonstrate how thinking skills can be taught. Discussion of this is adequate and reflects a reasonable understanding of the topic. The NSW Quality Teaching Framework is used adequately as a pedagogical lens throughout this discussion.	☐ Very good examples provided that demonstrate how thinking skills can be taught. Discussion of this is insightful and reflects a considerable understanding of the topic. The NSW Quality Teaching Framework is effectively used as a pedagogical lens throughout this discussion.	☐ Outstanding examples provided that demonstrate how thinking skills can be taught. Discussion of this is extremely insightful and reflects a deep understanding of the topic. The NSW Quality Teaching Framework is very effectively used as a pedagogical lens throughout this discussion.	
0 – 1 mark	**2 marks**	**3 - 4 marks**	**5 marks**	**6 marks**	**/6**
☐ No external sources are included. Spelling and grammar require attention.	☐ APA referencing conventions need improvement and additional supporting evidence is required. Spelling, grammar, quotations and/or referencing requires attention.	☐ APA referencing conventions are satisfactorily applied in places with supporting evidence including mostly correct spelling, grammar, quotations and/or referencing. Some supporting evidence is included.	☐ APA referencing conventions are well applied including the use of correct spelling, grammar, quotations and referencing with a range of supporting evidence from recent journal articles, online sources and / or texts.	☐ APA referencing conventions are applied at every point including the use of correct spelling, grammar, quotations and referencing with a wide range of supporting evidence from recent journal articles, online sources and texts.	
0 - 1 mark	**1 mark**	**2 marks**	**3 marks**	**4 marks**	**/4**
				TOTAL MARK	**/20**

EDUC2245 ASSESSMENT TASK 2: Unit plan Marking rubric (40%)					Student name:
PART A: Unit plan (30 marks)					
☐ A very poor rationale that must be linked more closely to the syllabus or no rationale provided. Spelling and grammar require significant work.	☐ A poor rationale linking the unit to the some aspects of the syllabus rationale. Spelling and grammar require work.	☐ A satisfactory unit rationale linking the program to most aspects of the syllabus rationale	☐ An excellent unit rationale linking the program to all aspects of the syllabus rationale	☐ A strong, persuasive unit rationale linking the program to all aspects of the syllabus rationale	
0 – 1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**	**/5**
☐ Minimal or no alignment of outcomes, content, strategies, resources, assessment and registration. Overall document format is extremely poor.	☐ Some alignment of outcomes, content, strategies, resources, assessment and registration. Overall document format is poor.	☐ Mostly good alignment of outcomes, content, strategies, resources, assessment and registration. Overall document format is good.	☐ Excellent alignment of outcomes, content, strategies, resources, assessment and registration. Overall document format is excellent.	☐ Outstanding alignment of outcomes, content, strategies, resources, assessment and registration. Overall document format is outstanding.	
0 – 1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**	**/5**
☐ The program includes problems in one or more of the following: ➢ Clearly defined outcomes ➢ Coherent and well formatted scope and sequence ➢ Innovative and engaging lesson content which contains a wide range of teaching strategies that cater for different learning styles	☐ Satisfactory coverage of the program within SOME of the following: ➢ Clearly defined outcomes ➢ Coherent and well formatted scope and sequence ➢ Innovative and engaging lesson content which contains a wide range of teaching strategies that cater for different learning styles	☐ Good coverage of the program within MOST of the following: ➢ Clearly defined outcomes ➢ Coherent and well formatted scope and sequence ➢ Innovative and engaging lesson content which contains a wide range of teaching strategies that cater for different learning styles	☐ Excellent coverage of the program within MOST of the following: ➢ Clearly defined outcomes ➢ Coherent and well formatted scope and sequence ➢ Innovative and engaging lesson content which contains a wide range of teaching strategies that cater for different learning styles	☐ Comprehensive and outstanding coverage of the program within ALL of the following: ➢ Clearly defined outcomes ➢ Coherent and well formatted scope and sequence ➢ Innovative and engaging lesson content which contains a wide range of teaching strategies that cater for different learning styles	
0 - 7 marks	**8 - 9 marks**	**10 – 11 marks**	**12 - 13 marks**	**14 - 15 marks**	**/15**
☐ A very poor attempt to provide resources, including Information and Communications Technologies OR no attempt at all.	☐ Some resources are provided, including Information and Communications Technologies, within the planned lesson. These are not all relevant and engaging.	☐ A list of mostly useful and engaging resources is provided, including Information and Communications Technologies, within the planned lessons.	☐ A comprehensive list of very useful and engaging resources is provided, including Information and Communications Technologies, within the planned lessons	☐ An extremely comprehensive list of very innovative, highly useful and engaging resources is provided, including Information and Communications Technologies, within the planned lessons.	
0 - 1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**	**/5**

☐ A very poor attempt to design an assessment task and marking rubric OR no attempt at all.	☐ Assessment task has significant issues within its design. Major problems exist in one or more of the following areas: Number of outcomes being assessed, Activities chosen, Instructions provided and marking rubric.	☐ Assessment task is generally appropriate. There are some issues with the number of outcomes to be assessed. Activities are mostly engaging and relevant. Instructions and marking rubric are provided, but there are some issues with grammar and formatting.	☐ Assessment task is very appropriate. Outcomes to be assessed are clearly identified, Activities are engaging and relevant. Instructions and marking rubric are well set out and easy to understand.	☐ Assessment task is highly appropriate. Outcomes to be assessed are clearly identified, Activities are extremely engaging and relevant. Instructions and marking rubric are quite comprehensive and very easy to understand.	
0 - 4 marks	**4 marks**	**6 marks**	**8 marks**	**10 marks**	**/10**
				MARK	**/40**

EDUC2245 ASSESSMENT TASK – Project 1 (Grazing Board): Marking rubric.					Student name:
Project 2: Project and folio (25 marks)					
☐ Develops a project that demonstrates limited or no attention to innovation in design and manufacture.	☐ Develops a project that demonstrates some basic attention to innovation in design, but this is of poor quality.	☐ Develops a project that demonstrates some innovative design components. The attempt is of good quality.	☐ Effectively develops a project that demonstrates several innovative design components. The attempt is of excellent quality.	☐ Effectively develops a project that demonstrates a variety of successful, innovative design components. The attempt is of outstanding quality.	
0 – 1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**	**/5**
☐ Develops a poor degree of workmanship in all areas of the project (Joint construction, Edge treatment, surface finish).	☐ Develops a satisfactory degree of workmanship in most areas of the project (Joint construction, Edge treatment, surface finish).	☐ Develops a good degree of workmanship in all areas of the project (Joint construction, Edge treatment, surface finish).	☐ Develops an excellent degree of workmanship in all areas of the project (Joint construction, Edge treatment, surface finish).	☐ Develops an outstanding degree of workmanship in all areas of the project (Joint construction, Edge treatment, surface finish).	
0 – 4 marks	**4 marks**	**5 marks**	**6 marks**	**7 marks**	**/7**
	☐ Project is inappropriate for all students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is not appropriate for the majority of students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is appropriate for most students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is highly appropriate for all students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	
	0 marks	**1 marks**	**2 marks**	**3 marks**	**/3**
				Project 2 MARK	**/15**

EDUC2245 ASSESSMENT TASK – Assign 3: Project 2 and Folio: Marking rubric (25%)					Student name:
Assignment 3 - Project 2: Project and folio (25 marks)					
☐ Develops a project that demonstrates limited or no attention to innovation in design and manufacture.	☐ Develops a project that demonstrates some basic attention to innovation in design, but this is of poor quality.	☐ Develops a project that demonstrates some innovative design components. The attempt is of good quality.	☐ Effectively develops a project that demonstrates several innovative design components. The attempt is of excellent quality.	☐ Effectively develops a project that demonstrates a variety of successful, innovative design components. The attempt is of outstanding quality.	
0 – 1 mark	**2 marks**	**3 marks**	**4 marks**	**5 marks**	**/5**
☐ Develops a poor degree of workmanship in all areas of the project.	☐ Develops a satisfactory degree of workmanship in most areas of the project.	☐ Develops a good degree of workmanship in all areas of the project.	☐ Develops an excellent degree of workmanship in all areas of the project.	☐ Develops an outstanding degree of workmanship in all areas of the project.	
0 – 4 marks	**4 marks**	**5 marks**	**6 marks**	**7 marks**	**/7**
	☐ Project is inappropriate for all students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is not appropriate for the majority of students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is appropriate for most students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	☐ Project is highly appropriate for all students, in terms of its complexity and timeframe for completion for a Stage 4 Technology Mandatory class.	
	0 marks	**1 marks**	**2 marks**	**3 marks**	**/3**
☐ The digital folio needs further development before it can be used with a class. It is incomplete and of very poor quality.	☐ The digital folio contains satisfactory information relating to most of the following: Design Brief, Initial Ideas, Research, Workplace Health and Safety requirements, Final Idea-Sketch, Manufacturing Procedure, Evaluation and Numeracy skills taught.	☐ The digital folio contains good quality information relating to most of the following: Design Brief, Initial Ideas, Research, Workplace Health and Safety requirements, Final Idea-Sketch, Manufacturing Procedure, Evaluation, and Numeracy skills taught.	☐ The digital folio contains information of excellent quality relating to all of the following: Design Brief, Initial Ideas, Research, Workplace Health and Safety requirements, Final Idea-Sketch, Manufacturing Procedure, Evaluation and Numeracy skills taught	☐ The digital folio contains information of outstanding quality relating to all of the following: Design Brief, Initial Ideas, Research, Workplace Health and Safety requirements, Final Idea-Sketch, Manufacturing Procedure, Evaluation and Numeracy skills taught.	
0 - 4 mark	**5 - 6 marks**	**6 - 7 marks**	**8 - 9 marks**	**10 marks**	**/10**
				Project 2 and Folio	**/25**