Furnishing Skills 2024 v1.2

Applied senior syllabus

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For all Queensland schools

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299
Email: office@qcaa.qld.edu.au
Website: www.qcaa.qld.edu.au

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Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

Rationale

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Demonstrate practices, skills and procedures.**

   Students identify and reproduce fundamental industry skills in manufacturing tasks. These relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

2. **Interpret drawings and technical information.**

   Students use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information. They draw meaning through mathematical calculations, industry conventions, standards and task-specific information such as schedules, data tables and operating procedures.

3. **Select practices, skills and procedures.**

   Students choose knowledge and skills to complete furnishing industry–specific manufacturing tasks. Knowledge and skills relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawings and technical information, tools and materials.

4. **Sequence processes.**

   Students use knowledge and understanding of industry practices, including safety concepts and principles, waste, product quality expectations, teamwork, regulations. They decide on the combination and order of production processes, including preparing, marking-out, cutting, joining, machining, forming and finishing to produce products in manufacturing tasks.

5. **Evaluate skills and procedures, and products.**

   Students determine the efficiency and effectiveness of production skills and procedures in relation to industry practices specific task requirements. They assess the strengths, implications and limitations of products, using drawings technical information and expectations of quality.

6. **Adapt plans, skills and procedures.**

   Students modify and improve production plans based on identified strengths, implications and limitations. They apply quality control measures to improve the alignment of products with drawings and technical information.

Designing a course of study in Furnishing Skills

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

Furnishing Skills is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Risk management

Schools will need to appropriately manage the risks associated with equipment and materials used in this course of study.

Risk management processes will include safe operating procedures, record-keeping of maintenance and risk assessments for high-risk equipment.

Further information to assist schools with health and safety is available at https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces.

Support material to manage risks is available at https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/industrial-technology-design.

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the *QCE and QCIA policy and procedures handbook*.

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student shows proficient demonstration of manufacturing industry practices, and production skills and procedures when manufacturing products. They demonstrate insightful and justified interpretation of drawings and technical information. The student discerningly selects industry practices, and production skills and procedures. When manufacturing they strategically sequence production processes. They provide insightful and justified evaluations of production skills, procedures and products. The student's adaptation of production plans, skills and procedures is insightful and justified when manufacturing products.
B
The student shows efficient demonstration of manufacturing industry practices, and production skills and procedures when manufacturing products. They demonstrate detailed and supported interpretation of drawings and technical information. The student thoroughly selects industry practices, and production skills and procedures. When manufacturing they consider how to sequence production processes. They provide detailed and supported evaluations of production skills, procedures and products. The student's adaptation of production plans, skills and procedures is detailed and supported when manufacturing products.
C
The student shows demonstration of manufacturing industry practices, and production skills and procedures when manufacturing products. They demonstrate interpretation of drawings and technical information. The student selects industry practices, and production skills and procedures. When manufacturing they sequence production processes. They provide evaluations of production skills, procedures and products. The student adapts production plans, skills and procedures when manufacturing products.
D
The student shows rudimentary demonstration of practices, and production skills and procedures when manufacturing products. They demonstrate narrow and unsupported interpretation of drawings and technical information. The student inconsistently selects industry practices, and production skills and procedures. When manufacturing they inconsistently sequence production skills or procedures. They provide narrow and unsupported evaluations of production skills, procedures and products. The student's adaptation of skills or procedures is narrow and unsupported when manufacturing incomplete products.
E
The student shows incorrect demonstration of practices, and production skills and procedures when manufacturing products. They demonstrate superficial and unsubstantiated interpretation of drawings and technical information. The student incorrectly selects industry practices, and production skills and procedures. When manufacturing they incorrectly sequence production skills or procedures. They provide statements about production skills, procedures and products. The student changes skills or procedures when manufacturing aspects of products.

Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Unit options

Unit option A: Furniture-making

In this unit, students demonstrate furniture-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit objectives

1. Demonstrate furniture-making industry practices, and production skills and procedures.
2. Interpret furniture-making drawings and technical information.
3. Select furniture-making industry practices, and production skills and procedures.
4. Sequence furniture-making production processes.
5. Evaluate furniture-making industry production skills and procedures, and products.
6. Adapt furniture-making production plans, skills and procedures.

Subject matter

Pathways

- Recognise industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises, including furniture maker, furniture machinist, wood machinist.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial view
  - dimensions, symbols, annotations and scales
  - joinery, fixings/hardware, form and quality information
  - surface finish details.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine industry drawings to identify
  - the naming conventions for furniture materials e.g. polymers, composites (including manufacture boards), metals, timbers, timber sources (recycled, plantation, native) and recycled products
  - basic drawing standards, including
    - dimensions, fits and tolerances
    - plain and solid shapes, including orthographic, sectional and isometric (pictorial view)
    - drawing details, including hole sizes and joinery for various materials, hardware and fixing.
- Interpret a
  - simple detailed drawing with technical information of a solid timber material product that requires multiple joints (e.g. mitres, housing and mortice and tenon) using furniture-making tools and machines, e.g. small side table, timber stool
  - detailed drawing of a multi-material manufactured product that contains multiple forms of joinery and hardware (e.g. woods, metals, composites, plastics and textiles), e.g. upholstered lounge chair, rattan sideboard/buffet.

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings, e.g. tooling, blades, cutter, speed, feed selection
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment, e.g. tape measure, rule, vernier callipers, square, combination set, bevel, divider, chalk line and marking gauge
  - procedures used to measure, estimate and calculate materials, e.g. length, diameter, thickness, area, percentages and perimeters.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. utility knife, tenon saw, spoke shave, files, coping saw, chisel, hammer, mallet and planer
  - skills using power tools, e.g. jigsaw, drop saw, scroll saw, wall saw, biscuit joiner, mortiser, routing table and edge bander
  - skills using machinery, e.g. drill press, bandsaw, compound mitre saw and morticing machine
  - procedures for and safe methods of cutting a range of materials, e.g. timber, metal and composite.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. screwdriver, stapler gun, spanners and sockets
  - skills using power tools, e.g. biscuit joiner, router, drill
  - skills using equipment, e.g. router tables and jigs, furniture joining equipment
  - procedures for and safe methods of joining a range of materials, e.g. timber, metal and composite.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, thicknesser, mortiser, jointer and lathe
  - procedures for and safe methods of machining a range of materials, e.g. timber, metal and composite.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. coping saw, spoke shave, files and abrasive paper
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, table router and lathe
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.

- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. hammer, clamp, screwdriver and jigs
  - skills using machinery, e.g. drill and pneumatic tools
  - procedures for and safe methods of assembling a range of materials, e.g. timber, metal and composite.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. sandpaper, rasp, file, brush, roller, holding devices and spray gun
  - skills using power tools, e.g. belt and orbital sander
  - skills using fixed machinery, e.g. drum sander, scrolling equipment, bobbin sander and compressor
  - procedures for and safe methods of finishing a range of materials, e.g. timber, metal and composite, including
    - sanding and surface cleaning procedures
    - applying stains, coatings and finishes.
- Demonstrate finishing procedures and skills required to prolong the life of a manufactured product, including
  - sanding and surface cleaning procedures
  - applying stains, coatings and finishes.

Industry practices

- Recognise industry practices relevant to furniture-making regarding customer expectations of product quality, including
  - accuracy, including tolerances or allowances in drawings
  - finish, including surface preparation, primer, undercoat and finish coat (colour)
  - cost, including minimising waste materials, working efficiently, working with others effectively
  - completion in agreed timeframes, e.g. working to a production schedule.
- Select and demonstrate workplace health and safety practices in furniture-making manufacturing tasks, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements, including codes of practice for workplace machinery and equipment, including cutting and joinery machines and equipment
  - safe operating procedures for cutting, forming, assembling and finishing machines and equipment
  - risk assessments for workshop processes, including use of safety data sheets for consumables such as paints, solvents, sealants and adhesives
  - safe and appropriate use of personal protective equipment (PPE).

- Demonstrate industry-related personal attributes for furniture makers, including
  - communication skills, including
    - use of technical language, including tool names and uses, cutting, machining and joinery procedures and uses, consumables, types of materials
    - written skills, including producing textual and visual information, e.g. rough sketches to communicate technical information to others
    - oral skills, including speaking and listening to others, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - teamwork, including individual responsibility and accountability
  - integrity, initiative, independence and work ethic.
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to manufacture furniture-making products, including acknowledgement of
  - available cutting, machining and assembly equipment, machinery and tools
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials.
- Evaluate production skills and procedures, furniture-making products using knowledge of industry practices and drawing requirements, including
  - material cut and machine size errors, availability and storage
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.
- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - machining surface defects
  - material joinery defects, e.g. aesthetics, fixing and hardware application
  - component limits, fits and tolerance
  - out of tolerance errors, e.g. incorrect product size or finish
  - cleaning waste material and inspecting solid timber joints for conformance to drawing requirements
  - inspecting furniture frame joinery and structural integrity for conformance to drawing requirements
  - finishing product to drawing requirements and customer expectations of quality.

Unit option B: Cabinet-making

In this unit, students demonstrate cabinet-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of cabinet materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit objectives

1. Demonstrate cabinet-making industry practices, and production skills and procedures.
2. Interpret cabinet-making drawings and technical information.
3. Select cabinet-making industry practices, and production skills and procedures.
4. Sequence cabinet-making production processes.
5. Evaluate cabinet-making production skills and procedures, and products.
6. Adapt cabinet-making production plans, skills and procedures.

Subject matter

Pathways

- Recognise industry career pathways for cabinet-making workers in domestic, commercial and bespoke enterprises, including cabinet maker, cabinet machinist, joiner.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial view
  - dimensions, symbols, annotations and scales
  - joinery, fixings/hardware, form and quality information
  - surface finish details.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine industry drawings to identify
  - the naming conventions for cabinetry materials
  - basic drawing standards, including
    - dimensions, fits and tolerances
    - plain and solid shapes, including orthographic, sectional and isometric (pictorial view)
    - drawing details, including hole sizes and joinery for various materials, hardware and fixing.
- Interpret a
  - simple detailed drawing with technical information of a sheet material product that requires cabinetry joinery using cabinet-making tools and machines, e.g. wall cabinet, bedside cabinet
  - detailed drawing of a composite sheet material manufactured product that contains knock-down fittings, e.g. small entertainment unit, small bathroom vanity cabinet.

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings, e.g. tooling, blades, cutter, speed, feed selection
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment, e.g. tape measure, rule, vernier callipers, square, combination set, bevel, divider, chalk line and marking gauge
  - procedures used to measure, estimate and calculate materials, e.g. length, diameter, thickness, area, percentages and perimeters.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. holding devices, tenon saw, coping saw, chisel, hammer, mallet and planer
  - skills using power tools, e.g. jigsaw, drop saw, scroll saw, wall saw, biscuit joiner, mortiser, routing table and edge bander
  - skills using machinery, e.g. drill press, bandsaw, compound mitre saw and morticing machine
  - procedures for and safe methods of cutting a range of materials, e.g. timber, metal and composite.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. screwdriver, stapler gun, spanners and sockets
  - skills using power tools, e.g. biscuit joiner, router, drill
  - skills using equipment, e.g. router tables and jigs, furniture joining equipment
  - procedures for and safe methods of joining a range of materials, e.g. timber, metal and composite.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, thicknesser, mortiser, horizontal borer, jointer and lathe
  - procedures for and safe methods of machining a range of materials, e.g. timber, metal and composite.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. coping saw, spoke shave, files and abrasive paper
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, table router and lathe
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.

- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. hammer, clamp, screwdriver and jigs
  - skills using machinery, e.g. drill and pneumatic tools
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. sandpaper, rasp, file, brush, roller, holding devices and spray gun
  - skills using power tools, e.g. belt and orbital sander
  - skills using fixed machinery, e.g. drum sander, scrolling equipment, bobbin sander and compressor.
  - procedures for and safe methods of finishing a range of materials, e.g. timber, metal and composite, including
    - sanding and surface cleaning procedures
    - applying stains, coatings and finishes.

Industry practices

- Recognise industry practices relevant to cabinet-making regarding customer expectations of product quality, including
  - accuracy, including tolerances or allowances in drawings
  - finish, including surface preparation, primer, undercoat and finish coat (colour)
  - cost, including minimising waste materials, working efficiently, working with others effectively
  - completion in agreed timeframes, e.g. working to a production schedule.
- Select and demonstrate workplace health and safety practices in cabinet-making manufacturing tasks, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements including codes of practice for workplace machinery and equipment, including cutting, joinery and assembling machines and equipment
  - safe operating procedures for cutting, forming, assembling and finishing machines and equipment
  - risk assessments for workshop processes, including use of safety data sheets for consumables such as paints, solvents, sealants and adhesives
  - safe and appropriate use of personal protective equipment (PPE).

- Demonstrate industry-related personal attributes for cabinet makers, including
  - communication skills, including
    - use of technical language, including tool names and uses, cutting, machining and joinery procedures and uses, consumables, types of materials
    - written skills, including producing textual and visual information, e.g. rough sketches to communicate technical information to others
    - oral skills, including speaking and listening to others, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - teamwork, including individual responsibility and accountability
  - integrity, initiative, independence and work ethic.
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to manufacture cabinet-making products, including acknowledgement of
  - available marking-out, cutting, joining, machining, forming, assembling and finishing equipment, machinery and tools
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials
- Evaluate production skills and procedures, and cabinet-making products using knowledge of industry practices and drawing requirements, including
  - material cut and machine size errors, availability and storage
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.
- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - machining surface defects
  - material joinery defects, e.g. aesthetics, fixing and hardware application
  - component limits, fits and tolerance
  - out of tolerance errors, e.g. incorrect product size or finish
  - cleaning waste material and inspecting solid timber joints for conformance to drawing requirements
  - inspecting cabinetry joinery and structural integrity for conformance to drawing requirements
  - finishing product to drawing requirements and customer expectations of quality.

Unit option C: Interior furnishing

In this unit, students demonstrate interior furnishing fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit objectives

1. Demonstrate interior furnishing industry practices, and production skills and procedures.
2. Interpret interior furnishing drawings and technical information.
3. Select interior furnishing industry practices, and production skills and procedures.
4. Sequence interior furnishing production processes.
5. Evaluate interior furnishing production skills and procedures, and products.
6. Adapt interior furnishing production plans, skills and procedures.

Subject matter

Pathways

- Recognise industry career pathways for interior furnishing workers in domestic, commercial and bespoke enterprises, including glazier, picture framer, joiner.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial view
  - dimensions, symbols, annotations and scales
  - joinery, fixings/hardware, form and quality information
  - surface finish details.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine industry drawings to identify
  - the naming conventions for framing and glazing materials
  - basic drawing standards, including
    - dimensions, fits and tolerances
    - plain and solid shapes, including orthographic, sectional and isometric (pictorial view)
    - drawing details, including hole sizes and joinery for various materials, hardware and fixing.
- Interpret a
  - simple detailed drawing with technical information of a furnishing product that requires framing and glazing procedures using interior furnishing tools and machines, e.g. art display frame with glass component, wooden lightbox with glass component
  - detailed drawing of a multi-material manufactured furnishing product that contains glazing and framing procedures, e.g. glass and timber coffee table, display cabinet with glass component.

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings, e.g. tooling, blades, cutter, speed, feed selection
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment, e.g. tape measure, rule, vernier callipers, square, combination set, bevel, divider, marking gauge and jigs and templates
  - procedures used to measure, estimate and calculate materials, e.g. length, diameter, thickness, area, percentages and perimeters.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. holding devices, tenon saw, coping saw, chisel, hammer, mallet and planer
  - skills using power tools, e.g. jigsaw, drop saw, scroll saw, wall saw, biscuit joiner, mortiser, routing table and edge bander
  - skills using machinery, e.g. drill press, bandsaw, compound mitre saw and morticing machine
  - procedures for and safe methods of cutting a range of materials, e.g. timber, metal and composite.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. screwdriver, stapler gun, spanners and sockets
  - skills using power tools, e.g. biscuit joiner, router, drill
  - skills using equipment, e.g. router tables and jigs, furniture joining equipment
  - procedures for and safe methods of joining a range of materials, e.g. timber, metal and composite.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, thicknesser, mortiser, horizontal borer, jointer and lathe
  - procedures for and safe methods of machining a range of materials, e.g. timber, metal and composite.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. coping saw, spoke shave, files and abrasive paper
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, table router and lathe
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.

- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. hammer, clamp, screwdriver and jigs
  - skills using machinery, e.g. drill and pneumatic tools
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. sandpaper, rasp, file, brush, roller, holding devices and spray gun
  - skills using power tools, e.g. belt and orbital sander
  - skills using fixed machinery, e.g. drum sander, scrolling equipment, bobbin sander and compressor
  - procedures for and safe methods of finishing a range of materials, e.g. timber, metal and composite, including
    - sanding and surface cleaning procedures
    - applying stains, coatings and finishes.

Industry practices

- Recognise industry practices relevant to interior furnishing regarding customer expectations of product quality, including
  - accuracy, including tolerances or allowances in drawings
  - finish, including surface preparation, primer, undercoat and finish coat (colour)
  - cost, including minimising waste materials, working efficiently, working with others effectively
  - completion in agreed timeframes, e.g. working to a production schedule.
- Select and demonstrate workplace health and safety practices in interior furnishing manufacturing tasks, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements, including codes of practice for workplace machinery and equipment, including cutting, joinery and assembling machines and equipment
  - safe operating procedures for cutting, forming, assembling and finishing machines and equipment
  - risk assessments for workshop processes, including use of safety data sheets for consumables such as paints, solvents, sealants and adhesives
  - safe and appropriate use of personal protective equipment (PPE).

- Demonstrate industry-related personal attributes for interior furnishing, including
  - communication skills, including
  - use of technical language, including tool names and uses, cutting, machining and joinery procedures and uses, consumables, types of materials
  - written skills, including producing textual and visual information, e.g. rough sketches to communicate technical information to others
  - oral skills, including speaking and listening to others, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - teamwork, including individual responsibility and accountability
  - integrity, initiative, independence and work ethic.
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to manufacture interior furnishing products, including acknowledgement of
  - available marking-out, cutting, joining, machining, forming, assembling and finishing equipment, machinery, tools
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials.
- Evaluate production skills and procedures, and interior furnishing products using knowledge of industry practices and drawing requirements, including
  - material cut and machine size errors, availability and storage
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.
- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - machining surface defects
  - material joinery defects, e.g. aesthetics, fixing and hardware application
  - component limits, fits and tolerance
  - out of tolerance errors, e.g. incorrect product size or finish
  - inspecting framing and glazing joinery and structural integrity for conformance to drawing requirements
  - cleaning waste material and inspecting glass and frame for conformance to drawing requirements
  - finishing product to drawing requirements and customer expectations of quality.

Unit option D: Production in the domestic furniture industry

In this unit, students demonstrate the domestic furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that domestic furniture industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the end product (e.g. size, type and grade of materials, tolerances, fits, finish and joints) are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks. Students evaluate, make decisions about and adapt job, batch and mass production plans, skills and procedures, and products with the knowledge that the quality of end products depends on customer expectations of value, which affects the domestic furniture industry's application and use of particular production processes and manufacturing methods.

Unit objectives

1. Demonstrate domestic furniture industry practices, and production skills and procedures.
2. Interpret domestic furniture drawings and technical information.
3. Select domestic furniture industry practices, and production skills and procedures.
4. Sequence domestic furniture production processes.
5. Evaluate domestic furniture industry production skills and procedures, and products.
6. Adapt domestic furniture production plans, skills and procedures.

Subject matter

Pathways

- Recognise domestic furniture enterprise career pathways, including, furniture maker, cabinet maker, upholsterer, shop fitter and machinist.
- Recognise roles in domestic furniture enterprises, including
  - production management roles
  - area supervision roles, e.g. assembly supervisor, machine shop supervisor
  - materials management roles
  - safety management roles
  - quality assurance management roles.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial and sectional views
  - dimensions, symbols, annotations and scales
  - fits, limits, tolerances and quality information
  - surface finish requirements.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine domestic furniture industry drawings to identify
  - the materials used in production, including composites, polymers, metals and timber sources
    - timber laminates — plywood, melamine
    - aluminium — rectangular hollow section (RHS) and pipe/tube, angle
  - basic drawing standards, including
    - dimensions, including limits, fits and tolerances
    - plain and solid shapes, including orthographic, isometric (pictorial view) and sectional views
    - drawing technical information, including hole sizes and joinery for various materials, hardware and fixing.
- Interpret a
  - simple detailed drawing with technical information of a manufactured product that includes multiple machined components with allowances for fit, e.g. folding travel picnic table
  - detailed drawing of a multi-material domestic furniture product that includes interconnected materials and hardware, e.g. multi-material nest tables, multi-material dining chairs.

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment
  - procedures used to measure, estimate and calculate materials.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using machinery
  - procedures for and safe methods of cutting a range of materials.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using equipment
  - procedures for and safe methods of joining a range of materials.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery
  - procedures for and safe methods of machining a range of materials.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using machinery
  - procedures for and safe methods of forming a range of materials.
- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using machinery
  - procedures for and safe methods of forming a range of materials.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using fixed machinery
  - procedures for and safe methods of finishing a range of materials.

Industry practices

- Demonstrate manufacturing methods used in domestic furniture enterprises, including job, batch and mass production.
- Demonstrate domestic furniture industry practices relevant to staff who work as members of a team to manufacture products, considering customer expectations of quality, including
  - accuracy, including knowledge of drawing and technical information, e.g. limits, fits, tolerances and size allowances in drawings
  - cost, including minimising waste materials, working efficiently and cooperatively as a member of a manufacturing team
  - completion in agreed timeframes, e.g. working to a production schedule
  - team communication skills, including
    - use of technical language, including tool names and uses, cutting, machining, joining and assembling procedures and uses, consumables, types of materials
    - written skills, including producing textual and visual information, e.g. rough sketches of components and products to communicate technical information to team members
    - oral skills, including speaking and listening to team members, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - integrity, initiative, independence, responsibility and work ethic as a team member.
- Select and demonstrate workplace health and safety practices in domestic furniture industry manufacturing tasks, ensuring these practices are maintained and followed, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements, including codes of practice for workplace machinery and equipment, including cutting, forming and welding machines and equipment
  - safe operating procedures for cutting, machining, joining and assembling machines and equipment
  - risk assessments for workshop processes
  - safe and appropriate use of personal protective equipment (PPE).
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to job, batch, mass manufacture domestic furniture products, including acknowledgement of
  - available marking-out, cutting, joining, machining, forming, assembling and finishing
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials
  - quality assurance processes, including templates, jigs, gauges, and inspection points.

- Evaluate production skills and procedures and domestic furniture products, using knowledge of job, batch or mass manufacturing industry practices and drawing requirements, including
  - material cut and machine size errors, availability and storage
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.
- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - jigs, templates, gauges and production checks
  - joint defects, e.g. accuracy, fit and strength
  - out of square, component size concerns or component alignment or fit errors
  - out of tolerance errors, e.g. incorrect product size or finish
  - finishing products to drawing requirements and customer expectations of quality.

Unit option E: Production in the commercial furniture industry

In this unit, students demonstrate the commercial furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that commercial furniture industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences, that the expected quality standards of the end product (e.g. size, type and grade of materials, tolerances, fits, finish and joints) are maintained by a range of quality assurance processes including jigs and fixtures, gauges and production checks. Students evaluate, make decisions about and adapt job, batch and mass production plans, skills and procedures, and products with the knowledge that the quality of end products depends on customer expectations of value, which affects the commercial furniture industry's application and use of particular production processes and manufacturing methods.

Unit objectives

1. Demonstrate commercial furniture industry practices, and production skills and procedures.
2. Interpret commercial furniture drawings and technical information.
3. Select commercial furniture industry practices, and production skills and procedures.
4. Sequence commercial furniture production processes.
5. Evaluate commercial furniture production skills and procedures, and products.
6. Adapt commercial furniture production plans, skills and procedures.

Subject matter

Pathways

- Recognise commercial furniture enterprise career pathways, including furniture maker, cabinet maker, upholsterer, shop fitter and machinist.
- Recognise roles in commercial furniture enterprises, including
  - production management roles
  - area supervision roles, e.g. assembly supervisor, machine shop supervisor
  - materials management roles
  - safety management roles
  - quality assurance management roles.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial and sectional views
  - dimensions, symbols, annotations and scales
  - fits, limits, tolerances and quality information
  - surface finish requirements.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine commercial furniture industry drawings to identify
  - the materials used in production, including composites, polymers, metals and timber sources
    - timber laminates — plywood, melamine
    - polymers — thermoforming and thermosetting plastics
    - steel — rectangular hollow section (RHS) and pipe/tube, angle
  - basic drawing standards, including
    - dimensions, including limits, fits and tolerances
    - plain and solid shapes, including orthographic, isometric (pictorial view) and sectional views
    - drawing technical information, including hole sizes and joinery for various materials, hardware and fixings.
- Interpret a
  - simple detailed drawing with technical information of a manufactured product that includes multiple interconnecting components with allowances for fit, e.g. mobile folding table, mobile office cabinet
  - detailed drawing of a multi-material modular furniture product that includes timber, metals, polymers and upholstery (e.g. curved modular seating, flexi ottomans).

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment
  - procedures used to measure, estimate and calculate materials.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using machinery
  - procedures for and safe methods of cutting a range of materials.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using equipment
  - procedures for and safe methods of joining a range of materials.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery
  - procedures for and safe methods of machining a range of materials.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using machinery
  - procedures for and safe methods of forming a range of materials.
- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using machinery
  - procedures for and safe methods of forming a range of materials.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools
  - skills using power tools
  - skills using fixed machinery.
  - procedures for and safe methods of finishing a range of materials.

Industry practices

- Demonstrate manufacturing methods used in commercial furniture enterprises, including job, batch and mass production.
- Demonstrate commercial furniture industry practices relevant to staff who work as members of a team to manufacture products, considering customer expectations of quality, including
  - accuracy, including knowledge of drawing and technical information, e.g. fits tolerances and size allowances in drawings
  - cost, including minimising waste materials, working efficiently and cooperatively as a member of a manufacturing team
  - completion in agreed timeframes, e.g. working to a production schedule
  - team communication skills, including
    - use of technical language, including tool names and uses, cutting, forming, assembling and finishing procedures and uses, consumables, types of materials
    - written skills, including producing textual and visual information, e.g. rough sketches of components and products to communicate technical information to team members
    - oral skills, including speaking and listening to team members, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - integrity, initiative, independence, responsibility and work ethic as a team member.
- Select and demonstrate workplace health and safety practices in commercial furniture industry manufacturing tasks, ensuring these practices are maintained and followed, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements, including codes of practice for workplace machinery and equipment, including cutting, forming and welding machines and equipment
  - safe operating procedures for cutting, machining, joining and assembling machines and equipment
  - risk assessments for workshop processes, including use of safety data sheets for consumables such as paints, solvents, sealants and adhesives
  - safe and appropriate use of personal protective equipment (PPE).
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to job, batch or mass manufacture commercial furniture products, including acknowledgement of
  - available marking-out, cutting, joining, machining, forming, assembling and finishing equipment, machinery, tools
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials
  - quality assurance processes, including templates, jigs, gauges, and inspection points

- Evaluate production skills and procedures, and a product using knowledge of mass manufacturing industry practices and drawing requirements including
  - material cut and machine size errors, availability and storage
  - template, jig, gauge, or production checking errors or inconsistencies
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.
- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - jigs, templates, gauges and production checks
  - joint defects, e.g. accuracy, fit and strength
  - out of square, component size concerns or component alignment or fit errors
  - out of tolerance errors, e.g. incorrect product size or finish
  - finishing products to drawing requirements and to customer expectations of quality.

Unit option F: Production in the bespoke furniture industry

In this unit, students demonstrate the bespoke furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures, and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

Unit objectives

1. Demonstrate bespoke furniture industry practices, and production skills and procedures.
2. Interpret bespoke furniture drawings and technical information.
3. Select bespoke furniture industry practices, and production skills and procedures.
4. Sequence bespoke furniture production processes.
5. Evaluate bespoke furniture production skills and procedures, and products.
6. Adapt bespoke furniture production plans, skills and procedures.

Subject matter

Pathways

- Recognise key features of and roles in bespoke furniture enterprises, including
  - stages of the manufacturing process (concept, development, manufacturing, handover)
  - business types in the industry — entrepreneurs, small businesses (markets), corporations
  - roles in businesses — designer, drafter, joiner, upholstery, finisher, salesperson
  - types of trends and their influence on businesses, e.g. cyclic trends, classic trends, material fads.

Drawings and technical information

- Recognise project requirements from a simple detailed drawing that includes
  - basic orthogonal projections
  - pictorial view
  - dimensions, symbols, annotations and scales
  - joinery, fixings/hardware, form and quality information
  - surface finish and upholstery details.
- Recognise project requirements to identify potential hazards and apply control measures.
- Examine commercial furniture industry drawings to identify
  - the naming conventions for bespoke furniture materials
  - basic drawing standards, including
    - dimensions, fits and tolerances
    - plain and solid shapes, including orthographic, sectional and isometric (pictorial view)
    - drawing details, including hole sizes and joinery for various materials, hardware and fixing.
- Interpret a
  - simple detailed drawing with technical information of a bespoke furniture product that requires restoration (e.g. frame and finishing repairs or reupholstery) using furniture-making tools and machines, e.g. Louis Rose chair restoration, Datsun armchair restoration
  - detailed drawing of a multi-material manufactured product that contains multiple forms of joinery and hardware (e.g. woods, metals, composites, plastics and textiles), e.g. custom tiled table, floating tensegrity table with glass top, bent plywood contemporary lounge chair.

Production processes

- Demonstrate preparation skills and procedures using tools and machinery, including
  - use of safe work practices
  - setting up and positioning of machine guards and attachments
  - tool storage and maintenance
  - machine settings, e.g. tooling, blades, cutter, speed, feed selection
  - replacement and disposal
  - general housekeeping.
- Demonstrate marking-out skills and procedures using relevant tools, including
  - skills using measuring/marking-out tools and equipment, e.g. tape measure, rule, vernier callipers, square, combination set, bevel, divider, marking gauge and jigs and templates
  - procedures used to measure, estimate and calculate materials, e.g. length, diameter, thickness, area, percentages and perimeters.
- Demonstrate cutting skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. holding devices, tenon saw, coping saw, chisel, hammer, mallet and planer
  - skills using power tools, e.g. jigsaw, drop saw, scroll saw, wall saw, biscuit joiner, mortiser, routing table and edge bander
  - skills using machinery, e.g. drill press, bandsaw, compound mitre saw and morticing machine
  - procedures for and safe methods of cutting a range of materials, e.g. timber, metal and composite.
- Demonstrate joining skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. screwdriver, stapler gun, spanners and sockets
  - skills using power tools, e.g. biscuit joiner, router, drill
  - skills using equipment, e.g. router tables and jigs, furniture joining equipment
  - procedures for and safe methods of joining a range of materials, e.g. timber, metal and composite.
- Demonstrate machining skills and procedures using relevant machinery, including
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, thicknesser, mortiser, horizontal borer, jointer and lathe
  - procedures for and safe methods of machining a range of materials, e.g. timber, metal and composite.
- Demonstrate forming skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. coping saw, spoke shave, files and abrasive paper
  - skills using machinery, e.g. bandsaw, CNC tools and equipment, table router and lathe
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.

- Demonstrate assembling skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. hammer, clamp, screwdriver and jigs
  - skills using machinery, e.g. drill and pneumatic tools
  - procedures for and safe methods of forming a range of materials, e.g. timber, metal and composite.
- Demonstrate finishing skills and procedures using relevant tools and machinery, including
  - skills using hand tools, e.g. sandpaper, rasp, file, brush, roller, holding devices and spray gun
  - skills using power tools, e.g. belt and orbital sander
  - skills using fixed machinery, e.g. drum sander, scrolling equipment, bobbin sander and compressor
  - procedures for and safe methods of finishing a range of materials, e.g. timber, metal and composite, including
    - sanding and surface cleaning procedures
    - applying stains, coatings and finishes.

Industry practices

- Recognise industry practices relevant to employees working in bespoke industry enterprises, including
  - research of current trends to predict emerging trends (trend forecasting)
  - evolving new technology, e.g. 3D printing, laser cutting, CNC machining, robotics.
  - blending sustainable, recycled and new materials with traditional bespoke furniture designs.
- Demonstrate industry practices relevant to bespoke furniture customer expectations of product quality, including
  - accuracy, including tolerances or allowances in drawings
  - finish, including surface preparation, primer, undercoat and finish coat (colour)
  - cost, including minimising waste materials, working efficiently, working with others effectively
  - completion in agreed timeframes, e.g. working to a production schedule
  - communication between customer, supplier and distributors, including
    - expectations of value based on needs, trends, budget, product life and competition
    - cost (materials and hardware, labour and distribution)
    - production time and product quotes.

- Demonstrate industry-related personal attributes for bespoke furniture workers, including
  - communication skills, including
    - use of technical language, including tool names and uses, cutting, machining and joinery procedures and uses, consumables, types of materials
    - written skills, including producing textual and visual information, e.g. rough sketches to communicate technical information to others
    - oral skills, including speaking and listening to others, e.g. providing explanations, negotiating, asking clarifying questions and following instructions
  - teamwork, including individual responsibility and accountability
  - integrity, initiative, independence and work ethic.
- Select and demonstrate workplace health and safety practices in bespoke furniture-making environments, including
  - furnishing worker rights, responsibilities and obligations under the *Work Health and Safety Act 2011* (Qld)
  - industry-specific requirements, including codes of practice for workplace machinery and equipment, including cutting and joinery machines and equipment
  - safe operating procedures for cutting, machining, assembling and finishing machines and equipment
  - risk assessments for bespoke furniture workshop processes, including use of safety data sheets for consumables such as paints, solvents, sealants and adhesives
  - safe and appropriate use of personal protective equipment (PPE).
- Document production plans, including cutting list, costing, production sequence, safety (risk assessments), working with others, evaluation of production processes and the product, the adaptions made to improve the production plan, skills used, and procedures undertaken.
- Determine the sequence of production processes required to manufacture a product, including acknowledgement of
  - available marking-out, cutting, joining, machining, forming, assembling and finishing equipment, machinery, tools
  - working and communicating with others in the workplace
  - working to a production schedule
  - minimising waste, including time and materials.
- Evaluate production skills and procedures, and a product using knowledge of industry practices and drawing requirements, including
  - material cut and machine size errors, availability and storage
  - production sequence issues, errors or constraints, e.g. time restrictions or holdups
  - working with others, e.g. communication, cooperation
  - equipment availability, suitability and performance
  - product accuracy and quality
  - waste, including time and cost.

- Adapt production plans, skills and procedures, including
  - production sequence
  - tool and machine use
  - machining surface defects
  - material joinery defects, e.g. aesthetics, fixing and hardware application
  - component limits, fits and tolerance
  - out of tolerance errors, e.g. incorrect product size or finish
  - inspecting furniture frame joinery and structural integrity for conformance to drawing requirements
  - finishing products to drawing requirements and customer expectations of quality.

Assessment

Assessment A1: Practical demonstration — Furniture-making

Students perform a practical demonstration when manufacturing a single-material furniture product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate furniture-making industry practices, and production skills and procedures.
2. Interpret furniture-making drawings and technical information.
3. Select furniture-making industry practices, and production skills and procedures.
5. Evaluate furniture-making production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to manufacture a single-material furniture product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to manufacture the single-material furniture product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products constructed for Assessment A1 must be separate from the product component of Assessment A2.

Response requirements

Practical demonstration of furniture-making

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• insightful and justified interpretation of furniture-making drawings and technical information when manufacturing a single-material furniture product	• discerning selection of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• insightful and justified evaluation of furniture-making production skills, procedures and a single-material furniture product	A
• efficient demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• detailed and supported interpretation of furniture-making drawings and technical information when manufacturing a single-material furniture product	• thorough selection of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• detailed and supported evaluation of furniture-making production skills, procedures and a single-material furniture product	B
• demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• interpretation of furniture-making drawings and technical information when manufacturing a single-material furniture product	• selection of furniture-making industry practices, and production skills and procedures when manufacturing a single-material furniture product	• evaluation of furniture-making production skills, procedures and a single-material furniture product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete single-material furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete single-material furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete single-material furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete single-material furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment A2: Project — Furniture-making

Students manufacture a multi-material furniture product and document the manufacturing process.

Assessment objectives

1. Demonstrate furniture-making industry practices, and production skills and procedures.
2. Interpret furniture-making drawings and technical information.
3. Select furniture-making industry practices, and production skills and procedures.
4. Sequence furniture-making production processes.
5. Evaluate furniture-making production skills and procedures, and products.
6. Adapt furniture-making production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a multi-material furniture product by
  - demonstrating furniture-making production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting furniture-making drawings and technical information for the manufacture of a multi-material furniture product
  - deciding on the industry practices and production, and production skills and procedures required to manufacture the product
  - determining the sequence in which the production processes will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Multi-material furniture product

Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• insightful and justified interpretation of furniture-making drawings and technical information when manufacturing a multi-material furniture product	• discerning selection of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• strategic sequencing of furniture-making production processes when manufacturing a multi-material furniture product	• insightful and justified evaluation of furniture-making production skills, procedures and a multi-material furniture product	• insightful and justified adaptation of furniture-making production plans, skills and procedures when manufacturing a multi-material furniture product	A
• efficient demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• detailed and supported interpretation of furniture-making drawings and technical information when manufacturing a multi-material furniture product	• thorough selection of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• considered sequencing of furniture-making production processes when manufacturing a multi-material furniture product	• detailed and supported evaluation of furniture-making production skills, procedures and a multi-material furniture product	• detailed and supported adaptation of furniture-making production plans, skills and procedures when manufacturing a multi-material furniture product	B
• demonstration of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• interpretation of furniture-making drawings and technical information when manufacturing a multi-material furniture product	• selection of furniture-making industry practices, and production skills and procedures when manufacturing a multi-material furniture product	• sequencing of furniture-making industry production processes when manufacturing a multi-material furniture product	• evaluation of furniture-making production skills, procedures and a multi-material furniture product	• adaptation of furniture-making production plans, skills and procedures when manufacturing a multi-material furniture product	C

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete multi-material furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete multi-material furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete multi-material furniture product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete multi-material furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete multi-material furniture product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete multi-material furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment B1: Practical demonstration — Cabinet-making

Students perform a practical demonstration when manufacturing a cabinet product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate cabinet-making industry practices, and production skills and procedures.
2. Interpret cabinet-making drawings and technical information.
3. Select cabinet-making industry practices, and production skills and procedures.
5. Evaluate cabinet-making production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to manufacture a cabinet product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to manufacture the cabinet product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products constructed for Assessment B1 must be separate from the product component of Assessment B2.

Response requirements

Practical demonstration of cabinet-making

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• insightful and justified interpretation of cabinet-making industry and technical information when manufacturing a cabinet product	• discerning selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• insightful and justified evaluation of cabinet-making production skills, procedures and a cabinet product	A
• efficient demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• detailed and supported interpretation of cabinet-making industry and technical information when manufacturing a cabinet product	• thorough selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• detailed and supported evaluation of cabinet-making production skills, procedures and a cabinet product	B
• demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• interpretation of cabinet-making industry and technical information when manufacturing a cabinet product	• selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• evaluation of cabinet-making production skills, procedures and a cabinet product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete cabinet product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete cabinet product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment B2: Project — Cabinet-making

Students manufacture a cabinet product and document the manufacturing process.

Assessment objectives

1. Demonstrate cabinet-making industry practices, and production skills and procedures.
2. Interpret cabinet-making drawings and technical information.
3. Select cabinet-making industry practices, and production skills and procedures.
4. Sequence cabinet-making production processes.
5. Evaluate cabinet-making production skills and procedures, and products.
6. Adapt cabinet-making production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a cabinet product by
  - demonstrating cabinet-making production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting drawings and technical information for the manufacturing of a cabinet product
  - deciding on the industry practices and production, and production skills and procedures required to manufacture the product
  - determining the sequence in which the production processes will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Cabinet product

Product: 1 cabinet product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• insightful and justified interpretation of cabinet-making drawings and technical information when manufacturing a cabinet product	• discerning selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• strategic sequencing of cabinet-making production processes when manufacturing a cabinet product	• insightful and justified evaluation of cabinet-making production skills, procedures and a cabinet product	• insightful and justified adaptation of cabinet-making production plans, skills and procedures when manufacturing a cabinet product	A
• efficient demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• detailed and supported interpretation of cabinet-making drawings and technical information when manufacturing a cabinet product	• thorough selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• considered sequencing of cabinet-making production processes when manufacturing a cabinet product	• detailed and supported evaluation of cabinet-making production skills, procedures and a cabinet product	• detailed and supported adaptation of cabinet-making production plans, skills and procedures when manufacturing a cabinet product	B
• demonstration of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• interpretation of cabinet-making drawings and technical information when manufacturing a cabinet product	• selection of cabinet-making industry practices, and production skills and procedures when manufacturing a cabinet product	• sequencing of cabinet-making industry production processes when manufacturing a cabinet product	• evaluation of cabinet-making production skills, procedures and a cabinet product	• adaptation of cabinet-making production plans, skills and procedures when manufacturing a cabinet product	C

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete cabinet product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete cabinet product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete cabinet product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment C1: Practical demonstration — Interior furnishing

Students perform a practical demonstration when manufacturing an interior furnishing product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate interior furnishing industry practices, and production skills and procedures.
2. Interpret interior furnishing drawings and technical information.
3. Select interior furnishing industry practices, and production skills and procedures.
5. Evaluate interior furnishing production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to manufacture an interior furnishing product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to manufacture the interior furnishing product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products constructed for Assessment C1 must be separate from the product component of Assessment C2.

Response requirements

Practical demonstration of interior furnishing

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• insightful and justified interpretation of interior furnishing drawings and technical information when manufacturing an interior furnishing product	• discerning selection of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• insightful and justified evaluation of interior furnishing production skills, procedures and an interior furnishing product	A
• efficient demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• detailed and supported interpretation of interior furnishing drawings and technical information when manufacturing an interior furnishing product	• thorough selection of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• detailed and supported evaluation of interior furnishing production skills, procedures and an interior furnishing product	B
• demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• interpretation of interior furnishing drawings and technical information when manufacturing an interior furnishing product	• selection of interior furnishing industry practices, and production skills and procedures when manufacturing an interior furnishing product	• evaluation of interior furnishing production skills, procedures and an interior furnishing product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete interior furnishing product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete interior furnishing product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete interior furnishing product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete interior furnishing product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment C2: Project — Interior furnishing

Students manufacture a multi-material interior furnishing product and document the production process.

Assessment objectives

1. Demonstrate interior furnishing industry practices, and production skills and procedures.
2. Interpret interior furnishing drawings and technical information.
3. Select interior furnishing industry practices, and production skills and procedures.
4. Sequence interior furnishing production processes.
5. Evaluate interior furnishing production skills and procedures, and products.
6. Adapt interior furnishing production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a multi-material interior furnishing product by
  - demonstrating interior furnishing production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting interior furnishing drawings and technical information for the manufacture of a multi-material interior furnishing product
  - deciding on the industry practices and production, and production skills and procedures required to manufacture the product
  - determining the sequence in which the skills and procedures will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Multi-material interior furnishing product

Product: 1 multi-material interior furnishing product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• insightful and justified interpretation of interior furnishing drawings and technical information when manufacturing a multi-material interior furnishing product	• discerning selection of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• strategic sequencing of interior furnishing production processes when manufacturing a multi-material interior furnishing product	• insightful and justified evaluation of interior furnishing production skills, procedures and a multi-material interior furnishing product	• insightful and justified adaptation of interior furnishing production plans, skills and procedures when manufacturing a multi-material interior furnishing product	A
• efficient demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• detailed and supported interpretation of interior furnishing drawings and technical information when manufacturing a multi-material interior furnishing product	• thorough selection of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• considered sequencing of interior furnishing production processes when manufacturing a multi-material interior furnishing product	• detailed and supported evaluation of interior furnishing production skills, procedures and a multi-material interior furnishing product	• detailed and supported adaptation of interior furnishing production plans, skills and procedures when manufacturing a multi-material interior furnishing product	B

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• demonstration of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• interpretation of interior furnishing drawings and technical information when manufacturing a multi-material interior furnishing product	• selection of interior furnishing industry practices, and production skills and procedures when manufacturing a multi-material interior furnishing product	• sequencing of interior furnishing industry production processes when manufacturing a multi-material interior furnishing product	• evaluation of interior furnishing production skills, procedures and a multi-material interior furnishing product	• adaptation of interior furnishing production plans, skills and procedures when manufacturing a multi-material interior furnishing product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete multi-material interior furnishing product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete multi-material interior furnishing product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete multi-material interior furnishing product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete multi-material interior furnishing product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete multi-material interior furnishing product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete multi-material interior furnishing product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment D1: Practical demonstration — Domestic furniture

Students perform a practical demonstration when manufacturing a domestic furniture product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate domestic furniture industry practices, and production skills and procedures.
2. Interpret domestic furniture drawings and technical information.
3. Select domestic furniture industry practices, and production skills and procedures.
5. Evaluate domestic furniture production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to manufacture a domestic furniture product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to manufacture the domestic furniture product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products constructed for Assessment D1 must be separate from the product component of Assessment D2.

Response requirements

Practical demonstration of domestic furniture-making

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• insightful and justified interpretation of domestic furniture drawings and technical information when manufacturing a domestic furniture product	• discerning selection of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• insightful and justified evaluation of domestic furniture production skills, procedures and a domestic furniture product	A
• efficient demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• detailed and supported interpretation of domestic furniture drawings and technical information when manufacturing a domestic furniture product	• thorough selection of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• detailed and supported evaluation of domestic furniture production skills, procedures and a domestic furniture product	B
• demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• interpretation of domestic furniture drawings and technical information when manufacturing a domestic furniture product	• selection of domestic furniture industry practices, and production skills and procedures when manufacturing a domestic furniture product	• evaluation of domestic furniture production skills, procedures and a domestic furniture product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete domestic furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete domestic furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete domestic furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete domestic furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment D2: Project — Domestic furniture

Students manufacture a multi-material domestic furniture product and document the manufacturing process.

Assessment objectives

1. Demonstrate domestic furniture industry practices, and production skills and procedures.
2. Interpret domestic furniture drawings and technical information.
3. Select domestic furniture industry practices, and production skills and procedures.
4. Sequence domestic furniture production processes.
5. Evaluate domestic furniture production skills and procedures, and products.
6. Adapt domestic furniture production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a multi-material domestic furniture product by
  - demonstrating domestic furniture production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting domestic furniture drawings and technical information for the manufacture of a multi-material domestic furniture product
  - deciding on the industry practices, and production skills and procedures required to manufacture the product
  - determining the sequence in which the skills and procedures will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Multi-material domestic furniture product

Product: 1 multi-material domestic furniture product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• insightful and justified interpretation of domestic furniture drawings and technical information when manufacturing a multi-material domestic furniture product	• discerning selection of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• strategic sequencing of domestic furniture production processes when manufacturing a multi-material domestic furniture product	• insightful and justified evaluation of domestic furniture production skills, procedures and a multi-material domestic furniture product	• insightful and justified adaptation of domestic furniture production plans, skills and procedures when manufacturing a multi-material domestic furniture product	A
• efficient demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• detailed and supported interpretation of domestic furniture drawings and technical information when manufacturing a multi-material domestic furniture product	• thorough selection of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• considered sequencing of domestic furniture production processes when manufacturing a multi-material domestic furniture product	• detailed and supported evaluation of domestic furniture production skills, procedures and a multi-material domestic furniture product	• detailed and supported adaptation of domestic furniture production plans, skills and procedures when manufacturing a multi-material domestic furniture product	B

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• demonstration of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• interpretation of domestic furniture drawings and technical information when manufacturing a multi-material domestic furniture product	• selection of domestic furniture industry practices, and production skills and procedures when manufacturing a multi-material domestic furniture product	• sequencing of domestic furniture industry production processes when manufacturing a multi-material domestic furniture product	• evaluation of domestic furniture production skills, procedures and a multi-material domestic furniture product	• adaptation of domestic furniture production plans, skills and procedures when manufacturing a multi-material domestic furniture product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete multi-material domestic furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete multi-material domestic furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete multi-material domestic furniture product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete multi-material domestic furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete multi-material domestic furniture product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete multi-material domestic furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment E1: Practical demonstration — Commercial furniture

Students perform a practical demonstration when manufacturing a commercial furniture product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate commercial furniture industry practices, and production skills and procedures.
2. Interpret commercial furniture drawings and technical information.
3. Select commercial furniture industry practices, and production skills and procedures.
5. Evaluate commercial furniture production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to manufacture a commercial furniture product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to manufacture the commercial furniture product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products constructed for Assessment E1 must be separate from the product component of Assessment E2.

Response requirements

Practical demonstration of commercial furniture-making

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• insightful and justified interpretation of commercial furniture industry drawings and technical information when manufacturing a commercial furniture product	• discerning selection of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• insightful and justified evaluation of commercial furniture production skills, procedures and a commercial furniture product	A
• efficient demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• detailed and supported interpretation of commercial furniture industry drawings and technical information when manufacturing a commercial furniture product	• thorough selection of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• detailed and supported evaluation of commercial furniture production skills, procedures and a commercial furniture product	B
• demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• interpretation of commercial furniture industry drawings and technical information when manufacturing a commercial furniture product	• selection of commercial furniture industry practices, and production skills and procedures when manufacturing a commercial furniture product	• evaluation of commercial furniture production skills, procedures and a commercial furniture product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete commercial furniture product with obvious inaccuracies.	• narrow and unsupported reference to industry drawings when manufacturing an incomplete commercial furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete commercial furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete commercial furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment E2: Project — Commercial furniture

Students manufacture a multi-material modular commercial furniture product and document the manufacturing process.

Assessment objectives

1. Demonstrate commercial furniture industry practices, and production skills and procedures.
2. Interpret commercial furniture drawings and technical information.
3. Select commercial furniture industry practices, and production skills and procedures.
4. Sequence commercial furniture production processes.
5. Evaluate commercial furniture industry production skills and procedures, and products.
6. Adapt commercial furniture industry production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a multi-material modular commercial furniture product by
  - demonstrating commercial furniture production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting commercial furniture drawings and technical information for the manufacture of a multi-material modular commercial furniture product
  - deciding on the industry practices and production skills and procedures required to manufacture the product
  - determining the sequence in which the skills and procedures will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Multi-material modular commercial furniture product

Product: 1 multi-material modular commercial furniture product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• insightful and justified interpretation of commercial furniture drawings and technical information when manufacturing a multi-material modular commercial furniture product	• discerning selection of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• strategic sequencing of commercial furniture production processes when manufacturing a multi-material modular commercial furniture product	• insightful and justified evaluation of commercial furniture production skills, procedures and a multi-material modular commercial furniture product	• insightful and justified adaptation of commercial furniture production plans, skills and procedures when manufacturing a multi-material modular commercial furniture product	A
• efficient demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• detailed and supported interpretation of commercial furniture drawings and technical information when manufacturing a multi-material modular commercial furniture product	• thorough selection of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• considered sequencing of commercial furniture production processes when manufacturing a multi-material modular commercial furniture product	• detailed and supported evaluation of commercial furniture production skills, procedures and a multi-material modular commercial furniture product	• detailed and supported adaptation of commercial furniture production plans, skills and procedures when manufacturing a multi-material modular commercial furniture product	B

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• demonstration of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• interpretation of commercial furniture drawings and technical information when manufacturing a multi-material modular commercial furniture product	• selection of commercial furniture industry practices, and production skills and procedures when manufacturing a multi-material modular commercial furniture product	• sequencing of commercial furniture industry production processes when manufacturing a multi-material modular commercial furniture product	• evaluation of commercial furniture production skills, procedures and a multi-material modular commercial furniture product	• adaptation of commercial furniture production plans, skills and procedures when manufacturing a multi-material modular commercial furniture product	C
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete multi-material modular commercial furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment F1: Practical demonstration — Bespoke furniture

Students perform a practical demonstration when restoring a bespoke furniture product and reflect on industry practices, and production skills and procedures.

Assessment objectives

1. Demonstrate bespoke furniture industry practices, and production skills and procedures.
2. Interpret bespoke furniture drawings and technical information.
3. Select bespoke furniture industry practices, and production skills and procedures.
5. Evaluate bespoke furniture production skills and procedures, and products.

Specifications

This task requires students to:

- interpret a provided drawing with technical information
- identify the skills required to restore a bespoke furniture product
- select industry practices, production skills and procedures
- annotate sketches, photographs and/or video footage to capture decision-making
- demonstrate production skills and procedures used in 3–5 production processes
- reflect on the industry practices, and production skills and procedures used to restore the bespoke furniture product.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.
- Products restored for Assessment F1 must be separate from the product component of Assessment F2.

Response requirements

Practical demonstration of restoring a bespoke furniture product

Practical demonstration: the skills and procedures used in 3–5 production processes

Documentation

Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
• proficient demonstration of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• insightful and justified interpretation of bespoke furniture drawings and technical information when restoring a bespoke furniture product	• discerning selection of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• insightful and justified evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	A
• efficient demonstration of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• detailed and supported interpretation of bespoke furniture drawings and technical information when restoring a bespoke furniture product	• thorough selection of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• detailed and supported evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	B
• demonstration of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• interpretation of bespoke furniture drawings and technical information when restoring a bespoke furniture product	• selection of bespoke furniture industry practices, and production skills and procedures when restoring a bespoke furniture product	• evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	C
• rudimentary demonstration of production skills and procedures when restoring an incomplete bespoke furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when restoring an incomplete bespoke furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when restoring an incomplete bespoke furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures and an incomplete bespoke furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment F2: Project — Bespoke furniture

Students manufacture a bespoke furniture product and document the manufacturing process.

Assessment objectives

1. Demonstrate bespoke furniture industry practices, and production skills and procedures.
2. Interpret bespoke furniture drawings and technical information.
3. Select bespoke furniture industry practices, and production skills and procedures.
4. Sequence bespoke furniture production processes.
5. Evaluate bespoke furniture production skills and procedures, and products.
6. Adapt bespoke furniture production plans, skills and procedures.

Specifications

This task requires students to:

- manufacture a bespoke furniture product by
  - demonstrating bespoke furniture production skills and procedures used in 5–7 production processes
  - select industry practices, production skills and procedures
  - adapting skills and procedures during production to meet the requirements in the drawings and technical information
- document the manufacturing process by
  - interpreting bespoke furniture drawings and technical information for the manufacture of a bespoke furniture product
  - deciding on the industry practices and production, and production skills and procedures required to manufacture the product
  - determining the sequence in which the production processes will be implemented
  - annotating sketches, photographs and/or video footage to capture decision-making
  - reflecting on the quality of the completed product, industry practices and production skills and procedures used.

It is recommended that this task is designed so that students can develop a response in approximately 20 hours of class time.

Stimulus specifications

Schools must provide suitably developed drawings and technical information to support students' demonstration of the assessment objectives across the full range of A–E instrument-specific standards.

Conditions

- Students can develop their responses in class time and their own time.
- The product manufacturing can be completed individually or in groups. Students must be assessed individually.
- Students have access to materials, tools and equipment as required to complete the assessment.

Response requirements

Bespoke furniture product

Product: 1 bespoke furniture product manufactured using the skills and procedures in 5–7 production processes

Manufacturing process

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
• proficient demonstration of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• insightful and justified interpretation of bespoke furniture drawings and technical information when manufacturing a bespoke furniture product	• discerning selection of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• strategic sequencing of bespoke furniture production processes when manufacturing a bespoke furniture product	• insightful and justified evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	• insightful and justified adaptation of bespoke furniture production plans, skills and procedures when manufacturing a bespoke furniture product	A
• efficient demonstration of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• detailed and supported interpretation of bespoke furniture drawings and technical information when manufacturing a bespoke furniture product	• thorough selection of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• considered sequencing of bespoke furniture production processes when manufacturing a bespoke furniture product	• detailed and supported evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	• detailed and supported adaptation of bespoke furniture production plans, skills and procedures when manufacturing a bespoke furniture product	B
• demonstration of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• interpretation of bespoke furniture drawings and technical information when manufacturing a bespoke furniture product	• selection of bespoke furniture industry practices, and production skills and procedures when manufacturing a bespoke furniture product	• sequencing of bespoke furniture industry production processes when manufacturing a bespoke furniture product	• evaluation of bespoke furniture production skills, procedures and a bespoke furniture product	• adaptation of bespoke furniture production plans, skills and procedures when manufacturing a bespoke furniture product	C

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
• rudimentary demonstration of production skills and procedures when manufacturing an incomplete bespoke furniture product with obvious inaccuracies.	• narrow and unsupported reference to drawings when manufacturing an incomplete bespoke furniture product with obvious inaccuracies.	• inconsistent selection of production skills and procedures when manufacturing an incomplete bespoke furniture product with obvious inaccuracies.	• inconsistent sequencing of production skills or procedures when manufacturing an incomplete bespoke furniture product with obvious inaccuracies.	• narrow and unsupported evaluation of production skills, procedures, or an incomplete bespoke furniture product with obvious inaccuracies.	• narrow and unsupported adaptations to production skills or procedures when manufacturing an incomplete bespoke furniture product with obvious inaccuracies.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

——2008, Designing and Assessing Educational Objectives: Applying the new taxonomy, Corwin Press, USA.

Version history

Version	Date of change	Information
1.0	January 2023	Released for familiarisation and planning
1.1	August 2023	Released for implementation with minor updates
1.2	January 2024	Reporting standards: change from ‘structures’ to ‘products’ in all achievement levels