

Furnishing Skills 2019 v1.0

Sample assessment instrument

July 2018

Project — Cabinet-making

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic opportunities to demonstrate their learning in both 'Industry practices' and 'Production processes'. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

Further information about the specifications for this assessment technique can be found in Section 3.2: Assessment techniques of the Furnishing Skills syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating.

In Furnishing Skills, all objectives from each dimension must be assessed in each Project.

Subject	Furnishing Skills
Technique	Project
Unit number and module number and name	Unit: 4 Module: 4: Furnishing and cabinet-making workplaces

Conditions	Units 3–4
Product component	A mobile entertainment cabinet made from detailed drawings and technical information
Multimodal component	
• non-presentation	8 A4 pages max (or equivalent)
Further information	
Duration (including class time)	15 weeks class time
Individual/group	Component 1: Product — completed in small groups, with results awarded individually Component 2: Multimodal — completed individually
Resources available	Access to manufacturing space, tools and machines. Access to detailed drawings and technical information.

Context

As a class, we have been exploring the furnishing skills needed in cabinet-making industries. Cabinet-making refers to making or repairing kitchen and bathroom cabinets, wardrobes, office fit-outs and shop fittings. Associated processes include wood and composites machining, which involves using a range of machinery to cut, shape and mould wood into functional forms to be used in cabinet-making production processes. Cabinets can be manufactured from a range of materials, e.g. solid timber, manufactured board, composite material or sheet metal.

Task

Demonstrate and document industry practices and construction processes when creating a mobile entertainment cabinet from specifications.

The task includes two components.

- **Component 1: Product**
In groups, create a mobile entertainment cabinet from the detailed drawings and technical information provided. Safely and efficiently demonstrate fundamental production skills and procedures in a cabinet-making environment during the process. You will be assigned roles and responsibilities by your teacher prior to commencing the task.
- **Component 2: Multimodal**
Individually, maintain a photographic production journal with annotations to document and evaluate your use of industry practices and construction skills and evaluate your mobile entertainment cabinet.

To complete this task, you must:**Component 1: Mobile entertainment cabinet**

Select, apply and demonstrate fundamental production skills to complete the mobile entertainment cabinet:

- work cooperatively with others in the workplace
- use safe working practices and procedures
- interpret and analyse specifications in detailed drawings
- select and sequence production skills and procedures
- select and organise materials and tools
- plan the sequence of and access to equipment
- plan and calculate the cost of materials and consumables
- plan the production processes, considering any adaptations needed
- demonstrate cabinet-making skills to create a mobile entertainment cabinet to specifications.

Component 2: Photographic production journal

Use photographs, annotations and other documentation to individually record and reflect on your work on the project, including the following:

- detailed risk assessments (workplace health and safety)
- description of the expectations of work roles and the required teamwork
- description of the quality standards and selection of production processes
- planning and calculations for tools and materials
- photographs with annotations of cabinet-making and furnishing skills
- evaluation of industry practices and production processes
- evaluation of the mobile entertainment cabinet
- recommendations for improvement of production processes and final product.

Checkpoints

- Term [X] Week [X]/[X]: Complete cutting list and marking out
- Term [X] Week [X]/[X]: Complete cabinet carcass
- Term [X] Week [X]/[X]: Complete assembly of the cabinet components
- [Due date]: Complete mobile entertainment cabinet and submit photographic production journal

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- When working as part of a group, your individual response is assessed by your notes, teacher observation recording sheets and/or photographic evidence of the process.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit the declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.
- Your results may be cross-marked by a teacher from another class.

Stimulus

Detailed drawings and technical information will be provided by the teacher, e.g.

- orthographic views of the mobile entertainment cabinet
- isometric pictorials of the mobile entertainment cabinet
- assembly drawings or exploded views of the mobile entertainment cabinet
- technical information from industry-standard drawings and documents.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive description of industry practices in manufacturing tasks consistent and proficient demonstration of fundamental production skills informed and accurate interpretation of drawings and technical information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> detailed description of industry practices in manufacturing tasks effective demonstration of fundamental production skills effective interpretation of drawings and technical information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> description of industry practices in manufacturing tasks demonstration of fundamental production skills interpretation of drawings and technical information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> statements about industry practices in manufacturing tasks partial demonstration of aspects of fundamental production skills statements about drawings and technical information. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> inconsistent statements of industry practices minimal demonstration of aspects of fundamental production skills inconsistent statements about drawings and technical information.
	Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> thorough analysis of manufacturing tasks to proficiently organise materials and resources discerning selection and proficient application of production skills and procedures in manufacturing tasks coherent and succinct use of visual representations, language conventions and features to communicate for particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective analysis of manufacturing tasks to organise materials and resources relevant selection and purposeful application of production skills and procedures in manufacturing tasks effective use of visual representations, language conventions and features to communicate for particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> analysis of manufacturing tasks to organise materials and resources selection and application of production skills and procedures in manufacturing tasks use of visual representations, language conventions and features to communicate for particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial analysis of manufacturing tasks to organise some materials and resources partial application of aspects of production skills and procedures in manufacturing tasks vague use of visual representations, language conventions and features to somewhat communicate.

	Standard A	Standard B	Standard C	Standard D	Standard E
Producing and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • thorough planning and discerning adaptation of production processes • proficient creation of products that meet specifications • discerning evaluation of industry practices, production processes and products, and valid recommendations made. 	<ul style="list-style-type: none"> • effective planning and adaptation of production processes • methodical creation of products that meet specifications with minor variations • effective evaluation of industry practices, production processes and products, and plausible recommendations made. 	<ul style="list-style-type: none"> • planning and adaptation of production processes • creation of products from specifications • evaluation of industry practices, production processes and products, and recommendations made. 	<ul style="list-style-type: none"> • partial planning of production processes • creation of incomplete products with obvious variation from specifications • superficial evaluation of industry practices, production processes and products, and simple recommendations made. 	<ul style="list-style-type: none"> • minimal planning of some production processes • creation of aspects of products • statements about industry practices, production processes or products.