



7 Technology B

Task 1: Timber Time

Due Date: 1 Apr 2026

Distributed: 10 Mar 2026

Weighting: 30%

Task Type: Design Project

Unit: Materials - Timber Time

Syllabus Outcomes: TE4-MSC-01, TE4-DES-01, TE4-SAF-01

Task Description - Timber Time

DESIGN BRIEF:

You are a toy designer that specialises in designing timber toys for a multinational company, and have been approached by a supervisor to manufacture a Noughts and Crosses wooden box. In this task, students will use a portfolio booklet that is to be submitted with your physical project by the due date.

Part A - Design Folio:

1. Identifying & Defining

- Design Brief
- Criteria to evaluate success
- Ideas Generation: Existing Solutions and PMI

2. Researching & Planning

- Moodboard
- Technical Production Plans
- Final Design

3. Producing & Implementing

- Selection & Justification of Tools, Materials & Techniques
- Record of Production

4. Testing & Evaluating

- Evaluation of the Final Design
- Evaluation of Criteria to Evaluate Success

Part B - Finished Product:

- Safety
- Accuracy
- Quality

Product Restrictions:

- Be a Timber Noughts and Crosses box
- Not exceed a length and width of 220mm
- Nine squares slots with a length and width of 45mm
- Cube with dimensions of 42mm
- Barrier of 12 mm thick separating the nine square holes in the box
- Base plate length and width 220 and height 3mm
- Total height of the box must not exceed 330 mm including the base plate.

Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully complete the task.

- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Evaluate:** Make a judgement based on criteria; determine the value of

Details of Submission

Using the scaffold provided on Moodle, you will need to **submit your Design Folio** by the due date.

You will also need to submit your **XO Box project** by the due date in class..

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

How does this link to my learning?

This task will allow students to demonstrate and showcase their knowledge, understanding and skills in:

- Project work in the Technology Mandatory course is intended to give students the opportunity to plan, design and create a product that has a specific purpose. Students are to follow the design and production process to develop a XO timber box that fits the design brief.
- Students identify needs that have personal relevance, apply design theory and use design and production processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions. Through completion of this task, students will gain an understanding of modern digital design, manufacturing and communication methods and tools.
- **Report Outcomes**
 - Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
 - Plans and manages the production of design solutions.
 - Selects and safely applies tools, materials and processes in the production of quality projects.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Syllabus Outcomes:

- **TE4-MSA-01** explains how materials, systems and components contribute to solutions
- **TE4-DES-01** communicates and evaluates design ideas and solutions
- **TE4-SAF-01** selects and safely uses tools, materials, technologies and processes

Marking Criteria

Part A - Design Folio							
Identifying & Defining	0	1	2	3	4	5	6
Design Brief	No attempt	Student provides a limited attempt at the design brief or points are unclear or copied with minimal rewording.	Student attempts to outline the problem but lacks detail and accuracy and points are somewhat relevant.	Student describes and identifies the problem and points are clear, relevant and show good understanding with some rewording	Student explains the problem showing an excellent understanding of the design brief and points are relevant and their own words are used.		
Criteria to evaluate success	No attempt	Student provides a limited attempt at the criteria for success and provides ONE function and/or aesthetic criteria for the final design	Student provides documentation of TWO function and/or aesthetic criteria for the final design.	Student outlines and/or provides documentation of THREE function and/or aesthetic criteria for the final design.	Student describes TWO function and aesthetic criteria related to the final design.	Student clearly describes THREE function AND aesthetic criteria related to the final design.	
Evaluating Existing Solutions	No attempt	Student provides ONE non relevant design or includes images only or lists one positive or negative or interesting feature of the design.	Student provides ONE existing designs and lists at least one positives and negatives or interesting features the design.	Student provides TWO existing designs and outlines the positives and/or negatives and/or interesting features of each design.	Student provides TWO existing designs and describes the positives, negatives and interesting features of each design.	Student provides THREE relevant existing designs and describes the positives, negatives and interesting features of each design.	Student provides THREE highly relevant existing designs and clearly describes the positives, negatives and interesting features of each design.

Researching & Planning	0	1	2	3	4	5	6
Moodboard	No attempt	Student demonstrates limited illustrations for the moodboard	Student demonstrates basic illustrations for the moodboard	Student creates a creative moodboard for research and planning somewhat relevant to the project	Student creates a relevant and creative moodboard for research and planning	Student creates a highly relevant and creative moodboard for research and planning	
Technical Production Plans	No attempt	Student provides limited labels for the aesthetics and/or functional features or provides limited design labels on the final design	Student provides basic labels for the aesthetics and/or functional features or provides basic design labels on the final design.	Student provides labels for the aesthetics and functional features and provides design labels on the final design.	Student clearly labels a range of aesthetics and functional features and provides highly appropriate design labels on the final design.		
Producing & Implementing	0	1	2	3	4	5	6
Selection & Justification of Tools, Materials & Techniques	No attempt	Student identifies the use or selection of ONE of the tools or materials or techniques used to complete the project.	Student identifies the use and/or selection of at least TWO of the tools, materials and techniques used to complete the project.	Student outlines the use and selection of at least THREE of the tools, materials and techniques used to complete the project OR describes TWO of the tools, materials and techniques used and describes the selection of the tool, material or technique.	Student describes the use and selection of at least THREE tools, materials and techniques used to complete the project.	Student describes the use and selection of at least FOUR tools, materials and techniques used to complete the project.	Student clearly describes and justifies all FIVE tools, materials and techniques used to complete the project.

Record of Production (method of manufacture and assembly)	No attempt.	Student provides a limited set of steps that could be used to manufacture and assembly the project.	Student provides a basic set of steps that could be used to manufacture and assembly the project.	Student outlines a set of steps that can be used to manufacture and assembly the project.	Student describes and provides most steps that can be used to manufacture and assembly the project with appropriate detail.	Student describes and provides all steps used to manufacture and assembly the project with appropriate detail using industry terminology.	Student clearly describes and provides all relevant steps used to manufacture and assembly the project with appropriate detail using correct industry terminology.	
Testing & Evaluating	0	1	2	3	4	5	6	
Evaluation of the Final Design	No attempt	Student provides a limited understanding with little depth for ONE criteria documented in evaluating the final design	Student identifies what went well or even better if components of the evaluation for at least TWO criteria.	Student outlines what went well or even better if components of the evaluation for at least TWO criteria.	Student describes what went well and even better if components of the evaluation for TWO criteria.	Student describes what went well and even better if components of the evaluation for THREE criteria.	Student clearly describes what went well and even better if components of the evaluation for ALL criteria.	
Evaluation of Criteria to Evaluate Success	No attempt	Student restates a ONE of the of the criteria of success for the beginning of the folio and shows no understanding of the functional or aesthetic criteria.	Student restates a limited number of the criteria of success for the beginning of the folio and attempts to comment on the success but with vague and unsupported statements.	Student restates some of the criteria of success for the beginning of the folio and outlines reasoning which may lack detail and clarity.	Student restates some of the criteria of success for the beginning of the folio and describes some of the reasoning providing some evidence.	Student restates most of the criteria of success for the beginning of the folio and provides a clear explanations for whether each is successful, with good reasoning and some evidence.	Student restates all criteria of success for the beginning of the folio and thoroughly analyses each one explaining why it is successful or not with relevant reasons and evidence.	
							Part A Mark	/48

Part B - Finished Project

Product	0	1-2	3-4	5-6	7-8	9-10
Safety	No attempt	Student demonstrates a limited understanding of safety practices, with significant risks present.	Student demonstrates basic understanding of safety practices when using tools, materials, technologies and processes with some minor risks.	Student demonstrates sound knowledge of safety practices, ensuring a generally safe working environment.	Student demonstrates thorough understanding of safety practices, ensuring a safe and efficient working environment.	Student demonstrates extensive knowledge and application of safety practices, ensuring a highly safe and efficient working environment throughout the project.
Accuracy	No attempt	No evidence of measuring throughout the construction with major gaps and adjustments required or product is not assembled.	The final product and its components are inaccurate compared to the dimensions provided with 6 or more differences. Joints are poorly aligned and the base required major modifications to fit.	The final product and its components are somewhat within the dimensions specified with 5 or more differences. Components assembled with noticeable gaps or misaligned. The base required modifications to fit.	The final product and all its components are mostly within the dimensions specified with 4 or fewer differences. All joints generally fit with minor gaps evident. The base required minor modifications to fit.	The final product and all its components are within the dimensions specified. All joints are highly accurate with no gaps evident. The base fits perfectly with no modifications required.
Quality	No attempt	No finish has been applied to the product and limited sanding of timber evident and/or rough surfaces and appearance is poor.	A basic finish has been applied but is uneven. Some edges of the product are smooth but most surfaces are rough with basic sanding evident. Some glue evident or protruding nails.	Finish applied to the product to a satisfactory quality with some uneven finish. Surfaces mostly smooth with minor rough patches. Stable enough for use but has some wobble.	A consistent and quality finish applied to the product. All edges are smooth and safe. Finish has been applied evenly to the whole product. Strong and sturdy.	Exceptionally smooth and professional finish has been applied to the product. Edges are excellently finished and aesthetically pleasing. Structurally excellent.
Part B Mark:						/30
Total Mark:						/78

Literacy Criteria

Literacy Outcomes	Elementary achievement 0 You have:	Limited achievement 1 You have:	Satisfactory achievement 2 You have:	High achievement 3 You have:	Outstanding achievement 4 You have:
<p>Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i></p>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
<p>Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i></p>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
<p>Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i></p>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
<p>Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i></p>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
<p>Text Structure <i>Uses features of the appropriate text type</i></p>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
Literacy		/ 4		Total	
					/82