



## 8 Technology B

### Task 2: Sustainable Future

**Due Date:** 5 Jun 2026

**Task Distributed:** 21 May 2026

**Task Weighting:** 30%

**Task Type:** Folio & Project Work

**Unit:** Material Technologies

**Syllabus Outcomes:** TE4-1DP, TE4-3DP, TE4-9MA, TE4-10TS

#### Task Description

A renewable resource is a natural resource which can replenish with the passage of time, either through biological reproduction or other naturally recurring processes. Renewable resources are a part of Earth's natural environment and the largest components of its ecosphere.

You're being tasked to raise awareness of issues relating to the sustainability of resources in the timber industry, identifying renewable resource options and to highlight the importance of sustainability to the industry in the longer term.

You will also be working on creating a simple puzzle of your own design. As part of this task, you'll need to research the target audience for your puzzle, as well as sketch design ideas for your project, before producing this in the timber workshop.

For this, you'll need to submit your planning and idea sketches using the scaffold provided, as well as demonstrate the following skills:

- Safe operation of the Scroll Saw and Disc Sander
- Safe practises in TAS workshop spaces
- Ability to measure and markup timber accurately
- Ability to apply initial finishing techniques to project work such as sanding

#### Glossary of NESAs Key Words

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

- **Analyse:** Identify components and the relationship between them; draw out and relate implications
- **Describe:** Provide characteristics and features
- **Discuss:** Identify issues and provide points for and/or against
- **Demonstrate:** Show by example
- **Identify:** Recognise and name
- **Outline:** Sketch in general terms; indicate the main features of

## Details of Submission

Using the scaffold provided on Classroom to complete the Research, Project Planning and Documentation by the due date. Your teacher will assess the practical skills during the construction of your project.

## Teacher Feedback and Student Self-Reflection

The task will 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.

Upon return of the task and teacher feedback, students will also be expected to complete the following self-reflection form, to provide them with the opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks

### How does this link to my learning?

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

- **TE4-1DP** - designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- **TE4-3DP** - selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- **TE4-9MA** - investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
- **TE4-10TS** - explains how people in technology related professions contribute to society now and into the future

## 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.

## Marking Criteria

Criteria	1	2	3	4	5
<b>RESEARCH</b>					
<b>Discuss timber as a renewable resource</b>	Lists some key features or characteristics of a renewable resource. Provides a statement linking timber to at least one feature or characteristic.	Identifies a renewable resource, identifying some key features or characteristics. Identifies how or why timber is regarded as a renewable resource.	Outlines a renewable resource, outlining some key features and characteristics. Outlines, with points for or against, why timber is regarded as a renewable resource.	Describes a renewable resource, outlining the key features and characteristics. Provides a thorough and clear argument with points for/against why timber is regarded as a renewable resource.	Clearly describes a renewable resource, its key features and characteristics. Provides an extensive and clear argument with points for and against why timber is regarded as a renewable resource.
<b>Type of Australian Timber</b>	Identifies a type of timber or the geographical location this timber resource can be found in Australia.	Identifies a type of timber and the geographical location this timber resource can be found in Australia, basic map provided.	Outlines types of timber and the geographical location these timber resources can be found in Australia, a detailed or labelled map provided.	Describes various types of timber and the geographical location these timber resources can be found in Australia, a detailed and labelled map provided.	Clearly describes various types of timber and the geographical location these timber resources can be found in Australia, a highly detailed and labelled map provided.
<b>Advantages / Disadvantages of Renewable Timber</b>	Lists an advantage or disadvantage of using renewable timber. Identifies an impact on society/environment	Identifies a few advantages and disadvantages of using renewable timber. Identifies impacts on society or environment	Outlines a number of advantages and disadvantages of using renewable timber. Outlines impacts on our society and environment.	Describes various advantages and disadvantages of using renewable timber. Discusses impacts on our society and environment.	Clearly describes a range of advantages and disadvantages of using renewable timber. Detailed discussion on impacts to our society and environment.

Criteria	1	2	3	4	5
<b>Examples of Timber Products</b>	Identifies or lists the features of at least ONE timber product.	Identifies the main features of at least ONE product made using renewable timber.	Outlines the main features of at least ONE product made using renewable timber. Provides an image for the product.	Outlines the main features of at least TWO products made using renewable timber. Provides a range of appropriate images.	Outlines the main features of THREE products made using renewable timber. Provides a wide range of highly appropriate images.
<b>PROJECT WORK</b>					
<b>Target Audience Research</b>	Limited or no evidence of identifying or researching a target audience.	Identifies a target audience with minimal description. Basic consideration of needs or preferences.	Outlines the target audience. Outlines some audience needs or preferences.	Describes the target audience. Includes relevant needs and preferences with some links to the design evident.	Clearly describes the target audience. Design is thoughtfully tailored to audience needs and preferences.
<b>Sketches</b>	Incomplete sketch provided.	A basic sketch, showing your design. Identifies feature(s) of the design.	A sketch, showing your design. Outlines the final design shown.	A detailed and annotated sketch, showing your design. Describes the final design shown.	A highly detailed and annotated sketch, showing your design. Includes a justification for the final design shown.
<b>Journal</b>	Limited or no entries completed	Basic attempt made a completing journal entries each lesson	Demonstrates some consistency in completing journal entries each lesson	Consistent journal entries provided, discussing work complete each lesson	Consistent, detailed journal entries provided discussing work completed each lesson

Criteria	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10
<b>Skills Demonstration</b>	Limited ability to safely use tools/processes, needs constant supervision.	Some safe operation of tools demonstrated/in TAS workshop spaces, basic measuring or finishing evident	Safe and correct use of tools demonstrated, shows some safe practises in TAS workshop spaces, accurate measurements and marking evident with some high quality finishing techniques evident	Safe and correct use of tools demonstrated, shows safe practises in TAS workshop spaces, accurate measurements and marking evident with high quality finishing techniques evident	Outstanding demonstration of safe and correct use of tools, shows safe practises in TAS workshop spaces accurate measurements and marking evident with high quality finishing techniques evident
					<b>SUB-TOTAL: / 45</b>

<b>LITERACY MARKING CRITERIA</b>					
<b>Criteria</b>	<b>0</b>	<b>0.25</b>	<b>0.50</b>	<b>0.75</b>	<b>1</b>
<p><b>Paragraph</b> Paragraphs are used to effectively structure information and partition events and ideas</p>	<ul style="list-style-type: none"> <li>- No correct use of paragraphing</li> <li>- May be a block of text or random breaks</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas are separated, provides at least ONE correct break between ideas</li> <li>- Paragraphs may contain some unrelated ideas</li> </ul>	<ul style="list-style-type: none"> <li>- At least ONE paragraph is well structured and develops an idea</li> </ul>	<ul style="list-style-type: none"> <li>- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphing creates flow, connectivity and supports argument</li> </ul>
<p><b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text</p>	<ul style="list-style-type: none"> <li>- No or minimal evidence of correct sentence punctuation (less than 25%)</li> </ul>	<ul style="list-style-type: none"> <li>- Limited evidence of correct sentence punctuation (at least 25%)</li> </ul>	<ul style="list-style-type: none"> <li>- Some correct sentence level punctuation (at least 50%).</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing contains accurate use of all applicable punctuation.</li> </ul>
<p><b>Sentences</b> Intentionally constructs a variety of sentences to match purpose and audience</p>	<ul style="list-style-type: none"> <li>- No evidence of sentences</li> <li>- Drawings, symbols, a list of words OR text fragments</li> </ul>	<ul style="list-style-type: none"> <li>- At least one sentence is used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Some correct formation of sentences. (at least 50%)</li> </ul>	<ul style="list-style-type: none"> <li>- Most sentences (80%) are correct but are largely unsophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>- All sentences are correct including sophisticated sentences.</li> </ul>
<p><b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</p>	<ul style="list-style-type: none"> <li>- Symbols or drawings</li> </ul>	<ul style="list-style-type: none"> <li>- Only simple and nontechnical words are used</li> </ul>	<ul style="list-style-type: none"> <li>- Some precise and technical words are used</li> </ul>	<ul style="list-style-type: none"> <li>- Sustained use of precise and technical words</li> </ul>	<ul style="list-style-type: none"> <li>- Sustained, consistent and fluent use of precise and technical words</li> </ul>
<p><b>Text Structure</b> Uses features of the appropriate text type</p>	<ul style="list-style-type: none"> <li>- No evidence of structural components of the appropriate text type</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal evidence of structural components of the appropriate text type</li> </ul>	<ul style="list-style-type: none"> <li>- Some evidence of structural components of the appropriate text type</li> </ul>	<ul style="list-style-type: none"> <li>- Substantial evidence of the structural components of the appropriate text type</li> </ul>	<ul style="list-style-type: none"> <li>- Coherent and controlled use of the appropriate structural components of the text type</li> </ul>
<b>SUB-TOTAL</b>					<b>/ 5</b>
<b>GRAND TOTAL</b>					<b>/ 50</b>