JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Home Economics   **Course: Technology Mandatory**   **Year: 8**

Assessment Task: Common Task - Emerging Technologies

Assessment Weighting: 30%   **Due: Term 3, Week 2**   **Date: Friday 2nd August**

Task Type: Hand in Task ☒   **In Class Task**   **Practical Task**

Outcomes assessed (NESA)
TE4-10TS Explains how people in technology related professions contribute to society now and into the future

Task Description/Overview
Technology related professions drive our society into the future. They predict future requirements and desires and they often involve big picture thinking to envisage what is next. Technology related professions can have a positive and negative impacts on society.   Significant technology advances have changed the modern economy rapidly. The major developments that have impacted society by making our world more convenient. Modern professions often require employees to be flexible, willing to progress and resilient. This is because change is an inevitable part of work in this generation.

Detailed Assessment Task Description
This task is divided into two sections: **PART A: all students to complete** (20 marks)   Using the scaffold on CANVAS and YouTube videos provided in class, students will answer the following questions about a chosen emerging technology.   1. **Identify** two changes in technology development that you have noticed in the last 2 years. /5   2. Choose one of the developments you have mentioned above and **outline** why you believe it occurred. /3   3. Choose an **emerging technology** from the links below to explore further.   **Workout Mirror**   https://www.youtube.com/watch?v=ihD4I1kzZOw

Folding House

https://www.youtube.com/watch?v=Hpps0x_MQ1Q

3D Printed Home

https://www.youtube.com/watch?v=wCzS2FZoB-I

      a. Name the emerging technology

      b. Name the designer/developer

4. **Describe** the cause/s of the technology. i.e. Why was this developed? What is the need for this development? /4

5. **Discuss** the effect/s of the technology. Ensure you provide examples **for and against** the technology. /8

PART B: optional (6 marks)

6. **Explain** how the designer/developers work will contribute/impact society in the future. *You will be provided with a scaffold to help plan your answer.*

For both sections consider your punctuation, spelling, grammar and capital letters. You will also be assessed on your ability to formulate logical and cohesive responses using metalanguage where appropriate.

PART A: All students to attempt (can only achieve a maximum of a high grade)

Assessment Criteria		
Grade	**Description**	**Mark Range**
High (H)	1. Student has comprehensively recognised and named two technologies that have been prominent in the past two years. Student has accurately made connections recognising changes in technology. 2. Student has sketched in general terms; indicating the main features of one of the developments giving a cohesive reason why this development has occurred. 3. Student has chosen an emerging technology in one or more of the four context areas and has correctly recorded the designer/developers name. 4. Student has provided extensive characteristics and features of the cause of this emerging technology demonstrating critical and creative thinking.	**17-20**

	5. Student has organised the discussion in an organised and logical manner. Student has provided points in favour (for) of the effects of the technology and points against the effects demonstrating a balanced response. Student has provided examples supporting the response.	
	● Student has used punctuation, spelling, grammar and capital letters correctly	
	● Student has presented a logical and cohesive response using metalanguage where appropriate.	
Sound (S)	1. Student has names two recent technologies and has made some connections recognising changes in technology with some details.	**12- 16**
	2. Student has sketched in general terms why this development has occurred.	
	3. Student has chosen an emerging technology and has recorded the designer/developers name/s	
	4. Student has provided characteristic/s and feature/s of the cause of the emerging technology	
	5. Student has provided point in favour (for) of the effects of the technology and points against the effects. Student has provided some examples of the supporting response.	
	● Student has used punctuation, spelling, grammar and capital letters correctly on most occasions	
	● Student has presented a rational response using some metalanguage.	
Basic (B)	1. Student has listed two recent technologies.	**7-11**
	2. Student has recognised and named potential reasons why this development has occurred.	
	3. Student has chosen a recent technology and has/has not recorded the designer/developers name/s.	
	4. Student has recognised and named the cause of the technology.	
	5. Student has provided point/s in favour (for) of the effects of the technology and/or points against the effects.	
	● Student has used punctuation, spelling, grammar and capital letters correctly on limited occasions.	
Limited (L)	1. Student has listed one recent technology.	**0-6**

	2. Student has attempted to list why this development has occurred. 3. Student has listed a past technology. 4. Students has listed the cause of the technology with some accuracy. 5. Student has recognised and named the effects of the technology. ● Student work does not feature correct spelling, grammar and capital letters.	

PART B: Optional - can achieve an Outstanding grade in total.

Assessment Criteria		
Grade	**Description**	**Mark Range**
Outstanding (O)	6. Student has utilised the explain scaffold to plan the answer logically. Student has accurately demonstrated a clear understanding of the cause or purpose of the designers/developers work. Student has identified 2 or more effects of the designers/developers work accurately and with detail. Student has used critical and creative thinking to make probable predictions on how the designer/developer's work will impact society in the future.	6
High (H)	6. Student has used the explain scaffold. Student has stated the cause or purpose of the designer/developers work. Student has identified 1 out of 2 effects of the work with appropriate detail. Student has made probable predictions on how the designer/developers work will impact society in the future.	5
Sound (S)	6. Student has mentioned the cause or purpose of the designers/developers work. Student has made some probable predictions on how the designers/developers work will impact society in the future.	4
Basic (B)	6. Student has listed 1 or more causes or effect/s of the designers/developers work without accuracy. Student has made some improbable predictions on how the designers/developers work will impact society in the future	3
Limited (L)	6. Student has made some improbable prediction on the designers/developers work.	0-2

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:
- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes