

A Student's Learning Journey

1st Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

2nd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 1
Wood science in our Environment

Teachers engage in a Subject Learning and Assessment Review meeting

3rd Year

Students develop knowledge, understanding, values and skills through engagement with learning outcomes

Learning supported by formative assessment

Classroom-Based Assessment 2
Self-Analysis and Evaluation

Teachers engage in a Subject Learning and Assessment Review meeting

SEC Examination
Project – 70%
Written Examination – 30%

Junior Cycle Profile of Achievement (JCPA)

Where can I get more information?

www.curriculumonline.ie

This is the website of the National Council for Curriculum and Assessment (NCCA) where you will find key documents such as the Wood Technology subject specification and the Wood Technology Assessment Guidelines.

www.jct.ie

This is the website of JCT schools' support service. Junior Cycle for Teachers exists to inspire, support and empower teachers in the transformation of junior cycle education in Ireland. For more information on Wood Technology please visit our subject site.



Use the **QR Code** to go directly to www.jct.ie



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An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers



Junior
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Information
on
Wood
Technology



Junior Cycle Wood Technology

In Wood Technology students will explore the natural and made world through the medium of design, seeking out opportunities to creatively and innovatively apply the material/resource in making and shaping their environment. The sustainable use of and management of this natural resource is important as the world faces the challenges of the 21st century.

Structure of the Specification



Learning will be experienced across three strands – **Principles and Practices**, **Design Thinking** and **Wood Science and Materials**. Throughout each of the strands, the use of four elements: **Planning and managing**, **Communicating**, **Creating**, and **Environment and sustainability** creates a framework for student learning that ensures a coherent learning experience.

Learning Outcomes

Learning outcomes are statements that describe what **knowledge, understanding, skills and values** students should be able to demonstrate having studied Wood Technology in junior cycle. There are thirty-eight learning outcomes spread across the three strands in Wood Technology as outlined in the structure of the specification.

Learning Experiences

Learning in this subject will be active and student centred, with learners collaborating in the pursuit of knowledge and in the safe management of the Wood Technology classroom environment. Through the challenges posed by the design-based philosophy of the subject, students will develop the relevant knowledge, understanding, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.

Ongoing Assessment

Assessment in junior cycle Wood Technology will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. There are three key assessment junctures in second and third year.

CBA 1:

Wood Science in our environment

- Completed within a three-week period in term one of second year
- Students will explore/research a wood science-related issue within a local/global context and present their findings of the issue
- The student can communicate their findings through any appropriate media
- Recorded on the students' Junior Cycle Profile of Achievement (JCPA)

CBA 2:

Student Self-Analysis and Evaluation

- Completed within a three-week period in term one of third year
- Students will conduct an analysis of their coursework and skills to date in Wood Technology
- Students will be expected to identify areas of strengths and areas for improvement with a view to informing their planning and decisions for the project
- Recorded on the students' JCPA

After completion of each Classroom-Based Assessment (CBA), teachers engage in a Subject Learning & Assessment Review (SLAR) meeting to discuss student learning and share effective practice. Both CBAs are assessed by teachers using Features of Quality as set out in the Assessment Guidelines provided by the National Council for Curriculum & Assessment (NCCA).

Project and written examination

Wood Technology is assessed at a common level. On completion of the Classroom-Based Assessments, students undertake a project. The project is completed after the second CBA in third year. The brief for the project is set and marked by the State Examinations Commission (SEC). The project accounts for **70%** of the final SEC grade with the written exam accounting for the other **30%**.

STEM

Science, Technology, Engineering and Mathematics (STEM) contribute to technological and societal changes in today's world. Junior Cycle Wood Technology fosters and nurtures STEM approaches to learning, skills and dispositions.