



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Phase 5: Wood Technology Statements 2023/2024



## **Introductory text for JCSP Statements Supporting The Junior Cycle Wood Technology**

The statements below were developed with input from a number of practicing Wood Technology teachers in JCSP schools. They are offered **as one possible model** that teachers may use to approach the new Junior Cycle Wood Technology Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Wood Technology Specification may be accessed in full at [www.curriculumonline.ie](http://www.curriculumonline.ie).

In addition, support for teaching of the Junior Cycle Specification may be accessed through the Junior Cycle for Teachers (JCT) Technologies team at [www.jct.ie](http://www.jct.ie).

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Wood Technology statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

August 2023

# Area of Experience

## Materials Technology: Wood / Wood Technology

**MTW/Wood  
Technology**

Student:

Class:

**At Junior Cycle level I can:**

Date Commenced:    /    /

Date Awarded:    /    /

**WTJC1** I can manage myself and my resources in Wood Technology

☐☐☐

**WTJC2** I can communicate my design thinking and subject understanding

☐☐☐

**WTJC3** I can apply my Wood Technology skills and knowledge

☐☐☐

**WTJC4** I can appreciate the importance of trees

☐☐☐

1. **Assembly**

Work with wood having practised the basic skills appropriate for assembling finished pieces of basic work

☐☐☐

2. **Theory 1**

Display basic background knowledge of woodwork theory

☐☐☐

3. **Drawings**

Interpret and produce basic drawings relating to artefacts made from wood

☐☐☐

4. **Wood Craft**

Display a knowledge of basic Wood Craft

☐☐☐

5. **Design Process**

Understand and use the Design Process

☐☐☐

6. **Theory 2**

Demonstrate knowledge of additional theory material

☐☐☐

7. **Theory 3**

Demonstrate further knowledge and understanding of theory material

☐☐☐

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

# I can manage myself and my resources in Wood Technology

## Wood Technology

Statement Code: WTJC1

Student:

Class:

### I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

#### This has been demonstrated by my ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. Be on time and have what I need for class                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keep my bench and other workspaces tidy   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Store my materials neatly at the end of class                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Correctly store tools and equipment that I have used in class                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. List five safety procedures in the Wood Technology classroom                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Work safely with others   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Describe what I have done well and what I need to improve on in a piece of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Identify a range of hand tools  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Identify a range of power tools and machines                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Identify a range of fixtures and fittings                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# I can communicate my design thinking and subject understanding

## Wood Technology

Statement Code: WTJC2

Student:

Class:

### I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

#### This has been demonstrated by my ability to:

- |   |  |
|---|--|
| 1. Use sketches to show my design ideas   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Make a model of a design idea  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Make a working drawing of a design idea  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Justify a solution to a design problem   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Explain the use of at least three woodworking tools  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Communicate the steps to carry out a woodworking process such as<br>paring a trench or cutting a tenon | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Develop my communication skills using digital technologies   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Carry out both primary and secondary research  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Present information I have researched  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Explain my reasons for choosing materials for a project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

### Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# I can apply my Wood Technology skills and knowledge

## Wood Technology

Statement Code: WTJC3

Student:

Class:

### I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

#### This has been demonstrated by my ability to:

- |   |  |
|---|--|
| 1. Make a functional and appealing wooden artefact  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Accurately mark out materials using the correct tools  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Use hand tools safely and accurately   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Use power tools safely and accurately  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Produce two types of handcrafted joints in the making of projects such as a halving joint, mortice and tenon joint, or finger joint. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Use two types of mechanical joints in the making of projects such as a dowel joint, domino joint, biscuit joint, or screw joint      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Use a craft skill such as carving, woodturning or marquetry in project work  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Use a variety of materials in project work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Follow appropriate steps in preparing a project for a finish   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Apply an appropriate finish to a project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

### Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# I can appreciate the importance of trees

## Wood Technology

Statement Code: WTJC4

Student:

Class:

### I can

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

#### This has been demonstrated by my ability to:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. Explain how a tree grows  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Describe the role of trees in my environment                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. List three characteristics of deciduous trees                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. List three characteristics of coniferous trees                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Identify and describe common species of trees                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. List three benefits of using wood as a material                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. List three advantages of manufactured boards                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. List three disadvantages of manufactured boards                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. List three environmental impacts of deforestation                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. List two ways of reducing waste in the Wood Technology classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# Assembly

# MTW

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Work with wood having practised the basic skills appropriate for assembling finished pieces of basic work

Date Commenced:    /    /

Date Awarded:    /    /

## Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 Follow basic woodwork room rules  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Understand the reasons for safety procedures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Understand and follow safety procedures   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Measure and mark out the material, using the appropriate tools and measuring instruments  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Design and cut out simple shapes  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Display manual dexterity through assembly   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Produce a simple piece of work  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Produce your own simple solution to a basic woodworking problem                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Use two mechanical joints (that is, dowels, screws, pavel pins etc.)                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 List the steps needed to make a simple object  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Examine the finished item you have made and identify the improvements that could be made | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐



# Theory 1

# MTW

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

## Display basic background knowledge of woodwork theory

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |
|---|--|
| 1 List safety procedures in a workshop  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Label a simple diagram for hardwood (deciduous) or softwood (coniferous) trees                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Recognise at least three trees by their leaves  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Have a basic knowledge of the growth of trees   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Recognise four different manufactured boards  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify at least three common wood defects   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Identify and label the common hand tools and state their uses   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Identify and label four given power tools and describe their safe usage                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Identify other relevant materials and understand their safe usage (e.g. fabrics, metals, ceramics etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Identify four different methods of fixing and fastening  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 Identify four common joints and state where they would be used   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12 Identify four different applied finishes and explain their use   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# Drawings

# MTW

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Interpret and produce basic drawings relating to artefacts made from wood

Date Commenced:    /    /

Date Awarded:    /    /

## Learning Targets - This has been demonstrated by your ability to:

- |   |   |  |
|---|---|--|
| 1 | Interpret a given simple pictorial sketch                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Interpret simple pictorial drawings including dimensioning                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Understand the basic techniques required in orthography                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Understand the fundamentals of scale  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Handle and use drawing equipment properly                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Draw a neat freehand sketch to the appropriate standard for the given purpose | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Draw six basic geometric shapes   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Make simple sketches from observation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Produce a simple sketch of a finished item                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# Wood Craft

# MTW

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

## Display a knowledge of basic Wood Craft

Date Commenced:    /    /

Date Awarded:    /    /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Produce a simple project turned between centres (eg Lamp, Vase)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Produce a simple project using a face-plate or chuck (eg Bowl, Plate)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Identify the four types of woodcarving (incised, chip, relief, sculpture work or curving in the round) and use any one type to produce an artefact | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Design and decorate a piece of work using pyrography   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Construct an artefact by use of laminates (e.g. bracket, salad fork, salad spoon)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Use inlay to decorate project work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Apply fretwork to enhance project work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Use veneers to construct a design or pattern (e.g. chessboard, picture)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Prepare a project to a suitable standard in preparation for an applied finish  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Apply an appropriate finish to any project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# Design Process

# MTW

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

## Understand and use the Design Process

Date Commenced:    /    /

Date Awarded:    /    /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | List the factors to be considered when analysing the Design Brief  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Research, investigate and gather information on the item or artefact to be made. (eg photographs, catalogues, books) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Demonstrate, through notes, photographs and sketches, possible solutions to the given brief                          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Produce a working drawing (sketch) of how the piece will be assembled  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Prepare a model or prototype of the proposed solution  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List, in correct order, the steps that are required to construct the project   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Demonstrate manual dexterity in marking out, processing and finishing the item or artefact                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Critically evaluate the finished product   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Produce a folio for the given project  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Apply computer graphics to enhance the work  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# Theory 2

# MTW

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

## Demonstrate knowledge of additional theory material

Date Commenced:    /    /

Date Awarded:    /    /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Describe how "air" and "kiln" seasoning work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | List two advantages and two disadvantages of "air" and "kiln" seasoning                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain "moisture content" and show how to measure the moisture content of a sample of wood    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Identify the various components of a computer desk system                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Identify computer components as Hardware, Software, Input or Output devices                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | List three adhesives, describe what each is used for and give a method of application for each | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Identify three methods of converting timber from a log into planks                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe one advantage and one disadvantage of each method of conversion                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | List the steps involved in inserting a motif into a veneer                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Describe the processes of Marquetry, Parquetry and Inlaying                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# Theory 3

# MTW

Statement Code no: 7

Student:

Class:

At Junior Certificate level the student can:

Demonstrate further knowledge and understanding of theory material

Date Commenced:    /    /

Date Awarded:    /    /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Identify the parts and colour code of a plug  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Identify the parts of a Lathe   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | List safety rules to be followed when using the Lathe                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe the steps involved in preparing a piece of wood for "between centres turning"      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe the processes involved in bending and drilling acrylic                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Separate a list of metals into ferrous and non-ferrous                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | List the steps involved in painting a ferrous metal   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe the steps involved in transferring a design to a piece of wood for carving         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | List three types of carving and briefly describe the steps involved in one of these methods | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Identify the various tools involved in carving  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Maths, Materials Technology: Metal, Technical Graphics, Science

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐