



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Junior Cycle Wood Technology Classroom-Based Assessment 2: Example of Student Work 05

January 2024

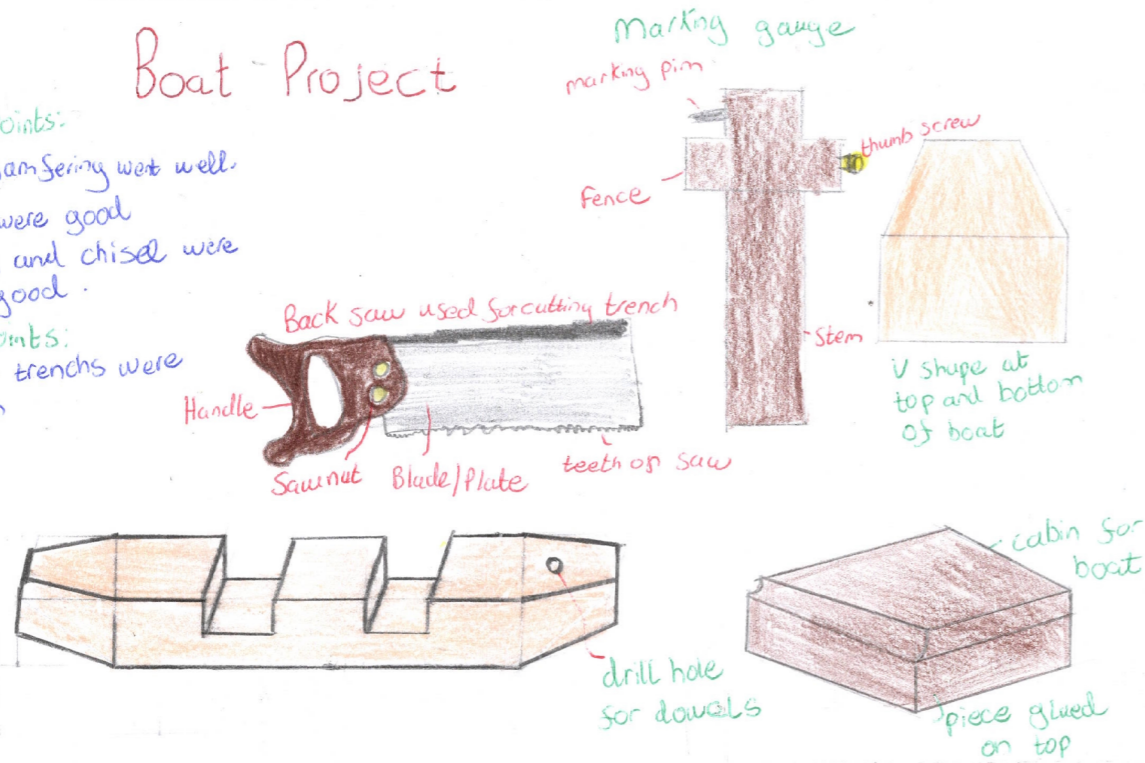
After doing the four projects I learned that dove tail joint was not the best and would stay away from that joint if I was to use it in a project. My chamfer was good and would use it again also the trench turned out well.

WOOD TECHNOLOGY CBA

Boat Project

Good Points:
The chamfering went well.
trench were good
Sawing and chisel were also good.

Bad Points:
one of trenches were rough

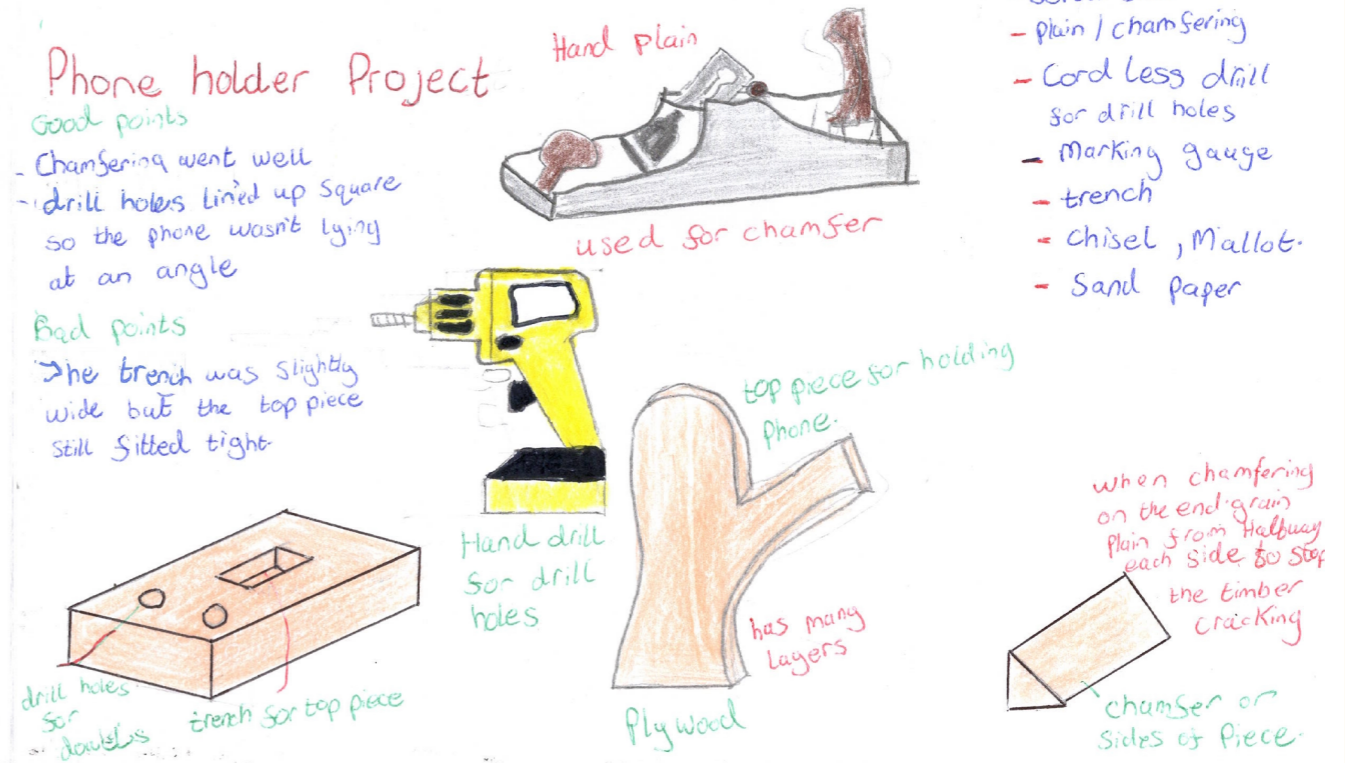


after I completed all four projects the best one was the Tea pot stand as I improved from the other projects and made less mistakes.

Phone holder Project

Good points
- Chamfering went well
- drill holes lined up square so the phone wasn't lying at an angle

Bad points
The trench was slightly wide but the top piece still fitted tight



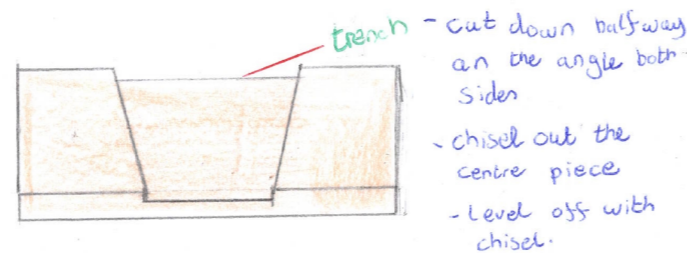
- tools/practical involved
- Scroll saw
 - plain / chamfering
 - Cordless drill for drill holes
 - Marking gauge
 - trench
 - chisel, Mallet.
 - Sand paper

Dove tail Joint Practise Piece

tools/practical involved: Sawing, marking out, chisel, mallet

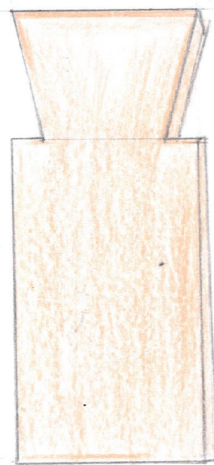
Good Points: My measurement were good as the joint as tight and there was no gap on the angle.

Bad points: My Sawing was not 100% accurate which lead to the joint being short one side
The trench was also rough



Safety

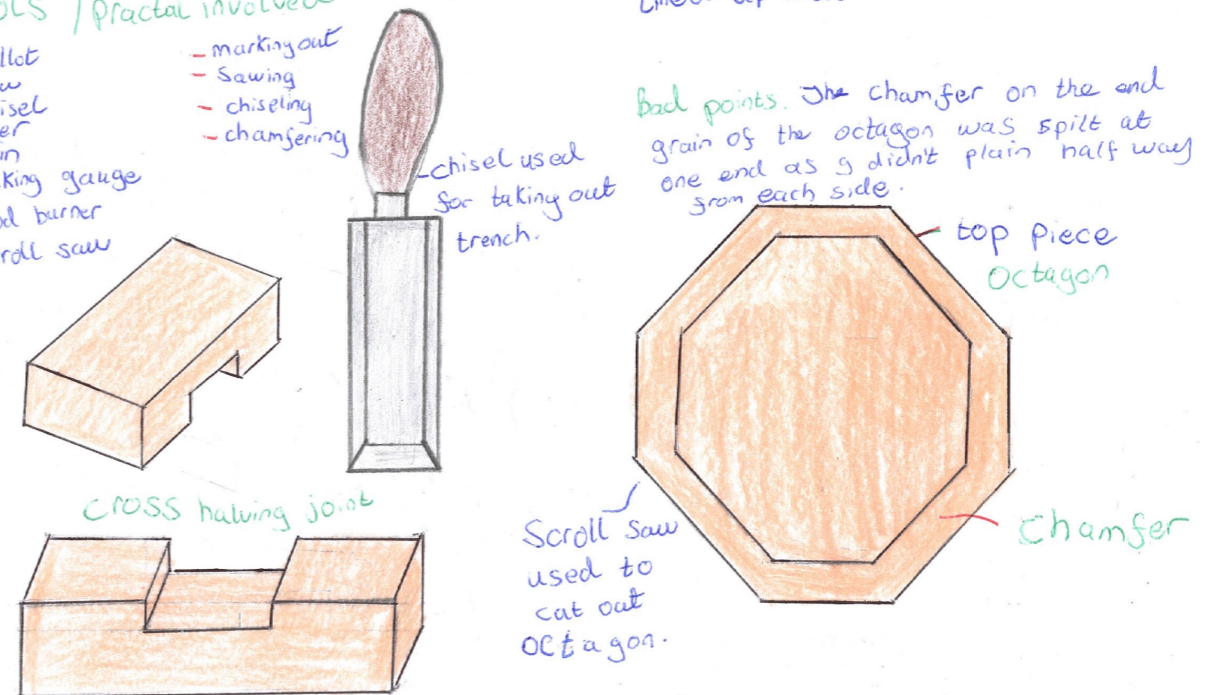
- Always keep your hands behind the cutting edge.
- let no one stand in front of you when using the chisel.



Tea Pot Stand Project

tools/practical involved

- mallet
- saw
- chisel
- ruler
- plain
- marking gauge
- wood burner
- scroll saw
- marking out
- sawing
- chiseling
- chamfering



Good points: The cross halving joint lined up well.

Bad points: The chamfer on the end grain of the octagon was split at one end as I didn't plain halfway from each side.

this joint was used to make the bottom for the top to sit on.

Teacher annotations using the Features of Quality

The annotations capture observations by the teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the NCCA, the Inspectorate, the State Examinations Commission and the Oide support service.

Teacher annotations

Self-analysis of coursework elements:

The student identified a broad range of coursework elements through their engagement with four projects. This allowed them to make valid observations and some relevant self analysis on the development of their skills to date.

Making judgements:

Judgements made on areas of strengths and areas for improvement were reasonably clear. While there was some awareness of how these judgements would inform future work, a greater awareness would have been demonstrated if more detail were given on how the skills identified could be further addressed.

Communicating their CBA:

The findings were well presented using a series of rendered sketches on a well laid out poster. The student carefully considered what information best communicated their Classroom-Based Assessment.

Overall judgement:  In line with expectations