

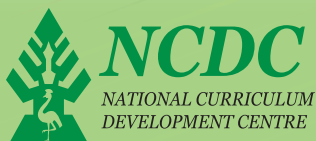


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



WOODWORK ASSESSMENT GUIDELINES



2026

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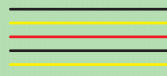
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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

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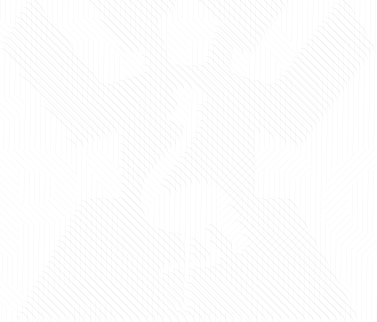
ISBN: 978-9913-06-113-1

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Acknowledgements

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the development of these Assessment Guidelines to support the implementation of the Advanced Secondary Curriculum.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development process, the Curriculum Task Force of the Ministry of Education and Sports for the guidance and timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping these Guidelines.

NCDC is also grateful to UNEB, Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, critical reviewers, and professional bodies for their contribution towards the design and development of these Assessment Guidelines. To all those who worked behind the scenes to finalise the production of these Guidelines, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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1. Introduction

This assessment guidelines document is developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific subject demands and practices.

End of the Cycle Assessment of Woodwork will be administered by the Uganda National Examinations Board (UNEB). The assessment of Woodwork will be guided by one assessment objective drawn from the two assessment constructs. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills and values drawn from the topics within a construct in order to address a societal challenge or problem.

A continuous assessment in Woodwork will be conducted through a project work that will contribute to the learner's final grade at the end of the cycle.

1.1 Assessment Objectives

The end of cycle assessment for woodwork will be guided by one assessment objective focusing on the learner's ability to:

AO1: Integrate woodworking concepts and skills to design and make woodwork products that meet clients' needs, using appropriate tools and materials while adhering to safety and environmental standards.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

The table below shows a linkage between the assessment objectives, the constructs and the topics in the syllabus that contribute to the construct.

Table 1:

Table showing the relationship between assessment objectives, constructs and the topics in the syllabus.

Assessment Objective	Construct	Construct Description	Topics in the Syllabus
AO 1:	Woodwork Concepts and Design	Integrating conceptual understanding and design skills to develop and document design briefs, technical working drawings, and material schedules that support the creation of functional and aesthetically sound woodwork products through safe and environmentally responsible timber processing methods that meet community needs.	1) Workshop Layout and Safety 2) Timber Technology Topic 4) Design and Drawing Topic 5) Carcase Construction Topic 6) Domestic and Public Furniture

	Woodwork Production	Making woodwork products that address identified community needs, using appropriate materials, tools and techniques while observing safety precautions.	1) Workshop Layout and Safety 2) Timber Technology 3) Timber Technology 5) Carcase Construction 6) Carcase Construction 7) Domestic and Public Furniture 8) Fixtures and Fittings 9) Window and Door Construction
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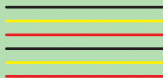
2. Table of Constructs

The table below details the constructs for woodwork, i.e. the learning outcomes that make up the construct, the expected learner abilities and what an assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Learning Outcomes The learner should be able to:	Ability The learner is able to:	Indicators of Mastery The learner:	Level of Complexity
1) Woodwork concepts and design: Integrating conceptual understanding and design skills to develop and document design briefs, technical working drawings, and	1 a) Organise a wood workshop to promote productivity in the workspace. (k, u, s, v/a, gs) b) Implement safety precautions in the workshop to prevent accidents, prolong tool lifespan and protect the environment. (k, u, v/a, gs)	a) demonstrate comprehensive awareness and application of workplace safety, environmental care, and organizational principles in the woodwork workshop.	i) recognises the role of PPE in injury prevention and applies correct body posture to avoid strain during woodworking. ii) understands common woodworking hazards and applies principles of hazard identification and control, including the Hierarchy of Controls.	High

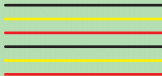
material schedules that support the creation of functional and aesthetically sound woodwork products through safe and environmentally responsible timber processing methods that meet community needs.	3 b) Analyse manufactured boards used in the community for specific woodworking needs. (k, u, s, v/a, gs) 4 a) create working drawings of timber articles to guide the making process (k, u, s, a, gs) b) Transform the client's needs analysis into functional working drawings. 5.a) Design carcase products to guide the making process. (k, u, s, v/a, gs)	b) assess how understanding material properties, executing effective timber processing and preparation,	iii) interprets legal and institutional safety regulations and explains the 5S methodology for maintaining order. iv) explains recycling, waste classification, and safe disposal, and evaluates how poor housekeeping affects safety and productivity.	i) describes the properties, classification, and selection of timber and related materials for specific woodwork applications.
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	6 a) Design wooden articles for domestic and public use to guide the making process. (k, u, s, v/a, gs)	and maintaining tools improve production standards and ensure lasting functionality in woodwork.	ii) explains timber processing methods and their importance in improving material performance. iii) understands the principles of accurate measurement, tool selection, and maintenance for precision and safety. iv) applies concepts of workflow, ergonomics, and organisation in designing an efficient and safe workshop layout.	
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		c) compile relevant information into structured design briefs for woodwork projects based on client needs or article specifications	i) gathers relevant information about the intended purpose, function, and user needs of the product. ii) assesses and records contextual factors such as available space, dimensions, ergonomics, or user preferences. iii) selects appropriate materials, finishes, and construction techniques based on suitability and design goals. iv) organises the collected information into a design brief.	
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		d) prepare the drawing paper and complete the title block with all essential information.	i) draws a borderline/frame around the drawing sheet ii) completes the title block using the correct layout and format. iii) records name, personal/identification number, and random/reference number accurately. iv) states the title of the drawing clearly. v) specifies the scale of the drawing correctly. vi) records the date of preparation	
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			e) translate design brief requirements into working drawings.	i) develops preliminary sketches showing possible design solutions. ii) produces working drawings (orthographic and isometric views) using correct scales, symbols, and conventions. iii) adds dimensions and constructional features (exploded views of joints, assembly methods, finishes). iv) reviews and refines drawings for accuracy, clarity, and usability.
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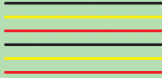
		f) Compile materials list with specifications to inform the production of woodwork articles.	i) identifies all materials needed for the timber article, including type and quantity. ii) presents the material list in an organised and clear format for workshop use.	
2) Woodwork Production: Making woodwork products that address identified community needs while observing safety precautions.	1 a) Organise a wood workshop to promote productivity in the workspace. (k, u, s, v/a, gs) b) Implement safety precautions in the workshop to prevent accidents, prolong tool lifespan and protect the environment. (k, u, v/a, gs)	a) interpret client briefs and working drawings to plan, prepare, and produce woodwork products.	i) extracts key measurements (dimensions, angles, proportions) to ensure accurate cutting and assembly. ii) identifies shapes, components, and forms required to assemble the product correctly.	High

2 a) Produce timber in sectional sizes for specific woodworking requirements. (k, u, v, s, gs) b) season timber to stabilize it for woodworking construction (k, u, s, v/a, gs) c) Analyse common timber defects to ensure its efficient use. (k, u, s, v/a, gs) d) Apply preservatives to protect timber from diseases and pest	iii) determines types of joints and their positions to guide construction and ensure structural integrity. iv) quantifies materials needed to complete the project efficiently. v) Notes additional production instructions (finishes, sequences, special considerations) to guide practical assembly and finishing.	
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	attacks, ensuring its durability. (k, u, s, v/a, gs) 3 a) Apply preservatives to prevent disease and pest attacks in timber for its durability. (k, u, s, v/a, gs) 4 a) Make carcass products that ensure stability and durability in wooden items. (k, u, s, v/a, gs)	b) apply personal safety measures and maintain a safe working environment to protect oneself from accidents and health hazards.	i) selects and correctly uses appropriate personal protective (PPE) for specific woodworking tasks. ii) maintains personal safety while handling tools and equipment by using them correctly and checking for defects before use. iii) maintains a clean workspace to minimise the risk of accidents
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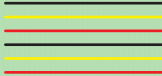
5 b) Make domestic and public woodwork articles for community use. (k, u, s, v/a, gs) 6 a) Make wooden fixtures and fittings for domestic and public use. 7 a) Make wooden windows, door shutters, frames and linings for structural furniture openings. (k, u, s, v/a, gs) b) Integrate the window and door shutters into the frames to finalise the product for functional openings. (k, u, s, v/a, gs)	c) manage workshop hazards and maintain an organised, environmentally safe workspace for efficient and safe production.	i) mitigates workshop hazards, including faulty tools, spills, sharp edges, fire risks, dust, and fumes. ii) maintains workshop order and organisation, including proper storage of tools, equipment, and materials. iii) handles and safely disposes of chemicals, adhesives, finishes, and offcuts to prevent environmental contamination and health risks.
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iv) maintains tools and equipment in safe working condition (cleaning, sharpening, and servicing) to prevent hazards.	i) performs timber conversion using appropriate cutting methods (e.g., plain-sawn, quarter-sawn, rift-sawn) based on intended use. ii) applies seasoning techniques to reduce moisture content and improve timber stability and workability.
d) process timber to enhance its structural integrity and suitability for woodworking projects.	



		iii) uses preservation methods (e.g., oiling, creosote, pressure treatment) to protect timber from pests, decay, and environmental damage. iv) identifies and remedies defects in timber arising from natural conditions, processing, or storage.	
	e) select, prepare and set up materials and tools for making woodwork products.	i) chooses suitable timber and other materials (boards, glue, finishes, screws) based on what the product needs.	

ii)	checks materials for defects and readiness (e.g., straightness, moisture, knots) and sorts or adjusts them.
iii)	measures and marks materials accurately, ready for cutting and shaping.
iv)	cuts, planes or sands materials to the required sizes and finish before assembly.
v)	selects, prepares and sets up the right tools and machines, including safety checks (sharpening, guards, and correct fittings).



		f) cut and fit timber joints to ensure strong and stable woodwork structures.	i) selects the appropriate type of joint (e.g., butt, dovetail, mortise and tenon, lap joint) based on the design and purpose of the product. ii) marks out the joint layout correctly using measuring and marking tools (e.g., gauge, square, ruler). iii) cuts joint components accurately using appropriate hand or power tools (e.g., saws, chisels, routers). iv) tests the joint for fit and strength, checking alignment, smoothness, and gap-free contact.
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			v) refines and adjusts the joint as needed using filing, sanding, or trimming to improve the fit.
	g) assemble timber and other materials to build the product according to the design.	i) joins wood parts using the right joints and tools (like chisels, clamps, glue, or screws), as shown in the design. ii) checks that parts fit well by measuring and testing before putting them together. iii) lines up and fixes pieces carefully using tools (like clamps or mallets) and fastening materials (like nails, screws, or glue) to make the structure strong and straight.	

		h) finish woodwork articles to ensure quality, durability, and good appearance.	i) smoothens the timber surface and applies suitable finishes (e.g., sanding, varnishing, polishing) using appropriate tools and materials. ii) ensures even, clean, and protective coating by allowing proper drying time and applying additional layers where necessary. iii) Inspects and adjusts the final product to meet the required functional and aesthetic standards, making sure it matches the design or user needs.
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3. Structure of the Assessment Papers

There will be two assessment papers for Woodwork at ASC. Both papers will address one assessment objective. The papers will be drawn from two constructs (Woodwork Design and Drafting and Woodwork Production)

Paper 1 (Woodwork concepts & Design) will be scenario-based, with a duration of three (3) hours. It will assess learners' understanding of woodwork concepts, as well as their drafting skills. The paper will consist of two items; item 1 will address drafting skills, while item 2 will address woodworking concepts.

Paper 2 (Woodwork Practical), which assesses learners' practical skills, will consist of the End-of-Cycle assessment and a Continuous Assessment. The End-of-Cycle paper will be scenario-based, lasting three (03) hours and 15 minutes. It will be scored on site as the practical is ongoing, and the scores will be by UNEB. The Continuous Assessment will take the form of a project whose theme will be determined by UNEB. This project will run from Term 2 of S.5 to the end of Term 2 of S.6, with scores from different stages (e.g., planning and implementation) submitted to UNEB.

Woodwork

Paper I

November 2025

Time: 3 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

WOODWORK

Paper I

WOODWORK DESIGN AND DRAFTING

Time: 3 hours

Instructions to candidates:

- 1) This question paper consists of **Two Items**.
- 2) Answer both items.
- 3) Answer the **Task of Item 1** on the drawing paper A2 provided and the task for **Item 2** in the answer booklet

Item1

Kalema invested his pension in a plot where he is building a rental property. For the next phase, he needs hardwood door frames and shutters; the specifications for the shutters are 2100mm by 815mm in size, having six raised panels uniquely arranged in varying sizes. Kalema plans to get the timber from his backyard Mvule tree and now calls for an expert to assist him in turning the tree into usable timber, making accurate working drawings.

Task

Produce the working drawings needed to guide the making of the shutters.

Item 2

One of the workers at your uncle's company has taken leave, and the company has chosen to recruit another carpenter. As part of the interview process, the likely winner is expected to construct a bedside cabinet as part of the interview to demonstrate his woodworking skills. The company has set aside some well-seasoned timber for this task

Task

Make a write-up to demonstrate to your uncle your suitability for the job.



Woodwork

Paper II

November 2025

Time: 3 hours 15 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

WOODWORK

Paper II

PRACTICAL

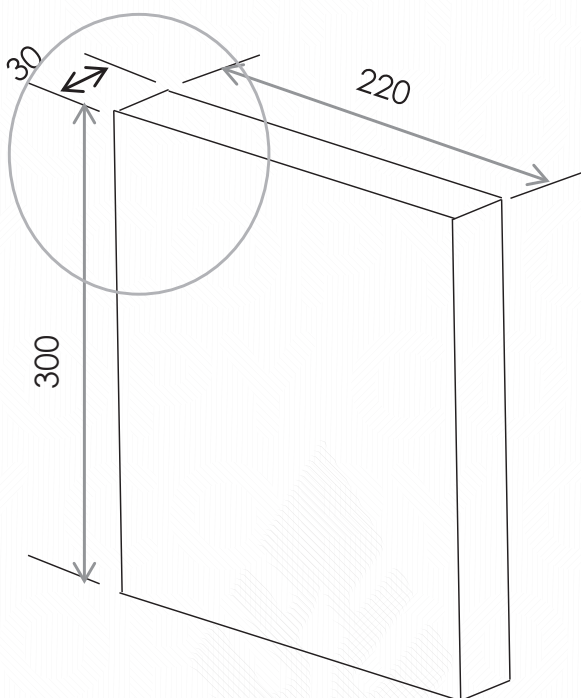
Time: 3 hours 15 Minutes

Instructions to candidates:

- 1) This paper consists of one compulsory examination item.
- 2) Use the materials, tools and equipment provided as required for the task.
- 3) At the end of the examination, leave your work at the work table/place/station for assessment.

Item 1

Bright Care Health Centre is setting up a new consultation room to improve patient privacy and comfort. They plan to install durable, match-boarded wooden door shutters using timber and other materials already on-site. To find the right woodworker, candidates must make a scaled prototype based on given dimensions below.

**Task**

Make a prototype of the encircled part of the design.

Woodwork

Paper II

November 2025

Time: 3 hours 15 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

WOODWORK PRACTICAL

Paper II

CONFIDENTIAL

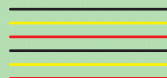
INSTRUCTIONS TO SCHOOLS:

- 1) Great care should be taken that the information given below **DOES NOT** reach the candidates either directly or indirectly.
- 2) Provide drawing paper A4 for any necessary sketches and to be attached on assessment sheet.
- 3) All assessment sheets should be collected, sealed and returned to the marking centre.
- 4) Provide tools assorted in one area and candidates will select what they require.
- 5) All candidates should come to the examination room in school uniform.

Each candidate will require the following materials, tools and equipment:

Materials:

- 1) Two pieces of timber planed to size of (550 x 50 x 30) mm and (800 x 100 x 22) mm.
- 2) 1 tin of wood glue 250g.
- 3) 1/8 of a meter sand paper gauge 80

**Tools:**

In addition to the usual woodwork bench and holding device, the following assorted tools will be required for working out the examination.

- 1) Mallet
- 2) Tape measure
- 3) Wood chisel 10mm
- 4) Tenon saw
- 5) Handsaw
- 6) Try square
- 7) Mortice Guage
- 8) G-Clamp



4. Assessment Rubric

4.1 Paper 1 - Woodwork Design and Drafting

Output	Basis	4	3	2	1
Write up	Interpretation of the task in the context of; 1) woodworking processes, 2) materials selection and 3) tools usage	Demonstrates a comprehensive understanding of the woodworking choices for processes, materials selection and tools usage	Demonstrates general understanding of the woodworking choices for the process's materials selection and tools usage	Demonstrates limited understanding of the choices for identifying aspects of the woodworking processes, materials selection and tools usage	Demonstrates little or no understanding of the woodworking processes, materials selection and tools usage.
	Body Generating and presenting ideas on: 1) Material properties,	The learner explains at least $\frac{4}{5}$ of the indicators in detail for the designated wood working tasks, shows strong and	The learner explains less than $\frac{4}{5}$ to $\frac{3}{5}$ of the indicators in detail for the designated wood working	The learner explains less than $\frac{3}{5}$ to $\frac{1}{5}$ the indicators in detail for the designated concepts Attempts to address the task but includes	The learner explains less than $\frac{1}{5}$ of the indicators for the designated concepts. Fails to address the task meaningfully;

2) Timber processing and preparation, 3) Tool use and maintenance 4) Workplace safety, 5) environmental care 6) Woodwork workshop layout 7) Types of Joints	logical connections between ideas and demonstrates synthesis and depth of the indicators	tasks and generates relevant and well-developed ideas that address the task effectively.	limited or partially relevant ideas; development is minimal	ideas are irrelevant, vague, or absent.
Making Informed Judgement Use the written knowledge to form an informed	Forms an Opinion/ conclusion that is highly informed, insightful, and well-reasoned; based on a	Forms an Opinion/ conclusion that is clear, logical, and supported by relevant evidence;	Forms an opinion/conclusion that shows limited use of knowledge; reasoning is weak with minimal evidence or clarity.	Forms an opinion/conclusion that is unclear, unsupported, or irrelevant; no evident use of acquired

	opinion/ conclusion or judgement on woodworking processes and materials as reflected in the scenario	comprehensive understanding and application of knowledge.	shows a sound understanding and some evaluation, though less deep.	knowledge or reasoning.
Drawings	Wood work drawings and layout; 1) Layout (title block, annotations, labels)	In addition to (borderline, title block, and prints name, personal number, random number), the learner prints all. i.e; scale, title, date, client	In addition to (borderline, title block, and prints name, personal number, random number), the learner prints any three of; scale, date, client and title.	The learner presents the borderline, title block, prints name, personal number and random number.

Wood work drawings;-	The learner graphically presents comprehensively at least $\frac{4}{5}$ of the required indicators of the woodwork drawings with most of the key appropriate details as per the scenario / task (Scales used dimensions and tolerances, parts lists, symbols, line types, concept design).	The learner graphically presents general views addressing less than $\frac{4}{5}$ to $\frac{3}{5}$ of the required indicators of the woodwork drawing with some of the key appropriate details (Scales used dimensions and tolerances, parts lists, symbols, line types, concept design).	In addition to presenting construction lines or the outlines, the learner has less than $\frac{3}{5}$ to $\frac{1}{5}$ of the required procedures demonstrating a partial drawing skills and, has an incomplete product but trajectories to purpose.	The learner graphically presents less than $\frac{1}{5}$ or no indicators of the woodwork drawing with limited details.
1) Original idea generation				
2) Sketch development				
3) Detailed Views				
4) Scale & Proportion				
5) Symbols & Convention				

4.2 Paper 2 – Woodwork Practical

Output	Basis of evaluation with indicators	Scores 4	Scores 3	Scores 2	Scores 1
A functional Wooden article	1. Ideation Generates drawings/ write up about the required article; 1) Isometric Sketches 2) Names joints required in the scenario 3) Produces exploded views of joints	Names and produces comprehensive proportional drawings in the context of the scenario that inform the product.	Names and produces general drawings in the context of the scenario but with minor lapse in proportion and remain informing the product.	Names and produces part of the drawings in the context of the scenario that inform the product.	Sketches generated do not align with the context of the scenario

	Production process of the product 1) follows made drawings during production 2) use appropriate tools 3) utilises the provided material 4) ensures safety during production	Logically follows a comprehensive procedure for making the product in context with the scenario meeting at least 4/5 of the expected indicators	Follows the general procedure for making the product in context with the scenario meeting 3/5 to 2/5 of the expected indicators	Follows part of the procedure for making the product in context with the scenario meeting between 2/5 to 1/5 of the expected indicators	Follows limited procedure for making the product in context with the scenario meeting less than 1/5 of the expected indicators
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finishing of the product	Follows a comprehensive finish for making the product in context with the scenario meeting at least 4/5 of the expected indicators and the article made is functional	Follows a general procedure in finishing the product in context with the scenario meeting 3/5 to 2/5 of the expected indicators and the article made is functional	Follows part of the finishing procedures and has some lapses in adhering to expected context of the scenario	Shows limited no adherence to finishing procedures, resulting in a product that lacks proper finishing.
1) Neatly joined. 2) Properly planed, sanded and varnished / painted. 3) Work area cleaned. 4) Tools returned				

5. Performance Level Descriptors

Woodwork will be graded across five performance levels, using the descriptors outlined in the table:

5.1 Paper 1 - Woodwork Design and Drafting

Construct	Performance Level	Descriptor
Woodwork Concepts and Design: Integrating conceptual understanding and design skills to develop and document design briefs, technical working drawings, and material schedules that support the creation of functional and aesthetically sound woodwork products through safe and environmentally responsible timber processing methods that meet community needs.	Exceptional	Interprets client briefs and develops accurate woodwork drawings and bills of materials, and shows proper understanding of the timber and its production processes.
	Outstanding	Interprets most client briefs, produces correct woodwork drawings and bills of materials, and has fair understanding of timber and its production processes.
	Satisfactory	Understands general client requirements, produces usable wood working drawings and bills of materials and shows partial understanding of timber and its production processes
	Basic	Translates parts of client briefs into woodworking drawings and bills of materials with noticeable errors and demonstrates limited understanding of timber and its production processes.

	Elementary	Has difficulty interpreting client briefs, produces inaccurate drawings with no bills of materials and demonstrates very limited understanding of timber and its production processes
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5.2 Paper 2 – Woodwork Practical

Construct	Performance Level	Descriptor
Woodwork Production. Making woodwork products that address identified community needs, using appropriate materials, tools and techniques while observing safety precautions.	Exceptional	Produces functional woodwork articles, applies safe wood working and environmentally responsible practices and ensures optimal material utilization.
	Outstanding	Produces quality woodwork articles with minor flaws, applies safe wood and environmentally responsible practices and uses materials with minimal waste.
	Satisfactory	Produces satisfactory woodwork articles, applies safe woodworking and environmental practices and shows moderate attention to material use.
	Basic	Produces functionally basic woodwork articles with noticeable errors, applies safe wood working and environmental practices inconsistently and has little effectiveness in materials utilisation.
	Elementary	Produces incomplete and less functional woodwork articles, rarely applies safe wood working practices and generates significant material waste



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ISBN 978-9913-06-113-1



9 789913 061131