

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

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

The new Applied 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 Applied 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

# I can create controlled solutions to perform tasks safely and efficiently

**Applied  
Technology**

**Statement Code: ATJC4**

Student:

Class:

**I can**

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

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

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Draw simple circuit diagrams                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Represent at least three components using their symbols            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Follow safety procedures when soldering                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Discuss how energy is converted from one form to another           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Describe how an input transforms into an output                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Test my circuit design   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Design a circuit using digital software                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. List three different mechanisms and state where they could be used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Create a control solution to solve a problem                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Find a fault in a circuit   | <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...