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INFORMATION AND
COMMUNICATIONS
TECHNOLOGY (ICT)
Paper 1
2024

Uganda Certificate of Education

INFORMATION AND COMMUNICATIONS TECHNOLOGY [ICT]
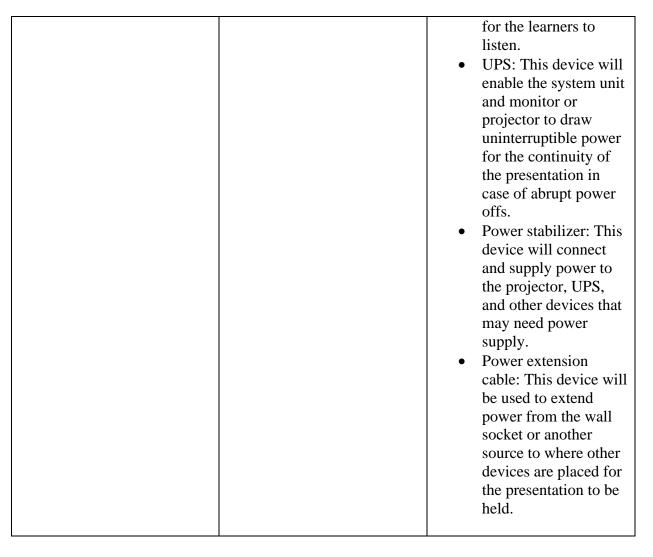
Paper 1

Theory

New Lower Secondary Curriculum

SCORING GUIDE

Competency (Basis of assessment)	Evidence: Skill/ability exhibited/Score	SCORE
Provides a focused introduction	Produces a focused introduction	01
Describes a minimum number of ICT tools that are to be used in the main hall	• Identifies and describes **5** or more of the listed ICT tools that will be used in the main hall i.e. UPS Computer set or laptop Projector Power extension cable and computer cables (A computer set plus more devices required)	04
	• Identifies and describes **3-4** of the listed ICT tools that will be required in the main hall.	03
	• Identifies and describes **1-2** of the listed ICT tools that will be required in the main hall.	02
	• Identifies and describes **1** of the listed ICT tools that will be required in the main hall.	01
	• No response	00
Explains the use of ICT tools in the main hall	• Identifies and explains **5 or more** uses of the ICT tools in the main hall.	04
	• Identifies and explains **3-4** uses of the ICT tools in the main hall.	03
		02

	• Identifies and explains **1-2** uses of the ICT tools in the main hall.	**01**
	• Identifies and explains **1** use of the ICT tool in the main hall.	
	• No response	**00**
Conclusion	Provides a relevant conclusion *(solution/judgment/recommendation)*	**01**
Format of presentation	A formal document: Either a Report, a letter, a CV or Proposal	**01**

Competences	Basis of assessment	Expected responses
T1(a-c)	Mentioning relevant tools	Needs a system unit, mouse, keyboard, monitor, VGA cables, projector, electric/power cables, loud speakers, microphones, UPS, power stabilizer, power extension, amplifier.
T2(a-d)		
T15(a-c)		
T16(c)		
T9 (a)		
T10(a)		If the learner correctly matches the identified hardware with its use in the main hall i.e.
T12(a)	Explaining how the tool is used	• System unit: The ICT club will use this hardware to create and store the presentation • Mouse: This device will be used to point at the screen items needed when the presentation is being created or being

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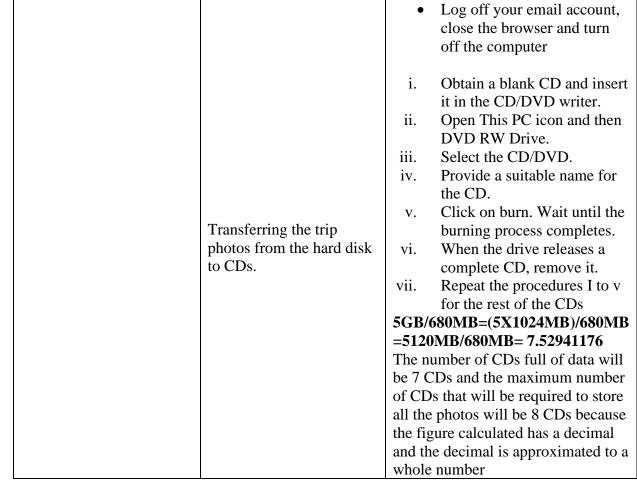|		
		displayed to the students and parents • Keyboard: This device shall be used to create text and enter commands in the computer when the presentation is being run or created. • Monitor: This device will be used to verify the computer image before it is being projected for the learners and parents to see. • VGA cables: These cables connect the system unit to the projector and the monitor. • Projector: This device displays a wide computer image for all learners and parents to see • Electric/Power cables: These cables transmit power from the source to the system unit, monitor, projector and amplifier. • Loud speakers: These devices will be connected to generate sound/voice for all leaners and parents to listen and comprehend. • Microphones: These devices shall be used for voice input (to speak through) into the system and later the voice is amplified

		for the learners to listen. • UPS: This device will enable the system unit and monitor or projector to draw uninterruptible power for the continuity of the presentation in case of abrupt power offs. • Power stabilizer: This device will connect and supply power to the projector, UPS, and other devices that may need power supply. • Power extension cable: This device will be used to extend power from the wall socket or another source to where other devices are placed for the presentation to be held.

ITEM 2

Competency (Basis of assessment)	Evidence: Skill/ability exhibited/Score	Score
Provides a focused introduction	Produces a focused introduction	**01**
Explains the process of sending photos to Rwanda right from the camera	• If the learner explains ***more than 4*** ICTs and processes involved in transferring these photos from camera to PC and sending them from PC to Rwanda.	**04**

	• If the learner explains *4* ICTs and processes involved in transferring these photos from camera to PC and sending them from PC to Rwanda.	**03**
	• If the learner explains 2-*3* ICTs and processes involved in transferring these photos from camera to PC and sending them from PC to Rwanda.	**02**
	• If the learner explains *1* ICT and process involved in transferring these photos from camera to PC and sending them from PC to Rwanda.	**01**
	• No response	**00**
Explains how the photos were sent to the former classmate in Rwanda starting with transferring form the camera	• Explains *more than 4* of the procedures of how to copy photos to the computer and send them to their former classmate in Rwanda.	**04**
	• Explains *4* of the procedures of how to copy photos to the computer and send them to their former classmate in Rwanda	**03**

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	• Explains *2-3* of the procedures of how to copy photos to the computer and send them to their former classmate in Rwanda	**02**
	• Explains *1* of the procedures of how to copy photos to the computer and send them to their former classmate in Rwanda	**01**
	• No responses	**00**
Number of CDs used to store photos	• If the learner states the number of CDs with supportive answer in the form of a calculation	**04**
	• If the learner states the number of CDs with supportive answer lacking proper calculations	**03**
	• If the learner states the number of CDs without supportive answer	**02**
	• If the learner states the number of CDs without supportive answer	**01**
		00
	• No responses	
Conclusion	Provides a relevant conclusion	**01**
Format of the presentation	A formal document	**01**

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Competences	Basis of assessment	Expected responses
	Explains the steps of copying photos to the computer.	- Turn on the computer - Create a compressed folder and appropriately rename the folder where the photos are to be stored - Connect the digital camera to the computer using the USB interface. - Check to ensure that the computer reads the camera. - Open "This PC" icon on the desktop computer. - Open camera icon. - Select the desired images and copy them with right-click method. - Paste the photos in the destination folder on the computer.
	Explain the sending of photos to Rwanda.	There are a number of technologies that can be used to share information such as photos with the person in a distant place, e.g. email, One Drive, What Sapp, Google Drive, etc. The class monitor will decide which method to use. For instance if email is to be used, the following guidelines may be followed; - Open a suitable web browser (a program to access internet). - Open your email. - Create a new message. - Attach the compressed folder or desired photos to the email. - Click the "send" button to send the photos to their destination. - Wait for the display note showing "Message sent"

		• Log off your email account, close the browser and turn off the computer
	Transferring the trip photos from the hard disk to CDs.	i. Obtain a blank CD and insert it in the CD/DVD writer. ii. Open This PC icon and then DVD RW Drive. iii. Select the CD/DVD. iv. Provide a suitable name for the CD. v. Click on burn. Wait until the burning process completes. vi. When the drive releases a complete CD, remove it. vii. Repeat the procedures I to v for the rest of the CDs **5GB/680MB=(5X1024MB)/680MB =5120MB/680MB= 7.52941176** The number of CDs full of data will be 7 CDs and the maximum number of CDs that will be required to store all the photos will be 8 CDs because the figure calculated has a decimal and the decimal is approximated to a whole number

ITEM 3

Competency (Basis of assessment)	Evidence: Skill/ability exhibited/Score	Score
Provides a focused introduction	Produces a focused introduction	**01**
Explains the possible risks of the internet use and safety practices.	• Identifies and explains *6 or more* possible risks and safety practices of internet usage and from the listed categories. *(2 for each of the mentioned risks and safety practices)* -High risks of physical harm	**04**

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	-violation of copyright and -breach of privacy etc.	
	• Identifies and explains *4-5* possible risks and safety practices of internet usage from the listed categories.	**03**
	• Identifies and explains *2-3* possible risks and safety practices of internet usage from the listed categories.	**02**
	• Identifies and explains *1* possible risks and safety practices of internet usage from the listed categories.	**01**
	• No response	**00**
Provides the methods of sharing the message.	Identifies and explains *6 or more* methods of sharing the message for the listed categories. *(2 for each of the listed methods)* -PowerPoint, -school network and -email etc.	**04**
	Identifies and explains *4-5* methods of sharing the message for the listed categories.	**03**
	Identifies and explains *2-3* methods of sharing the	**02**

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	message for the listed categories. Identifies and explains *1* methods of sharing the message for the listed categories. No response.	**01** **00**
Conclusion	Provides a relevant conclusion	**01**
Format of the presentation	A formal document	**01**

Competences	Basis of assessment	Expected responses
	Explains the possible risks associated with the internet	Possible risks associated with the internet • High risk of physical harm, harassment, physical and sexual abuse by persons who are met online. • Exposure to drug-related information, for example, about marijuana, tobacco and alcohol. • Exposure to illegal and harmful content, such as pornography, obscene games and contact with unknown people. • Identity theft: the internet has many websites that ask for personal information in order to assume the identity of the victim. • May result in financial loss: malicious people can use malware to steal information on credit cards and debit

		cards, and bank account details.
		• Possible damage to the image of a company, especially when an employee posts the company's confidential information.
		• Loss of productivity, when employee's waste time chatting on social media or playing games.
		• Violation of copyright: this may happen when people download music, movies and software and use them for commercial purposes without paying for them.
		• Exposure to racist and discriminatory language, texts and images which all have negative effect on children.
	Safety practices to prevent internet risks	• Computer malware such as viruses, Trojan horses, spyware and malware my lead to computer malfunctions and total loss of essential information.
		Safety practices to prevent internet risks:
		• Avoid posting personal information on websites or social media which may be

		used by malicious people.
		• Keep privacy settings on and safe browsing on when using web browsers and mobile operating systems on mobile devices. This will protect you from hackers.
		• Be careful with what you download because many free downloads carry malware.
		• Avoid insecure public connections, egg do not connect to public Wi-Fi that is not password protected.
		• Use very strong passwords containing numbers, letters, signs, and symbols, lowercase and uppercase. The password should at least 10 characters long.
		• Install an anti-virus on your computer and have it regularly updated. Scan all devices you use.

ITEM 4

Competency (Basis of assessment)	Evidence: Skill/ability exhibited/Score	SCORE
Provides a focused introduction	Produces a focused introduction	**01**
Describes a minimum number of health and safety precautions of computers	Identifies and describes **5** or more of the listed health and safety precautions of computers,	**04**

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	-ensuring that the chair and computer desk have the correct height so that the arms do not strained	
	Identifies and describes **3-4** of the listed health and safety precautions of computers.	**03**
	Identifies and describes **3-4** of the listed health and safety precautions of computers.	**02**
	Identifies and describes **1** of the listed health and safety precautions of computers.	**01**
	No responses	**00**
Follows a logical flow	Complete logical flow.	**02**
	Partial/incomplete Logical flow	**01**
	No logical flow	**00**
Conclusion	Provides a relevant conclusion *(solution/judgment/recommendation)*	**01**

Competences	Basis Of Assessment	Expected Responses
	Describes relevant health and safety of computers	Ways to avoid: Repetitive strain injury • Ensuring that the chair and the computer desk have the correct height do that the arms do not strain. • Using ergonomic keyboard and mouse Stress • Using only authentic information to avoid overload

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		• Choosing an area of specialization and focusing on only the trends within the area.
		Excessive noise
		• Using headphones to limit noise irritation of computer based training materials containing audio.
		• Frequent maintenance of ICT equipment to make sure that they are in good condition.
		Back pain and neck pain
		• This can be avoided by taking regular breaks when using the computer and stretching the body in form of small exercises.
		• Placing the computer screen directly in front of the user with the top at eye level.
		• Pacing your feet flat in the floor when sitting on a chair.

ITEM 5

Competency (Basis of assessment)	Evidence: Skill/ability exhibited/Score	Score
Provides a focused introduction	Produces a focused introduction	01
Proper identification of computer devices	Identifies *6 or more* relevant computer devices	04
	Identifies *4-5* relevant computer devices.	03

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	Identifies *2-3* relevant computer devices.	**02**
	Identifies *1* relevant computer device.	**01**
	No response.	**00**
Follows a logical flow	Complete logical flow.	**02**
	Partial/incomplete Logical flow	**01**
	No logical flow	**00**
Conclusion	Provides a relevant conclusion *(solution/judgement/recommendation)*	**01**

Competences	Basis Of Assessment	Expected Responses
	Identification of computer devices	30 computer system units 30 mice 30 keyboards 30 monitors 31 VGA cables including one for the projector 1 projector including a VGA cable and power cable 60 power cables 30 table microphones (1 for each computer set) 30 UPS 1 Power regulator to cover 30 computers - Power extension cables - Speakers - Printer - Router - Network switch - Network cables

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		• A report or document from UCC to confirm receipt of devices.