

## Chapter One

### Activity of Integration

ICTs are currently being employed in almost all fields in this modern era. Some of these fields are Education, Banking and Security. In the area of education, it is possible for a teacher in London to virtually conduct a lesson in a school in Uganda.

#### Tasks

- a) Explain how the lesson above can be conducted by the teacher with ICTs.
- b) Explain the precautions that should be exercised when using the ICT tools in (a) above.

#### Assessment grid with Suggested responses

Output	Basis of evaluation	Criteria 1 Relevancy	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
Explanation of how ICTs can be used to deliver a lesson	Use of ICTs	Score 3: Identifies at least 5 appropriate ICT tools/services used to deliver the lesson. These include: Camera, Computer, Internet,	Score 3: Explains the clear purpose for each of the identified ICT tools/services used to deliver the lesson (at least 5).	Score 3: Logical flow and clarity of the sequence in which the identified ICT tools/services are used to deliver the lesson (for at least 5 ICT tools).	Learner earns 1 point if s/he has added any exceptional response unsolicited in the instructions.
		Score 2: Identifies at least 3-4 appropriate ICT tools/services used to deliver the lesson. These include: Camera, Computer, Internet, Projector, Microphone, Speakers, Smart board.	Score 2: Explains the clear purpose for each of the identified ICT tools/services used to deliver the lesson (3-4)	Score 2: Logical flow and clarity of the sequence in which the identified ICT tools/services are used to deliver the lesson (for 3-4 ICT tools).	

		Score 1: Identifies at least 5 appropriate ICT tools/services used to deliver the lesson. These include: Camera, Computer, Internet, Projector, Microphone, Speakers, Smart board	Score 1: Explains the clear purpose for each of the identified ICT tools/services used to deliver the lesson (1-2)	Score 1: Logical flow and clarity of the sequence in which the identified ICT tools/services are used to deliver the lesson (for 2 ICT tools).	
Precautions required	Care for ICTs selected above	Score 3: Identifies at least 5 precautions for the selected ICT tools/services used to deliver the lesson.	Score 3: Explains how the precaution is realized for each of the identified ICT tools/services (at least 5).	Score 3: Logical flow and clarity of the sequence in which the identified precautions are used (at least 5).	
		Score 2: Identifies at 3-4 precautions for the selected ICT tools/services used to deliver the lesson.	Score 2: Explains how the precaution is realized for each of the identified ICT tools/services (3-4).	Score 2: Logical flow and clarity of the sequence in which the identified precautions are used (3-4).	
		Score 1: Identifies at 1-2 precautions for the selected ICT tools/services used to deliver the lesson.	Score 1: Explains how the precaution is realized for each of the identified ICT tools/services (1-2).	Score 1: Logical flow and clarity of the sequence in which the identified precautions are used (1-2).	
	<b>Total</b>				19

## Chapter Three

### Activity of Integration

1. A researcher saved her draft work on a CD ROM from a friend's computer with an intention of sending it to her supervisor by e-mail once she got home. However, on reaching home, she realized that her computer could not read a CD ROM.

**Task:** How can you advise this researcher to have her work sent to the supervisor without physically going back to her friend?

2. A student borrowed a computer with a hard disk of 40GB on which he saved his project work for 3 years. The project work on the hard disk is stored on a space of 30GB. Recently, the owner of the computer requested to have it back and provided the student with a pack of 100 CDs each with a storage capacity of 700MB on which project data can be transferred.

**Task**

- a) Describe how the project data could be transferred from the hard disk onto the CDs provided by the student.
- b) How many CDs full of data do you think the student used? Give reasons for your answer.

Rounded downwards because the other CD will not be full.

### Activity of Integration: Word processing a letter

Your class is planning an end of year party at the end of the term scheduled to take place in the main hall on 21<sup>st</sup> November this year starting at 8:30am.

**Task:** Word process a letter inviting the head teacher and members of staff to the end of year party.

**Assessment grid: Word-processed letter**

Output	Basis of evaluation	Criteria 1 Relevancy	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellence
A Word-processed letter	Message	Score 3: Communicates the relevant message with the following elements purpose, Time, date, Venue, addressee (All 5 features)	Score 3: Communicates the accuracy of the message with clear purpose, Time, date, Venue, addressee (All 5 features)	Score 3: Logical flow and clarity of ideas	Learner earns 1 point if s/he has added any exceptional response unsolicited in the instructions.
		Score 2: Communicates the relevant message with the following elements purpose, Time, date, Venue, addressee (3-4 features)	Score 2: Communicates the accuracy of the message with clear purpose, Time, date, Venue, addressee (3-4 features)	Score 2: Limited logical flow of ideas, with some distortions	
		Score 1: Communicates the relevant message with the following elements purpose, Time, date, Venue, addressee (1-2 features)	Score 1: Communicates the accuracy of the message with clear purpose, Time, date, Venue, addressee (1-2 features)	Score 1: No logical flow of ideas, with a lot of distortions	

	<b>Use of ICTs</b>	Score 3: Uses at least 4 font features (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 3: Uses at least 4 font features appropriately (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 3: Consistently uses the same font features throughout the letter (Font size/type, Underline, Superscript/Subscript, Uppercase/Lowercase)
		Score 2: Uses 2-3 font features (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 2: Uses 2-3 font features appropriately (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 2: Consistently uses some font features in the letter (Font size/type, Underline, Superscript/Subscript,
		Score 1: Uses 1 font (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 1: Score 1: Uses 1 font feature appropriately (E.g Bold, Font, Underline, Superscript/Subscript, Uppercase/Lowercase)	Score 1: Consistently uses few font features in the letter (Font size/type, Underline, Superscript/Subscript, Uppercase/Lowercase)

		Score 3: Uses at least 4 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting	Score 3: Applies correctly at least 4 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting accurately	Score 3: Uses at least 4 of the following in a logical manner: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting.
		Score 2: Uses 2-3 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting	Score 2: Applies correctly 2-3 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting accurately	Score 2: Uses 2-3 of the following in a logical manner: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting.
		Score 1: Uses 1 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting	Score 1: Applies correctly 1 of the following: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting accurately	Score 1: Uses 1 of the following in a logical manner: Alignment, Spacing, numbering/bulleting, color themes, borders, sorting, indenting.
		Score 2: Prints the right document		
		Score 1: Prints a wrong document		
	<b>Total</b>			29

