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# ICT SYLLABUS

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## SENIOR TWO

# **ABRIDGED VERSION OF ICT SYLLABUS S.2, 2022**

## **Introduction**

The abridged version of the syllabus covers critical content that was not covered in S.1 and also critical content of S.2. There has also been sieving, re-arrangement and merging of related content. Hence the following;

- Word Processing<sup>1</sup> and some part of Spreadsheets 1 in term one.
- Some part of Spreadsheets 1 and Electronic Presentations for term two.
- Some part of electronic presentations Electronic Presentation, Information Access and Sharing, plus Health and Safety for term three.

## **Time Allocation**

The subject has still been allocated the same number of periods per week as per the normal school teaching timetable. Time has been allocated basing on the relative weight of content given in each topic, and the available time per term.

Term one and term two have got more teaching time on the normal school teaching load.

## **Teaching Sequence**

The teaching sequence should be allowed to follow in the order the topics have been arranged in this adjusted teaching syllabus as tabulated below.

	TOPIC	CRITICAL CHANGE	JUSTIFICATION
1	Processing 1	<ul style="list-style-type: none"> <li>• Included in S2 with one learning outcome.</li> <li>• File and Folder management and printing skills dropped</li> <li>• Number of periods reduced from 24 to 16</li> </ul>	<ul style="list-style-type: none"> <li>• Was not handled in S1, it was in the 3rd term of S1</li> <li>• File and Folder management and printing skills can be acquired along the provided application skills.</li> <li>• One learning outcome has been left for S.2 learners in 2022.</li> </ul>
2	Spreadsheets 1	<ul style="list-style-type: none"> <li>• Number of periods reduced from 24 to 20</li> </ul>	<ul style="list-style-type: none"> <li>• Periods reduced to 20 because some content of printing was removed, it will be handled in other applications.</li> </ul>
3	Computer presentation	<ul style="list-style-type: none"> <li>• Number of periods reduced from 24 to 18.</li> <li>• One learning Outcome was removed (Deliver a presentation to an audience)</li> </ul>	<ul style="list-style-type: none"> <li>• One learning outcome was removed</li> <li>• <b>Deliver a presentation to an audience</b> as a learning out is not so much critical at this stage as a learner can acquire this competence through practice at a later stage or during activities that require electronic presentation.</li> </ul>

4	Information access and sharing	<ul style="list-style-type: none"> <li>• Number of periods reduced from 18 to 28</li> <li>• One learning Outcome was removed(Use various ICT tools to share information)</li> </ul>	<ul style="list-style-type: none"> <li>• One learning outcome was removed</li> <li>• Use various ICT tools to share information as a learning outcome was removed. The learner can acquire competence through interacting with gadgets during normal life situations e.g transferring a music file from one phone to another using Bluetooth technology</li> </ul>
5	Health and safety	Nothing changed	There was no need

## DISTRIBUTED SUMMARY OF TEACHING LOAD PER TERM

SENIOR TWO	THEME	TOPIC	NO. OF PERIODS
<b>TERM 1</b>	Data Management and Sharing	Word Processing1	16 Periods
		Spreadsheets 1	08 Periods
<b>TERM 2</b>	Data Management and Sharing	Spreadsheets 1	12 Periods

		Electronic Presentation	12 Periods
<b>TERM 3</b>	Data Management and Sharing	Electronic Presentation	06 Periods
		Information Access and Sharing	12 Periods
	ICT safety and Environment	Health and Safety	6 Periods
		<b>TOTAL</b>	<b>72 PERIODS</b>

# ABRIDGED VERSION OF THE ICT SYLLABUS

**CLASS: SENIOR 2**

**TERM ONE 2022**

**24 PERIODS**

Topic/Sub Topic	Learning outcomes	Key Concepts	Teaching learning activities	Assessment Strategies
Word Processing 1 (16 periods)	a) Use a word processing software to create, format, edit and save a document . (k, u, s)	Use a word processor to create, edit, format and save documents	<ul style="list-style-type: none"> <li>• Guide learners to open a word processor and create a simple document.</li> <li>• Format a Word document (page orientation, margins, size, fonts, paragraphing, etc.).</li> <li>• Insert objects in a word document (tables,</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners as they launch word processing software</li> <li>• Observe learners making a peer review of each other's work</li> </ul>

<b>Topic/Sub Topic</b>	<b>Learning outcomes</b>	<b>Key Concepts</b>	<b>Teaching learning activities</b>	<b>Assessment Strategies</b>
			<p>images, shapes, header and footer).</p> <ul style="list-style-type: none"> <li>• Save a document on various locations</li> </ul>	
Spreadsheets 1 (8 periods)	b) Use spreadsheet functions to manipulate data and print (k, s, v)	Using spreadsheets to manipulate data	<ul style="list-style-type: none"> <li>• Enter data in a spreadsheet</li> <li>• Format and edit spreadsheet</li> <li>• Use simple spreadsheet formula and functions to manipulate data.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and communicate to learners as they open spreadsheet application and interact with its features.</li> <li>• Check for the correctness of the formulas used based in the computations and procedures.</li> </ul>

# CLASS: SENIOR 2

**TERM TWO 2022**  
**24 PERIODS**

Topic / Sub Topic	Learning outcomes	Key Concepts	Teaching learning activities	Assessment Strategies
Spreadsheets 1  (12 periods)	a) Use charts to represent data. (s,v)	Using spreadsheets to represent data	<ul style="list-style-type: none"> <li>• Generate simple labelled charts e.g. pie, line bar etc</li> <li>• Save spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and communicate to learners as they open spreadsheet application and interact with its features.</li> <li>• Check for the correctness of the formulas used based in the computations and procedures.</li> </ul>
Electronic presentation  (12 periods)	b) Use the presentation application functions and tools to prepare presentation	Preparing an electronic presentation for various audiences.	<ul style="list-style-type: none"> <li>• Plan for a presentation</li> <li>• Load and open presentation software</li> <li>• Enter information in a presentation application.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe learners as they plan for their presentation.</li> <li>• Listen to learners' discussions as they work on their presentations. Ask probing</li> </ul>



Topic / Sub Topic	Learning outcomes	Key Concepts	Teaching learning activities	Assessment Strategies
	nal presentations. (u, s, v, k)		<ul style="list-style-type: none"> <li>• Prepare a presentation formatted with themes, animations, backgrounds, images, transitions, hyperlinks.( professional )</li> <li>• Save and print a presentation on various storage media</li> </ul>	<p>questions to deepen their learning.</p> <ul style="list-style-type: none"> <li>• Evaluate quality of presentations produced, the steps along the way and contributions to evaluation of their own and others' work</li> </ul>

## CLASS: SENIOR 2

**TERM THREE 2022**  
**24 PERIODS**

Topic/Sub Topic	Learning outcomes	Key Concepts	Teaching learning activities	Assessment Strategies
Electronic presentation	Use the presentation application functions and tools to prepare	Enhancing, saving, delivering and saving a	<ul style="list-style-type: none"> <li>• Prepare a presentation formatted with themes, animations, backgrounds,</li> </ul>	<p>Observe learners as they plan for their presentations</p> <ul style="list-style-type: none"> <li>• Listen to</li> </ul>

<b>Topic/Sub Topic</b>	<b>Learning outcomes</b>	<b>Key Concepts</b>	<b>Teaching learning activities</b>	<b>Assessment Strategies</b>
(06 periods)	professional presentations . (u, s, v, k)	presentation	<p>images transitions, hyperlinks.</p> <ul style="list-style-type: none"> <li>• Discuss their presentation with the audience, evaluating strengths and inviting suggestions for improvement</li> <li>• Print a presentation or part of a presentation to specified print settings.</li> </ul>	<p>learners' discussions as they work on their presentations. Ask probing questions to deepen their learning.</p> <ul style="list-style-type: none"> <li>• Evaluate quality of presentations produced</li> </ul>
Information access and sharing (12 periods)	<ul style="list-style-type: none"> <li>• Use online and on offline platforms to search for information (k, s)</li> <li>• Understand safety practices</li> </ul>	<ul style="list-style-type: none"> <li>• Use online and offline platforms</li> <li>• Safety practices while</li> </ul>	<ul style="list-style-type: none"> <li>• Individually use online or offline platforms like Encarta, Encyclopaedia to search for information.</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Observe pairs as they carry out the steps involved in the activity, intervening to steer learning towards</li> </ul>

<b>Topic/Sub Topic</b>	<b>Learning outcomes</b>	<b>Key Concepts</b>	<b>Teaching learning activities</b>	<b>Assessment Strategies</b>
	while using the internet (netiquette). (k, u,v)	sharing information	about possible risks and safety practices associated with Internet use.	achievement of the learning outcomes.  • Listen to learners as they discuss the tasks and promote deeper learning by encouraging them to think critically about the process.
Health and safety  (06 periods)	<ul style="list-style-type: none"> <li>• Analyze common health problems associated with prolonged use of computers (eye strain, back pains, RSI). (k, u, s)</li> <li>• Understand</li> </ul>	<ul style="list-style-type: none"> <li>• Health problems associated with prolonged use of computers</li> <li>• Health and safety practices</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm' about what they think are the health risks associated with using a computer</li> <li>• Watch a video showing common health problems</li> </ul>	<ul style="list-style-type: none"> <li>• • Listen to and observe learners as they discuss various health problems caused by prolonged use of ICTs.</li> <li>• • Listen and observe learners</li> </ul>

<b>Topic/Sub Topic</b>	<b>Learning outcomes</b>	<b>Key Concepts</b>	<b>Teaching learning activities</b>	<b>Assessment Strategies</b>
	<p>possible ways to avoid each of the health problems associated with use of ICTs. (k, u) c.</p> <ul style="list-style-type: none"> <li>• Communicate information on health and safety measures of using a computer (k,u,v,s)</li> </ul>		<p>associated with computers.</p> <ul style="list-style-type: none"> <li>• Develop a graphic, matching a computer part/device to a body part it affects.</li> <li>• Research and report on mitigation measures to the health problems associated with computer use in an article.</li> <li>• Write articles on health and safety of using computers and share with the immediate community.</li> </ul>	<p>when they discuss how problems caused by prolonged use of ICTs can be avoided</p> <ul style="list-style-type: none"> <li>• Evaluate learning through the verbal contributions and products (mind-map, record of brainstorm / video comparison, graphic of computer parts / devices and health impact, reports on avoiding health problems)</li> <li>• Listen to learners</li> </ul>

Topic/Sub Topic	Learning outcomes	Key Concepts	Teaching learning activities	Assessment Strategies
				<p>presenting their articles taking note of the facts, pronunciation, the presentation skills in terms of grammar</p>

# ABRIDGED VERSION OF S.2 2022 ICT SYLLABUS

## SENIOR 2 2022 TEACHER’S MANUAL

The table below guides the teacher about the topics to be covered in S.2, what has been adjusted, and some justification for the critical adjustments made about the content to be covered.. This should help out the teacher to plan lessons accordingly.

**Note:** Ensure that learners get enough practical time and access to the computer lab as this enhances their theory and practical aspects in one go.

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5	Health and safety	Nothing changed	There was no need