840/1

INFORMATION &

COMMUNICATION

TECHNOLOGY

Theory paper 1

July/August 2026

Time: $1^{1}/_{2}$ hour/mins

ST THOMAS AQUINAS COLLEGE EREPI

S.1 INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

TERM II ASSESSMENT 2026

Paper1 Theory

1 hour 30 Minutes

INSTRUCTIONSTOLEARNERS:

- ✓ *This paper consists of* **two** *sections;* **A** and **B.** It has **five** examination items.
- ✓ *Section* **A** *has one* **compulsory** item**.**
- ✓ *For section* ***B has*** *two parts****; I*** *and* ***II*** *Answe****r one*** *item from each part in this section.*
- ✓ *Answer* ***three*** *examination items in all.*
- ✓ *Any additional items answered will* ***not*** *be scored.*
- ✓ *Try to be elaborate enough while giving your ideas. Use of appropriate examples and illustrations in your responses will lead to more satisfaction.*
- ✓ ***All*** *answers* ***must*** *be written in the answer booklet (s) provided.*
- ✓ *Use only blue and black ball point pen*

SECTION A

(COMPULSORY)

Item 1 (15 Marks)

During an educational visit around Moyo District, learners observed that different organizations carried out their activities in different ways. At a nearby health centre, nurses retrieved patients' records within a few seconds, while teachers at another school prepared examinations and stored learners' marks electronically. Farmers explained that they receive weather updates before planting crops, whereas traders recorded their daily sales using electronic devices. However, one elder wondered why similar tools stop working quickly in some places but remain useful for many years in others. Another asked whether the difference depends on where the tools are used or how people handle them.

Task

Using the ideas presented in the scenario, prepare a well-organized explanation that will guide the community.

SECTION B

PART I (Answer Only One Item)

Item 2 (15 Marks)

During a practical lesson, the ICT teacher displayed several computer devices on a table but mixed them without labels. Some learners quickly identified a few of them, while others argued that all the devices performed the same work. As the discussion continued, one learner asked why some devices are mainly used to enter information, others to display results, while another group seemed responsible for keeping information safe. Another learner wondered whether every device belongs to the same family or whether they could be grouped differently according to the work they perform. The teacher smiled and asked everyone to justify their opinions using familiar examples.

Task

Using the ideas raised during the discussion, prepare a clear explanation to guide your classmates.

Item 3 (15 Marks)

While carrying out practical work in the computer laboratory, some learners completed their tasks quickly while others struggled to control the pointer on the computer screen. One learner noticed that the mouse connected with a cable behaved differently from another that had no cable. Another learner discovered a small mouse that worked by shining light underneath it, while an older device in the laboratory used a rolling ball. The teacher then asked why these devices look different yet perform similar work. Some learners also wondered what really makes the mouse an important part of a computer system and what activities it helps users perform.

Task

Using the ideas presented in the scenario, prepare a well-organized explanation to guide the learners.

PART II (Answer Only One Item)

Item 4 (15 Marks)

The ICT club at St. Thomas Aquinas College Erepi received several new computer components that had been delivered without being assembled. The patron requested a few learners to prepare the computers before they could be used in the laboratory. As they unpacked the equipment, different opinions emerged. Some learners wanted to connect the devices immediately, while others insisted that certain preparations should be made first. One learner almost forced a cable into the wrong port before being stopped by a colleague. Another wondered why the teacher kept reminding them about handling the components carefully and following a particular order before switching on the computer. The learners realized that assembling a computer is not simply joining parts together but requires knowledge, care and the correct procedure.

Task

Using the ideas presented in the scenario, prepare a well-organized explanation that would guide the ICT club members to complete the activity successfully.

Item 5 (15 Marks)

The administration office of a nearby secondary school had been keeping important records for many years. Examination reports, learners' files, financial documents, and letters were stored in box files, cupboards and shelves together with broken keyboards, printers, computer cables and other ICT equipment. Whenever inspectors visited the school, office staff spent a long time searching for particular documents, and sometimes the required file could not be found even though everyone believed it was somewhere in the office. During a visit, one learner asked why computers rarely experience such confusion when information is stored properly. Another wondered what makes a file different from a folder, why some files have names ending differently, and how small pictures on the computer help users identify files. A local farmer who attended the meeting also asked whether organizing farm records could make any difference to agricultural activities.

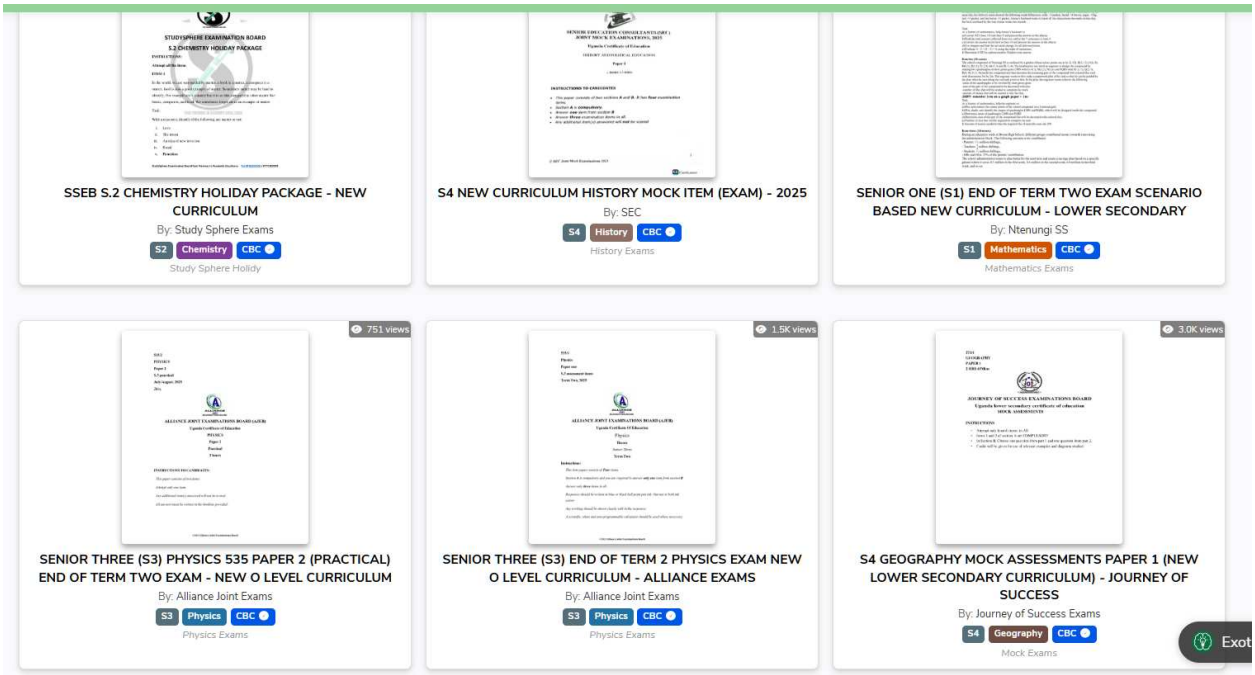
Task

Using the ideas raised in the scenario, prepare a structured explanation that would guide both the school administration and the community.

END

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