

## INFORMATION AND COMMUNICATION TECHNOLOGY

|          | COLLECTING INFORMATION   | PROCESSING INFORMATION   | PRESENTING INFORMATION  | APPLYING ICT   |
|----------|--|--|---|--|
| <b>1</b> | Learners can react to an electronic prompt in the form of text, graphics or audio.   | With the teacher's help they can select from different prompts to control the equipment.                         | Learners are able to use electronic devices to communicate with peers verbally or visually through images.                              | They are able to use common electronic devices such as the telephone, TV, mobile phones, radios and PCs, and software such as simple graphics packages.  |
| <b>2</b> | Learners are able to retrieve and store digital information from an electronic medium such as a hard disk, floppy disk, CD-ROM or pen drive. | They are able to interpret basic graphical user interface icons to use and launch different common applications. | They are able to use simple text and images to work out simple tasks in a controlled environment.                                       | Learners can use digital media such as hard and floppy disks, CD/DVD-ROMs and pen drive.   |
| <b>3</b> | Learners are able to access digital information over a local area network.   | They are able to modify in a simple way information collected and use it in controlled group work.               | They can reproduce acquired information in a personalised way and communicate it to their peers within a classroom environment.         | They can log on to a local area network and access information from other terminals.   |
| <b>4</b> | Learners can access digital information over a wide area network.  | They are able to identify and organise relevant information and form a knowledge base.                           | Learners can apply acquired knowledge in an appropriate manner assigned in tasks and, with the teacher's help, present it to audiences. | They are able to log on to the Internet and retrieve information from the World Wide Web and e-mail, including blogs, wikis, videoconferencing, etc.) and using search engines, keywords and e-mail attachments. |

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|----------|---|---|--|---|
| <b>5</b> | Learners are able to transfer and convert static, non-digital information (images and text) into digital information. | They are able to edit any acquired information and apply it to a specific task.   | They can apply this information and manipulate it to produce simple text- and image-based presentations and documents.                         | Learners are able to use scanners and digital still cameras to reproduce and transfer text and images.  |
| <b>6</b> | Learners can transfer and convert digital and non-digital video and audio information.                                | They are able to edit the acquired information and apply it to projects worked out in a group.                                      | They are able to apply the selected information to produce basic multimedia group-based projects.  | Learners are able to use digital video cameras and video and audio conversion software and hardware.  |
| <b>7</b> | Learners are able to protect and secure important and confidential information.                                       | They are able to identify the appropriate medium and system for securing and protecting data.                                       | Learners can demonstrate the ability to effectively secure data and ensure data integrity.   | They can protect data using the appropriate software such as back-up systems, anti-virus and spyware and firewalls, and hardware such as write-protect notches and locks. |
| <b>8</b> | Learners can access information using specialised systems.  | They can use the proper software and hardware tools to analyse and compile the appropriate knowledge required for the task in hand. | Learners are able to analyse a social situation and implement its design on an individual basis, and making projections from the given output. | They can make effective use of data loggers, simulations and modelling software.  |