

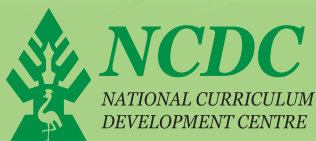


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



SUBSIDIARY ICT ASSESSMENT GUIDELINES



2026

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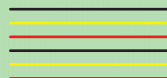
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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

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Kampala- Uganda
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ISBN: 978-9913-06-118-6

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Acknowledgements

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the development of these Assessment Guidelines to support the implementation of the Advanced Secondary Curriculum.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development process, the Curriculum Task Force of the Ministry of Education and Sports for the guidance and timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping these Guidelines.

NCDC is also grateful to UNEB, Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, critical reviewers, and professional bodies for their contribution towards the design and development of these Assessment Guidelines. To all those who worked behind the scenes to finalise the production of these Guidelines, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Bernadette Nambi Karuhanga

Director

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1. Introduction

This assessment guidelines document is developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of **Subsidiary ICT** as a subject.

The assessment of **Subsidiary ICT** will be guided by four assessment objectives drawn from the four assessment constructs. The assessment of items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within a construct to address a societal challenge or problem. The end-of-cycle assessment of subsidiary ICT will be administered by the Uganda National Examinations Board (UNEB). Assessment of subsidiary ICT at the school level will be formative and summative.

1.1 Assessment Objectives

Sub-ICT will be guided by four assessment objectives focusing on the learner's ability to:

A01: Create and deliver professional electronic documents with visual formats to effectively convey ideas and information.

A02: Use, maintain and troubleshoot ICT hardware and software systems to support personal and professional tasks.

A03: Collect, organise, analyse, present, and manage data for effective decision-making while adhering to ethical standards to solve real-world problems.

A04: Evaluate and ethically integrate emerging digital technologies like AI to solve contextualised problems, enhance collaboration, and secure information exchange within dynamic digital environments

1.2 Linkage Between Assessment Objectives, Constructs And Syllabus

The table below shows a linkage between the assessment objectives, the constructs, and the topics that contribute to the construct.

Table 1:

Table showing the relationship between assessment objectives, constructs, and the topics in the syllabus.

Assessment Objective	Construct	Construct Description	Topics in the syllabus
AO1	Digital Content Creation	Create professional digital content by critically analysing real-world problems, utilising digital productivity tools to enhance efficiency, and addressing societal needs.	1) Electronic Presentation 2) Electronic Word processing 3) Electronic Publication
AO2	ICT Systems Operation and Maintenance.	Operates a variety of ICTs, installs and maintains both hardware and software in compliance with acceptable standards to ensure the computer's optimal functionality and performance.	4) Introduction to ICTs 5) Computer Hardware 6) Computer Software

A03	Data and Information Management.	Critically collect, organise, analyse, present, and manage data for effective decision-making while adhering to ethical standards to solve real-world problems.	7) Electronic Spreadsheet 8) Electronic Databases
A04	Digital and communication technologies	Critically evaluate and ethically integrate emerging digital technologies, like AI, to solve contextualised problems, enhance collaboration, and secure information exchange within dynamic digital environments.	9) The Internet and Digital Communication 10) Artificial Intelligence and Related Emerging Technologies

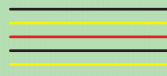
2. Table Of Constructs

The table below details the constructs for Sub-ICT, i.e., the competencies/learning outcomes that make up the construct, the expected learner abilities and what assessors should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Learning Outcomes The learner should be able to;	Learners will demonstrate the ability to:	Indicators of mastery	Level of complexity
Digital Content Creation (Create professional digital content by critically analyzing real-world problems, utilizing digital productivity tools to	1.1 Create electronic presentations and use them to communicate ideas. (k, u, s, a) 1.2 Format presentations to make them visually appealing and	a) Create a presentation using electronic tools b) Organise content in a logical and coherent manner, using headings, subheadings, and bullet points.	a) Selected appropriate presentation tools (e.g., PowerPoint, Google Slides, Canva). b) Organised content into logical sections (e.g., introduction, body, conclusion). c) Used concise text, bullet points, and key messages on slides.	High

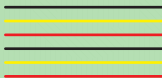
enhance efficiency, and addressing societal needs.)	engaging to the audience. (u, s, v) 1.3 collaborate with others to develop and deliver a presentation using online and offline tools. (k, u, s, v, gs)	c) Incorporate multimedia elements (e.g., images, videos, audio) to support the message. d) Use transitions and animations to enhance the presentation. e) Use appropriate fonts, colors, and layouts. f) Add images, videos, and animations effectively. g) Maintain consistent font styles and sizes. h) Use pictures and interactive features to tell a story.	d) Delivered the presentation confidently, referencing visual content. e) Used transitions and animations purposefully without distracting from content. f) Chose appropriate colour schemes, fonts, and slide layouts. g) Incorporated relevant images, icons, charts, or infographics to support the message. h) Maintained consistency in design throughout the presentation. i) Avoided overcrowding slides and ensured readability. j) Demonstrated creativity and considered the audience's needs and interests.
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		i) Ensure clarity and accessibility. j) Format text, spacing, and slide size correctly. k) Adapt visuals to the target audience. l) Schedule and participate in a presentation m) Deliver an online and offline presentation n) Collaborate with others in an online presentation	k) Used collaborative platforms (e.g., Google Slides, Microsoft Teams) to co-edit presentations. l) Divided tasks and contributed effectively to group goals. m) Participated in discussions to shape content and design choices. n) Supported group members during delivery and respected each speaker's role. o) Showed digital etiquette, responsibility, and teamwork.	
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	1.4 format and edit a Word document. (k, u, s, gs) 1.5 apply document objects to enhance a Word document. (u, s, v, gs) 1.6 use document referencing features. (u, s, v, gs)	a) Create a new word document b) Arrange elements such as margins, page orientation, and spacing. c) Apply formatting tools in a Word document, i.e., font styles and paragraph alignment, and heading styles d) Import external data into a document. e) Save documents in different formats f) Print documents g) Create a table for organising data h) Apply different formatting styles	a) Used various electronic word processors to create documents. b) Applied font styles, sizes, alignment, line spacing, and paragraph settings appropriately. c) Used bullets, numbering, and indents to structure content. d) Edited spelling, grammar, and punctuation for clarity. e) Applied consistent headings and subheadings using styles. f) Used various storage media to store electronic Word documents. g) Demonstrated collaboration and responsibility in group document tasks.	
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	i) Apply SmartArt graphic based on provided data. j) Insert various shapes and diagrams k) Manipulate various shapes and diagrams		
	l) Use the advanced features of Word processing software m) Apply reference features n) Share and collaborate using an online document	a) Inserted tables, images, charts, shapes, or SmartArt meaningfully. b) Adjusted object layout (wrapping text, resizing, positioning) for visual appeal. c) Used captions, alt text, or labels for clarity and accessibility.	

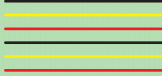


			d) Avoided clutter and maintained a professional layout. e) Demonstrated aesthetic awareness and ethical use of media (e.g., avoided plagiarized content). f) Inserted and managed citations using referencing styles (e.g., APA, MLA). g) Created and updated a bibliography or reference list. h) Used tools like footnotes, endnotes, and cross-references correctly. i) Generated a table of contents using heading styles. j) Acknowledged sources appropriately and respected academic integrity.
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	1.7 Edit and format digital documents using electronic publishing software. (k, u, s) 1.8 Apply appropriate tools and design principles to enhance electronic publication documents. (s, v, gs)	a) Use templates to structure and content for clarity b) Develop professional publications c) Integrate design elements and tools to create visually effective and audience-friendly publications. d) Develop publications collaboratively	a) Selected appropriate page layout and formatting tools to organize content logically. b) Edited and refined text to eliminate errors and enhance clarity. c) Applied consistent font styles, spacing, and alignment to ensure a professional appearance. d) Used features like headers, footers, tables, or columns to improve document structure. e) Saved and exported the final publication in the correct format (PDF, print-ready, etc.). f) Selected relevant and high-quality images, icons, or graphics to support the message.
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				g) Applied colour schemes and contrast effectively to enhance readability and appeal. h) Arranged visual elements (e.g., text boxes, images, charts) in a balanced and coherent layout. i) Adjusted spacing, alignment, and grouping for visual harmony. j) Tested publication output for visibility and readability on different platforms (print, screen).	
				a) Named a variety of ICT tools (e.g., word processor, spreadsheet, browser, email client, smartphone).	High
				a) Explain the use of ICT tools in different fields. b) Engages in discussion and writing on how ICTs	
				2.1 explore the utilisation of various ICT tools in day-to-day life. (k, u, a, gs)	
ICT Systems Operation and Maintenance. <i>(Effectively uses, maintains and troubleshoots</i>					

<i>ICT hardware and software systems to support personal and professional tasks).</i>	2.2 use digital tools to solve day-to-day life challenges. (k, s, v, gs) 2.3 create directories and use them to manage electronic files. (k, u, s)	are used in various fields c) Connect components to form a working computer system. d) Boot and shutdown the computer. e) Troubleshoot computer boot-up problems. f) Document best practices on proper computer boot up and troubleshooting processes. g) Operate common ICT tools such as computers, smartphones, and tablets	b) Accurately matched each tool with its typical purpose or function (e.g., using spreadsheets for budgeting). c) Provided real-life examples of how specific tools were used in school, work, or home settings. d) Distinguished between tools used for communication, data processing, research, or entertainment. e) Selected appropriate software or app to perform specific tasks (e.g., using a calculator app for simple budgeting). f) Used ICT tools to compose and send messages, create
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		documents, or research information. g) Completed assigned tasks digitally (e.g., creating a shopping list in a note-taking app or writing a letter in a word processor). h) Solved simple real-world problems using digital tools (e.g., scheduling, planning, or organizing with apps). i) Created folders and subfolders with appropriate naming conventions. j) Saved files in relevant locations to ensure easy retrieval. k) Moved, copied, or renamed files within a structured directory.	
	h) Create directories and electronic files. i) Save electronic files. j) Organize (rename, update, edit, move, copy, and delete files and folders) directories. k) Retrieve stored files. l) Apply backup and recovery strategies m) Managing electronic files ethically		

			l) Applied simple file management strategies like deleting unnecessary files or backing up data.
2.4 classify hardware components, explaining their functions. (k, u, a) 2.5 assemble a computer system ensuring correct connections and configurations. (u, s, v, gs) 2.6 demonstrate safe handling of computer	a) Classify hardware components into categories b) Identify and name specific hardware components c) Categorize hardware components based on their functions d) Explains the functions of various hardware components. e) compare and contrast the functions of	a) Correctly identified and categorized hardware components (input, output, processing, storage). b) Explained the role of each component (e.g., CPU processed data, RAM stored temporary memory). c) Differentiated between internal and external hardware. d) Matched hardware to its appropriate use in real-life scenarios. e) Connected monitor, CPU, keyboard, mouse, and power supply appropriately.	

	hardware and perform routine maintenance for optimal performance. (s, v, a, gs)	different hardware components f) Prepare and plan for system requirements, Component selection and Tools and materials. g) Assemble and Connect components. h) Configure and Test the BIOS settings, including setting the boot order and configuring hardware settings. i) Troubleshoot and do Maintenance j) Demonstrate Safety and Best Practices of computer hardware	f) Identified and used correct ports and cables (e.g., HDMI, USB, VGA, power cords). g) Configured BIOS or basic system settings where necessary. h) Verified that the system booted successfully after assembly. i) Followed safety precautions such as grounding and proper cable handling. j) Cleaned hardware surfaces with appropriate tools (e.g., soft cloth, air blower). k) Performed basic maintenance tasks (e.g., disk cleanup, antivirus scanning). l) Stored equipment in safe, dust-free, and organized environments.	
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	k) Carry out routine Maintenance for Optimal Performance. l) Document records of computer maintenance, technical issues and communicate with users and technicians.	m) Identified and described common hardware problems (e.g., loose cables, non-responsive mouse). n) Applied basic troubleshooting steps (e.g., checking power, reconnecting devices). o) Used simple diagnostic tools or indicators (e.g., POST beeps, LED signals). p) Demonstrated cleaning and preventive care to extend equipment lifespan.	
2.7 evaluate software options based on user requirements and system capabilities. (k, s, a, gs)	a) Analyse user needs and match with software features. b) Compare software options based on performance, cost, and functionality.	a) Gathered information on user goals, tasks, and technical requirements. b) Compared available software options based on features, cost, and compatibility.	

	2.8 install operating systems and software applications for optimal performance. (u, s, a, gs) 2.9 troubleshoot common software problems and implement effective solutions. (u, s, v, gs)	c) Check system compatibility with software. d) Select and justify the best software choice. e) Engage users and record feedback to support decisions on software selection. f) Document the evaluation process and reasoning. g) Follow installation steps for software/OS correctly. h) Configure settings for optimal performance. i) Verify and describe the functionality of software/OS after installation	c) Recommended software that aligned with both user needs and system capabilities. d) Justified software choices using clear criteria (e.g., ease of use, scalability, performance).	
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	j) Tune settings for improved performance. k) Document the installation process and settings. l) Identify software problems accurately. m) Diagnose the root cause of problems. n) Apply appropriate solutions to resolve problems. o) Communicate troubleshooting steps clearly. p) Document problems, solutions, and user feedback.	
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Data and Information Management. <i>(Ethically accesses, organises, analyses, and manages digital data and information for informed decision-making).</i>	3.1 Collect and organise data. (k, u, s) 3.2 Manipulate and analyse data to gain insights. (s, v, gs) 3.3 Create visual objects (charts, graphs) to present data. (s, v, gs)	a) Prepare data collection tools b) Collect data accurately from reliable sources. c) Clean and prepare data for analysis (e.g., remove errors, fill missing values) d) Organise, clean and prepare data for analysis e) Validate data f) Apply basic data analysis techniques (e.g., sorting, filtering, summarising). g) Identify patterns or trends in the data.	a) Followed correct installation procedures using setup files or installers. b) Chose appropriate installation options (e.g., default path, custom components). c) Applied configuration settings for optimal performance (e.g., memory allocation, update settings). d) Verified successful installation by launching the software and checking functionality. e) Detected common software problems (e.g., failed updates, crashes, compatibility errors). f) Used troubleshooting techniques (e.g., error logs, safe mode, reinstallation).	High
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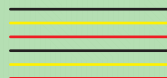
		h) Use analytical tools (e.g., Pivot Tables, Conditional Formatting, What-If Analysis, Functions (SUM, AVERAGE, COUNTIF, etc.) to draw insights from data. i) Interpret data to support decision-making. j) Create visualisations of data. k) Present data visuals. l) Customize visual objects	g) Applied fixes or recommended practical solutions (e.g., patches, updates, settings adjustments). h) Documented the issue and resolution steps clearly and logically.	
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	3.4 explore database management systems. (k, u, s) 3.5 design a database and manage its data. (k, u, s, gs) 3.6 create relational databases (s, gs)	a) Populate, manipulate, update and retrieve data b) Create queries. c) Create Reports. d) Create Forms. e) Validate Data. f) Backup and restore database files. g) Set primary and foreign keys h) Relate database tables i) Retrieve data from multiple tables j) Normalize databases	a) Distinguished between types of DBMS (e.g., flat file, relational, object-oriented). b) Explained core functions of a DBMS (e.g., data storage, retrieval, security, integrity). c) Provided examples of DBMS applications in real-world contexts (e.g., school, hospital, banking). d) Matched DBMS types to appropriate use cases (e.g., flat file for simple lists, relational for complex data sets). e) Created tables with appropriate field names, data types, and field properties. f) Entered accurate data into database tables.	
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			g) Used queries or filters to search and retrieve specific data. h) Updated, deleted, or edited data records using forms or SQL commands. i) Defined primary keys and foreign keys to link related tables. j) Set relationships between tables to ensure referential integrity. k) Enforced validation rules (e.g., data type constraints, required fields). l) Demonstrated the use of relational features (e.g., one-to-many relationships, lookup fields).	
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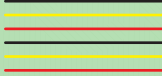
Digital communication and emerging technologies (Creates digital content to provide solutions and uses of digital tools, platforms, and technologies to facilitate communication, collaboration, and information exchange)	4.1 share electronic data across devices using various methods. (u, s, v, a, gs) 4.2 use the Internet services for secure access and ethical communication. (u, s, v, a, gs) 4.3 manage virtual meetings. (s, v, a, gs) 4.4 evaluate cyber threats and implement mitigation measures. (s, v, gs)	a) Connect ICT devices and share files b) Collaborate and share data using different methods c) Demonstrate the role of an IT specialist by providing guidance and solutions to clients. d) Set up a cloud storage account. e) Share files using USB drives, CD/DVD and wireless methods f) Create and manage strong, unique passwords for online accounts. g) Demonstrate an understanding of	a) Selected suitable transfer methods (e.g., USB, Bluetooth, LAN, cloud) based on context. b) Checked data before and after transfer to ensure completeness and accuracy. c) Avoided transferring unauthorized or harmful content. d) Followed responsible digital practices (e.g., asking permission before sharing, respecting privacy). e) Used tools like email, messaging apps, and cloud platforms for communication. f) Verified sources before downloading or sharing information. g) Avoided phishing links, fake sites, and unethical downloads.	High
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		netiquette and respect for others h) Secure Communication Protocols i) Secure online communication using email encryption. j) Schedule virtual meetings using digital calendars and meeting software. k) Select a suitable virtual meeting platform (e.g., Zoom, Google Meet, Skype) l) Facilitate meetings. m) Demonstrate clear, concise, and	h) Protected login credentials and used secure connections (e.g., HTTPS, VPN when necessary). i) Joined meetings on time using appropriate platforms (e.g., Zoom, Google Meet). j) Used meeting features like mute/unmute, chat, screen share, and raise hand appropriately. k) Followed online etiquette (e.g., proper dress, staying attentive, no distractions). l) Respected the purpose and privacy of the meeting (e.g., did not record without permission). m) Recognized threats like viruses, malware, phishing, and unauthorized access.	
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		respectful communication when interacting with meeting participants. n) Manage meeting time effectively o) Troubleshoot common issues p) Identify and Analyse cyber threats. q) Assess and manage risks. r) Configure firewalls to block unauthorized access. s) Develop and implement an incident response plan.	n) Installed or used antivirus and firewall tools. o) Created strong passwords and updated them regularly. p) Avoided connecting to unknown or unsecured networks.	
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		t) Comply with relevant cyber security regulations and standards	
4.5 evaluate the application of AI in the real world. (u, s, v, gs)	a) Explain real life AI applications	a) Identified and described AI applications in sectors such as health, education, agriculture, and transport.	
4.6 use generative AI for content creation. (k, u, s)	b) Discuss Concepts related to AI	b) Explained how AI addressed specific challenges (e.g., diagnosis in healthcare, personalised learning in education).	
4.7 analyse the impact of other emerging technologies. (k, u, s, gs)	c) Explore the Limitations of GenAI	c) Evaluated the benefits and limitations of AI use in real-world scenarios.	
	d) Recommend AI tools	d) Presented examples or case studies showing AI's impact on decision-making or service	
	e) Interact with GenAI to explore their capabilities		
	f) Engineer prompts for generating specific outputs		
	g) Create various forms of content using GenAI.		



		h) Analyze and discuss ethical concerns around generative AI. i) Make presentations on blockchain, IoT, and quantum computing, AR/VR j) Explain the impact of emerging techs like IoT or AR/VR technologies. k) Debate on the ethical implications of emerging technologies.	e) Selected appropriate generative AI tools (e.g., ChatGPT, DALL-E, Soundraw) based on task requirements. f) Input clear prompts and refined outputs to meet a specific purpose (e.g., educational, creative, professional). g) Evaluated AI-generated content for accuracy, originality, and relevance. h) Adhered to ethical guidelines, including crediting sources and avoiding misuse of AI content. i) Identified emerging technologies (e.g., blockchain, IoT, robotics, biotechnology) and their uses.	
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j)	Analysed how these technologies changed how people worked, communicated, or accessed services.		
k)	Discussed potential social, economic, and ethical impacts (e.g., job displacement, privacy, equity).		
l)	Reflected on both opportunities and risks of rapid technological change in different contexts.		

3. Structure Of the Assessment Papers

There will be two examination papers for Subsidiary ICT at A-Level. A candidate shall be required to sit for Paper One (Theory) and Paper Two (Practical).

Paper One examination will be divided into two sections; part one focuses on **construct two** (ICT Systems Operation and Maintenance) while part two focuses on **construct four** (Digital Communication and Emerging Technologies.) Each section will have two items, from which a candidate chooses one. The items in the paper will be scenario-based, and the entire paper will take 2 hours.

Paper Two will assess practical (hands-on) skills in contextualised problem situations involving **construct one** (Digital Content Creation) and **construct three** (Data and Information Management). The paper will constitute two items which shall be compulsory for all candidates. The items in the paper will be scenario-based, and the entire paper will be taken within 2 hours and 30 minutes.

Sub-ICT

November 2025

Time: 2 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION**SAMPLE ASSESSMENT PAPER****Sub-ICT****Paper 1**

Time: 2 hours

INSTRUCTIONS

- 1) This paper consists of two parts: I and II
- 2) Answer only two items from this paper, choosing one item from each part
- 3) All responses should be presented in formal writing layouts

PART I**Answer one item from this part****ITEM 1**

XYZ Company Ltd manufactures and sells its products to customers who come on site and those who access its services online. The company has a few ICTs installed to enable them capture customer orders, compute payments, print invoices, manage sales data and online business platforms.

With time, some employees started experiencing sudden ICT failure, including repeated booting of systems, computer freezing, “blue screen” errors, bootup failure, application crashing, as well as loss and alteration of computer files, among others.

These conditions caused significant disruptions and affected business continuity. Management therefore agreed to purchase new ICTs to improve operations. Your elder brother – Moses – is Operations Manager of the company, and this is one of his responsibilities. He is not familiar with ICTs and fears purchasing substandard equipment for the company. He has requested you for advice.

Tasks

Prepare a detailed write-up advising Moses on what ICTs to purchase to meet the business needs, practical steps to address the reported technical issues, and best practices that will ensure long-term good performance of these ICTs.

ITEM 2

KASAWI Community school received a consignment of 6 desktop computers, 10 Laptops, 2 LaserJet printers and academic materials packaged on CD-ROMs. Days later, the donor organisation contracted a team of youths to set up a resource room where digital devices and packaged academic resources can be accessed and digital lessons conducted. As the team came to the end of the exercise, they were disrupted by sudden power cuts, causing them to stop work before the planned time.

The following day, 2 of the desktop computers failed to complete the boot cycle when powered. One of the laptops could not display the academic content on the CD-ROM, and when the teacher tried to connect the printer cable to the desktop computer, the printer did not respond after ordering to print.

Upon hearing such complaints, the headteacher feared that the students might also damage the ICTs, which were operating perfectly, because they were not formally trained in how to use and manage them. You have been identified as one of the most knowledgeable ICT learners, and the headteacher has asked you to draft a proposal to address the resource centre's issues.

Task:

Prepare step-by-step guidelines which can be taken to address the technical issues reported on the ICTs that were set up in the resource room, best practices for ensuring long life best performance of all ICT and recommend other ICTs that need to be procured to improve the resource room services

PART II**Answer one item from this part****ITEM 3**

In Kigungu town council, many young people primarily use digital tools for accessing information and communicating with friends online while a small percentage use these tools for academic research and job search.

The town council secretary for women and children welfare has expressed concern about increasing reports of parents suspecting their children of viewing inappropriate digital content, including access to malicious emails that lead to the **loss of important files on gadgets. In addition, they** have relationships with online strangers who keep feeding them links to intelligent tools that contain misleading information about their communities.

In addition, the LC3 chairman is seeking an expert to support them during an upcoming online meeting with community members and to share the official documents with them. This is because he lacks the necessary digital skills to make this meeting a reality.

He has had a chat with you about the concerns at his office, hoping you will propose some solutions, as you are a digital inclusion specialist.

Task

Prepare a comprehensive document describing possible solutions to all community concerns

ITEM 4

A new chatbot is currently being tested to help local farmers learn about improved farming methods and address their day-to-day information needs. Farmers are provided with login credentials to access the chatbot, although these details are often shared among themselves. However, some users have reported that when they log in, the chatbot occasionally retrieves another person's account instead of their own. In addition, farmers have raised concerns that the tool sometimes presents information that is not relevant to the Ugandan context and tends to refer to farmers only using the male gender. Some farmers also noted that, at times, the information provided by the chatbot is unrelated to farming.

The pilot team has published a report on their website summarising the feedback received from farmers during the testing phase. You are a prompt engineer, and the company has identified you as part of the first group of targeted users to help review the report and support farmers in the responsible use of the tool.

TASK:

Prepare a detailed written guidance to help farmers use the chatbot responsibly and effectively.

END

Sub-ICT

November 2025

Time: 2 hours 30 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION**SAMPLE ASSESSMENT PAPER****Sub-ICT****Paper 2**

Time: 2 hours 30 Minutes

INSTRUCTIONS

- 1) This paper consists of two items.
- 2) Answer both items in this paper.
- 3) You are provided with support files in the folder Support Files on the computer desktop
<https://drive.google.com/file/d/1BNTffKbsNomDDZBt4FseHWP5zmisyp06/view?usp=sharing> . Use the support files where applicable to supplement the items.
- 4) You are provided with either a USB flash drive or a new blank Compact Disc (CD/DVD).
- 5) Use a permanent marker to write your name, a random number and personal number on your CD.
- 6) You should continuously save your work.
- 7) You must produce a hard copy of each of your works to accompany a soft copy on Compact Disc (CD/DVD)/USB flash drive.

ITEM ONE

The number of road accidents in Community XY is on the rise, leading to injuries and deaths. Community leaders have recognised the necessity for a focused awareness campaign to inform residents about safe road practices. The goal of the campaign is to enhance road safety in the community and to raise awareness among residents regarding the consequences of poor road safety practices, especially for pedestrians, cyclists, and drivers.

Part of the activities of the campaign will be a sensitisation workshop where youth groups will gather in the community hall to listen to one of the presenters. There is also a plan to publish several information leaflets or other publications which can be issued to members of the community who might not make it to the workshop and also pin up some at point where community members occasionally converge in big numbers, e.g., markets, shopping centres, entrances of schools and churches, etc.

Given the little time left until the date of the workshop, it might not be possible to contact the service provider who usually does such work, and the leaders have contacted you as a leader for one of the youth groups for help.

Task

Design professional digital content that will facilitate a successful campaign

Hint: some of the evidence of the incidents that happened are in the support file folder.

ITEM TWO

Bukuya Health Centre's monthly reports to the District Health Office are unclear and do not give proper guidance to decision-making. They fail to emphasize critical trends, such as rising malaria cases or seasonal disease fluctuations, which has led to delayed planning, medication shortages, and slow response to outbreaks due to uninformed decision-making.

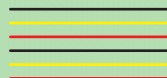
In addition, the underlying patient records suffer from data quality issues, including spelling errors, missing information (e.g., patient age), inconsistent date formats, and duplicate entries.

The District Health Officer (DHO) requires clear, accurate data for urgent decisions. Specifically, he needs records for the month of June:

The diseases with the highest infection rates; the most affected age groups; A comparison of infections between males and females; representation of weekly trends of disease infections and All errors in data (*missing entries, duplicates, etc.*) corrected.

Task:

Using the provided "**Patient Records.docx**," ethically transform the raw data into an organised, decision-supporting format to address these reporting and planning challenges.



SCORING RUBRIC ITEM 1

Scoring Rubric for Item 1: ICT Advisory Write-Up for XYZ Company Ltd

Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Advisory Write-Up	Interpretation of Task and Context	Demonstrates comprehensive understanding of the business context and ICT challenges. Clearly identifies all relevant needs and aligns ICT solutions with operational goals.	Demonstrates good understanding of the scenario with minor omissions. ICT needs are mostly identified and solutions are generally aligned.	Shows basic understanding of the business and ICT issues. Some needs are identified but alignment is partial or vague.	Demonstrates limited to no understanding of the scenario/context. ICT needs are poorly identified, misaligned, or entirely absent.
	Generating and Presenting Ideas	Provides comprehensive relevant technical, ICT	Provides relevant ICT recommendations and mostly clear	Provides basic ICT recommendations with some relevance.	Provides limited, partially relevant, or irrelevant ICT suggestions.
	Recommends appropriate ICT				

tools with functions. Explains troubleshooting steps and best practices. Presents ideas clearly and logically.	recommendations with clear functions. Troubleshooting steps are appropriate, detailed and practical. Best practices are comprehensive. Ideas are logically structured and fluently presented.	functions. Troubleshooting and best practices are sound but may lack depth. Presentation is coherent with minor lapses.	Troubleshooting and best practices are present but underdeveloped. Presentation is understandable but lacks flow.	Troubleshooting and best practices are vague, incomplete, or absent. Presentation is disjointed or incoherent.
Making Informed Judgement Applies ICT knowledge to form sound conclusions and advice.	Forms insightful and well-reasoned conclusions based on strong understanding of ICT systems, core challenges at hand and current business needs.	Forms logical conclusions based on a few of the ICT systems, core challenges at hand and current business needs presented in context.	Forms conclusions with limited ICT systems, core challenges at hand and current business needs.	Forms weak conclusions without ICT systems, core challenges at hand and current business needs.

General Scoring Rubric for Kasawi Community School

Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Proposal Document	Interpretation of Task and Context Comprehension of the resource room setup, reported ICT issues, and student training concerns.	Demonstrates comprehensive understanding of the task by identifying all the important aspects including the reported ICT issues, risks and needs to clearly position the task within the scenario of resource room setup with a clear line of argument.	Demonstrates general understanding of the task, identifying most aspects including the reported ICT issues, risks and needs, enough to position the task within the scenario of resource room setup with minor omissions.	Demonstrates partial understanding of the task , identifying some aspects including the reported ICT issues, risks and needs, with limited reference or linkage to the school's specific context.	Demonstrates limited understanding of the task. The work does not clearly address the task requirements and makes little or no reference to the context provided.

	Generating and Presenting Ideas Provides step-by-step technical solutions, best practices for ICT care, and ICT procurement recommendations.	Presents several logical and coherent ideas that fully address the requirements of the task on hardware, software and human ware with fluency and smooth transitions	Presents some logical and coherent ideas that fully address the requirements of the task on hardware, software and human ware with some disconnections in fluency or smooth transitions	Presents few logical and coherent ideas that partially address the requirements of the task on hardware, software and human ware with minimal fluency or no smooth transitions	Presents one or no logical and coherent ideas is no noted related to the requirements of the task on hardware, software and human ware with no fluency or transition.
	Making Informed Judgement	Forms an opinion judgment or conclusion that is informed, insightful and	Forms an opinion or judgment or conclusion that is clear based on	Forms an opinion or judgment or conclusion that is clear based on	Forms an opinion or judgment or conclusion that is unclear based

Applies ICT knowledge to form sound conclusions and recommendations.	well-reasoned based on comprehensive understanding and application of knowledge on hardware, software and human training needs for a well installed resource room.	good understanding and application of knowledge on hardware, software and human training needs for a well installed resource room but with less depth	limited understanding and application of knowledge on hardware, software and human training needs for a well installed resource room but lacks clarity	with limited understanding and application of knowledge on hardware, software and human training needs for a well installed resource room with minimal evidence or no clarity
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Grading Rubric for ITEM 1 AND 2

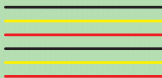
Construct	Performance Level	Descriptor
ICT Systems Operation and Maintenance. Operates a variety of ICTs and installs and maintains both hardware and software in compliance with acceptable standards to ensure the computer's optimal functionality and performance.	Exceptional	Demonstrates insightful analysis of ICT systems by critically evaluating hardware/software needs and justifying maintenance procedures with precision to ensure optimal performance.
	Outstanding	Demonstrates clear understanding of ICT systems. Explains appropriate hardware/software functions and proposes effective maintenance steps with relevant justification.
	Satisfactory	Shows general understanding of ICT systems. Describes basic maintenance procedures and hardware/software functions with reasonable accuracy.
	Basic	Shows limited knowledge of ICT systems. Lists simple maintenance steps or components with minimal detail or justification.
	Elementary	Fails to demonstrate understanding of ICT systems. Responses regarding maintenance or hardware are inaccurate, fragmented, or irrelevant.

Scoring Rubric for ICT Solutions Proposal for Kigungu Town Council

Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Proposal Document	1) Interpretation of Task and Context. Comprehension of the community's digital safety concerns (inappropriate content, online strangers, loss of important files,	Demonstrates comprehensive understanding of the task by identifying all the community's digital safety concerns (inappropriate content, online strangers, loss of important files,	Demonstrates general understanding of the task, identifying most community's digital safety concerns (inappropriate content, online strangers, loss of important files,	Demonstrates partial understanding of the task , identifying some community's digital safety concerns (inappropriate content, online strangers, loss of important	Demonstrates limited or no understanding of the task. The work does not clearly address the task requirements and makes little or no reference to the context provided.

	malicious emails, misleading intelligent tools) and the administrative need for virtual meetings/document sharing.	malicious emails, misleading intelligent tools) and the administrative need for virtual meetings/document sharing with a clear line of argument.	malicious emails, misleading intelligent tools) and the administrative need for virtual meetings/document sharing with major omissions.	
	2) Generating and Presenting Ideas coherent ideas with smooth transitions that fully address	Presents several logical and coherent ideas with smooth transitions that fully address the requirements of the task on online	Presents some logical and coherent ideas that address the requirements of the task on online safety, virtual meetings and	Presents limited or no ideas that address the requirements of the task on online safety, virtual meetings

	the requirements of the task on online safety, virtual meetings and responsible use of AI.	safety, virtual meetings and responsible use of AI.	responsible use of AI with some disconnections in fluency or smooth transitions	virtual meetings and responsible use of AI with minimal fluency or no smooth transitions	and responsible use of AI
3) Making Informed Judgement Applies ICT knowledge to justify why specific tools/methods	Forms an opinion judgment or conclusion that is informed, insightful and well-reasoned based on comprehensive understanding and application of	Forms an opinion judgment or conclusion that is clear based on good understanding and application of knowledge on online safety, virtual meetings	Forms an opinion judgment or conclusion that is clear based on limited understanding and application of knowledge on online safety,	Forms an opinion judgment or conclusion that is unclear based with limited understanding and application of knowledge	



	ensure safety and efficiency.	knowledge on online safety, virtual meetings and responsible use of AI.	and responsible use of AI but with less depth	virtual meetings and responsible use of AI but lacks clarity	on online safety, virtual meetings and responsible use of AI with minimal evidence or no clarity
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General Scoring Rubric

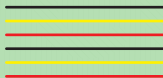
Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Proposal Document	1) Interpretation of Task and Context	Demonstrates comprehensive understanding of the task by identifying all the Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with a clear line of argument.	Demonstrates general understanding of the task, identifying most Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with minor omissions.	Demonstrates partial understanding of the task , identifying some Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with major omissions.	Demonstrates limited or no understanding of the task. The work does not clearly address the task requirements and makes little or no reference to the context provided.

	2) Generating and Presenting Ideas coherent ideas with smooth transitions that fully address the requirements of the task on the requirements of the task on online safety, virtual meetings and responsible use of AI.	Presents several logical and coherent ideas with smooth transitions that fully address the requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting	Presents some logical and coherent ideas that address the requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting with some disconnections in fluency or smooth transitions	Presents few logical and coherent ideas that partially address the requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting with minimal fluency or no smooth transitions	Presents limited or no ideas that address the requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting
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3) Making Informed Judgement	Forms an opinion judgment or conclusion that is informed, insightful and well-reasoned based on comprehensive understanding and application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting	Forms an opinion judgment or conclusion that is clear based on good understanding and application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting but with less depth	Forms an opinion judgment or conclusion that is clear based on limited understanding and application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting but lacks clarity	Forms an opinion judgment or conclusion that is unclear based with limited understanding and application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting with minimal evidence or no clarity
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Proposal Document	4) Interpretation of Task and Context	Demonstrates comprehensive understanding of the task by identifying all the Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with a clear line of argument.	Demonstrates general understanding of the task, identifying most Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with minor omissions.	Demonstrates partial understanding of the task, identifying some Farmers' concerns (chatbot bias, Hallucination, login credential management and effective prompting) with major omissions.	Demonstrates limited or no understanding of the task. The work does not clearly address the task requirements and makes little or no reference to the context provided.
5) Generating and Presenting Ideas		Presents several logical and coherent ideas with smooth transitions that fully address	Presents some logical and coherent ideas that address the	Presents few logical and coherent ideas that partially address the	Presents limited or no ideas that address the requirements

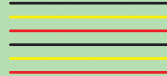
	coherent ideas with smooth transitions that fully address the requirements of the task on online safety, virtual meetings and responsible use of AI.	the requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting	requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting with some disconnections in fluency or smooth transitions	requirements of the task on chatbot bias, Hallucination, login credential management and effective prompting with minimal fluency or no smooth transitions	of the task on chatbot bias, Hallucination, login credential management and effective prompting
6) Making Informed Judgement	Forms an opinion judgment or conclusion that is informed, insightful and well-reasoned based on comprehensive understanding and	Forms an opinion judgment or conclusion that is clear based on good understanding and	Forms an opinion judgment or conclusion that is clear based on limited understanding and	Forms an opinion judgment or conclusion that is unclear based with limited understanding	



	application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting	application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting but with less depth	application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting but lacks clarity	and application of knowledge on chatbot bias, Hallucination, login credential management and effective prompting with minimal evidence or no clarity
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Grading Rubric for ITEM 3 AND 4

Construct	Performance Level	Descriptor
Digital communication and emerging technologies Critically evaluate and ethically integrate emerging digital technologies like AI to solve contextualised problems, enhance collaboration, and secure information exchange within dynamic digital environments.	Exceptional	Demonstrates comprehensive evaluation and innovative integration of emerging technologies (like AI). Solves complex contextualized problems, enhances collaboration, and ensures robust security in dynamic environments.
	Outstanding	Demonstrates clear understanding and integration of emerging technologies. Uses tools effectively for collaboration and problem-solving while maintaining secure and ethical information exchange.
	Satisfactory	Uses emerging technologies with reasonable competence. Solves basic problems and collaborates, showing some awareness of security and ethical integration protocols.
	Basic	Shows limited use of emerging technologies. Struggles to integrate tools for problem-solving or collaboration. Security awareness is minimal and application is disjointed.
	Elementary	Fails to use or understand emerging technologies. Unable to collaborate or secure information. Usage is ineffective, risky, or completely absent.



PRACTICAL (840/2)

SCORING GRID

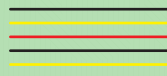
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Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Documents (sensitisation workshop document, leaflets, presentation)	1) Interpretation of Task and Context for planning	Demonstrates a comprehensive understanding of the task by applying all the applications (word processing, electronic presentation, and desktop publishing)	Demonstrates general understanding of the task by applying most applications (word processing, electronic presentation, and desktop publishing)	Demonstrates partial understanding of the task by applying some applications (word processing, electronic presentation, and desktop publishing)	Demonstrates limited or no understanding of the task. The work does not clearly address the task requirements and makes little or no use of any relevant application.

	required in the given context	required in the given context with minor omissions.	required in the given context with major omissions.	
2) Generating, manipulating and Presenting Information	Presents logically and coherently utilises several features (Data entry, import/export, formats and edits, referencing document, and appropriate content) of the applications	Presents logically and coherently utilises some features (Data entry, import/export, formats and edits, referencing document, appropriate content) of the applications with minor errors	Presents logically and coherently utilises few features (Data entry, import/export, formats and edits, referencing document, appropriate content) of the applications with minimal errors	Presents utilises limited or no features (Data entry, import/export, formats and edits, referencing document, appropriate content) of the applications with major errors



3) Quality of product(s)	Forms an opinion judgment or conclusion that is informed, insightful and well-reasoned based on a comprehensive understanding and application of knowledge on Data entry, import/export, formats and edits, referencing document, and appropriate content	Forms an opinion judgment or conclusion that is clear based on a good understanding and application of knowledge on Data entry, import/export, formats and edits, referencing document, appropriate content with less depth	Forms an opinion, judgment, or conclusion that is clear based on a limited understanding and application of knowledge on Data entry, import/export, formats and edits, referencing document, and appropriate content, but lacks clarity	Forms an opinion, judgment or conclusion that is unclear, based on a limited understanding and application of knowledge on Data entry, import/export, formats and edits, referencing documents, and appropriate content with minimal evidence or no clarity
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Grading Rubric for ITEM 1

Construct	Performance Level	Descriptor
Digital Content Creation Create professional digital content by critically analysing real-world problems, utilising digital productivity tools to enhance efficiency, and addressing societal needs.	Exceptional	Demonstrates comprehensive and insightful creation of professional digital content by critically analysing complex real-world problems. Skillfully utilises diverse productivity tools to maximise efficiency and innovatively addresses societal needs with high-quality, impactful outputs.
	Outstanding	Demonstrates clear ability to create professional digital content based on relevant evidence. Effectively uses productivity tools to enhance efficiency and addresses societal needs with accuracy and coherent presentation.
	Satisfactory	Creates functional digital content with reasonable use of productivity tools. Addresses basic real-world problems and societal needs but may lack depth in analysis or professional polish.
	Basic	Shows limited ability to create digital content with minimal reference to the real-world problem or societal needs. Usage of productivity tools is basic, often resulting in incomplete or inefficient outputs.
	Elementary	Provides little or no meaningful digital content. Fails to address the problem or utilize productivity tools effectively. Outputs are fragmented, irrelevant, or functionally unusable.

Scoring Rubric ITEM 2

Output	Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
Document	1) Interpretation of Task and Context for planning	Demonstrates a comprehensive understanding of the task by applying all the applications (Spreadsheets, Database Management Systems) required in the given context	Demonstrates general understanding of the task by applying one application (Spreadsheets, Database Management Systems) required in the given context with no omissions.	Demonstrates partial understanding of the task by applying some applications (Spreadsheets, Database Management Systems) required in the given context, with major omissions.	Demonstrates limited or no understanding of the task. The work does not clearly address the task requirements and makes little or no use of any relevant application.

	2) Generating, manipulating and Presenting Information	Presents logically and coherently utilises several features (Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools) of the applications	Presents logically and coherently utilises some features (Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools) of the applications with minor errors	Presents logically and coherently utilises few features (Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools) of the applications with minimal errors	Presents utilises limited or no features (Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools) of the applications with major errors
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	3) Quality of Product(s)	Forms an opinion judgment or conclusion that is informed, insightful and well-reasoned based on a comprehensive understanding and application of knowledge on Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools	Forms an opinion judgment or conclusion that is clear based on a good understanding and application of knowledge on Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools with less depth	Forms an opinion, judgment, or conclusion that is clear based on a limited understanding and application of knowledge on Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools but lacks clarity	Forms an opinion judgment or conclusion that is unclear, based on limited understanding and application of knowledge on Data entry, imports/exports, built-in formatting features, database objects, worksheets, analysis tools with minimal evidence or no clarity
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Grading Rubric for ITEM 2

Construct	Performance Level	Descriptor
Data and Information Management Critically collect, organise, analyse, present, and manage data for effective decision-making while adhering to ethical standards to solve real-world problems.	Exceptional	Demonstrates insightful data management by critically collecting, analysing, and presenting complex data. Strictly adheres to ethical standards and derives profound insights for effective strategic decision-making in real-world contexts.
	Outstanding	Demonstrates clear data management skills. Effectively collects, organises, and analyses data to support decision-making, with consistent adherence to ethical standards and accurate presentation.
	Satisfactory	Manages data with reasonable accuracy. Collects and presents data to support basic decisions, showing some awareness of ethical standards, though analysis may remain superficial or generalised.
	Basic	Shows limited data management capability. Data collection or organisation is disorganised or incomplete. Analysis is weak, and ethical considerations are minimal or partially ignored.
	Elementary	Fails to manage data effectively. Data is inaccurate, disorganised, or ethically mishandled. Provides no useful contribution to decision-making or problem-solving.



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ISBN 978-9913-06-118-6



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