

# Integrated Subjects (P1-P8)

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**Information and Communication Technology (ICT)  
Technical and Vocational Education (TVET)**

# Integrated subjects

## ICT elements integrated into the curriculum

P1	P2	P3	P4	P5	P6
<p>Recognise and use common devices and icons <i>e.g. radio. TV, mobile phones, computers</i></p> <p>Gather information from a variety of sources <i>e.g. books, radio, mobile phones, computers</i></p> <p>Manipulate simple electronic devices to manipulate text, graphics and images</p> <p>Enter save and retrieve information from electronic devices <i>e.g. mobile phones, computers</i></p>	<p>Use and basic formatting of text, tables and images <i>e.g. mobile phones, computers</i></p> <p>Select from and add information they have stored</p> <p>Present information in a variety of forms <i>e.g. text, images, tables, sounds</i></p>	<p>Plan and give instructions for <i>e.g. switching on mobile phones, tuning radio and TV, computers, simple programmable toys</i></p> <p>Create, name and retrieve files</p>	<p>Create files; combining simple ideas &amp; elements from different sources, copying, modifying and deleting</p> <p>Creating products with text &amp; pictures; <i>eg mobile phones, digital cameras and computers; editing to correct errors</i></p> <p><i>Storage of files</i></p> <p>Write and send an email &amp; locate a website via search engines selecting from given keywords</p>	<p>Use internet to access information, and a search engines to find information</p> <p>Locate websites by following instructions</p> <p>Use basic editing to create formatted products &amp; identify minor improvements</p> <p>Manipulate simple graphics within text</p> <p>Sequence simple ideas &amp; modify files for different situations</p> <p>Create a product for an audience in collaboration with others</p>	<p>Organising ideas, manipulating <i>e.g. Venn diagrams &amp; sequence charts, modifying for different situations; annotating to explain uses</i></p> <p>Creation of a product for an audience and save into individually created folder</p> <p>Create folders for emails; locate websites via search engines selecting from collaboratively derived keywords</p>

P7	P8	S1	S2	S3	S4
<p>Manipulate and edit with familiar software to present information appropriately in graphic organisers</p> <p>Organise and analyse data using unfamiliar software <i>e.g. Word, PowerPoint.</i></p> <p>Create a portfolio of saved nominated files, formatting features and design tools to create products.</p> <p>Add keywords to narrow website listing; upload &amp; save folders and files</p>	<p>Create graphic organisers for new learning situations with a variety of data types <i>e.g. images, text &amp; numbers i.e. using PowerPoint, Paint</i></p> <p>Creating portfolio adding files selected by given criteria; show understanding of appropriate use of formatting features;</p> <p>Refine keywords in a search string</p> <p>Use nominated communications methods to acquire/ share information with peers and known experts</p>	<p>Use application software to manipulate data <i>e.g. Word Processing, Spreadsheets, Graphic Design</i></p> <p>Use advanced search engines and search strings <i>e.g. AltaVista, Google, Bing, Wikipedia</i></p> <p>Use the correct procedures to troubleshoot simple computer problems</p> <p>Apply access control in use of computers <i>i.e. passwords on phones and computers</i></p>	<p>Communicate using Computers and Networks <i>e.g. Microsoft Outlook, Use of Intranets and file sharing</i></p> <p>Use spreadsheets to create a data document</p> <p>Use social networks to create and access information <i>e.g. Facebook, Twitter, YouTube, Instagram</i></p>	<p>Create a personal/simple website <i>e.g. blogs</i></p> <p>Create personal profiles using social media <i>e.g. LinkedIn,</i></p> <p>Designing a simple program <i>e.g. Hello World, Quadratic Equations Ethical Conduct in Computer Usage</i></p>	<p>Manage data using database software <i>e.g. Microsoft Access</i></p> <p>Use advanced formatting techniques to edit documents <i>i.e. Word, PowerPoint</i></p> <p>Design and manage a website using basic software</p>

## TVET Elements integrated into the curriculum

P1	P2	P3	P4	P5	P6	P7	P8
Be aware of the sort of jobs people do and the roles they play in the immediate community	Be aware of the sorts of work people need to do to provide for our immediate needs	Be aware of how things are bought and sold  Be aware of different economic roles and employment opportunities outside of their immediate environment	Begin to understand the distinctions between public and private sector and how this applies to the national economy.	Explore the range of careers and employment that are available and how these relate to need and demand.  Be able to understand the importance of education and training for the economic development of the country and for individuals  Understand the process of trading and how to achieve economic independence	Be able to identify economic sectors and discuss on economic growth  Understand the need for a competent and hands-on workforce for economic growth of the country  Be able to identify and map occupations needed for economic sectors ( <i>Agriculture, health, infrastructure, manufacturing, hotel and tourism, mining, urban development and construction etc.</i> )	Understand what are the different sectors of the national economy, how these impact on employment and the sorts of skills people need in order to perform these roles  Be able to discuss on economic independence, growth and development  Understand how a business enterprise can be set up ( <i>business plans, marketability, perceived need etc</i> )  Explore in depth one sector of employment	Be able to plan how to establish micro and small scale enterprises  Be able to understand how micro and small scale enterprises grow up to the middle and big enterprises  Be able to understand occupational competency (KSA) in some occupations ( <i>eg construction, Auto mechanics, etc</i> )  Explore the range of TVET options available to them in secondary education