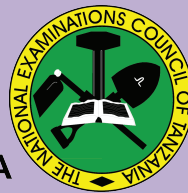




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT 2024

INFORMATION AND COMPUTER STUDIES



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036 INFORMATION AND COMPUTER STUDIES

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LIST OF ABBREVIATIONS

CD	–	Compact Disk
CD-R	–	Compact Disk Recordable
CD-ROM	–	Compact Disk Read Only Memory
CD-RW	–	Compact Disk Rewritable
DVD	–	Digital Versatile Disk
FTNA	–	Form Two National Assessment
GB	–	Gigabyte
ICS	–	Information and Computer Studies
ICT	–	Information and Communication Technology
LAN	–	Local Area Network
MAN	–	Metropolitan Area Network
MB	–	Megabyte
Ms.	–	Microsoft
NECTA	–	National Examinations Council of Tanzania
OS	–	Operating System
SIRA	–	Students' Item Response Analysis
UPS	–	Uninterruptible Power Supply
WAN	–	Wide Area Network

FOREWORD

The Form Two National Assessment (FTNA), administered by the National Examinations Council of Tanzania (NECTA), serves as a formative evaluation tool for monitoring students' learning progress. This Students' Item Response Analysis (SIRA) report has been prepared to provide feedback to students, educators, and stakeholders on the students' performance in the Information and Computer Studies subject FTNA 2024.

The report provides a comprehensive analysis of students' performance, identifying strengths and areas for improvement. The analysis reveals that students' performance was generally average. It highlights contributing factors, including misinterpretation of question requirements, poor writing skills, limited practical knowledge of Ms.-Word, and inadequate understanding of key concepts. These findings have significant implications for improving instruction and student learning outcomes in Information and Computer Studies.

This report aims at helping students identify specific areas requiring improvement, enabling targeted efforts to enhance their learning before the Certificate of Secondary Education Examination (CSEE). Additionally, the report provides teachers with crucial insights into the identified challenging areas enabling them to implement effective teaching and learning strategies.

NECTA anticipates that, this report will guide all education stakeholders, in implementing appropriate measures to improve the teaching and learning process in Information and Computer Studies. By addressing the highlighted challenges, students will acquire competences outlined in the syllabus for a better performance in future assessments and examinations.

The Council extends its gratitude to all who contributed to the preparation of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Information and Computer Studies paper was set based on the 2005 Syllabus for Ordinary Secondary Education, which also served as the foundation for the 2021 assessment format. The assessment paper had three sections; A, B, and C. Section A consisted of two objective questions. Question 1 consisted of ten multiple-choice items, and question 2 consisted of five homogeneous matching items. This section carried 15 marks. Section B consisted of seven short answer questions that carried 70 marks, and section C consisted of an essay question that weighed 15 marks. All questions in all sections were compulsory.

In this report, students' performance for each question or topic is categorized into three ranges: 0% to 29% indicating *weak* performance, 30% to 64% *average* performance, and 65% to 100% *good* performance. The performance is visually represented using colors; red indicating weak performance, yellow average performance, and green denoting good performance.

A total of 20,391 students, sat for this paper in November 2024 where 12,387 (60.82%) passed and 8,004 (39.18%) failed. This represents a 6.8% decrease in performance compared to November 2023, where 14,731 students sat for the examination, with 9,961 (67.62%) passing and 4,770 (32.38%) failing. Figure 1, shows the comparison between students' performance in 2023 and 2024 in different grades.

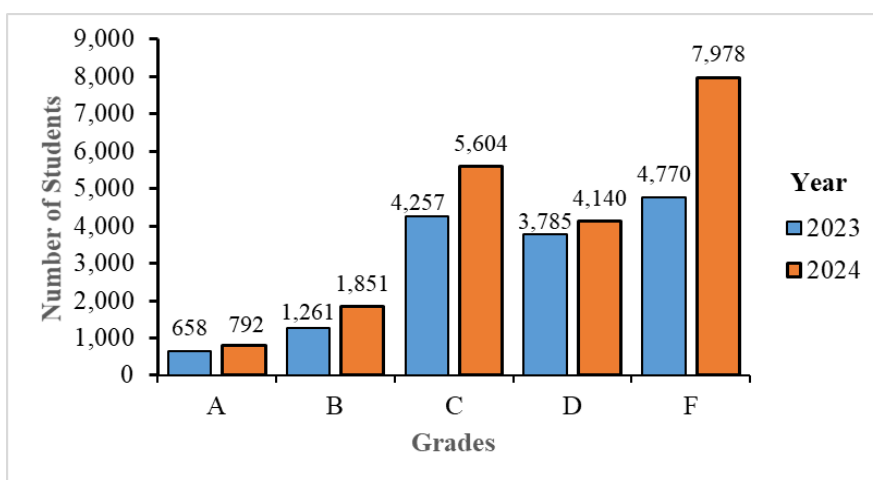


Figure 1: Comparison between Students' Grades in 2023 and 2024

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Question 1: Multiple Choice Items

This question consisted of ten items, considered as (i) to (x), each carrying one mark. The items were drawn from various topics in the Information and Computer Studies syllabus, including *Information, Computer Handling, The Computer, Word Processing, Computer Software, Spreadsheet, Computer Networks and Communication, and The Internet*. Each item presented four options (A–D), and students were required to select the correct answer and write its corresponding letter in the designated box on the question paper. The items were designed to assess students' competences to understand the key concepts.

A total of 20,391 (100%) students attempted this question. The analysis show that overall student performance was average, with 14,169 (69.50%) scoring from 3 to 6 marks out of the 10 allotted marks. However, 4,202 (20.60%) demonstrated good performance by scoring from 7 to 10 marks, while 2,020 (9.90%) had weak performance by scoring below 3 marks. Figure 2 provides a summary of students' performance in question 1.

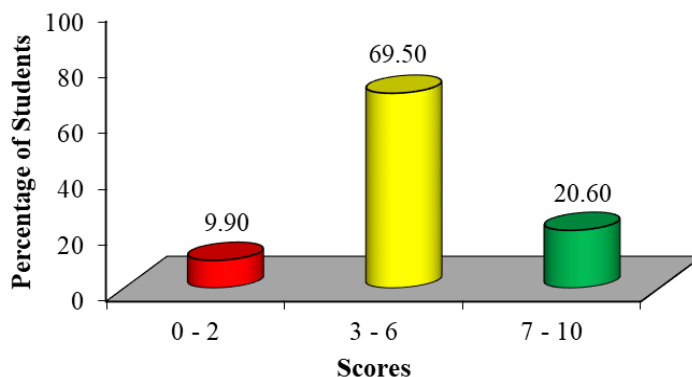


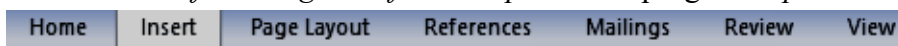
Figure 2: *Students' Performances in Question 1*

Figure 2 shows performance of the students in question 1 in which majority of the students (90.1%) scored from 3 to 10 marks, indicating good performance.

The analysis of students' responses to each of the items in this question is as follows:

Item (i) assessed students' understanding of the components of a word processor interface, specifically the Menu bar. The item asked:

(i) *What does the following bar of a word processor program represent?*



A Tool bar

B Menu bar

C Title bar

D Task pane

Students who selected the correct response B “Menu bar” understood the purpose and function of the Menu bar, which provides access to various commands and features through categorized tabs like "Home" and "Insert". In addition, these students could visually differentiate the Menu bar from other interface elements, such as the Tool bar, Title bar, and Task pane. Moreover, they also recognized the hierarchical organization of user interfaces in word processors, where tabs organize related commands.

Item (ii) assessed students' ability to identify a scatter chart from line chart, pie chart and area chart and it was as follows:

(ii) *Which figure represents a scatter chart?*

A 

B 

C 

D 

Students who correctly selected D “Scatter chart” demonstrated a clear understanding of its purpose in visualizing relationships or correlations between two numerical variables through individual data points on a Cartesian plane. These students recognized the unique visual structure of scatter charts, characterized by unconnected data points, distinguish them from line charts, which connect points, pie charts, which represent proportions; and area charts that fill spaces under a line. Additionally, they understood that scatter charts typically feature labeled axes representing two variables, differentiating them from other chart types like pie charts,

which lack axes. Their ability to distinguish chart types based on functionality, practical experience with data visualization tools enabled them to accurately identify the scatter chart.

Item (iii) assessed students' knowledge of file extensions and their associated programs. The question was:

(iii) Which program represents a file with an extension “.doc”?

- A Microsoft excels B Microsoft word*
C Application software D Microsoft access

The question required the students to identify the program linked to the ".doc" file extension. Students who selected the correct answer B "Microsoft Word" demonstrated an understanding that the ".doc" extension is commonly associated with text-based documents, which are typically created and edited using word processing software like Microsoft Word. They also distinguished Ms.- Word, an application program used for writing and formatting documents, from Ms.- Excel and Ms.-Access, which are used for data management and analysis and have file extensions ".xls" and ".mdb" respectively. Their familiarity with Word processor, likely was based on personal or academic experience, emphasizing the association of the ".doc" extension with Word, as they have likely encountered Word as the default program for opening such files in their operating systems.

In item (iv) the students were assessed on the knowledge about understanding the role of different types of software in a computer system, specifically computer memory management. The question asked:

(iv) Computer software work together with computer hardware to enable effective operations. Which computer software controls memory management?

- A Application software B Networking software*
C Operating system software D Driver software

Students who selected the correct answer C "Operating system software" understood that one of the primary functions of the Operating System is to manage system resources, including memory allocation and protection. The operating system also allocates memory to running programs, ensures that each program is isolated to prevent interference, and handles memory

swapping via virtual memory to maximize available resources. Additionally, the Operating System is responsible for managing processes and freeing memory once they are completed. Students also recognized that application software performs specific tasks, networking software handles communication, and driver software enables hardware to function, none of which control memory management.

Item (v) assessed the student's understanding of the impact of viruses on a computer system. The item required the students to identify the signs of a virus-free computer by distinguishing normal and efficient system performance from issues typically caused by viruses, such as unusual pop-up messages, unexpected changes in file sizes or content, or the disappearance of files. The question was:

- (v) *Which feature is expected to happen if a computer is virus free?*
- A Unusual pop-up messages and alerts*
 - B Sudden change in file size and content*
 - C Disappearance of files and programs*
 - D Efficiency of programs and processing of data*

Students who chose the correct answer D “Efficiency of programs and processing of data” understand that when computer is virus-free, the system is expected to operate normally with programs running efficiently and data processing occurring without interruptions. Viruses typically cause issues such as unusual pop-up messages, sudden changes in file size or content, or the disappearance of files and programs, which negatively affect the computer's performance. Therefore, the absence of such problems and the smooth running of programs and data processing indicate that the computer is free from viruses.

Item (vi) assessed students’ understanding of excel functions and their specific purposes. It also evaluated their ability to differentiate between similar functions like COUNTIF, SUM, and SUMIF, ensuring they understood the distinct applications of each. The question was as follows:

(vi) Which function will be appropriate to calculate the total number of cells that contain numbers in Figure 1?

	A	B	C
1	34	56	
2			

Figure 1

- A =COUNT(A1:B1) B =COUNTIF(A1:B1)
 C =SUM(A1:B1) D =SUMIF(A1:B1)

Students who selected the correct answer A “=COUNT (A1:B1)”, demonstrated an understanding that the COUNT function is specifically used to count the number of cells that contain numerical values within a given range. In this case, the range A1:B1 includes cells with the numbers 34 and 56. Other functions like COUNTIF, SUM, and SUMIF serve different purposes, such as applying conditions or summing values, but they are not designed to specifically count numeric cells.

Item (vii) assessed the student's understanding of the function and role of peripheral devices. It specifically evaluated student's ability to identify the consequences of a mouse failure and distinguish between tasks that are dependent on mouse input (such as selecting objects on the screen) and those that can be performed independently of mouse input (such as booting, shutting down, or typing). The question asked:

(vii) What will happen if the mouse connected in the desktop computer fails?

- A The computer will fail to boot
 B The user will not select object in the screen
 C The computer will fail to shut down
 D The typed document will disappear

Students who selected the correct answer B, “The user will not select object in the screen” had an adequate understanding of the mouse as an input device used for navigating and interacting with objects on the computer screen, such as selecting icons, menus, and files. If the mouse fails, the user

will lose this capability but can still perform other tasks using the keyboard, such as typing, navigating via shortcuts, and shutting down the computer. The failure of a mouse does not affect the computer's ability to boot, shut down, or retain typed documents.

Item (viii) assessed students' understanding of the practical advantages of using electronic mail (email). The question was:

(viii) Why is it important to use electronic mail?

- A It can be used without any cost*
- B It can be used without exceptional skills*
- C It can prevent computer virus*
- D It can reduce the cost of stationaries*

Students who selected the correct response, D “It can reduce the cost of stationaries” demonstrates an understand that email minimizes the need for physical materials like paper, envelopes, and postage stamps, resulting in significant cost savings. Additionally, email enables instant electronic communication, reducing dependence on traditional delivery services. Additionally, email is seen as eco-friendly, as it reduces paper use. Through personal or academic experience, students are familiar with email's practical benefits, particularly in communication without purchasing stationery. They recognize that while email is not entirely cost-free (requiring internet access).

Item (ix) assessed the students' ability to differentiate data from information. It asked as follows:

(ix): How can you differentiate data from information?

- A Data are raw facts while information is a processed data.*
- B Data are output value while information is an input value.*
- C Data have meaning while information has no meaning to user.*
- D Data need huge storage compared to information.*

Students who selected the correct answer A “Data are raw facts while information is processed data”, demonstrated an understanding of the fundamental distinction of these two concepts. Data refers to raw, unprocessed facts or figures, whereas information results from processing, organizing, or interpreting this data to make it meaningful and useful. This

distinction is reinforced by students basic understanding of data processing, where raw data is transformed into actionable insights. Additionally, students are exposed to this distinction in various educational settings and real-world scenarios, where raw data is analyzed to derive meaningful information.

In item (x) the students were assessed understanding of the benefits of video conferencing. The question was as follows:

- (x) *You have been asked to write a report on the benefits of video conferencing. What benefit would you include in your report?*
- A It leaves messages if recipient is not available*
 - B It sends large multimedia files*
 - C It shows delegates on screen in a matched way*
 - D It enables users to send attachment*

Students who opted the correct response, C “It shows delegates on screen in a matched way” recognized that one of the primary advantages of video conferencing is the ability to visually connect participants, making communication more interactive and engaging. This visual presence enhances understanding through non-verbal signals, such as facial expressions and body language, which are for effective communication.

Furthermore, students likely understood that video conferencing platforms are designed to display participants' images simultaneously, fostering a sense of connection and collaboration. They also understand that the primary purpose of video conferencing is to facilitate real-time communication, rather than merely sending files or leaving messages.

Additionally, students are familiar with the fact that features like file sharing or leaving messages are secondary to the core function of visual interaction in video calls. Lastly, through exposure in academic or professional settings, students are aware that video conferencing is used primarily for live communication rather than just sending attachments or messages.

2.2 Question 2: The Computer

This question measured students' ability to identify types of optical storage devices. The question was as follows;

*Match the descriptions of an optical disk in **List A** with their corresponding disk names in **List B** by writing the letter of the correct answer below the corresponding item number in the table provided.*

List A	List B
(i) <i>It can be erased and rewritten more than once.</i>	A CD B CD-ROM
(ii) <i>It contains data that can only be read but cannot be written on.</i>	C CD-R D VCD E CD-RW
(iii) <i>It can store data approximately 700MB and can be of three types: read only, recordable and rewritable.</i>	F DVD G CVD-R
(iv) <i>It can store approximately 17GB and it can store data as read only, recordable or rewritable.</i>	
(v) <i>Once data is burned it becomes read only.</i>	

All students 20,391 (100%) attempted this question. The analysis revealed that 6,219 (59.70%) of the students demonstrated weak performance by scoring from 0 to 1 out of the 5 allotted marks. Nevertheless, 6,178 (30.30%) achieved average performance, with scores ranging from 2 to 3. Meanwhile only 10 per cent of students exhibited good performance by scoring from 4 to 5 marks. Figure 3 provides a summary of students' performance for question 2.

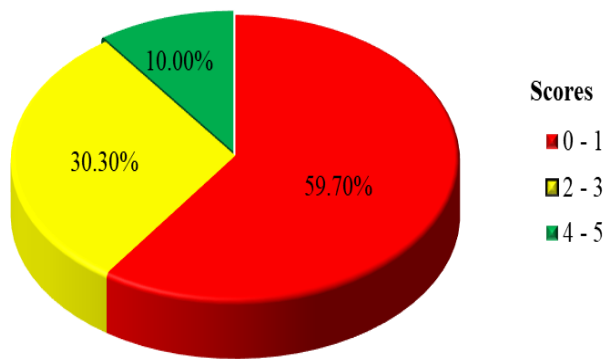


Figure 3: *Students' Performance in Question 2*

Figure 3 reveals that 40.3% of students scored from 2 and 5 marks in question 2, indicating average performance.

The analysis of students' responses to each item in this question is detailed as follows:

Item (i) assessed the students' understanding of rewritable optical disks. The item required the students to identify the disk the name of the optical disk which can be erased and rewritten more than once. Students who opted the correct answer E "CD-RW" understand that a CD-RW (Compact Disc Rewritable) is specifically designed for multiple rewrites. This feature is widely known in technology, where CD-RWs can be erased and written over several times, making them ideal for temporary storage and frequent updates. Students may have used CD-RWs in academic or personal contexts, that could have assisted them in their understanding of the disk's versatility. Additionally, students recognized that rewritable disks are distinct from read-only or write-once formats, which further supports their choice. Exposure to the term "rewritable" also helps students identify the functionality of CD-RWs in comparison to other types of optical disks.

Item (ii) assessed the students' knowledge of read-only optical disks. The item required the students to identify the name of the optical disk which contains data that can only be read but cannot be written on. Students who chose the correct answer B "CD-ROM" they understand that a CD-ROM (Compact Disc Read-only Memory) is primarily used for storing data that is pre-recorded and cannot be modified. This is a fundamental concept in digital storage, as students are often introduced to CD-ROMS in educational

settings where software or data is distributed in read-only format. They also associated CD-ROMS with software installations or reference materials that cannot be altered, reinforcing their identification of the disk. Moreover, the term "Read-Only" helps solidify their understanding of this disk's purpose compared to other types of optical disks.

Item (iii) assessed the students' familiarity with CD types and storage capacities. The item required the students to identify the disk name of the optical disk used to store data approximately 700MB and can be of three types: read only, recordable and rewritable. Students who opted the correct response A "CD" associated the 700MB storage capacity and the three types of CDS (read-only, recordable, and rewritable) with the classic CD format. These students also are familiar with the various functions of CDS, which include the CD-ROM for read-only, Cd-R for recordable, and CD-RW for rewritable uses. In addition, students may have used CDS in different contexts, such as burning music, saving data, or reading software. Moreover, the versatility of CDS in terms of types and functions makes them a well-known and easily recognizable option.

Item (iv) assessed the students' knowledge of DVD types and their storage capacity. The item required the students to identify the disk name of the optical disk used to store data approximately 17GB and it can store data as read only, recordable or rewritable. Students who opted the correct response F "DVD" recognize that DVDs (Digital Versatile Discs) offer significantly more storage than CDs, typically around 17GB. This increased capacity makes DVDs suitable for high-definition video, large software applications, and data storage. Students are also aware that DVDs are available in different formats, such as DVD-ROM (read-only), DVD-R (recordable), and DVD-RW (rewritable), which aligns with the description provided. Their familiarity with DVDs from personal or academic use, such as watching movies or storing large files, helps them easily identify it as the correct answer.

Item (v) assessed the students' knowledge of write-once optical disks. The item required the students to identify the disk name of the optical disk that once data is burned it becomes read only. Students who opted the correct response C "CD-R" they are familiar with the concept that once data is written onto a CD-R (Compact Disc Recordable), it becomes a read-only disk. This is a common feature of CD-Rs, as they are designed for one-time

recording, making them suitable for distributing data or creating music CDs. Students may have encountered CD-Rs in their personal or academic lives, where they learned that the data is permanent after burning. The term "burned" in the description helped them link the process of writing data to a CD-R, indicating their recognition of it as a write-once format.

2.3 Question 3: Information

This question had four parts: (a), (b), (c) and (d). The question was intended to assess students' understanding on the concept of information dissemination. The question was as follows:

The villagers of Mkululu village hold regular meetings to discuss matters related to their development. However, they do not use any public addressing systems in their meetings.

- (a) Identify the type of information dissemination method used by the villagers.*
- (b) What are the disadvantages of the type of information dissemination method used by the villagers? Give three disadvantages.*
- (c) Identify two examples of sources of information used in Mkululu village.*
- (d) What are the possible communication media can be used to invite the villagers to the meeting? Give three communication media.*

A total of 20,391 (100%) students attempted this question. The performance analysis revealed that 7,003 (34.30%) of students scored from 0 to 2.5 marks, indicating weak performance. In contrast, 8,263 (40.50%) scored from 3 to 6.0 marks, representing average performance, while 5,125 (25.20%) scored from 6.5 to 10 marks, demonstrating good performance. Overall, the performance on this question can be characterized as good, because 65.7% of students scored above 2.5 marks, as illustrated in Figure 4.

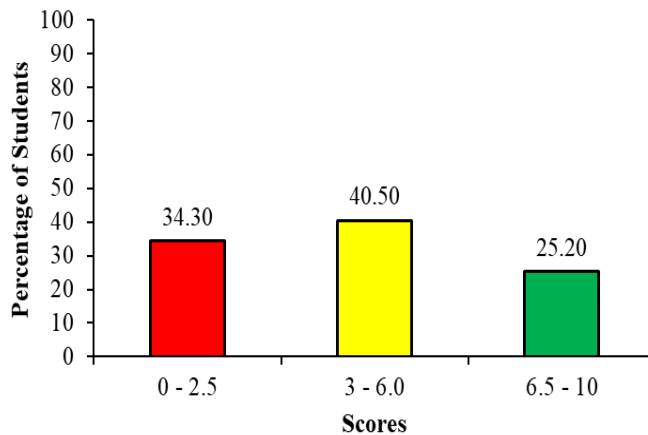


Figure 4: *Students' Performance in Question 3*

Figure 4 reveals that the majority of students (40.5%) achieved an average performance in this question. Some of these students failed to provide the correct example of information sources used in the village in part (c). It was noted that, some of them wrote correctly only one source of information and others wrote information sources which are mostly used in urban areas. Additionally, some students provided examples of modern communication media instead of traditional communication media which are used in village in part (d).

However, students (34.3%) with weak performance failed to understand the requirement of the question. In part (a), some of these students mistakenly identified the computer device as the traditional way of information dissemination, while others defined information dissemination as passing information rather than identifying types of information dissemination used in the villages. In part (b), some of them wrote about the importance of information instead of the disadvantages of the traditional way of information dissemination. Others gave disadvantages of modern ways of information dissemination. In addition, some of students could not identify examples of information sources used in Mkululu village. Moreover, in part (d), some students listed parts of Microsoft window instead of communication media used in a village. This suggests that students had insufficient knowledge of information sources commonly used in the village. Extract 3.1: Sample of the students' incorrect responses to question 3.

3. The villagers of Mkululu village hold regular meetings to discuss matters related to their development. However, they do not use any public addressing systems in their meetings.

(a) Identify the type of information dissemination method used by the villagers.
 tradition

(b) What are the disadvantages of the type of information dissemination method used by the villagers? Give three disadvantages.

(i) It can not people will not get information for
 (ii) People will not get information
 (iii) People can not able to communicate with each.

(c) Identify two examples of sources of information used in Mkululu village.

(i)
 (ii)

(d) What are the possible communication media can be used to invite the villagers to the meeting? Give three communication media.

(i) Phone Phone
 (ii) television television
 (iii)

Extract 3.1: Sample of the students' incorrect responses to question 3

Extract 3.1 shows the response of the student who correctly identified the type of information dissemination in part (a) but incorrectly gave the disadvantages of traditional ways of information dissemination in part (b). The student also listed modern communication media instead of tradition the traditional one in part (d).

Furthermore, 25.2 per cent of students who scored high marks correctly identified the type of information dissemination method used in the village in part (a) and its disadvantages in part (b). Some of these students also provided the correct examples of sources of information which are used in the village in part (c). However, some students faced difficulties identifying communication media used in the village, likely due to limited exposure to or experience with rural communication methods. Extract 3.2: Sample of the students' correct responses to question 3.

3. The villagers of Mkululu village hold regular meetings to discuss matters related to their development. However, they do not use any public addressing systems in their meetings.
- (a) Identify the type of information dissemination method used by the villagers.
 Traditional way of information dissemination
- (b) What are the disadvantages of the type of information dissemination method used by the villagers? Give three disadvantages.
- It is slow compared to modern way.
 - It reaches small number of people.
 - It transfers information in short distance.
- (c) Identify two examples of sources of information used in Mkululu village.
- Drum beating
 - Horn blowing
- (d) What are the possible communication media can be used to invite the villagers to the meeting? Give three communication media.
- Drum
 - Horn
 - Fla or smoke

Extract 3.2: Sample of the students' correct responses to question 3

Extract 3.2 shows the response of a student who identified the correct type of information dissemination in part (a). The student also correctly provided the disadvantage of traditional methods of information in part (b). In addition, the student correctly identified examples of sources of information in part (c) and the communication media used to invite villagers in the meeting in part (d).

2.4 Question 4: Computer Handling

This question had three parts: (a), (b) and (c). The question was as follows; It was reported that some of computers in your school laboratory are not functioning well and some files disappeared.

- What can be the cause for some computers not to function well? Give one possible reason.*
- How can the problem be solved?*
- Which three methods would you use to prevent the problem to happen in future?*

A total of 20,391 (100%) attempted for this question. The analysis of students' performance indicated that 8,986 (44.10%) students scored from 0 to 2.5 indicating weak performance. Further analysis indicates that 4,514 (22.10%) scored from 3 to 6.0 marks which is average performance and 6,891 (33.80%) scored from 6.5 to 10 marks which is a good performance. Generally, this question had an average performance because 11,405

(55.9%) of the students scored above 2.5 marks, as shown in Figure 5.

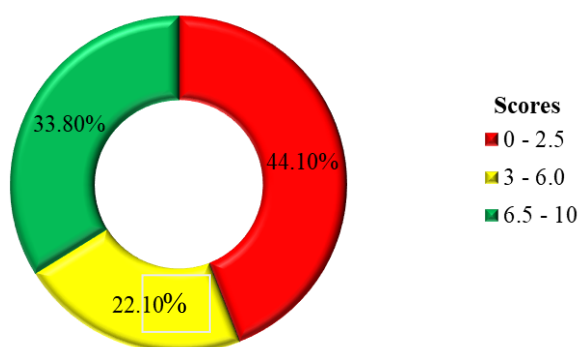


Figure 5: *Students' Performance in Question 4*

Figure 5 shows that the majority of the students (44.1%) demonstrated weak performance which was attributed to their failure in understanding the requirements of the question. In part (a), some of students wrote about power fluctuations problems instead of identifying computer virus. This failure to identify the problem in part (a) also led to their inability to provide the appropriate solution in part (b). Moreover, other students misconceived part (c), identifying ways that prevent computer from humidity and dust rather than methods to protect computers from virus programs in part (c). Extract 4.1 provides a sample of such an incorrect response.

4. It was reported that some of computers in your school laboratory are not functioning well and some files disappeared.

(a) What can be the cause for some computers not to function well? Give one possible reason.
 ...It cause for antivirus...

(b) How can the problem be solved?
 ...do not put computer in any place...

(c) Which three methods would you use to prevent the problem to happen in future?

(i) ...It used to educate people...

(ii) ...It used to store computer...

(iii) ...It used to alert people on dangerous...

Extract 4.1: Sample of the students' incorrect responses to question 4

Extract 4.1 shows the responses of the student who provided irrelevant responses in all parts.

Likewise, 33.8% of students who achieved good performance likely demonstrated a strong understanding of computer hardware and software principles. This understanding enabled them to accurately identify the causes of computer malfunctions in part (a), such as computer virus. Furthermore, these students effectively applied their knowledge by proposing possible solutions in part (b), such as installing an up-to-date anti-virus and scanning the entire computer to free all viruses. Finally, they showcased their ability to prevent future issues by suggesting effective measures such as avoiding sharing the storage media or other components, unless one trusts their source in part (c).

On the other hand, (22.1%) of students had average performance due to insufficient knowledge of the methods used to prevent virus from the computer. It was noted that they faced difficulties in providing a solution of the problem identified in part (b). It was observed that some students gave solution that prevents only data loss instead of computer from virus. In part (c), some students correctly provided one or two out of three methods used to prevent the problem of computer virus in future. Extract 4.2, shows sample of correct responses from a student.

4.	It was reported that some of computers in your school laboratory are not functioning well and some files disappeared.
(a)	What can be the cause for some computers not to function well? Give one possible reason. Possible reason that cause for some computer not to function well is VIRUS.
(b)	How can the problem be solved? The problem can be solved by using anti-virus.
(c)	Which three methods would you use to prevent the problem to happen in future?
(i)	To get information of a program before enter in your computer.
(ii)	Avoid sharing resources with computer which have or contain VIRUS.
(iii)	Do not enter any device such as Flash Disc which may have VIRUS.

Extract 4.2: Sample of the students' correct responses to question 4

Extract 4.2, shows the response of the student who provided the correct reason for the problem identified in part (a) and its solution in part (b). The student also identified accurate methods of preventing computers from being infected with virus in part (c).

2.5 Question 5: Computer Handling

This question consisted of four parts (a), (b), (c) and (d). The question was as follows:

- (a) *Which steps are to be followed when switching on the desktop computer which is connected to UPS?*
- (b) *Which type of booting will you perform to switch on the desktop computer?*
- (c) *What are the two possible methods to be used to turn off the computers?*
- (d) *Why is it advised to use proper steps in switching off the computer?*

All 20,391 students (100%) attempted this question. The analysis of performance revealed that 14,250 (69.90%) scored from 0 to 2.5 marks, reflecting weak performance. Additionally, 4,552 (22.30%) achieved scores from 3 to 6.0 marks, indicating average performance, while 1,589 (7.80%) scored from 6.5 to 10 marks, representing good performance. Overall, the question demonstrated an average performance as 30.1 per cent of the students scored above 2.5 marks. Figure 6 summarizes students' performance in this question.

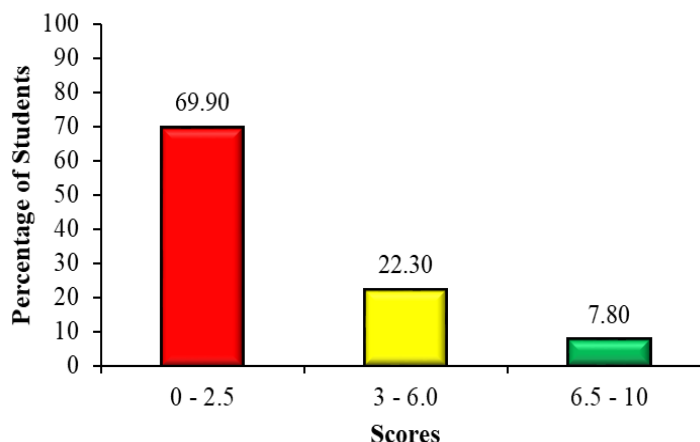


Figure 6: Students' Performance in Question 5

Figure 6 shows that the majority of students (69.9%) had weak performance due to the failure in understanding the requirements of the question. The analysis of students' responses revealed that some of them mistakenly listed input devices instead of steps for switching on the desktop computer in part (a), while others skipped this part. In part (c), some students listed devices which can be used to switch off the computer, which was contrary to the question requirements. In part (d), some students failed to recognize that only unsaved data will be lost when proper steps in switching off the computer will not be followed. Instead, they provided the general reason that all data would be lost. Extract 5.1 provides a sample of such an incorrect answer.

5. (a) Which steps are to be followed when switching on the desktop computer which is connected to UPS?

- (i) Switching on to the ups
- (ii) Connect to the screen/monitor of a desktop computer
- (iii) Switching on to the desktop computer
- (iv) Click to the desktop computer
- (v) Connect a desktop computer to all devices when switching on

(b) Which type of booting will you perform to switch on the desktop computer?

Cold booting

(c) What are the two possible methods to be used to turn off the computers?

- (i) Using the booting method
- (ii) Used the connected devices of the computer

(d) Why is it advised to use proper steps in switching off the computer?

In order to avoid the accident which can be caused by the improper steps in switching off the computer. Example power fluctuation

Extract 5.1: Sample of the students' incorrect responses to question 5

Extract 5.1, shows the response of the student who provided irrelevant steps for switching on a desktop computer which is connected to a UPS in part (a). However, the student correctly identified type of booting in part (b). Moreover, the student provided incorrect answers in part (c) and (d).

Apart from weak performance, 22.3 per cent of the students had average performance. Most of these students did not provide the steps in chronological order, while others identified two to three steps to be followed when switching on the desktop computer which is connected to UPS in part (a). It was observed that in part (c), majority of these students faced difficulties in giving the correct methods used to turn off the computer due to insufficient practical skills. Likewise, (7.8%) of the students who demonstrated good performance accurately provided the steps for switching on the desktop computer connected to the UPS in part (a), identified the type of booting in part (b) and methods to be used to turn off the computers in part (c). Extract 5.2 shows the sample of such an incorrect answer.

5. (a) Which steps are to be followed when switching on the desktop computer which is connected to UPS?

- Switch on the socket or main switch.
- Switch on the On button on the computer as shown B
- After the computer is on, connect the mouse, keyboard.
- Then the computer window will appear, then enter password.
- Finally, programs will display on the screen.

(b) Which type of booting will you perform to switch on the desktop computer?

Cold booting.

(c) What are the two possible methods to be used to turn off the computers?

- by following the steps of switching off the computer.
- by clicking switch on/off button or then switch main switch or socket.

(d) Why is it advised to use proper steps in switching off the computer?

So as to avoid data loss and especially the data that are currently not yet saved.

Extract 5.2: Sample of the students' correct responses to question 5

Extract 5.2, shows the response of the student who provided the correct steps of switching on a desktop computer in part (a) and identified the type of booting in part (b). The student also gave the correct method of turning off computer and explained the reason for using proper steps when switching off the computer in parts (c) and (d), respectively.

2.6 Question 6: Word Processor

The question had two parts: (a) and (b). The question was as follows;

- (a) *What is the function of each command buttons in the following Quick Access Toolbar?*



(i) 

(ii) 

(iii) 

- (b) *Mr. Port who is an ICT teacher of a certain secondary school assigned Form Two students to type a friendly letter, perform all the necessary formatting and then printing it.*

- (i) *What are the two formatting should be considered when typing a friendly letter?*
(ii) *Which steps would you follow to print two copies of a friendly letter? Give four steps.*

All 20,391 students attempted this question. Among them, 12,845 (63.00%) demonstrated weak performance with scores ranging from 0 to 2.5 marks. Students who demonstrated average performance, scoring from 3 to 6 marks were 4,902 (24.00%) and 2,644 (13.00%) demonstrated good performance, with scores ranging from 6.5 to 10 marks. Generally, this question had an average performance because 7,546 (37.00%) of the students scored above 2.5 marks, as shown in Figure 7.

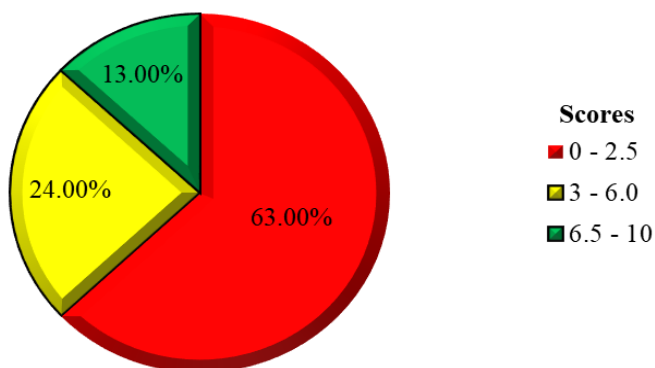


Figure 7: *Students' Performance in Question 6*

Figure 7 shows that, the majority of students (63.0%) demonstrate weak performance, which was attributed to insufficient knowledge about practical skills in using Microsoft Word program. In part (a) (i), many students confused the Save button with the Paste button, while others mistakenly identified it as a power-off button. Additionally, in parts (a) (ii) and (a) (iii), some students incorrectly associated the Undo button with the Google search engine, and others reversed the functions of the Undo and Redo commands. In part (b) (i), some students provided the long form of ICT instead of identifying formatting features, while others confused formatting with application software used for typing letters or performing statistical analysis. Additionally, some students did not attempt this part at all. In part (b) (ii), many students struggled to outline the correct steps for printing two copies of a friendly letter, leading them to guess answers, including steps for connecting a printer to a computer. Extract 6.1, shows a sample of incorrect responses.

6. (a) What is the function of each command buttons in the following Quick Access Toolbar?



(i) 

(ii)  change line spacing

(iii)  change font size

(b) Mr. Port who is an ICT teacher of a certain secondary school assigned Form Two students to type a friendly letter, perform all the necessary formatting and then printing it.

(i) What are the two formatting should be considered when typing a friendly letter?

- Font size
- Line spacing

(ii) Which steps would you follow to print two copies of a friendly letter? Give four steps.

- Write the number of copies
- Then select the print preview
- Print the First letter.
- Then Print the other

Extract 6.1: Sample of the students' incorrect responses to question 6

Extract 6.1, shows the response of a student who associated the Undo and Redo button with formatting features in part (a). However, the student provided the correct formatting features in part (b) (i) but gave unorganized steps for printing two copies of friendly letter in part (b) (ii).

Likewise, the analysis showed that 24 per cent of the students had average performance. Some of them identified the names of each command in a given quick access toolbar in part (a) (i), (ii) and (iii) but faced difficulties in explaining their functions. In part (b) (ii) majority of these students identified only one step for printing two copies of friendly letter. Furthermore, 13 per cent of students who had good performance correctly explained the function of command buttons provided in the Quick Access Toolbar in part (a). Some of them also correctly provided the formatting features to be considered when typing a friendly letter in part (b) (i), and steps for printing two copies of a friendly letter in part (b) (ii). Extract 6.2 shows the sample of part of correct answers in question 6.

6. (b) Mr. Port who is an ICT teacher of a certain secondary school assigned Form Two students to type a friendly letter, perform all the necessary formatting and then printing it.

(i) What are the two formatting should be considered when typing a friendly letter?

- Font size
- Line spacing.

(ii) Which steps would you follow to print two copies of a friendly letter? Give four steps.

- click file tab and then
- click print
- select number of copy and
- click print ok.

Extract 6.2: Sample of the students' correct responses to question 6

Extract 6.2 shows, sampled response from a student who correctly identified the formatting features to be considered when typing a friendly letter in part (b) (i). The student also correctly provided the steps to be followed when printing two copies of a friendly letter in part (b) (ii).

2.7 Question 7: The Internet

This question asked students to explain five benefits students would gain from their school being connected to the internet.

link. A total of 20,391 (100%) students attempted this question. Performance analysis revealed that 4,473 (21.90%) of students' scored from 0 to 2.5 marks, indicating weak performance. Conversely, 7,824 (38.40%) scored from 3 to 6.0 marks, signifying average performance, while 8,094 (39.70%) of the students scored from 6.5 to 10 marks, demonstrating good performance. Generally, the students' performance on this question was considered good, as 78.10% of the students scored above 2.5 marks, as illustrated in Figure 8.

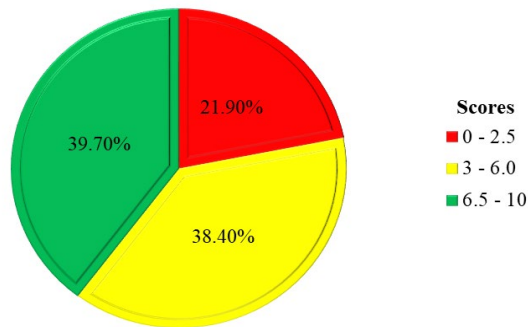


Figure 8: *Students' Performances in Question 7*

Figure 8 shows that 39.7% of the students demonstrated good performance, which was attributed to their understanding of the question's requirements and the concept of the internet. These students clearly explained the benefits of internet students would gain from their school being connected to the internet. On the other hand, 38.4 percent of the students with average performance correctly gave two to three out of five benefits of internet that would student gain at school. In addition, the analysis showed that some of them listed benefits of internet without giving clear explanations. Extract 7.1 provides a sample of correct responses.

7. What are the five benefits will the students get when the school is connected to the internet?

- (a) Students will enable to make communication easy.
 → The internet will make communication to be easy among the students of that school due to computer connection.
- (b) Students will enable to sharing various resources.
 → When the internet connected students can get various resources like printers, notebooks that may help him/her to study well when are at the school around.
- (c) Students will learn by electronic learning.
 → In this way, students can study at their home places instead to go to their physical studying or center.
- (d) Students will able to get various information from various places.
 → Internet can bring various information about performance and discipline of the students in the country.
- (e) Students will able to get materials from the internet for studying.
 Some materials students can find from the internet which may help them for issue of studying or learning.

Extract 7.1: Sample of the students' correct responses to question 7

Extract 7.1 shows the response of a student who correctly explained the benefits students would gain from their school being connected to the internet.

Likewise, 21.9 per cent of the students' demonstrated weak performance due to the failure of understanding the requirement of the question and insufficient knowledge about internet. The analysis revealed that some students only defined the term internet while others gave the general advantage of internet without considering its application to students who are at school. Moreover, some students misunderstood the question by explaining the benefits of computer instead of internet for students. Extract 7.2 provides a sample of incorrect responses.

7. What are the five benefits will the students get when the school is connected to the internet?

- (a) It Used of store data / document of school
- (b) It used of store notes of school
- (c) It used of education our school
- (d) It used of banget ^{intermanen} of school
- (e) It used of communication of school

Extract 7.2: Sample of the students' incorrect responses to question 7

Extract 7.2 presents a student's response that demonstrates confusion between the terms "computer" and "internet," that lead to the student outlining the functions of a computer instead of those of the internet.

2.8 Question 8: Computer Evolution

The question had two parts, (a) and (b). The question was as follows:

- (a) *Explain three types of computers according to their physical size.*
- (b) *What are the advantages of the fourth generation computers in comparison with the third generation computers?*

All 20,391 students (100%) attempted this question. The analysis of performance reveals that 8,614 (42.20%) scored from 0 to 2.5 marks, reflecting weak performance. Additionally, 7,882 (38.70%) attained scores from 3 to 6.0 marks, indicating average performance, while 3,895 (19.10%) scored from 6.5 to 10 marks, representing good performance. Overall, the question revealed an average performance, as 57.80 per cent of the students scored above 2.5 marks. Figure 9 summarises the students' performance in this question.

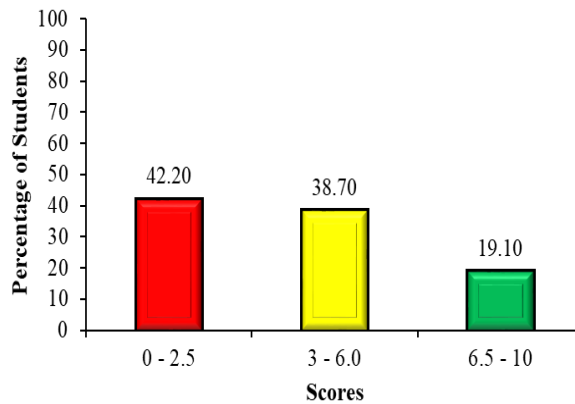


Figure 9: Students' Performance in Question 8

Figure 9 indicates that the majority of students (42.2%) demonstrated weak performance due to misinterpreting the question and lacking adequate knowledge about the types of computers. The analysis revealed that some students explained types of computers according to signals instead of types of computers according to physical size in part (a). Some students gave irrelevant responses. Furthermore, in part (b), most students listed advantages without specifying the computer generation to which they concern. Extract 8.1 presents one of the incorrect responses provided by the student.

8. (a) Explain three types of computers according to their physical size.

(i) Super computer

(ii) Personal computer

(iii) _____

(b) What are the advantages of the fourth generation computers in comparison with the third generation computers?

(i) It help to calculate numbers also to find the total.

(ii) It help to cutting money also to find the solution.

Extract 8.1 Sample of the students' incorrect responses to question 8

Extract 8.1: shows the response of a student who listed the type of computer without giving explanation in part (a). The student also gave the advantages of spreadsheet program instead of the benefits of fourth generation computers compared to the third generation computers in part (b).

Likewise, 38.7 per cent of the students demonstrated average performance. This performance resulted from inadequate knowledge of the types of computers, which led them to explain only one to two out of three types of computers categorized by physical size in part (a). In addition, some students confused examples of microcomputer and types of computer while others listed types of computer without giving explanations. Moreover, most of the students identified one advantages of the fourth generation of computers compared to third generation of computers. It was also observed that, some students wrote the advantages of fourth computer generation without making comparison to third generation computers.

In contrast, 19.1% of the students who performed well accurately explained the types of computers based on physical size in part (a). Additionally, some correctly outlined the advantages of fourth-generation computers compared to third-generation computers in part (b). Extract 8.2 presents one of the correct responses provided by the student.

8. (a) Explain three types of computers according to their physical size.

(i) Personal computers → This are computers that are designed for personal use

(ii) Mainframe computers → This are types of computers that are designed with high technology than personal computers

(iii) Super computers → This are types of computers that are expensive and designed with high storage capacity and high technology

(b) What are the advantages of the fourth generation computers in comparison with the third generation computers?

(i) the fourth generation have high technology compare to the third generation because it used Very Large Scale Integration technology

(ii) The fourth generation computers have high processing speed than the third generation computers

Extract 8.2 Sample of the students' correct responses to question 8

28

Extract 8.2, shows the response of a student who correctly explained the types of computers according to their physical size in part (a) and advantages of fourth generation computers compared to third generation computers in part (b).

2.9 Question 9: Computer Networks and Communication

This question assessed the student knowledge of Local Area Network. The question was as follows:

The headmaster of your school need to establish a Local Area Network (LAN) within the school compound. The network connects all computers available and other devices like printers, fax and mobile phones. In achieving the task, you have been asked to use the arrangement of computer that is flexible to add more computers according to the number of students enrolled.

- (a) Explain three factors you would consider before choosing a network topology.*
- (b) Which network topology will be appropriate to be installed at the school compound?*
- (c) What are the two advantages of installing the network topology identified in 9 (b)?*

All 20,391 students attempted this question. Among them, 12,203 (59.80%) demonstrated weak performance with scores ranging from 0 to 2.5 marks. Students who achieved average performance by scoring from 3 to 6 marks were 6,424 (31.50%) and 1,764 (8.70%) had good performance since their scores ranged from 6.5 to 10 marks. Generally, this question had an average performance, as 8,188 (40.20%) of the students scored above 2.5 marks, as shown in Figure 10.

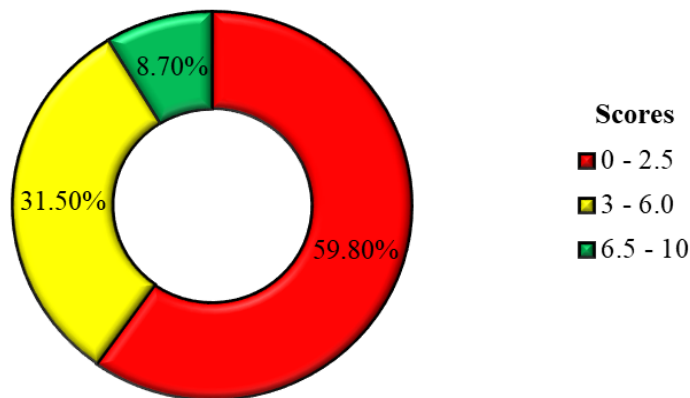


Figure 10: *Students' Performances in Question 9*

Figure 10 indicates that the majority of students (59.8%) demonstrated weak performance, primarily due to misinterpretation of the question and insufficient knowledge of network topology. The analysis showed that some students explained the advantages of installing network topology instead of factors for choosing a network topology in part (a). Others explained requirements for establishing the Local Area Network. Additionally, in part (b), most of them confused network topology with the types of networks categorized by area of coverage such as LAN, MAN and WAN. The students' inability to identify the correct network topology resulted in their failure to provide its advantages in part (c). Extract 9.1 provides a sample of an incorrect answer in this question.

9. The headmaster of your school need to establish a Local Area Network (LAN) within the school compound. The network connects all computers available and other devices like printers, fax and mobile phones. In achieving the task, you have been asked to use the arrangement of computer that is flexible to add more computers according to the number of students enrolled.
- (a) Explain three factors you would consider before choosing a network topology.
- (i) connection of switch, when the student want
to use the network topology should connect on switch
in order to perform work quickly.
- (ii) Router. This is the main consider that you
choose the network topology.
- (iii) network connection, The network connection should
be practice on the network topology.
- (b) Which network topology will be appropriate to be installed at the school compound?
..... Star topology.
- (c) What are the two advantages of installing the network topology identified in 9 (b)?
- (i) Easy to connect
- (ii) Use more cable.

Extract 9.1: Sample of the students' incorrect responses to question 9

Extract 9.1 presents the response of a student who mistakenly understood network topology as an electronic device, contrary to its actual concept, in part (a). However, the student correctly identified the appropriate type of network topology to be installed in the school compound in part (b) but was unable to provide the correct advantages of installing a star topology in part (c).

Similarly, the analysis revealed that 31.5 per cent of the students demonstrated average performance, which was attributed to insufficient knowledge of network topology, resulting in unclear explanations of factors provided in part (a). Some of these students failed to identify the star topology from ring topology, bus topology, hybrid topology and mesh topology in part (b). Furthermore, most students correctly provided one out of two advantages of installing a star network topology in the school compound, while others mistakenly wrote about its disadvantages. Apart from average performance, 8.7 per cent of the students demonstrated good performance due to clear understanding of the question and adequate knowledge of network topology. The analysis showed that students correctly

explained the factors considered when choosing a network topology in part (a) and identified the appropriate type of network topology in part (b). Furthermore, most students correctly gave the advantages of installing network topology in part (c). Extract 9.2 shows a sample of correct response from one of the students.

9. The headmaster of your school need to establish a Local Area Network (LAN) within the school compound. The network connects all computers available and other devices like printers, fax and mobile phones. In achieving the task, you have been asked to use the arrangement of computer that is flexible to add more computers according to the number of students enrolled.

(a) Explain three factors you would consider before choosing a network topology.

(i) The number of nodes that will be present in the network.

(ii) The efficiency of the network made to the number of nodes.

(iii) The cost of creating the network topology for connecting the nodes.

(b) Which network topology will be appropriate to be installed at the school compound?

star topology

(c) What are the two advantages of installing the network topology identified in 9 (b)?

(i) It is not affected by the sudden addition or deduction of a node.

(ii) It is easy to detect the source of a fault or problem in the network.

Extract 9.2: Sample of students' correct responses to question 9

Extract 9.2, shows the responses from a student who correctly explained factors to be considered before choosing a network topology in part (a) and identified the type of network topology installed at the school compound in part (b). The student also correctly gave the advantages of the star topology in part (c).

2.10 Question 10: Spreadsheet

This question required students to explain the reason for using a spreadsheet program rather than a counter book for maintaining transaction records.

All 20,391 students (100%) attempted this question. The analysis of performance reveals that 7,287 (35.7%) scored from 0 to 4 marks, reflecting weak performance. Additionally, 5,559 (27.3%) attained scores from 4.5 to 9.5 marks, indicating average performance, while 7,545 (37.0%) scored from

10.0 to 15 marks, representing good performance. Overall, the question revealed good performance, as 64.3 per cent scored above 4 marks. Figure 11 summarises the students' performance in this question.

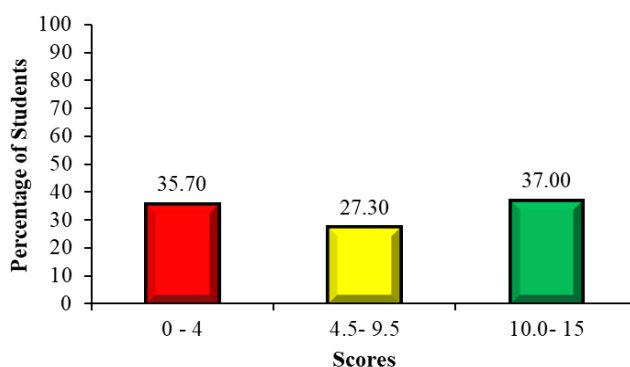


Figure 11: *Students' Performance in Question 10*

Figure 11 shows that the majority of students (37%) demonstrated good performance due to their sufficient knowledge of spreadsheet programs for maintaining transaction records and their essay writing skills. Most students accurately explained the reasons for using a spreadsheet instead of a counter book and provided relevant introductions as well as conclusions. Similarly, 27.3 per cent of students with average performance explained two to three benefits of using a spreadsheet over a counter book, while others provided unclear explanations for their points. Extract 10.1 provides a sample of correct responses from a student.

10. Why is it advised to use spreadsheet program instead of counter book in keeping transactions records? Explain by giving five points.

Spreadsheet - is the file that manipulates data inform of rows and columns. There are importance of using spreadsheet program instead of counter book in keeping transaction records. The following are the importance of using spreadsheet program instead of counter book in keeping transaction records.

It provides a neat work. Use of spread programmes provides a neat work because it has many features for editing and formatting, so if you use them they provide neat work.

It produce high quality of document. If you use spreadsheet program to keep transactions records, produces high quality document because there are many features that maintains the quality of document.

It stores the records electronically for future use. The use of spread sheet program help in keeping of document electronically for future use. Rather than counter book. Counter book is a paper it can be destroyed easily.

It can ~~format~~^{insert} the document in different form example in graph form. If the data is in graph form you can insert in graph form rather than counter book. In keeping transaction, other transaction must be kept in graph form so it is easy to keep in spreadsheet.

It is accurate and it does not make error. In keeping transaction records the spread sheet program can not make error, unless other wise the error have made by a person himself or herself.

Generally those above are importance of spread sheet so we are advised to use spread sheet program.

Extract 10.1: Sample of the students' correct responses to question 10

Extract 10.1 presents the response of a student who accurately explained the benefits of a spreadsheet program over a counter book, provided a correct introduction, but failed to deliver an appropriate conclusion.

In addition to the good performance, 35.7 percent of students displayed weak performance, primarily due to insufficient knowledge of spreadsheets

program and poor essay writing skills. The analysis showed that some students outlined two to three points without giving explanations while others provided irrelevant explanations. It was observed that some students did not attempt the question at all. Additionally, others listed points only without providing an introduction or conclusion. Extract 10.2 shows a sample of the incorrect responses from one of the students.

10. Why is it advised to use spreadsheet program instead of counter book in keeping transactions records? Explain by giving five points.

spreadsheet, is the area the are work
are working the following are the importance
of using spreadsheet in the or instead of counter
book in the school or in the different
area and help to provide the student

it help to store well information in the
computer and also help student to learning
well in the society and know different material
in the school and provide student well performance.

it help to know different style of write, it
provide people different ways of writing the work
and prevent large number of people we don't
write different type of write in the society

it help student to save different document,
for using the spread sheet and maint the
student to making good decision making for
using the pread sheet command in the society.

it help to create the fail well in the computer
on study, of create the document well it help to
control different problem in the society and pro
vide the good decision in the environment
and help people live well in the society and
create the document well in the computer.

it help people to working work of high
speed and promote the good lerationship amo
ng the people in the society or in the country
and promote the price fluctuation in the diff
erent trade and maintain the good health in
form of computer.

Extract 10.2: Sample of the students' incorrect responses to question 10

Extract 10.2 illustrates the response of a student who misunderstood the concept of a spreadsheet program, leading in incorrect explanations of its benefits.

3.0 ANALYSIS OF PERFORMANCE OF STUDENTS IN EACH TOPIC

The analysis reveals that among the nine (9) topics assessed in the Information and Computer Studies paper for FTNA 2024, the Multiple Choice items and 3 topics demonstrated good performance, while 5 topics showed average performance. The Multiple Choice items achieved good performance rate of 90.1%. The items were composed from the topics of *Information, Computer Handling, The Computer, Word Processing, Computer Software, Spreadsheet, Computer Networks and Communication, and The Internet*. It was noted that the students' performance was also good in the questions derived from the topics of *The Internet* (78.1%), *Information* (65.7%) and *Spreadsheet* (64.3%). The remaining topics showed an average performance, with pass rates ranging from 37.0% to 57.8%. These topics included *Computer Evolution, Computer Handling, The Computer, Computer Networks and Communication* and *Word Processing*. The analysis of the students' performance on each topic is presented in the Appendix of the report.

4.0 CONCLUSION

The analysis indicated that the overall performance in the 2024 Information and Computer Studies Assessment was average, with a pass rate of 57.4%, reflecting a 2.5% decline compared to 2023. Performance analysis across different topics revealed that a Multiple-Choice items and three (3) topics demonstrated good performance, five (5) topics had average performance, and no topic showed weak performance. Factors contributing to the average performance included misinterpretation of question requirements, poor essay writing skills, limited practical skills in Ms.- Word, and limited understanding of the assessed concepts, which led to unclear explanations by some students.

5.0 RECOMMENDATIONS

To enhance the academic achievements of students in Information and Computer Studies subject, the following suggestions are proposed:

- (a) Students should dedicate time to practice MS Word tasks in a hands-on environment.
- (b) Students should practice switching on and off the computer by following appropriate procedure.
- (c) Students should practice reading and analyzing questions carefully to understand their requirements.
- (d) Students should practice writing essays under timed conditions to improve their structure, coherence, and clarity.
- (e) Teachers should allocate adequate time for hands-on computer laboratory sessions, focusing on MS Word skills.
- (f) Teachers should assign essay-writing tasks regularly and provide detailed feedback.

APPENDIX: Analysis of Students' Performance Per Topic – FTNA 2024

S/N	Topic	Question Number	Percentage of Students who Scored an Average of 30% or Above	Remarks
1	Information, Computer Handling, The Computer, Word Processing, Computer Software, Spreadsheet, Computer Networks and Communication, and The Internet	1	90.1	Good
2	The Internet	7	78.1	Good
3	Information	3	65.7	Good
4	Spreadsheet	10	64.3	Good
5	Computer Evolution	8	57.8	Average
6	Computer Handling	4 & 5	43.0	Average
7	The Computer	2	40.3	Average
8	Computer Networks and Communications	9	40.2	Average
9	Word Processing	6	37.0	Average

