



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS

2015-2022

Curriculum Development Unit
P.O.BOX MP133
Mount Pleasant
Harare

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valid contribution in the production of this Syllabus:

- The National Information Communication and Technology (ICT) Syllabus Panel
- Representatives from Universities, Technical and Teachers Colleges
- Zimbabwe School Examinations Council (ZIMSEC)
- Representatives of Book Publishers
- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organization (UNESCO)

Information and Communication Technology (ICT)

1.0 PREAMBLE

1.1 Introduction

The Information and Communication Technology (ICT) syllabus is one of the seven learning areas at Infant level as noted in the Curriculum Framework for Primary and Secondary Education. It provides a broad perspective on the basic knowledge and practical skills on how to use and apply a variety of technologies in everyday life. The syllabus intends to equip learners with the general understanding of how information systems are designed to suit particular applications and how such systems work. The ICT syllabus is intended to be infused within other learning areas in the school curriculum.

The syllabus will follow a developmental approach that will lead learners to grow into a confident relationship with ICTs through education Infant module .

1.2 Rationale

ICT requires learners to pay close attention to developing adequate life and career skills. It adequately equips today's learners in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens. ICT is significantly enhancing and altering human activities, enabling us to live, work and think in ways that most of us never thought possible. Since technology has an increasingly significant impact, and such broad implications for every individual, groups and entire nations, learners must be prepared to understand, control use and apply ICT in effective and efficient ways.

1.3 Summary of Content

The Infant School ICT syllabus covers theory and practical activities in areas such as drawing, programming and designing. This enables learners to be exposed to a wide variety of ICT tools and programs which develop expertise, originality, confidence, self-identity (*Unhu/Ubuntu/Vumunhu*) and the ability to communicate.

ICT provides unique opportunities for scaffolding and supporting learning for learners with special learning needs, and learners from culturally or linguistically diverse backgrounds. The use of ICT encompasses enterprise skills, a significant contributor to the socio-economic transformation of the nation.

1.4 Assumptions

The syllabus assumes that learners:

- are exposed to some electronic tools at their homes such as smart phones
- are able to manipulate some electronic tools at their homes
- have innate desire to explore the basic elements and principles of design
- have an appreciation of ICT devices
- are confident in dealing with electronic devices
- are persistent in working with difficult problems

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1.5 Cross Cutting Themes

ICT learning area will encompass and have a universal thrust on the following cross cutting themes:

- Collaboration
- HIV and AIDS
- Heritage Studies
- Human Rights
- Child Protection
- Gender
- Environmental Issues
- Disaster Risk Management

2.0 PRESENTATION OF THE SYLLABUS

The syllabus is presented as a single document catering for Infant level.

3.0 AIMS

The syllabus aims to enable learners to:

- 3.1 appreciate the role and impact of ICTs, safety and security as they apply to self, work and society
- 3.2 develop an understanding of the operating skills required, be creative and innovative in solving problems through ICTs
- 3.3 acquire enterprise skills using ICTs
- 3.4 infuse ICTs in other subjects across the curriculum
- 3.5 create an awareness of their cultural heritage, its preservation and developmental issues using ICTs

4.0 SYLLABUS OBJECTIVES

By the end of the infant school level, learners should be able to:

- 4.1. identify ICT tools in the environment
- 4.2 identify computer packages
- 4.3 create a computer based solution from a given problem statement
- 4.4 operate ICT tools to achieve specific tasks
- 4.5 handle data using ICTs
- 4.6 apply the elements and principles of design
- 4.7 present information in a variety of forms
- 4.8 archive cultural and scientific information using ICTs
- 4.9 infuse ICT into other learning areas
- 4.10 evaluate the effectiveness of computer safety and security

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5.0 METHODOLOGY AND TIME ALLOCATION

In this syllabus, some of the methods and approaches that can be used to teach Information and Communication Technology in primary schools are as follows:

5.1 Methodology

- Problem Solving
- Games
- Simulation and Modeling
- Discovery and Experimentation
- Design Based Learning
- Project-based Learning (Case Study)
- Question and Answer
- Discussions and Group Work
- Demonstrations
- Educational Tours
- Research and Presentations

NB: Teachers should be aware of methods and principles that meet the diverse needs of learners that include visual tactile, individualization, self-activity, totality and wholeness.

5.2 Time Allocation

ECD A should be allocated 2 periods of 15 minutes each per week. ECD B should be allocated 2 periods of 20 minutes each per week. In Grades 1 and 2 the learning area should be allocated at least 1 hour per week per class.

6.0 SYLLABUS TOPICS

- 6.1. ICT Tools
- 6.2 Creating and Publishing
- 6.3 Application Software
- 6.4 Safety and Security
- 6.5 Programming

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7.0 SCOPE AND SEQUENCE

TOPIC	ECD A	ECD B	GR1	GR2
ICT TOOLS	Computer play ICT toys	Computer play ICT toys	Parts of a computer	Parts of a computer
CREATING AND PUBLISHING	Scribble	Puzzles	Drawing and Colouring	Auto Shapes Digitising information
APPLICATION SOFTWARE	Paint	Drawing	Text Input Word processing	Text Formatting
SAFETY AND SECURITY	Multimedia	Multimedia	Multimedia	Multimedia
	Computer safety rules	Computer safety rules	Formulation of computer safety rules	Computer safety rules
			Computer security	Computer security
PROGRAMMING	Control	Control	Handling of computers	Health hazards e-waste management
			Devices and Commands	Devices and Commands

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COMPETENCY MATRIX ECD A

TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.1 ICT TOOLS	<ul style="list-style-type: none"> play with available ICT toys 	<ul style="list-style-type: none"> ICT toys ICT models 	<ul style="list-style-type: none"> Naming available ICT toys Playing with available ICT toys Creating ICT models using locally available resources 	<ul style="list-style-type: none"> Toy Laptops Smart Phones Remote Controls Cameras
7.2 CREATING AND PUBLISHING	<ul style="list-style-type: none"> scribble using the mouse or touch screen select colours 	<ul style="list-style-type: none"> Scribble Drawing 	<ul style="list-style-type: none"> Scribbling using selected colours Drawing using selected colours 	<ul style="list-style-type: none"> ICT tools Charts of scribbled work
7.3 APPLICATION SOFTWARE	<ul style="list-style-type: none"> select and use different painting tools paint pictures and shapes 	<ul style="list-style-type: none"> Painting 	<ul style="list-style-type: none"> Identifying painting icons such as pencils, brushes and colour icons Free painting using the mouse or touch screen Painting pictures and shapes based on Socio-cultural context 	<ul style="list-style-type: none"> Mouse Paint Program Touch screen Smart boards Zimbabwean Flag
7.4 SAFETY AND SECURITY	<ul style="list-style-type: none"> identify musical toys play with the musical toys play using musical software 	<ul style="list-style-type: none"> Multimedia Music 	<ul style="list-style-type: none"> Naming musical toys Playing music from toys and computer related tools Conducting educational tours: visiting studios 	<ul style="list-style-type: none"> Toy Phones Pianos Computers Music Software
7.5 PROGRAMMING	<ul style="list-style-type: none"> state computer safety rules identify different electronic toys guide a floor robot 	<ul style="list-style-type: none"> Basic computer safety rules Safe computer use Control Robotics 	<ul style="list-style-type: none"> Discussing computer safety rules Stating computer safety rules Exploring a range of control toys and devices Visiting specific locations using a robot on a floor map. 	<ul style="list-style-type: none"> Charts showing computer safety rules Electronic toys with remotes Homemade robots

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COMPETENCY MATRIX ECD B

TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.6 ICT TOOLS	<ul style="list-style-type: none"> operate available ICT toys 	<ul style="list-style-type: none"> ICT toys 	<ul style="list-style-type: none"> Naming and playing with available ICT toys 	<ul style="list-style-type: none"> Toy laptops Phones Remote controls Cameras
	<ul style="list-style-type: none"> name computer parts switch on and off the computer manipulate the computer mouse 	<ul style="list-style-type: none"> Parts of a computer -Computer Play 	<ul style="list-style-type: none"> Identifying parts of a computer Switching on and off the computer Playing computer games 	<ul style="list-style-type: none"> Mouse Screen System Unit Keyboard Printer
7.7 CREATING AND PUBLISHING	<ul style="list-style-type: none"> identify disjointed objects solve puzzles join blocks to make a complete object 	<ul style="list-style-type: none"> Computer puzzles - Disjointed objects such as pictures and shapes - Blocks of different colours such as alphabets, numbers 	<ul style="list-style-type: none"> Identifying disjointed objects on a computer puzzle Selecting parts of disjointed objects to make a whole Playing games with blocks Solving puzzles using shapes and colours: <ul style="list-style-type: none"> Zimbabwean flag Map of Zimbabwe 	<ul style="list-style-type: none"> ICT tools Charts showing disjointed objects Pictures of different objects

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TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.8 APPLICATION SOFTWARE	draw patterns and shapes	<ul style="list-style-type: none"> Drawing 	<ul style="list-style-type: none"> Drawing different patterns and shapes based on socio-cultural context 	<ul style="list-style-type: none"> ICT tools
	<ul style="list-style-type: none"> play media files retell folktales record sounds and videos 	<ul style="list-style-type: none"> Multimedia - Educational cartoons based on folktales 	<ul style="list-style-type: none"> Playing media files using ICT tools Conducting educational tours Watching educational cartoons using ICT tools Recording sounds and videos 	<ul style="list-style-type: none"> ICT tools
7.9 SAFETY AND SECURITY	<ul style="list-style-type: none"> state computer safety rules identify physical security requirements for ICT tools 	<ul style="list-style-type: none"> Basic computer safety rules -Computer security 	<ul style="list-style-type: none"> Stating computer safety rules Discussing computer safety rules Discussing physical security requirements for ICT tools 	<ul style="list-style-type: none"> Charts and pictures showing computer safety rules Pictures showing computer security
7.10 PROGRAMMING	<ul style="list-style-type: none"> guide a floor robot in relation to other objects on a floor map identify the different tasks that the robots can do 	<ul style="list-style-type: none"> Control -Robotics 	<ul style="list-style-type: none"> Visiting specific positions using a robot on a floor map related to other objects Conducting educational tours 	<ul style="list-style-type: none"> Scratch Programming, Logo ATM and automatic doors

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COMPETENCY MATRIX GRADE 1

TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.11 ICT TOOLS	<ul style="list-style-type: none"> identify parts of a computer use the computer parts 	<ul style="list-style-type: none"> Parts of a Computer 	<ul style="list-style-type: none"> Naming computer parts Operating computer parts using programs such as Notepad and WordPad Playing computer games using ICT tools 	<ul style="list-style-type: none"> ICT Tools: desktops, laptops, tablets, smart phones Print and Electronic media
7.12 CREATING AND PUBLISHING	<ul style="list-style-type: none"> draw and colour pictures and shapes create a picture story 	<ul style="list-style-type: none"> Drawing and colouring 	<ul style="list-style-type: none"> Drawing of pictures and shapes Painting using a Paint package to create pictures and effects Creating a picture story 	<ul style="list-style-type: none"> Pictures based on socio-cultural context ICT tools Print media Painting Package such as: <ul style="list-style-type: none"> Microsoft paint, Monkey jam and Tux paint
7.13 APPLICATION SOFTWARE	<ul style="list-style-type: none"> identify the layout of a keyboard use basic keyboard keys type text and numbers 	<ul style="list-style-type: none"> Text input Word processing 	<ul style="list-style-type: none"> Identifying numeric and letters on the keyboard Demonstrating the use of basic keyboard keys: delete, caps lock, space-bar, enter and back space Typing letters, numbers and words 	<ul style="list-style-type: none"> Word processing programme Available ICT tools
	<ul style="list-style-type: none"> take a photo play recorded music and videos 	<ul style="list-style-type: none"> Multimedia 	<ul style="list-style-type: none"> Photographing using ICT tools Recording audio and video during class related activities using ICT tools 	<ul style="list-style-type: none"> ICT Tools Media Player

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7.14 SAFETY AND SECURITY			<ul style="list-style-type: none"> • Navigating music buttons on a media player such as pause, play and next • Controlling volume settings on a media player 	
	<ul style="list-style-type: none"> • state the computer safety precautions • describe the consequences of breaking computer safety rules 	<ul style="list-style-type: none"> • Formulation of Rules <ul style="list-style-type: none"> - Computer safety precautions 	<ul style="list-style-type: none"> • Stating computer safety precautions • Discussing the consequences of breaking computer safety rules 	<ul style="list-style-type: none"> • Educational pictures and videos on computer safety
	<ul style="list-style-type: none"> • describe physical security requirements for ICT tools 	<ul style="list-style-type: none"> • Computer security 	<ul style="list-style-type: none"> • Discussing physical security requirements for ICT tools 	<ul style="list-style-type: none"> • Pictures and videos on computer security
	<ul style="list-style-type: none"> • explain ways of preventing electrical accidents when using a computer • shut down computer devices properly 	<ul style="list-style-type: none"> • Handling of computers <ul style="list-style-type: none"> - Protecting the computer from electrical damage - Proper shutting down procedures 	<ul style="list-style-type: none"> • Discussing ways of preventing electrical accidents when using a computer • Shutting down the computer before switching off the plugs 	<ul style="list-style-type: none"> • Plugs • Adapters • Surge protectors • UPS

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TOPIC	OBJECTIVES • Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.15 PROGRAMMING	<ul style="list-style-type: none"> • move screen objects using a set of instructions • ordering a sequence of commands into a programmable robot or toy • demonstrate how computer processes instructions and commands (computational thinking) 	<ul style="list-style-type: none"> • Devices and commands <ul style="list-style-type: none"> - Program Algorithms - Turtle and electronic toys 	<ul style="list-style-type: none"> • Exploring how devices respond to commands • following instructions to move around a course • Exploring outcomes when individual buttons are pressed on robots, such as floor turtles and combine these together to draw shapes 	<ul style="list-style-type: none"> • Screen turtle • Logo • Scratch Programming • programmable toys • code academy

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COMPETENCY MATRIX GRADE 2

TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.16 ICT TOOLS	<ul style="list-style-type: none"> identify parts of a computer explain uses of computer parts use different parts of the computer to perform tasks 	<ul style="list-style-type: none"> Parts of a Computer 	<ul style="list-style-type: none"> Naming computer parts Outlining uses of computer parts Playing games using ICT tools Conducting educational tours to organizations which specializes on computer hardware 	<ul style="list-style-type: none"> ICT Tools: desktops, laptops, tablets, smart phones Print and Electronic media
7.17 CREATING AND PUBLISHING	<ul style="list-style-type: none"> insert shapes and pictures format shapes combine shapes create and retell a picture story 	<ul style="list-style-type: none"> Auto Shapes Symbols Pictures 	<ul style="list-style-type: none"> Demonstrating how to Insert auto shapes Formatting shapes Combining shapes and pictures using a range of tools in a paint package to create and retell a picture story based on everyday life 	<ul style="list-style-type: none"> Work cards ICT tools Plane shapes Pictures Paint Program
7.18 APPLICATION SOFTWARE	<ul style="list-style-type: none"> classify text using a specified coding scheme code and decode text using a specified coding scheme select text format text 	<ul style="list-style-type: none"> Digitising information -Cryptography -Coding -Decoding Formatting Text 	<ul style="list-style-type: none"> Discussing the use of a coding scheme Writing of words using code instead of letters Selecting text using shift and the arrow navigation keys Applying Bold, underline, font colour and size to text 	<ul style="list-style-type: none"> ICT tools Chart with alphabetical letters and numbers Word processor software ICT tools: desktops, laptops, tables, smart phones

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TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> access media files from removable disks play music and videos from computer devices create a story board using pictures, videos and sound 	<ul style="list-style-type: none"> Multimedia 	<ul style="list-style-type: none"> Retrieving media files from removable disks Navigating music buttons on a media player such as pause, play, next Conducting educational tours: music concerts, studios 	<ul style="list-style-type: none"> Expert guest presentation ICT tools <ul style="list-style-type: none"> projectors computers tablets DVDs CDs Smart phones memory sticks smart boards
7.19 SAFETY AND SECURITY	<ul style="list-style-type: none"> match computer safety rules from provided pictures and videos 	<ul style="list-style-type: none"> Computer safety rules 	<ul style="list-style-type: none"> Formulating computer safety rules from given pictures and videos Carrying out safety drills 	<ul style="list-style-type: none"> Pictures and videos showing computer safety rules
	<ul style="list-style-type: none"> describe physical security requirements for ICT tools 	<ul style="list-style-type: none"> Computer security 	<ul style="list-style-type: none"> Discussing physical security requirements for ICT tools 	<ul style="list-style-type: none"> Pictures and videos on computer security
	<ul style="list-style-type: none"> identify health hazards associated with computers describe the correct posture when operating ICT tools identify precautions to be taken when using ICT tools list proper methods of disposing broken down ICT Tools 	<ul style="list-style-type: none"> Health Hazards <ul style="list-style-type: none"> e-waste management 	<ul style="list-style-type: none"> Discussing Repetitive Strain Injuries (RSIs) Discussing the importance of ventilation when using a ICT tools Demonstrating proper sitting posture Discussing dangers associated with incorrect use of ICT tools such as use of 	<ul style="list-style-type: none"> Screen guards, Adjustable chairs ICT tools

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TOPIC	OBJECTIVES Learners should be able to:	CONTENT/ COMPETENCIES	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.20 PROGRAMMING	<ul style="list-style-type: none"> • identify computer processes, instructions and commands • create and edit sequences of instructions. 	<ul style="list-style-type: none"> • Devices and Commands -Program Algorithms -Turtle 	<ul style="list-style-type: none"> • ear phones, addiction to video games • Discussing proper methods of e-waste management • Exploring a screen turtle navigating around a course or grid. • Drawing shapes from a sequence of instructions • Directing the turtle through the use of text 	<ul style="list-style-type: none"> • Scratch application package • Prolog

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8.0 ASSESSMENT

8.1 Assessment Objectives

8.1.1 Knowledge and Understanding

Learners should be able to:

- identify ICT tools in the environment
- recognise information in a variety of forms
- communicate using ICT tools
- incorporate ICT into other subjects
- present information in a variety of forms
- archive cultural information using ICT tools

8.1.2 Problem solving

Learners should be able to:

- create a computer project from a given problem statement
- give commands to control a device using ICT
- select and apply appropriate techniques and principles to develop data structures
- present information in a variety of forms
- implement data structures

8.1.3 Practical Skills

Learners should be able to:

- select and apply appropriate techniques and principles to develop data structures
- design and develop solutions to given problem
- create a computer project from a given problem statement

8.2 Scheme of Assessment

The ICT Syllabus for Infants embraces continuous assessment which is mainly formative in nature.

Continuous Assessment (100%)

Profiling and practical assignments are administered on learners from ECD through to Grade 2, while tests start at Grade 1. Tests and assignments are designed by the class teacher. Assessment instruments like checklists and observation schedules must go through national standardisation.

NB: Assessment through practical assignments and tests may not contribute to the final mark. Profiling should continue through to Grade 7.

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Assessment Table

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASK	NATURE OF ASSESSMENT TASK	FREQUENCY
ECD	Continuous	<ul style="list-style-type: none"> • Scribbling • Painting • Colouring • Gaming • Audio and video recording • Photographing • Solving puzzles 	<ul style="list-style-type: none"> • Practical exercises 	<ul style="list-style-type: none"> • Regularly
GRADE 1	Continuous	<ul style="list-style-type: none"> • Drawing • Painting • Colouring • Gaming • Audio and video recording • Photographing • Solving puzzles • Typing 	<ul style="list-style-type: none"> • Practical and written exercises 	<ul style="list-style-type: none"> • Fortnightly and monthly
GRADE 2	Continuous	<ul style="list-style-type: none"> • Drawing • Painting • Colouring • Gaming • Audio and video recording • Photographing • Solving puzzles • Typing 	<ul style="list-style-type: none"> • Practical and written exercises 	<ul style="list-style-type: none"> • Fortnightly and monthly

NB: Practical exercises can be done individually or in groups

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Assessment Criteria

Assessment Instruments:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests
- Practical Tests

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9.0 APPENDICES

APPENDIX I: GLOSSARY OF TERMS USED IN QUESTION PAPERS

It is hoped that the glossary will be helpful to learners as a guide. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Learners should appreciate that the meaning of a term must depend in part on its context.

1	Define	is intended literally, only a formal statement or equivalent paraphrases being required.
2	State	implies a concise answer with little or no supporting argument e.g. numerical answer that can readily be obtained by inspection
3	List	requires a number of points generally each of one word with no elaboration, where a number of points is specified this should not be exceeded.
4	Explain	may imply reasoning or some reference to theory depending on the context
5	Describe	requires the candidate to state in words (using diagrams where appropriate) the main points of the concept
6	Outline	implies brevity that is restricting the answer to given essentials
7	Predict/deduce	the candidate is expected to produce the expected answer by making a logical connection between other pieces of information
8	Suggest	it is used in two main contexts that is either to imply that there is no unique answer or to imply that learners are expected to apply their general knowledge
9	Find	is a general term that may variously be interpreted as calculate, measure, determine etc
10	Determine	often implies that the quantity concerned cannot be measured directly but is obtained by calculation

APPENDIX II: ACRONYMS

ATM	Automated Teller Machine
CDs	Compact Disks
SYSTEM UNIT	Central Processing Unit
DVDs	Digital Versatile Disks
GUI	Graphical User Interface
ICT	Information and Communication Technology
Internet	International Network
UPS	Uninterrupted Power Supply
RSI	Repetitive Strain Injuries



