

**kasneb**

**DICT LEVEL I**

**COMPUTER APPLICATIONS PRACTICAL I**

**TUESDAY: 21 May 2019.**

**Time Allowed: 3 hours.**

**Answer ALL questions. Marks allocated to each question are shown at the end of the question.**

**Additional instructions:**

- 1. Save all your work in the flash disk provided and in a folder bearing your registration number.**
- 2. Work on each question should be saved in the subfolder contained in the folder created in number 1 above. The name of the subfolder should correspond to the question number.**
- 3. Your registration number MUST appear as a header on every printout containing your answers.**
- 4. You must indicate the number of the question answered on the header created in number 3 above.**

**Note: The information in numbers 1-4 above must be computer generated.**

**At the end of examination duration, you should hand in to the invigilator(s):**

- (a) The flash disk containing your work.**
- (b) All printed work.**
- (c) All unused printing paper(s).**

**QUESTION ONE**

Use a word processor to create a document called "Question One".

Use "Question One" document to key in and save solutions to questions one (a) to (f) below:

- (a) Explain two attributes that could be assigned to a file. (2 marks)**
- (b) Highlight two advantages and two disadvantages of time sharing operating systems. (4 marks)**
- (c) Differentiate between an "uninstall feature" and the "delete feature" in reference to computing. (2 marks)**
- (d) Define the term "soft boot". (2 marks)**
- (e) Describe a split window as used in word processing. (3 marks)**
- (f) Differentiate between a "widow" and "orphan" in the context of a word processing program. (2 marks)**

**(Total: 15 marks)**

**QUESTION TWO**

Use a word processor to create a document called "Question Two".

Use this document to key in and save solutions to the following questions:

- (a) State three advantages of desktop publishing software over word processors. (3 marks)**
- (b) Explain the role of the ruler feature as used in word processing. (2 marks)**
- (c) Describe the following power point presentation tools:**
  - (i) Shape fill. (2 marks)**
  - (ii) Pointer options. (2 marks)**
  - (iii) Animation painter. (2 marks)**
- (d) Highlight four tasks that could be performed on a slide in slide sorter view. (4 marks)**

**(Total: 15 marks)**

### QUESTION THREE

Using a word processor, create a new document and save it as "Question Three".

Use "Question Three" document to save solutions to questions (a) to (h) below:

- (a) Capture a screen shot showing the version of the operating system installed in your computer. (2 marks)
- (b) Capture and save screenshots showing the following windows:
- (i) Mouse properties. (2 marks)
  - (ii) Keyboard properties. (2 marks)
- (c) Use the appropriate tool to create a folder called Year 2019 on the desktop. Capture a screen shot showing the folder you have created. (3 marks)
- (d) Change your mouse pointer to a handwriting icon. Capture appropriate screen shots showing how the task was done. (3 marks)
- (e) Capture a screen shot showing your computer's performance information. (3 marks)
- (f) Run disk cleanup for your computer's local disk. Capture a screen shot showing the progress of the task. (3 marks)
- (g) Use a DOS command to display a list of files and subdirectories in the root directory. Capture a screen shot to display how you have performed the task. (4 marks)
- (h) Create a folder called music on the desktop and change its icon to that of a DVD. Capture a screen shot showing all the changes. (3 marks)

**(Total: 25 marks)**

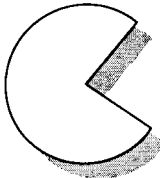

### QUESTION FOUR

Using a word processor program, create a new document named "Question Four".

In "Question Four" document, perform the following tasks:

- (a) Type the attendance lists below:
- STUDENT LIST
- |          |        |
|----------|--------|
| Antony   | Kim    |
| Paul     | Larry  |
| Carol    | Felix  |
| Oliva    | Mwende |
| Benjamin | Mbappe |
- TEACHERS LIST
- |         |        |
|---------|--------|
| John    | Cosmas |
| Phillip | Otieno |
| Jackson | Nyaga  |
| Derira  | Samson |
- (2 marks)
- (b) Change the page margins to narrow. (1 mark)
- (c) Sort the student's names alphabetically in ascending order. (1 mark)
- (d) Add numbering to the "STUDENT" and "TEACHERS" lists separately. (2 marks)
- (e) Change the layout of "STUDENT LIST" to two columns. (1 mark)
- (f) Insert a header named "Annual" and type the "Attendance list" as a document title. (2 marks)
- (g) Insert a bookmark next to the "ATTENDANCE LIST" title and name it "Title". (1 mark)

- (h) Add the word “BACK” below the list and make it a hyperlink to the top of the document. (1 mark)
- (i) Insert a clip art of your choice measuring one inch by one inch in form of a washout. (2 marks)
- (j) Create a document as shown below:


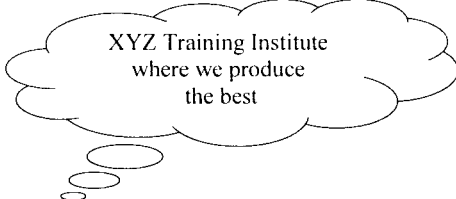
| Advantages of using flowcharts                                                                                                      | Disadvantages of using flowcharts                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Proper documentation:-</b><br>Program flowcharts serve as a good program documentation, which is needed for various purposes. | (i) The essential of what is done can easily be lost in technical details of how it is done.                               |
| 2. <b>Proper debugging:-</b> The flowchart helps in debugging process.                                                              | (ii) <b>Complex Logic:</b> Sometimes the program is quite complicated. In this case, flowchart becomes complex and clumsy. |
|                                                    |                                          |

Save and print “Question Four” document.

12 marks  
(Total: 25 marks)

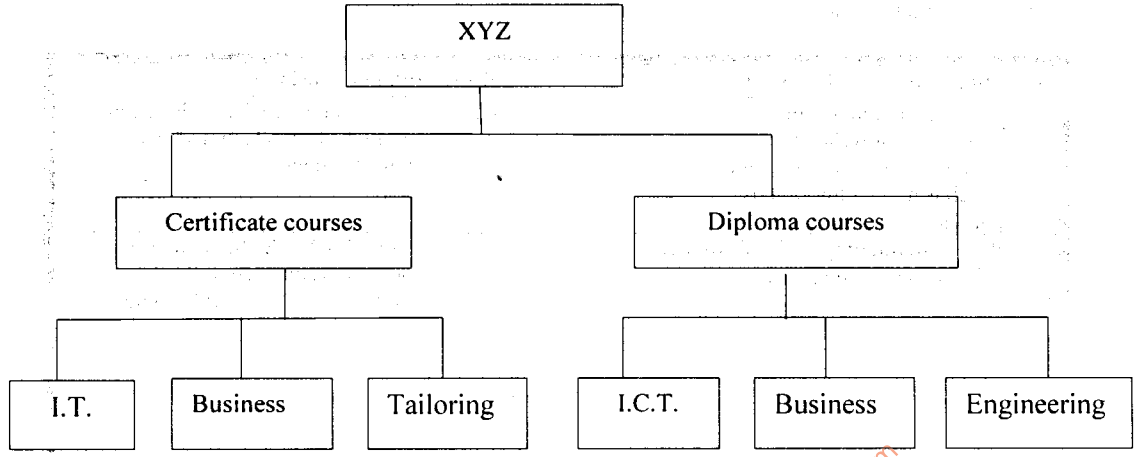
#### QUESTION FIVE

- (a) Load a presentation program and create a presentation using the details shown in the table below:

| SLIDE NO                                | SLIDE CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                         |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|------|------|-----|------|------|-----|------|------|-----|------|-----|-----|--|
| 1                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 2                                       | Welcome to our 29 <sup>th</sup> Graduation Ceremony.<br>Today 720 graduates will be awarded Certificates and Diplomas in varied areas of specialisation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                         |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 3                                       | <p style="text-align: center;"><b>HISTORY OF GRADUATION</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;">&lt;Insert a picture of your choice here &gt;</td> <td style="width: 30%; text-align: center;"> <table border="1"> <thead> <tr> <th>Year</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>383</td> <td>168</td> </tr> <tr> <td>2017</td> <td>513</td> <td>140</td> </tr> <tr> <td>2018</td> <td>201</td> <td>349</td> </tr> <tr> <td>2019</td> <td>256</td> <td>380</td> </tr> </tbody> </table> </td> <td style="width: 40%;"></td> </tr> </table> <p>We filter the best to the job market</p> | <Insert a picture of your choice here > | <table border="1"> <thead> <tr> <th>Year</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>383</td> <td>168</td> </tr> <tr> <td>2017</td> <td>513</td> <td>140</td> </tr> <tr> <td>2018</td> <td>201</td> <td>349</td> </tr> <tr> <td>2019</td> <td>256</td> <td>380</td> </tr> </tbody> </table> | Year   | Male | Female | 2016 | 383  | 168 | 2017 | 513  | 140 | 2018 | 201  | 349 | 2019 | 256 | 380 |  |
| <Insert a picture of your choice here > | <table border="1"> <thead> <tr> <th>Year</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>383</td> <td>168</td> </tr> <tr> <td>2017</td> <td>513</td> <td>140</td> </tr> <tr> <td>2018</td> <td>201</td> <td>349</td> </tr> <tr> <td>2019</td> <td>256</td> <td>380</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                         | Year                                    | Male                                                                                                                                                                                                                                                                                                                             | Female | 2016 | 383    | 168  | 2017 | 513 | 140  | 2018 | 201 | 349  | 2019 | 256 | 380  |     |     |  |
| Year                                    | Male                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Female                                  |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 2016                                    | 383                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 168                                     |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 2017                                    | 513                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 140                                     |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 2018                                    | 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 349                                     |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 2019                                    | 256                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 380                                     |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 4                                       | We join parents, relatives and friends in sharing the joy brought by this occasion and wish the graduands a prosperous future.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                         |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |
| 5                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                         |                                                                                                                                                                                                                                                                                                                                  |        |      |        |      |      |     |      |      |     |      |      |     |      |     |     |  |

(10 marks)  
TD14 Page 3  
Out of 4

- (b) (i) Insert a new slide between Slide 2 and Slide 3 in (a) above. (1 mark)
- (ii) Create the following course structure in the slide inserted in (b) (i) above.



(3 marks)

- (c) Create a customised animation for the slides as follows:
  - (i) Add a flying entrance effect to Slide 1. (1 mark)
  - (ii) Add a spin emphasis effect to Slide 2. (1 mark)
  - (iii) Add uncover down transition to Slide 2. (1 mark)
  - (iv) Add box in transition to Slide 5. (1 mark)

- (d) Set your presentation to loop continuously until "esc". (2 marks)

Save the presentation as "Question Five". Print a handout of six slides per page in grayscale.

**(Total: 20 marks)**

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