UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

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## for the guidance of teachers

# 0420 COMPUTER STUDIES

0420/13

Paper 1, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

			man .
P	age 2	2 Mark Scheme: Teachers' version Svllab	us A r
		IGCSE – October/November 2010 0420	No.
(a)	) Inte Any – – –	errupt y two points from: a signal/request generated by a device/program which causes a break in the execution of the program/stops the pro examples: printer out of paper, <break> key pressed, disk full</break>	ogram
(b)	) Opt Any – – – – –	<b>tical media</b> y <b>two</b> points from: type of non-magnetic memory uses light sensitive surface to store data media are very portable can be write once or write many times used to store large files can be ROM or RAM examples: CD, DVD	[2]
(c)	) CAI Any     	<b>D</b> y <b>two</b> points from: computer aided design uses special hardware such as hi-res screen, plotters, spaceball makes use of features such as 2D, 3D, wire frames, costings, zoor use a library of spare parts often used with CAM examples: architecture designing buildings, car design, lighting at o	n concerts [2]
(d)	) ver Any – – – –	<b>Tification</b> <b>y two</b> points from: check on input for errors check before and after transfer (of signals) by double entry on screen checking comparing input/use of second operator e.g. typing in a password twice	[2]
(e)	) GP: Any - - - - - - - - - - -	S y two points from: Global positioning system navigational system uses satellites which transmit data to determine <b>exact</b> location and time satellites use atomic/very accurate clocks sat nav computer calculates position based on satellite data examples: used in vehicles to find routes from a to B	[2]

			Mary Mary	
	Page 3	Mark Scheme: Teachers' version	Syllabus	5. Y
2	(a) Any one point fr – choose option – which highlion – uses a point – list of items – an inactive of	IGCSE – October/November 2010 om: ons by clicking on an arrow ghts possible options ting device (e.g. mouse) to select to select/click on drop-down menu only has one value	0420	QaCambridge.com
	(b) Any one point fr – when select – e.g. choosir – navigating b	om: ing an option from a finite list ig an expiry date for a credit card between web pages		[1]
	<ul> <li>(c) Any one point fr</li> <li>limited optic</li> <li>difficult to fin</li> </ul>	om: ns available nd the required option, as only one op	tion is visible	[1]
3	RAM ROM Internal hard drive Internal modem	<ul> <li>allows random access</li> <li>stores work user is currently v</li> <li>stores files/data temporarily v</li> <li>stores BIOS</li> <li>stores files/data that should n</li> <li>main memory of the compute</li> <li>stores applications software</li> <li>allows computer to link to a n</li> <li>allows modulation/demodular</li> <li>by analogue cables</li> <li>controls the flow of data</li> <li>error correction</li> <li>compresses data transmitted</li> <li>converts digital to analogue a</li> </ul>	working on when s/ware running not be changed er etwork/internet tion to enable info to be se	nt/received
4	<ul> <li>(a) Any two points f Real time transa</li> <li>individual tra</li> <li>fields/files u</li> <li>Batch processin</li> <li>all data colle</li> <li>processed ii</li> <li>processing e</li> <li>no need to u</li> </ul>	rom: ction: ansactions processed as it occurs pdated immediately g: ected together before processing start n one go often done at night during "quiet period up date files immediately	ed ds"	[2]
	<ul> <li>(b) Any one use of</li> <li>processing</li> <li>processing</li> <li>payroll – pro</li> <li>Any one use of</li> <li>on line book</li> <li>any application</li> </ul>	batch: of utility bills (gas, electricity, water, of cheques oducing wages/salary slips RTT: sing of seats in a cinema, flights, tion where double booking must be av	.) roided	[2]



6 One mark for each method:

Data collection method	
magnetic stripe reader chip and PIN reader	OR
touch screen	

OMR

[3]

7 1 mark for named method, 1 mark for advantage and 1 mark for each disadvantage (these MUST match up with named method)

### Direct:

Advantages:

- less likely to malfunction since fully tested
- immediate benefits/less time wasted
- reduced costs (only one system so no need to duplicate staff)

### Disadvantages:

disastrous if the new systems does fail

### Parallel:

Advantages:

- if new system goes down, there is a backup system in place
- possible to gradually train staff/staff have time to get used to the new system

Pag	je 5	Mark Scheme: Teachers' version Syllabus	· Age
		IGCSE – October/November 2010 0420	20
Pha	sed:		STAB.
Auva —	only a sr	nall part of the operation affected if new system fails	1
-	no need	to pay for two sets of wages	
Disa –	dvantage time con	es: suming (each part needs testing fully before expanding system)	
Pilo	t:		
Adva	antages: if new sy	stem fails, only that part will be affected	
_	possible	to gradually train staff on pilot before whole system changes over	
Disa	dvantage	es:	
-	time con	suming (waiting to see how pilot works before rolling out to rest of the	organisation)
			[0]
Any	three po	ints from:	
-	animatio	n effects produced by animator using <b>key frames</b> (which define star	t point and end
_	use of t	<i>weening/morphing</i> (differences in appearance between kev frames	are calculated
	using <i>tw</i>	eening/morphing)	
_	use of an	<i>rars</i> (animation variables) ve sets of <b>avars</b> control movement of animated character	
_	adding o	f surfaces to <i>avars</i> using <i>rendering</i> (realistic image)	
—	generatio	on of <i>avars</i> using <i>markers</i> on real moving objects	
_	software	prevents need to produce hundreds of hand drawn sketches	[3
(a)	1 mark for Advantage	or each advantage and 1 mark for each disadvantage:	
	– reac	hes a larger audience	
	– peop	ble can read information on paper copies at their leisure	
	– pem	lanent copy which can be relened back to later	
	Disadvar – need	ntages: 1 a high quality colour printer	
	– cost	of ink, paper, etc.	
	– no s	ound, video, animation or special effects	гл
	– пее		Į4
(b)	1 mark fo	or each advantage and 1 mark for each disadvantage:	
	Advantag – can	ges: he interactive with the presenter	
	– can	have sound, video, animation or special effects	
	– easi	er to update (don't have to re-print or re-distribute)	
	Disadvar	ntages:	
	– not a – peor	ble may not go to the presentation	
	– need	d expensive equipment (e.g. projector)	
			/ ۲







- 1 = check sensor value with stored value
- 2 = convert signal to digital
- 3 = has alarm been re-set
- 4 = is a signal detected?
- 5 = is sensor value normal?
- 6 = is signal digital?
- 7 = sound an alarm

[4]

- (b) Any two points from:
  - sensor information/signal usually analogue
  - computers can only read/understand digital signals

[2]

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(c) 1 mark for name of sensor + 1 mark for application Application must match the sensor Can have the same application for different sensors

1 mark fo Applicatio Can have	or name of son must mage the same	sensor atch the applic	+ 1 mark for application e sensor ation for different sensors	S Cambridge
Senso	or type		Possible app	olications
temperat	ure	(1) (2)	used in controlling central heati used to control/monitor tempera	ng systems atures in chemical processes
moisture		(1) (2)	monitoring of greenhouse envir any process where moisture is in a pharmaceutical company)	onment an issue (e.g. production of tablets
oxygen		(1)	environment (e.g. measuring o for pollution)	xygen content in a river to check
infra red		(1) (2)	detecting an intruder by breakin counting (e.g. counting coins as	ng an infra-red beam s each one breaks the beam)
pressure		(1) (2)	detecting intruders in a burglar some systems still use these to	alarm system count vehicles on the road
acoustic		(1) (2)	picks up sound (e.g. burglar ala detecting liquids moving in pipe	rm system) s (chemical processes)
motion		(1)	detecting speed (e.g. radar gun	s measuring vehicle speed)
рН		(1) (2) (3)	used to measure acidity in river used in greenhouses to monitor used to monitor/control chemica important	s (pollution monitoring) r soil acidity al process where acidity levels are
proximity	/distance	(1)	these tend to be versions of the	above (e.g. light or infra-red)

### (d) Any one from:

DAC (digital to analogue converter) —

\_ actuators

### 16 (a) (i)

1	5 1	1	8	5	1	2	3	4
---	-----	---	---	---	---	---	---	---

(ii) more than one person can have same date of birth

### (iii) Any one from:

- give different 4-digit codes to people \_
- increase the number of digits in code (e.g. 10 instead of 4) \_

[1]

[1]

[1]

[2]

[1]

<ul> <li>(b) (i) <ol> <li>1<sup>st</sup></li> <li>3<sup>rd</sup></li> <li>4<sup>th</sup></li> <li>7<sup>th</sup></li> <li>P</li> <li>U</li> <li>L</li> </ol> </li> <li>(ii) to prevent illegal access to the website <ol> <li>(iii) to prevent illegal access to the website</li> </ol> </li> <li>(c) Any two from: <ol> <li>he last logged on on 16<sup>th</sup> March 2010 and system shows 14<sup>th</sup> April 2010</li> <li>there is evidence of illegal access</li> </ol> </li> <li>(a) highest = -100; total = 0: count = 0 (1 mark) initialise values NB highest cannot be 0 input number <ol> <li>(1 mark) inputs in the correct place</li> <li>while number &lt;&gt; -1 do</li> <li>(1 mark) loop until -1 is input total = total + number</li> <li>(1 mark) loop until -1 is input input input number &lt;&gt; and count numbers input if number &gt; highest then highest = number</li> <li>(1 mark) mutil -1 is input inp</li></ol></li></ul>		ge 10	Mark Sch	eme: Teach	ers' versi	on	Syllabus	No.	K
<ul> <li>(b) (i) <ul> <li>1<sup>st</sup> 3<sup>rd</sup> 4<sup>th</sup> 7<sup>th</sup></li> <li>P U L 6</li> </ul> </li> <li>(ii) to prevent illegal access to the website <ul> <li>(iii) to prevent illegal access to the website</li> </ul> </li> <li>(c) Any two from: <ul> <li>he last logged on on 16<sup>th</sup> March 2010 and system shows 14<sup>th</sup> April 2010</li> <li>there is evidence of illegal access</li> </ul> </li> <li>(a) highest = -100; total = 0: count = 0 (1 mark) initialise values NB highest cannot be 0 input number (1 mark) loop until -1 is input total = total + number (1 mark) loop until -1 is input total = total + number (1 mark) calculate number total count = count + 1 and count numbers input input number endwhile average = total/count (1 mark) calculate average value and output average and highest value finput number (1 mark) calculate average value and output average and highest value (4)</li> <li>(b) d = 0 (1 mark) initialise value input number (1 mark) correct loop t = t/10 (1 mark) **method to find number of digits d = d + 1 (1 mark) **counting number of digits until t &lt;1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number &gt; 9 then d = 2</li> </ul>			IGCSE – C	JCtober/INO	<u>/ember 20</u>	10	0420	~aC	
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<pre>input number inglised informigned manual (manual manual (manual manual manual (manual manual ma</pre>		if num	1ber > highest	then highes	st = numbe	er (1 mark	) highest	npat	
endwhile         average = total/count       (1 mark)       calculate average value         print average, highest       and output average and highest value         [4]         (b) d = 0       (1 mark)       initialise value         input number       (1 mark)       input number and set variable         t = number       (1 mark)       correct loop         t = t/10       (1 mark)       **method to find number of digits         d = d + 1       (1 mark)       **counting number of digits         until t < 1		input	number				) mgnoot		
average = total/count       (1 mark)       calculate average value and output average and highest value       [4]         (b) d = 0       (1 mark)       initialise value       [4]         (b) d = 0       (1 mark)       input number and set variable t = number       [4]         (b) d = 0       (1 mark)       input number and set variable t = number       [4]         (b) d = 0       (1 mark)       input number and set variable t = number       [4]         (b) d = 0       (1 mark)       input number and set variable t = t/10       [4]         (1 mark)       correct loop       [4]       [4]         (1 mark)       correct loop       [6]       [6]         t = t/10       (1 mark)       correct loop       [6]         t = t /10       (1 mark)       **counting number of digits       [6]         until t < 1       [7]       [7]       [7]       [8]         print number, d       (1 mark)       correct output outside the loop       [** NOTE: there are other ways of finding number of digits e.g.       [6]         if number > 0 then d = 1       [6]       [6]       [6]       [6]       [6]		endwhile							
print average, highest       and output average and highest value       [4]         (b) d = 0       (1 mark)       initialise value       [4]         (b) d = 0       (1 mark)       initialise value       [4]         (b) d = 0       (1 mark)       initialise value       [4]         (b) d = 0       (1 mark)       input number and set variable       [4]         (b) d = 0       (1 mark)       input number and set variable       [4]         t = number       (1 mark)       input number and set variable       [4]         t = number       (1 mark)       input number and set variable       [4]       [4]         t = number       (1 mark)       input number and set variable       [6]		average = tot	al/count	(	1 mark)	calculat	e average va	lue	
(b) d = 0 (1 mark) initialise value input number (1 mark) input number and set variable t = number (1 mark) input number and set variable t = number (1 mark) input number and set variable t = number (1 mark) correct loop t = t / 10 (1 mark) correct loop t = t / 10 (1 mark) **method to find number of digits d = d + 1 (1 mark) **counting number of digits until t < 1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number > 0 then d = 1 else if number > 9 then d = 2		print average	ə, highest		,	and out	put average a	and highest va	lue
<pre>(b) d = 0 (1 mark) initialise value input number (1 mark) input number and set variable t = number (1 mark) input number and set variable t = number (1 mark) input number and set variable t = number (1 mark) correct loop t = t /10 (1 mark) **method to find number of digits d = d + 1 (1 mark) **counting number of digits until t &lt; 1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number &gt; 0 then d = 1 else if number &gt; 9 then d = 2</pre>									[4]
<pre>(b) d = 0 (1 mark) initialise value input number (1 mark) input number and set variable t = number (1 mark) input number and set variable t = t number (1 mark) correct loop t = t /10 (1 mark) **method to find number of digits d = d + 1 (1 mark) **counting number of digits until t &lt; 1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number &gt; 0 then d = 1 else if number &gt; 9 then d = 2</pre>									
input number       (1 mark)       input number and set variable         t = number       to this number         repeat       (1 mark)       correct loop         t = t /10       (1 mark)       **method to find number of digits         d = d + 1       (1 mark)       **counting number of digits         until t < 1		d = 0		(1 mark)	initialise	value			
t = number       to this number         repeat       (1 mark)       correct loop         t = t /10       (1 mark)       **method to find number of digits         d = d + 1       (1 mark)       **counting number of digits         until t < 1	(b)	innut numbo	r	(1 mark)	input nui	mber and s	et variable		
repeat(1 mark)correct loopt = t /10(1 mark)**method to find number of digitsd = d + 1(1 mark)**counting number of digitsuntil t < 1rint number, d(1 mark)print number, d(1 mark)correct output outside the loop(** NOTE: there are other ways of finding number of digits e.g.if number > 0 then d = 1else if number > 9 then d = 2	(b)	input numbe		· /	to this nu	umber			
t = t /10(1 mark)**method to find number of digitsd = d + 1(1 mark)**counting number of digitsuntil t < 1	(b)	t = number			correct lu	מסכ			
d = d + 1 (1 mark) **counting number of digits until t < 1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number > 0 then d = 1 else if number > 9 then d = 2	(b)	t = number repeat		(1 mark)	001100110				
<pre>until t &lt; 1 print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g. if number &gt; 0 then d = 1 else if number &gt; 9 then d = 2</pre>	(b)	t = number repeat t = t /10		(1 mark) (1 mark)	**method	d to find nu	mber of digits	S	
<pre>print number, d (1 mark) correct output outside the loop (** NOTE: there are other ways of finding number of digits e.g.     if number &gt; 0 then d = 1         else if number &gt; 9 then d = 2</pre>	(b)	t = number repeat t = t / 10 d = d + 1		(1 mark) (1 mark) (1 mark)	**methor **countin	d to find nu	mber of digits of digits	5	
(** NOTE: there are other ways of finding number of digits e.g. if number > 0 then d = 1 else if number > 9 then d = 2	(b)	t = number repeat t = t /10 d = d + 1 until t < 1		(1 mark) (1 mark) (1 mark)	**method **countin	d to find nu ng number	mber of digits of digits	5	
if number > 0 then d = 1 else if number > 9 then d = 2	(b)	t = number repeat t = t /10 d = d + 1 until t < 1 print number	<sup>.</sup> , d	(1 mark) (1 mark) (1 mark) (1 mark)	**method **countir	d to find nun ng number o putput <b>outs</b>	mber of digits of digits <b>ide</b> the loop	5	
else if number > 9 then d = 2	(b)	t = number repeat t = t /10 d = d + 1 until t < 1 print number (** NOTE: the	<sup>∵</sup> , d ∍re are other v	(1 mark) (1 mark) (1 mark) (1 mark) vays of findi	**method **countir correct o ng number	d to find nu ng number putput <b>outs</b> of digits e.	mber of digits of digits <b>ide</b> the loop g.	5	
	(b)	t = number repeat t = t /10 d = d + 1 until t < 1 print number (** NOTE: the if number	, d эre are other v r > 0 <b>then</b> d =	(1 mark) (1 mark) (1 mark) (1 mark) vays of findin	** <i>methoc</i> ** <i>countir</i> <i>correct o</i> ng number	d to find nu ng number putput <b>outs</b> of digits e.	mber of digits of digits <b>ide</b> the loop g.	5	

If no loop then 0 for loop and 0 for output

[4]