



UNIVERSITY *of* CAMBRIDGE  
International Examinations

Cambridge  
International  
**AS & A Level**

# Example Candidate Responses (Standards Booklet)

Cambridge International AS and A Level  
Computing

**9691**

University of Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

© University of Cambridge International Examinations 2011

---

# Contents

---

Introduction.....	2
Assessment at a glance.....	3
Paper 1 .....	4
Paper 2 .....	44
Paper 3 .....	82
Paper 4: Computing project .....	129

---

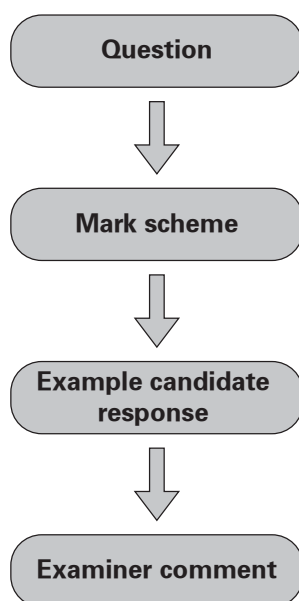
## Introduction

---

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level Computing (9691), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

In this booklet a range of candidate responses has been chosen as far as possible to exemplify grades A, C and E. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper has been adopted:



For Paper 1 each question is followed by a general comment which explains what the examiners are looking for. For Paper 1, Paper 2 and Paper 3 comments are given to indicate where marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers and Principal Examiner Reports for Teachers and other teacher support materials are available on <http://teachers.cie.org.uk> – a password protected website available to teachers who are registered as a Cambridge School.

## Assessment at a glance

Centres and candidates may choose:

- to take components 1, 2, 3 and 4 in the same examination session, leading to the full A Level
- to follow a **staged** assessment route by taking Papers 1 and 2 (for the AS qualification) in one session, then Papers 3 and 4 (for the full A Level) at a later session
- to take Papers 1 and 2 only (for the AS qualification)

Paper	Marks	Weighting (%)		
		AS	A2	A
<b>Paper 1</b> 1½ hours Written paper on Section 1 of syllabus No calculators allowed	75	50	–	25
<b>Paper 2</b> 2 hours Practical programming techniques	75	50	–	25
<b>Paper 3</b> 2 hours Written paper on Section 3 of syllabus, also assuming knowledge from Section 1 No calculators allowed	90	–	60	30
<b>Paper 4</b> Computing project	60	–	40	20

Advanced Subsidiary (AS) forms 50% of the assessment weighting of the full Advanced Level.

Teachers are reminded that a full syllabus and other teacher support materials are available on [www.cie.org.uk](http://www.cie.org.uk)

## Paper 1

### Question 1 (a)

Define the terms:

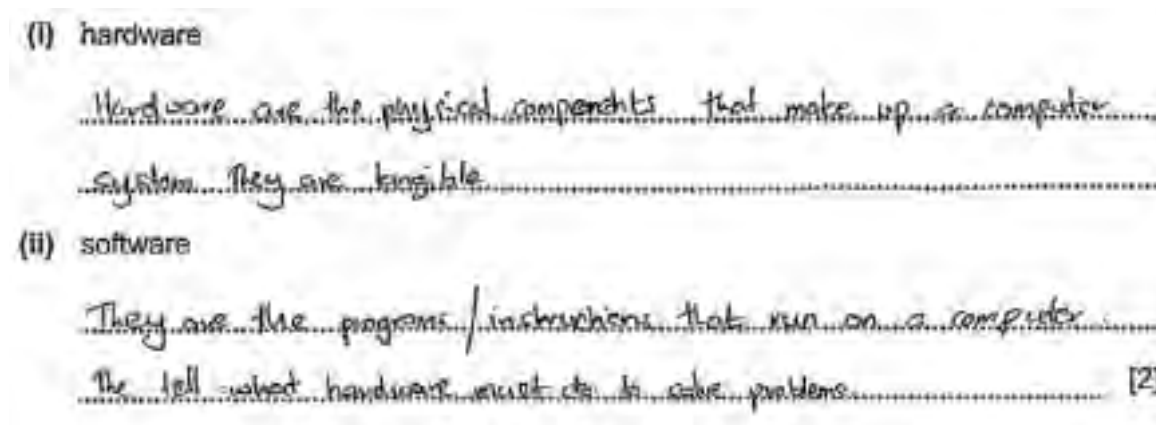
- (i) hardware
- (ii) software

### Mark scheme

- (i) – The physical/electronic parts of a computer system  
Parts you can see/touch no mark
- (ii) – Sequence of instructions/programs

[2]

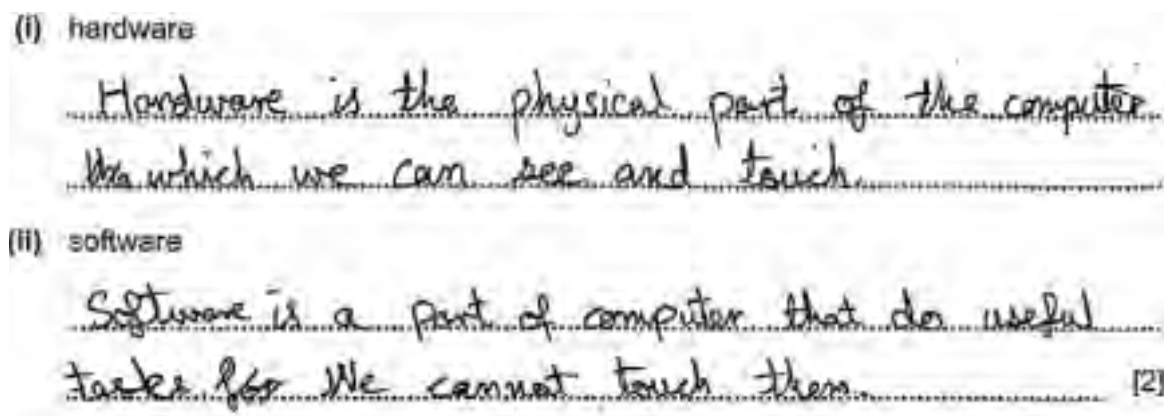
### Example candidate response – grade A



### Examiner comment

This candidate response was clear and precise. In both parts of the question the definitions were almost straight from the text book. A very good answer.

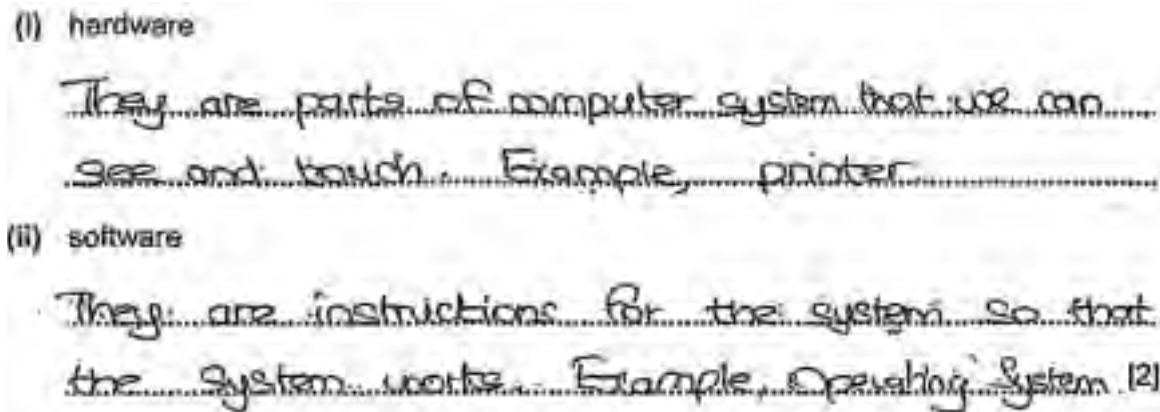
### Example candidate response – grade C



### Examiner comment

There was some idea that hardware are the physical parts of the computer, but the candidate struggled to define software to an adequate standard. This is a noticeably weaker response than a grade A candidate.

## Example candidate response – grade E



### Examiner comment

Grade E candidates usually got one part of the definition correct; it was rare to see both parts answered correctly. There is evidence that actual definitions had not been learnt and the candidate was trying to do the description from memory or experience.

### Question 1(b)

A supermarket has a number of point-of-sale terminals.  
Data is read from goods at the terminals and information is produced.

State **two** output devices which would be used at the point-of-sale, justifying their use.

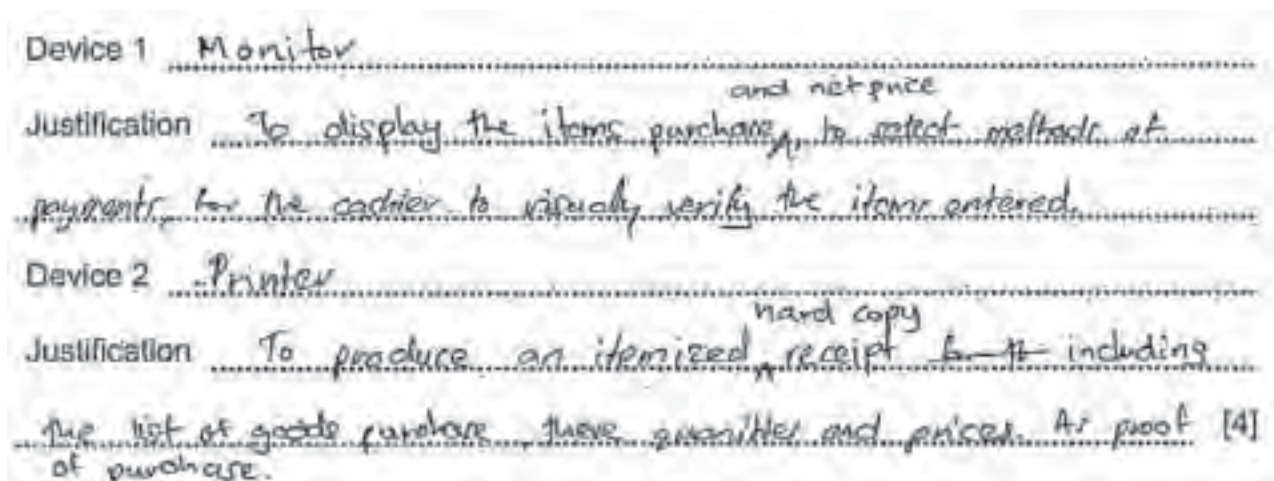
### Mark scheme

- Printer/to print till receipt
- Beeper/to indicate correctly read barcode/error reading barcode
- Speakers/to give instructions to customer
- LED/LCD screen to show information about purchase

(2 per –, max 4)

[4]

## Example candidate response – grade A



## Examiner comment

Two good examples of output devices were given in this answer (*monitor* and *printer*). The choices were very clearly justified by the candidate. The answer was further expanded indicating a clear and deep understanding of peripheral devices and the reasons why a device would be chosen for a given application.

## Example candidate response – grade C

Device 1 Printer

Justification As invoices will be needed to print  
after a sale has taken place.

Device 2 Screen

Justification As the screen shows the current  
status of the bill/invoice. [4]

## Examiner comment

There was little difference between grade A answers and grade C answers in this question. The main difference being the lack of additional information in the answer when compared to an grade A candidate; but enough was usually done to get full marks.

## Example candidate response – grade E

Device 1 Barcode reader

Justification Reading barcode of product of  
point of sale.

Device 2 ~~Keyboard~~ Screen

Justification to see You can see with how  
much you ~~can~~ must ~~pay~~ pay. [4]

## Examiner comment

In this candidate's response there is obvious confusion between output devices and input devices. In this case, a barcode reader has been chosen as an output device.



## Question 1 (c)

State **three** types of output needed at the point-of-sale terminals. For each type of output explain why the output is needed.

### Mark scheme

- Sound/indicates barcode properly read without operator diverting attention from job
- sound to indicate terminal is free
- Video image or screen output or soft copy/to allow shopper to check goods and prices as they are input to system
- Receipt or printout or hard copy/to allow shopper to check payments and shopping at home, proof of purchases.

(2 per –, max 6)

[6]

### Example candidate response – grade A

Output 1 Sound output such as a buzzer to tell the person at the POS that a barcode has been scanned ~~sucess~~ successfully.

Output 2 On-screen visual output is needed to verify that the correct data has been entered.

Output 3 Hard copy report output such as an itemised receipt or credit card slip. This is needed so that the customer can keep a record of the items he [6] bought or credit card charged. He can also check for errors in the output.

### Examiner comment

Three good choices were given which were clearly correct types of output. The reasons for type of output were well laid out and referred correctly to the application in the question.

## Example candidate response – grade C

Output 1 Audio output is needed at point-of-sale, because when the data is read through barcode into the computer, it produces a beep which resembles data to be correct.

Output 2 Graphs can be used at the point of sale, at the end of the week or month, we can know what number of goods were sold from particular point-of-sale.

Output 3 Text output can be used, because the goods list taken by the customer will be printed on a paper giving clear idea of its details. [6]

## Examiner comment

The candidate correctly knows that the question required output types and gave audio (in the form of a beeping sound), then found it difficult to distinguish between output device and type of output, and came up with the answers 'graphs' and 'texts'. Both of these were throw away answers. It is common at grade C level for candidates not to understand the subtle difference between output device and the output produced by a device.

## Example candidate response – grade E

Output 1 Screens. They will be needed at the point of sale terminals so they can easily tell what is be seen.

Output 2 Printout. They could be given which is also needed at the point of sale terminal and can tell easily what is written and the information.

Output 3 Samples. They could be given so people can test the good as a sample and could buy if they like it. [6]

## Examiner comment

A typical grade E candidate finds it difficult to distinguish between output devices and output types. This candidate's answer was typical of the confusion; although they did suggest a 'print out' which gained them a mark.

## Question 1 (d) (i)

The management of the supermarket use a number of different types of software.  
State what each of the following types of software would be used for.  
Give a feature of each which makes it suitable for your use.

(i) Desktop publishing (DTP)

### Mark scheme

- Producing leaflets/flyers/brochures/posters
- Using frames to divide up content/editing features/...
- combining images and text

[2]

### Example candidate response – grade A

Use To produce leaflets abouts special offers on products and other promotional information.

Feature Ability to wrap text around graphics and make complex page layouts making the leaflets attractive to users. [2]

### Examiner comment

In this response there was good use of DTP i.e. producing leaflets; but the candidate expanded the answer to indicate why the supermarket would produce leaflets. It produced a very good, comprehensive answer. The features of DTP were clearly understood and distinguished it from other software such as word processors i.e. wrap text around graphics and make complex page layouts.

### Example candidate response – grade C

Use management can use it to print leaflets, booklet etc about the supermarket.

Feature desktop publishing software allows the user to make designs and enables user to create leaflets. [2]

### Examiner comment

The candidate obviously knows what DTP can be used for but found it difficult to explain what features make this software suitable for the task chosen. It was very common among grade C candidates to find it difficult describing the features of DTP.



## Example candidate response – grade E

Use for advertising

Feature making leaflets, painting

[2]

## Examiner comment

Frequently at this level, use of features were confused or combined together. A mark was frequently gained for, e.g. leaflets, but generally little or no idea about software features.

## Question 1 (d) (ii)

(ii) Presentation software

## Mark scheme

- Producing presentation for an audience, perhaps for head office/to produce training materials
- for advertisements
- Use of multi-media to maintain interest in presentation.

*Don't accept same point in (i) and (ii)*

(1 per –, max 2)

[2]

## Example candidate response – grade A

Use To create a presentation of slides to advertise the  
supermarkets facilities - such as car park, pharmacy, bakery, etc.  
Also to show how they obtain the freshest produce

Feature Ability to morph from one screen to another make  
the presentation interest and also use of animations

[2]

## Examiner comment

Use of presentation software to advertise products to an audience is a good use of this software. The features were particularly well explained i.e. 'morph one screen into another .... and use of animation' – the candidate made more points than were necessary to gain the maximum marks.

### Example candidate response – grade C

Use This software allows the presenter to  
show a business presentation.  
Feature 1 This software allows animation and full  
use of text. Sound tracks can also be added. [2]

### Examiner comment

'Allows a business presentation' doesn't say much, but the candidate was aware of the features of the software (although they were a little too close to a description of multi media software). There was evidence of lack of depth of knowledge when compared to grade A answers.

### Example candidate response – grade E

Use For Presenting the files.  
Feature Slide shows [2]

### Examiner comment

Not a lot of idea really apart from claiming to present something. There was little idea about the software features and vague answers were given such as 'slide shows' without explaining how they would be used or why.

### Question 2 (a)

A systems analyst is employed to produce a new stock control system for a company. The manager of the company is not satisfied with the present system.

Explain the importance to both analyst and manager of defining the problem accurately. You should make clear the part played by each person.

### Mark scheme

- Manager must provide knowledge of...
- and requirements of business as...
- they are expert in how the business works.
- Analyst provides knowledge of what is possible...
- particularly within confines placed by manager/e.g. budget
- If not properly defined analyst will solve the wrong problem
- Manager's requirements and analyst's understanding must match

(1 per –, max 4)

[4]

### Example candidate response – grade A

The manager is an expert in the field of what the actual problem is, while the analyst is an expert in suggesting what solutions are possible with computers. Thus both sides must agree on a specific list of objectives together by discussing and which need to be fulfilled ~~to~~ else a wrong problem will be ~~solved~~ solved by the analyst. [4]

### Examiner comment

Four clear points were made here in a well structured response. The grade A candidate should make it very clear what the roles of the manager and the analyst are and avoid very vague references to their areas of expertise.

### Example candidate response – grade C

The manager must define the problem correctly to the analyst. The manager knows about the present context of the company. If he does not define the problem correctly, the analyst will understand differently. Analyst must also define the problem correctly and accurately, else a different problem will be solved or a solution of no use will be created. [4]

### Examiner comment

A lot of writing saying 'they must define the problem correctly otherwise a different problem will be solved'. The candidate clearly knows why it is important to define the problem but misses out some of the key points, for example, the manager is the expert in how the company works and the analyst is the person who knows what is possible.

## Example candidate response – grade E

The manager should first ~~also~~ understand his problems. Then each of these problems should be demonstrated <sup>thoroughly</sup> ~~thoughtfully~~ to the analyst. The analyst must understand ~~as the actual~~ problem before going for the solution, or else the solution might not be able to solve the original problem of the manager. [4]

## Examiner comment

There was obviously no real idea of what needs to be done for this question. General answers like ‘manager has to understand problem ..... and the analyst has to understand same problem ... or else might not be able to solve original problem’ are insufficient and common at this level. This answer lacks substance and there is no mention of the role of the manager or the analyst.

## Question 2 (b)

- (i) Explain how the evaluation of the new system will be carried out.
- (ii) Explain why the evaluation is important to both the analyst and the manager.

## Mark scheme

- (i) Evaluation carried out by:
  - Functional/black box testing
  - Testing against the agreed objectives
  - Testing against user requirements / specification
  - Testing done by software house/alpha
  - Testing done by users/beta
- (ii) – Important to analyst to ensure that there is evidence that all objectives have been met
  - or will not be paid / ruin his reputation
  - Important to manager to ensure that there is evidence that all objectives have been met
  - or system may prove unsatisfactory in the future.

(1 per –, max 3 points per dot, max 4)

[4]



## Example candidate response – grade A

(i) Explain how the evaluation of the new system will be carried out.

The list of objectives completed should be checked against the requirement and design specifications ~~original~~ earlier on one ~~the~~ <sup>stage</sup> the system can also be tested and run in presence of the users.

(ii) Explain why the evaluation is important to both the analyst and the manager.

The manager needs to make sure all the objectives are achieved so that the new system can run properly <sup>and see if actually solves problem</sup> while the analyst has to evaluate ~~success~~ successfully and to get payments on the basis of the extent of objectives achieved. [4]

## Examiner comment

In this response four clear points were made across parts (i) and (ii); correct references were made to testing the system and meeting the objectives set out when originally defining the problem.

## Example candidate response – grade C

(i) Explain how the evaluation of the new system will be carried out.

The analyst will check if all the objectives have ~~been~~ <sup>are</sup> achieved or not by doing some test. The manager will also check the system to see if it's according to its requirement.

(ii) Explain why the evaluation is important to both the analyst and the manager.

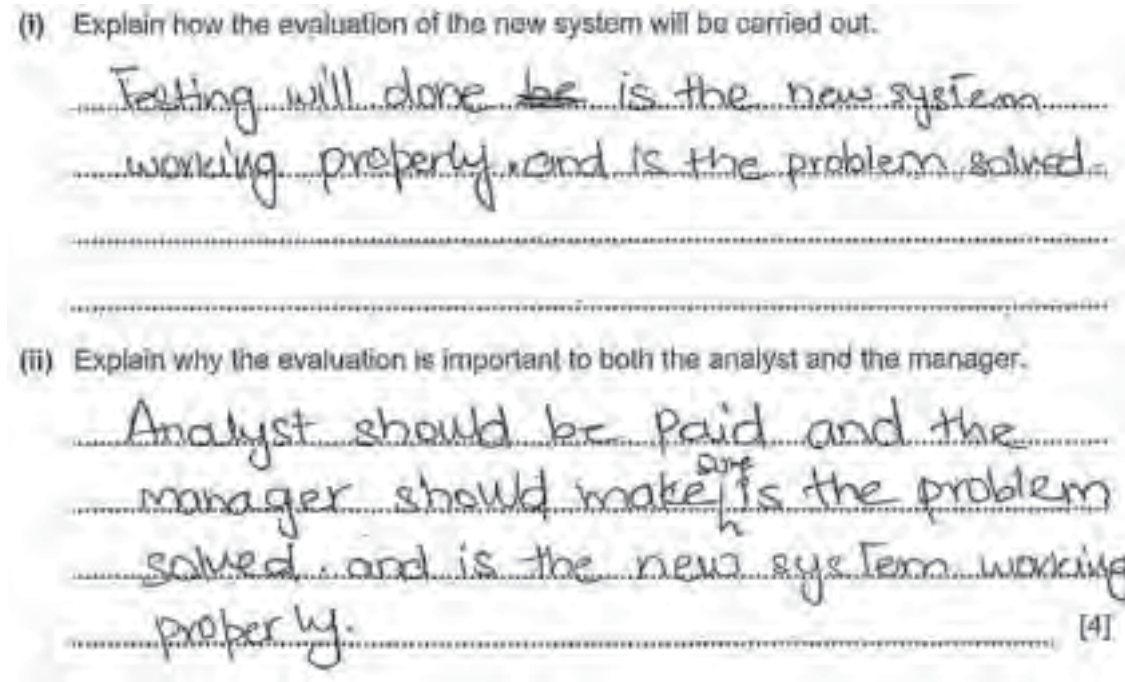
Evaluation helps the analyst to thoroughly check the system as it is the end point of its work. Manager needs to see if all the requirements are accordingly. [4]

## Examiner comment

In this response the candidate's ideas are not very clear about how evaluation is done. There is some reference to objectives but no mention of any testing. Throw away answers such as '... see if all requirements are met accordingly' indicate a lack of understanding of the main features of evaluation, but some understanding of why it is done.



## Example candidate response – grade E



## Examiner comment

This candidate has written very vague answers such as 'testing is to be done' or 'make sure problem solved'. A mention of the analyst getting paid was one of the only points which gained a mark at this level. Generally, grade E candidates didn't really understand what evaluation entails.

## Question 3 (a)

- (i) Explain what is meant by the character set of a computer.
- (ii) Explain how a character is represented in a computer.

## Mark scheme

- (i) – The symbols recognised/used by the computer
  - Often equates to the symbols on the keyboard
- (ii) – Represented by a set of bits...
  - Unique to that character
  - The number of bits needed is equal to 1 byte / 2 bytes
  - ASCII/Unicode is a common set

(1 per –, max 3 per dotted, max 4)

[4]

## Example candidate response – grade A

(i) Explain what is meant by the character set of a computer.

It is a standard set of characters which the computer recognises.

(ii) Explain how a character is represented in a computer.

Each character is assigned a unique binary code of 7 bits, 8 bits, 16 bits etc. There is an ASCII code for every character which is different from one another. [4]

## Examiner comment

In this answer four clear points were made:

- characters computer understands
- each character has a unique binary code ...
- ... which can be 7, 8 or 16 bits
- use of ASCII codes

The candidate had a very clear understanding of how characters are represented in a computer system and the answer was laid out in a very structured manner. An excellent answer.

## Example candidate response – grade C

(i) Explain what is meant by the character set of a computer.

Character set of a computer means a special character to which is set so that the input can be compared to it to give a meaningful result.

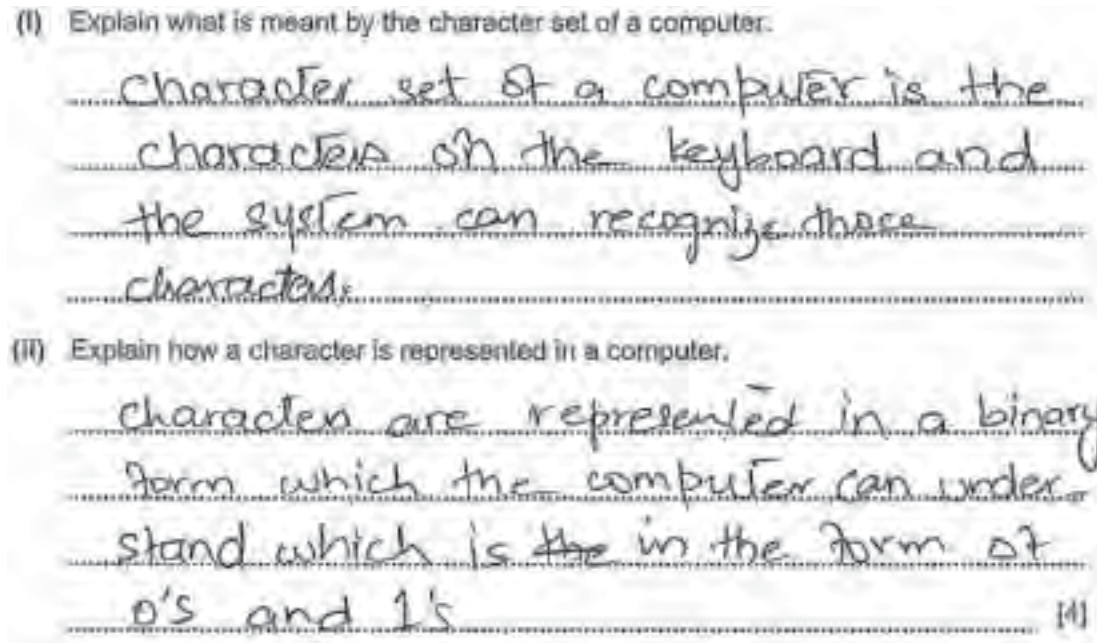
(ii) Explain how a character is represented in a computer.

A character is represented with a 8 bit of ~~data~~ binary digits. A particular character is denoted by the set of bits which forms the respective character. [4]

## Examiner comment

The candidate did not really understand what a character was. However, they had a good idea of how characters can be represented in a computer i.e. using 8 bits. There was clearly not as much understanding of the topic as a grade A candidate.

## Example candidate response – grade E



## Examiner comment

The candidate knew that characters were found on a standard keyboard and that the computer recognised these characters. However, there was very little idea of how these characters could be represented in a computer. Some vague reference to binary and a mention of 1s and 0s was made but there was clearly not enough understanding to gain many marks.

## Question 3 (b)

Explain the representation of integers in a computer.

## Mark scheme

- Bits are used to store the correct binary representation of the integer
- Leading zeroes included to complete required number of bits
- Standard number of bits irrespective of size of integer
- Concept of short and long integer dependent on sizes of integers
- Two's complement used to represent negative numbers

(1 per –, max 3)

[3]



## Example candidate response – grade A

- Integers are whole numbers which allow arithmetic to be done. There are types 2 byte (short integer) and 4 byte (longer integer).
- Integers are converted into a ~~see~~ series of 1's and 0's ~~so~~ so that they could be understood by the system. For example the number 18 could be ~~be~~ written as follows:
 

$2^7$	$2^6$	$2^5$	$2^4$	$2^3$	$2^2$	$2^1$	$2^0$
128	64	32	16	8	4	2	1
0	0	0	1	0	0	1	0

 $(00010010)_2 = (18)_{10}$
- Representing in machine code as binary digits which are created by binary system which is a system that contains 2 digits only, 0 and 1.

## Examiner comment

An excellent answer worth more than the three marks available. The candidate gave examples of how integers are stored showing leading zeros etc. The answer was very clear with good examples making it much easier for the candidate to explain how integers are represented typically in a computer. Diagrams in questions of this type are to be recommended since they make any description much clearer.

## Example candidate response – grade C

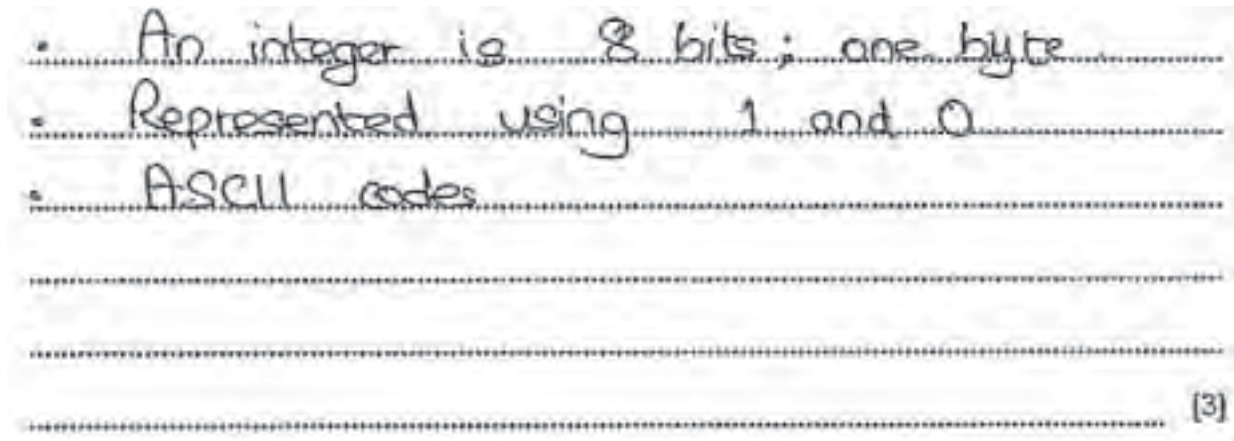
An integer is represented by a 8 bit ~~code~~ binary. Integers have the initial bit as the sign bit and other 7 bits represent the ~~is~~ integer. A bit is carried if the sign bit is removed.

[3]

## Examiner comment

The candidate seems to have a reasonable idea of how integers are represented in a computer and understands the use of 8 bits and the sign bit. However, they were not confident enough to give examples or to show how sign bits and 2s complement tie up. Not as much depth as the grade A candidate above.

### Example candidate response – grade E



### Examiner comment

This is a very vague answer with some reference to bytes and binary numbers 1 and 0. It was frequent at grade E to see reference to ASCII codes here indicating a lot of confusion between representation of characters and integers.

### Question 4 (a)

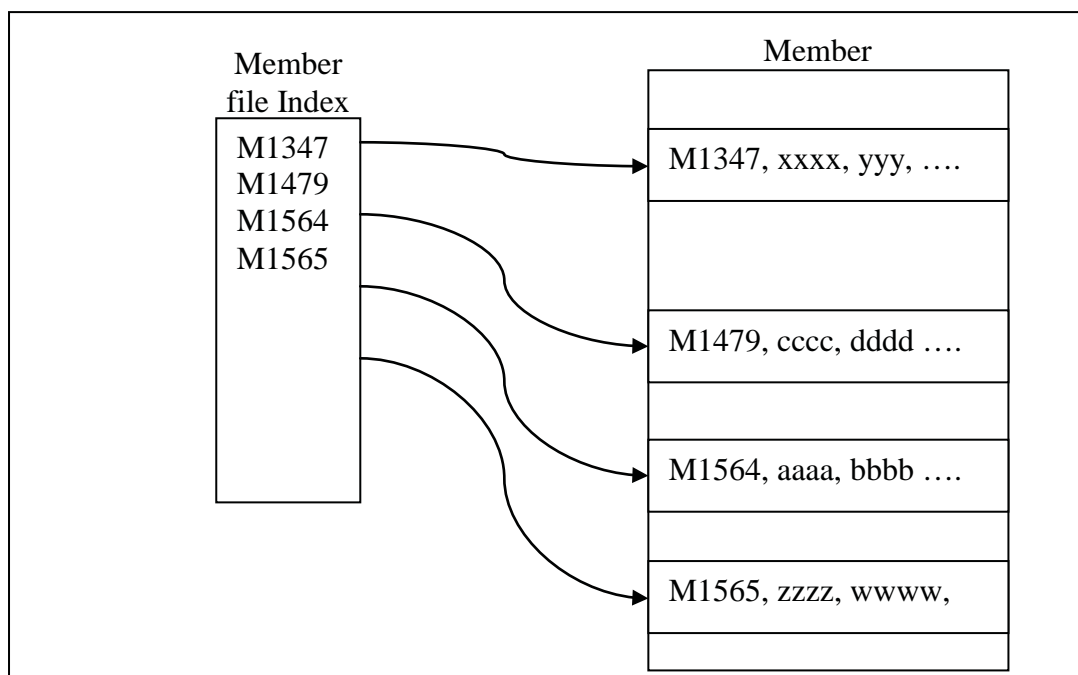
A library membership system identifies members by their unique 6-digit ID number.

Explain how the member file could be accessed using indexes.

(You may find it helpful to draw a diagram.)

### Mark scheme

- IDs/indexes kept in sequence
- Attached to each is a pointer...
- which points to the data for that ID
- Possible to use multiple indexes



(1 per –, max 2)

[2]

### Example candidate response – grade A

The ID number is broken down  
in 3 group of two. The base  
index, the second and third index.  
This would be a multi-level index.  
The base index point to the second  
and the second to third and  
then to the data. Ex: The base 00  
points to all cookies with first two digit  
being (00) and so on.



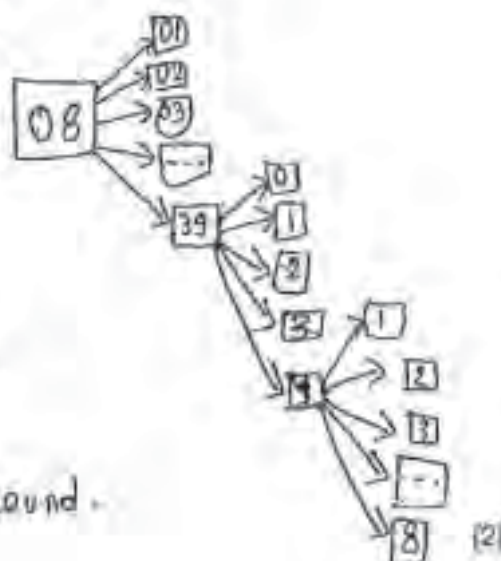
[2]

Examiner comment

This question was well answered by the candidate with good diagrams to accompany and enhance the description. Diagrams generally greatly improve the clarity of the text. More than two points were made by the candidate (idea of pointers, indexes in sequence, multi level indexes, and so on). This is a very good answer showing a sound understanding of the topic.

### Example candidate response – grade C

First of all, the initial two digits will be taken. For instance, if the 6-digit number is "083948", the application would go to the page containing '08', then next digit would be expected to be entered i.e. '3', the index would be taken where '3' lies. In some manner, it would be taken to further steps and the cab would be found.



## Examiner comment

The text simply describes the diagram which, unfortunately, isn't a correct example of how indexes are used. Although the candidate has to be applauded for attempting to draw a diagram, it isn't very good and is rather confusing (which is also reflected in the text).

## Example candidate response – grade E



## Examiner comment

No diagram was supplied in this answer. The candidate relied totally on text, which went against advice given in the question. The whole answer was revolved around a very general method of searching with no indication of how indexes used, etc.



## Question 4 (b)

- (i) Explain how hashing could be used to access the member file randomly.
- (ii) When the member file is accessed using hashing, clashes can occur.  
State what is meant by a clash and how it can be dealt with.

## Mark scheme

- (i) – Digits in ID are used as input...
- to arithmetic algorithm
  - Result is the location of the data (or pointer to it)
- (ii) – When 2 IDs hash to the same value
- Locations read sequentially from clash until correct value found..
  - or free location, in which case error.
  - or a linked list structure
  - stored in overflow area with tag or pointer to it
  - a second hashing algorithm is applied

(1 per –, max 3 per dotted, max 4)

[4]

## Example candidate response – grade A

(i) Explain how hashing could be used to access the member file randomly.

This is done using random access where the data gives the address where it is stored by carrying out some arithmetic on the data that is searched for. For example if there are 10,000 members the hashing would be done as follows.

- Use the first, second, third and fourth digit as a unit.
- Add it to the fifth and sixth digit.

Example ID number, 458839 so  $4588 + 3 + 9$  would be 4600 which is the address of the data.

(ii) When the member file is accessed using hashing, clashes can occur. State what is meant by a clash and how it can be dealt with.

- A clash occurs when performing a hashing algorithm & arithmetic on different data items and they give the same address.
- By working down sequentially to store the <sup>redundant</sup> data in the next free space.
- Use of bucket to store the <sup>redundant</sup> data.

[4]

## Examiner comment

The candidate gave a very good example of a hashing algorithm and showed clearly how an address can be calculated from the ID digits. There were almost enough points in part (i) to gain full marks. In part (ii), the candidate explained clearly how clashes can occur and how the problem is overcome using the next free space. The candidate covered more than the necessary points to gain maximum marks. A very good answer.



## Example candidate response – grade C

- (i) Explain how hashing could be used to access the member file randomly.

To access a random file using hashing, the data itself is used to give the address of where it is stored. This is done by carrying out some pseudo arithmetic on the data that is being searched. E.g. you are searching Jehan's data. The rule is that the first and last letter should be multiplied so  $10 \times 17 = 170$  <sup>address is 170</sup> ~~is 170~~ <sup>in memory</sup>.

- (ii) When the member file is accessed using hashing, clashes can occur. State what is meant by a clash and how it can be dealt with.

If we try and find Jehan's data,  $Jehan = 10 \times 17 = 170$ . The data for Jehan cannot be here because Jehan's data is here. This is called a clash. When a clash occurs the simple solution is to work down sequentially until there is free space. [4]

## Examiner comment

There was a marked difference here to the grade A answer. No real examples of how a hashing algorithm works were given, but there was a good general idea of why clashes occur and how it can be overcome using next free space. The level of knowledge between the grade A candidate and grade C candidate responses is very marked in this question.

## Example candidate response – grade E

(i) Explain how hashing could be used to access the member file randomly.

Hashing could be used to access the member files randomly by the key fields. All the members are in order and they could be accessed very quickly.

(ii) When the member file is accessed using hashing, clashes can occur. State what is meant by a clash and how it can be dealt with.

clashes means problems and errors could occur which could be dealt by keeping the exact order of the members and the exact and proper information. [4]

### Examiner comment

There was no mention of a hashing algorithm with the candidate repeating the words of the question. The idea of why clashes occur was clearly not understood.

### Question 5 (a)

Describe the purpose of each of the following parts of a processor:

(i) Control unit

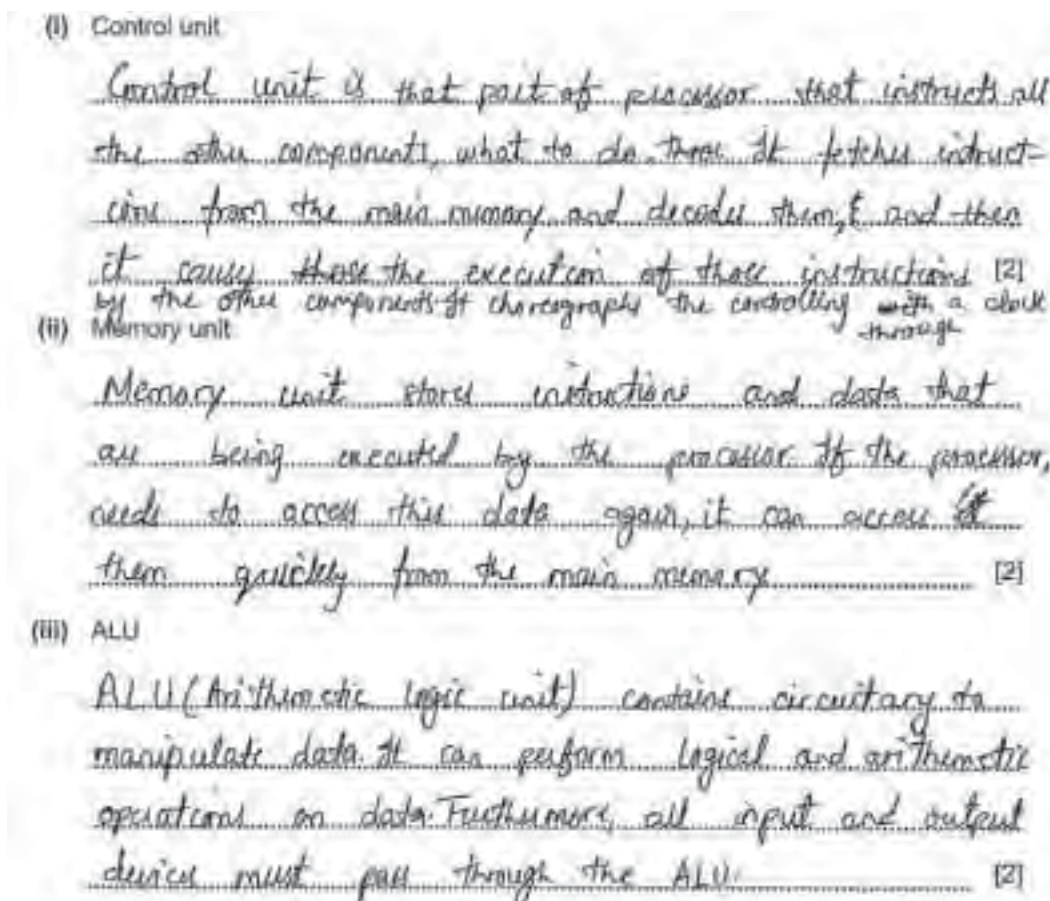
(ii) Memory unit

(iii) ALU

## Mark scheme

- (i) – Manages the execution of instructions  
 – Fetches each instruction in turn  
 – Decodes and synchronises its execution...  
 – by sending control signals to other parts of processor [2]
- (ii) – Stores program in current use  
 – Stores data in current use  
 – Stores parts of OS in current use [2]
- (iii) – Carries out arithmetic operations  
 – Carries out comparisons  
 – Acts as gateway in and out of processor
- (1 per –, max 2 per dotted, max 6) [2]

## Example candidate response – grade A



## Examiner comment

In part (i), the answer went way beyond what was necessary for full marks. They referred to the *fetch cycle*, *execution of decoded instructions*, *reference to clock* etc. More than enough for full marks. In part (ii), the candidate clearly understood that data and instructions (currently in use) are stored in the memory unit. This reference to *currently in use* distinguished grade A candidates from the grade C candidates, as seen in the example below. The third part was also clearly laid out – *the ALU performs logical and arithmetic operations* is very clear and unambiguous. Lower ability candidates tend to refer to *doing some arithmetic* and *making logical decisions* which indicates a lack of understanding of how the ALU works.

## Example candidate response – grade C

- (i) Control unit  
control unit does the activity to control all the activities of ~~net~~ computer including the processes of Fetch, Decode and Execute. [2]
- (ii) Memory unit  
Memory unit stores the data which ~~could~~ can be used in future but not now. It also holds the data temporarily on which the processor is working. [2]
- (iii) ALU  
Arithmetic logic unit act as a gateway through the processor. It does simple computational calculations and gives logic for some inputs. [2]

## Examiner comment

The candidate uses all the right words in part (i) (i.e. *fetch, decode and execute*) but doesn't really know how they all link in together. Part (ii) referred to RAM and that data is held here temporarily. No real mention that data currently in use is stored here.



## Example candidate response – grade C

### (i) Control unit

All computers follow instructions that are given to it in a programme. These instructions are in a particular order in the program and following them and carrying them out. This is the job of a control unit. [2]

### (ii) Memory unit

The second part of the processor is where everything that the processor is going to use is stored. This includes all the programme instructions and all the data needed to carry out these instructions. [2]

### (iii) ALU

The first task of the ALU is its ability to add numbers with the help of circuitry. The second task is its ability to make logical decisions. The third task is to act like a gateway between the processor and parts of the computer. [2]

## Examiner comment

Part (i) was not really describing the control unit. Part (ii) did not mention that data and instructions currently in use are stored here. The third part was sketchy with the candidate describing the ALU as 'adding numbers' and 'making logical decisions'. The only part which was awarded a mark was the reference to the ALU acting as a *gateway*. Candidates at grade C tended to know the terms but were unclear of how it all interlinked and produced very vague, often incorrect, answers to questions of this type.

## Example candidate response – grade E

(i) Control unit

It manages the processing.  
 It fetches the things done in <sup>Processor</sup> processing.

[2]

(ii) Memory unit

It stores what the things in the  
 while processing.  
 It stores in its memory so it could be  
 used next time.

[2]

(iii) ALU

Arithmetic are done in the ALU.  
 All the calculations are done in the  
 ALU.

[2]

## Examiner comment

The occasional correct word like *fetch* was used, but the candidate had no real understanding of how the control unit works. Part (ii) was a little better, with the candidate showing some idea of how the memory unit works but falls short of making some key comments which could gain marks. In part (iii), a reference to arithmetic and calculations was the level of understanding. There was no mention of arithmetic operations or logical comparisons in their answer.

## Question 5 (b)

Describe the use of buffers and interrupts in the transfer of data between primary memory and hard disk.

### Mark scheme

- temporary storage area
- Data transferred from primary memory to buffer (or vice versa)
- When buffer full, processor can carry on with other tasks
- Buffer is emptied to the hard disk
- When buffer empty, interrupt sent...
  - to processor...
  - requesting more data to be sent to buffer.
  - according to priorities

(1 per –, max 5)

[5]

### Example candidate response – grade A

• Buffer is an area of fast memory memory that stores data temporarily.  
 • When data is to be transferred the primary memory send the data to the buffer by the processor at high speed.  
 • Then the data is send from the buffer to the hard disk at a much lower speed while the processor continues with other work therefore the processor is not held up.  
 • Once the data is the buffer is empty and signal called an interrupt is sent to the processor asking for more data.  
 • Depending on the priority of the interrupts the processor attends to it. [5]

### Examiner comment

There are eight points on the mark scheme and this candidate covered all these points to ensure maximum marks were gained. The answer was logically set out using bullet points which made it easy to see each step in their discussion. A good clear answer.



## Example candidate response – grade C

Primary memory is faster than the hard disk. When data is sent from primary memory to hard disk, it goes into the buffers so that the primary memory utilizes the time to do some other task while data is being sent from buffers to the hard disk. When buffers become empty, i.e. it has transferred all the data to the hard disk then an interrupt signal is generated by the buffer to the primary memory, asking for more data to be sent or if there's any other task to be performed. [5]

## Examiner comment

The candidate shows some idea of how buffers and interrupts work but was not very clear with the finer details and confused processor with memory. The candidate clearly understands the concept but finds it difficult to link it all together logically.

## Example candidate response – grade E

Processor:  
Primary memory fills the buffer and is sent to the processor. The processor does the other task meanwhile. When the buffer is empty and interrupt is sent to the processor to fill the buffer. The processor is interrupted and leaves whatever it is doing and again the buffer is filled and sent to the hard disk.

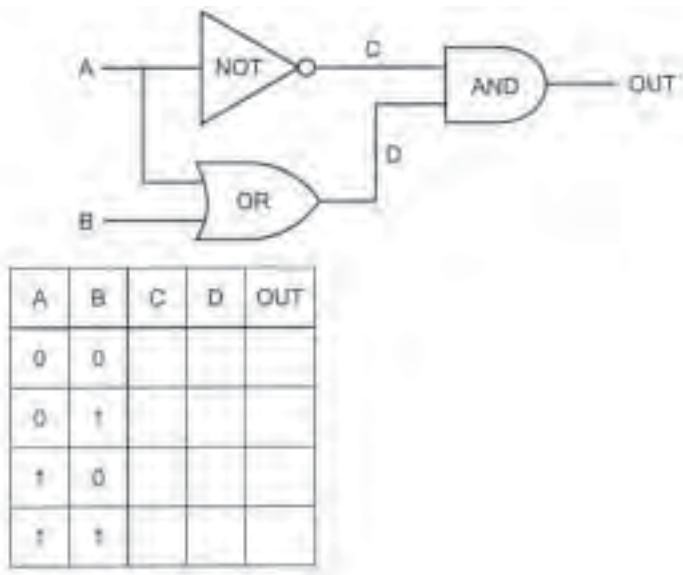
## Examiner comment

It was typical to see some reference to how a buffer works and the idea that an interrupt is sent. But all the other stages in the process were usually absent. 'The buffer is filled and sends data to the hard disk' is typical of the type of answer seen which shows no real knowledge of how this is done or why it is done.



Question 6

Complete the table for this circuit of logic gates.



Mark scheme

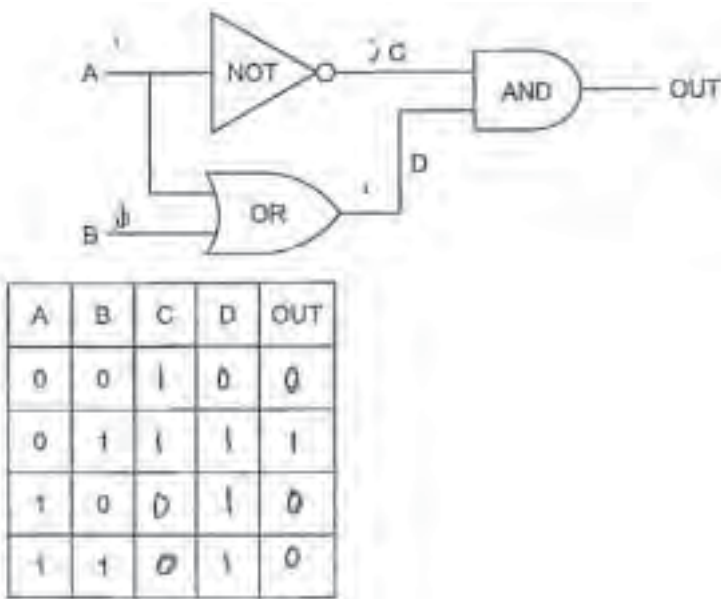
A	B	C	D	OUT
0	0	1	0	0
0	1	1	1	1
1	0	0	1	0
1	1	0	1	0

Mark points:

- Column C first two values
- Column C last two values
- Column D first two values
- Column D last two values
- OUT first two values
- OUT last two values

[6]

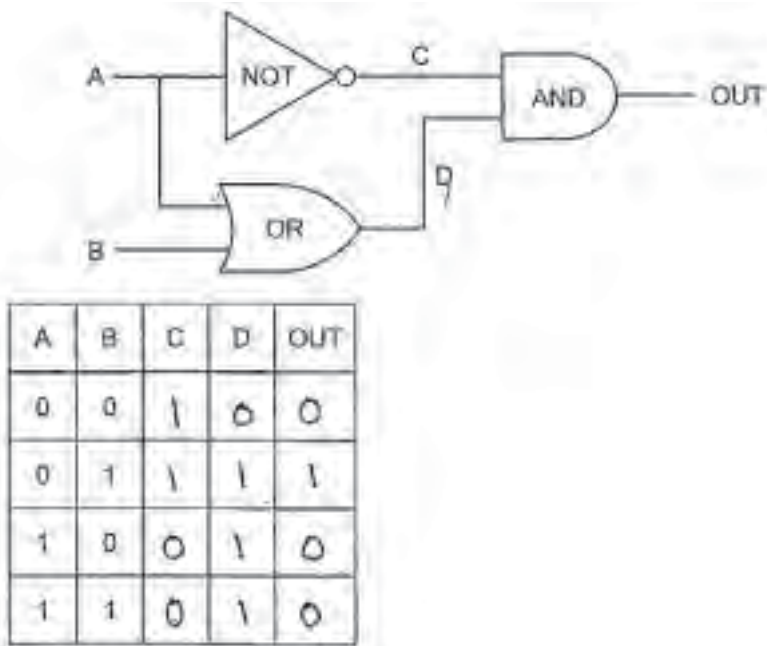
Example candidate response – grade A



Examiner comment

No errors were made in the table. This is clearly an easy question at this level.

Example candidate response – grade C

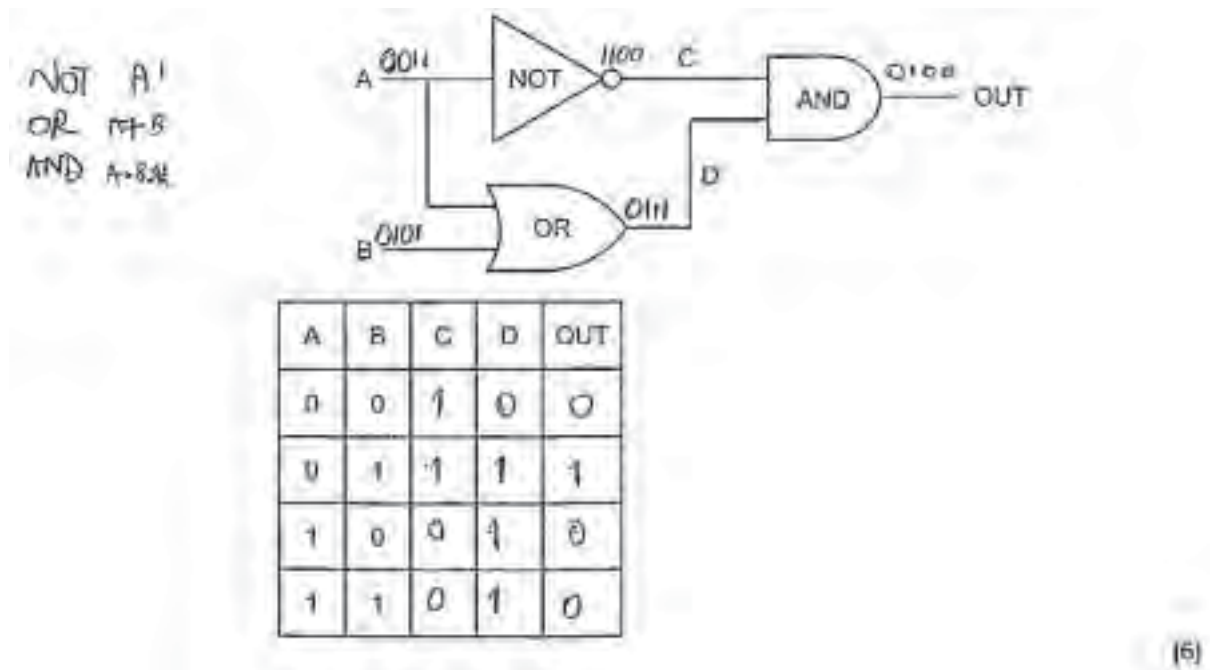


(6)

Examiner comment

There was no distinction between grade A and grade C candidate responses in this question. Both found it equally easy.

## Example candidate response – grade E



## Examiner comment

This is probably the one question on the exam paper where a grade E candidate matched a grade A candidate.

## Question 7

An interactive computer system in a shopping mall is intended to give information to customers. Discuss how the use of colour, layout and content will influence the design of the human computer interface (HCI).

## Mark scheme

### Colour...

- Colours should provide suitable contrasts
- should be meaningful e.g. red for danger
- reference to colour blindness / epilepsy

### Layout...

- should use whole screen...
- important information in top left hand corner/centre of screen
- big buttons for ease of navigation
- similar content grouped together
- consistent layout when moving from screen to screen

### Content...

- must be relevant...
- must be understandable
- must be restricted so no information overload

(1 per –, max 2 per section, max 6)

[6]

## Example candidate response – grade A

**Colour** Contrasting colours have to be used for backgrounds and text so that text is easily visible. Important text or information can be highlighted in a different colour such as red. Therefore, the HCI will be not be hard on the eyes.

**Layout** Layout should follow the normal reading pattern of eyes in a that less errors are made by the user. The screen area should be used effectively and layout should be common over different softwares. This will make the HCI's outputs easy to interpret.

**Content** Content that is displayed or printed should be accurate and relevant or the user will start to ignore it. Limited amount of content should be displayed at a time otherwise it will be too daunting for the user. So the HCI content will not lose the attention of the user. [6]

## Examiner comment

This was a very thorough answer. The candidate was clearly aware of what made a good HCI. Several of the points on the mark scheme were covered. The candidate explained why certain things were done and didn't just state facts.

## Example candidate response – grade C

**Colour** Bright colours scheme should be used which is easy easily readable but it should not be unpleasant for human eyes. Black text on white background should be used. Red/green colours must be avoided for colour blinds.

**Layout** The layout should be as simple as possible. The text should be readable from left to right and top to bottom. Spaces must be used sensibly. The data should not be scattered on the screen.

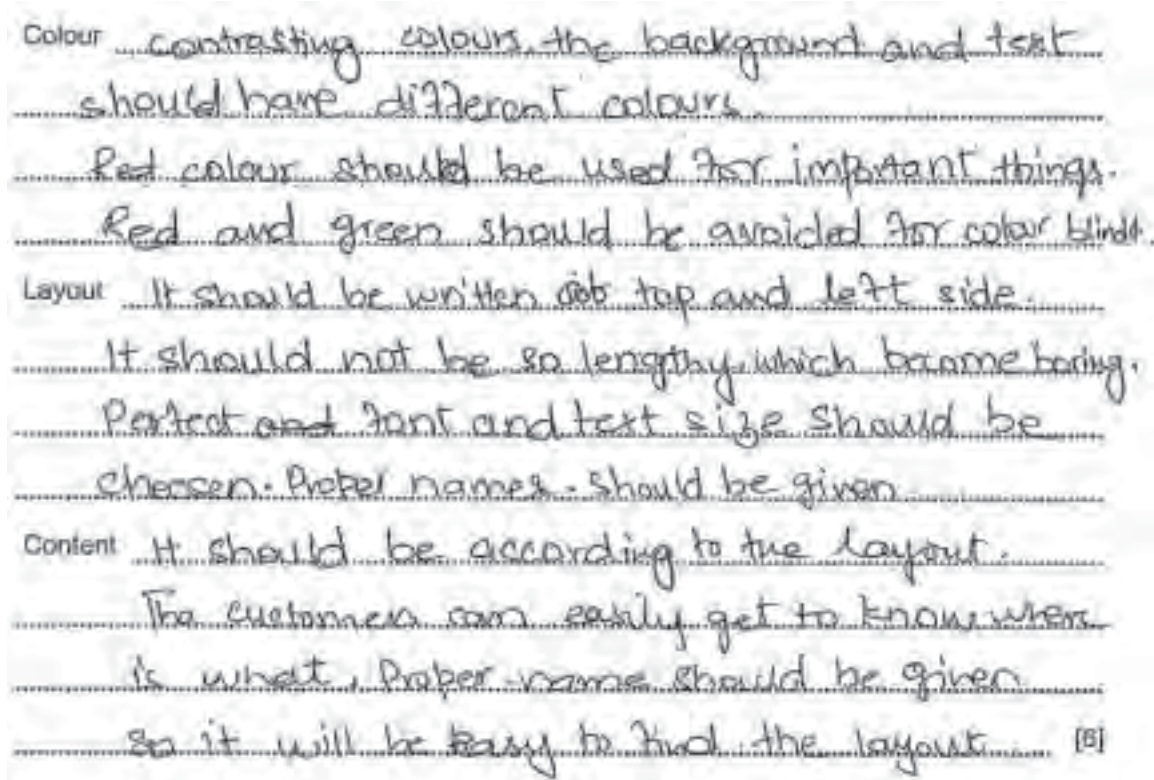
**Content** All the contents must be available otherwise there will be no use of HCI. Specific details must be available on the screen for the users about the products or schemes. [6]



## Examiner comment

The answer covers all the main points but struggles to explain the contents part. Although comments about use of colours were correct, the candidate couldn't explain why some of the features given were done under layout and content. Again, a good general idea but lacking in the finer detail to get more than half marks.

## Example candidate response – grade E



## Examiner comment

The use of colour seemed to be understood; but layout and content were even sketchier than for grade C candidates. E.g. 'it should be written top and left' in the layout section was correct but the candidate couldn't explain why this was done. The answer was often very vague with little understanding of how layout and content can influence HCI design.

## Question 8 (a)

State **two** differences between a local area network (LAN) and a wide area network (WAN).

## Mark scheme

- LAN over short distances/buildings/site // WAN geographically remote
- LAN uses own communication medium/WAN uses third party
- LAN more secure/WAN more open to attack

(1 per –, max 2)

[2]

### Example candidate response – grade A

- 1 LAN takes a small geographical area but WAN takes a bigger geographical area.
- 2 LAN uses normal cables but the WAN uses the telephone lines usually. (that's why it [2] needs a modem but LAN doesn't)

### Examiner comment

It was rare to see any good answers for this question with very few getting full marks. Even this answer is not that good. Generally, candidates, even at this level, found it difficult to explain the difference between LAN and WAN and didn't realise that some implication of a huge geographical area was needed in the explanation.

### Example candidate response – grade C

- 1 LAN is restricted to an office or a building whereas WAN is spread over long distances.
- 2 Networking is done through network cards and cables in LAN and WAN uses modem and telephone lines. [2]

### Examiner comment

The same problem occurred with grade C candidates as with grade A candidates. There was a general problem trying to explain the difference between LAN and WAN in geographical terms.

### Example candidate response – grade E

- 1 Local area network is near and wide area network is remote.
- 2 Local area network is connected through modems and wide area network is connected through [2] telephone lines.

### Examiner comment

The same problem occurred here as with grade A and grade C candidates. The problem was further compounded by many candidates at this level confusing WAN with wireless LANs.

## Question 8 (b)

State what is meant by each of the following types of data transmission. Give an advantage of each.

(i) Serial

(ii) Parallel

## Mark scheme

- (i) – Individual bits sent one after another/along single wire  
 – can be used over long distances  
 – Less chance of corruption/less chance of bits having order changed [2]
- (ii) – a byte is sent simultaneously / at the same time along 8 wires  
 – Much faster transmission rate [2]

## Example candidate response – grade A

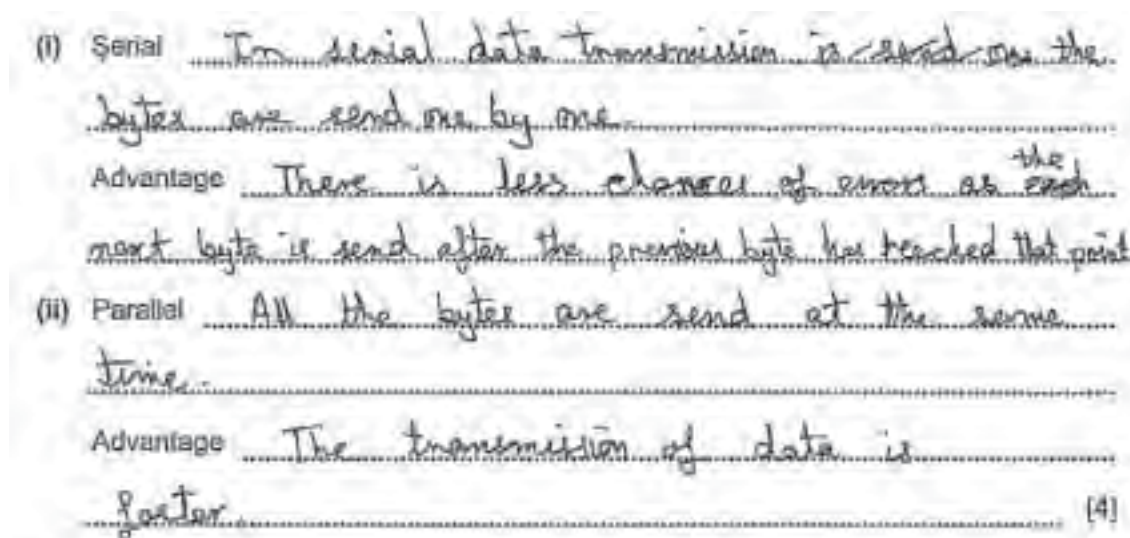
(i) Serial have bits of a byte are sent one after the other from the source to the destination.  
 Advantage it is reliable ~~and~~ when sending over long distances as bits won't get muddled up.

(ii) Parallel have bits of a byte are sent simultaneously <sup>via</sup> several wires (usually 8).  
 Advantage Since an entire byte sent together it is much faster. [4]

## Examiner comment

In part (i) the explanation of serial was unambiguous and the advantage given was very clear. In part (ii), the explanation and advantage were again very clear; the candidate not only correctly mentioned faster transmission but also said why.

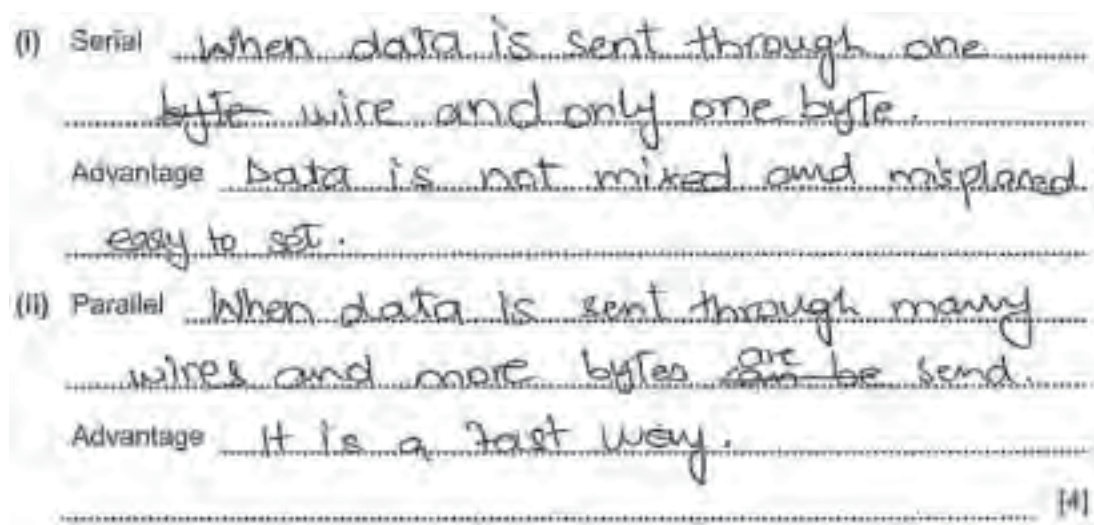
## Example candidate response – grade C



## Examiner comment

The candidate has clearly confused bytes with bits in both parts. This makes their answer effectively incorrect. Although in part (ii) the candidate seemed to be aware that parallel data transmission is faster than serial data transmission.

## Example candidate response – grade E



## Examiner comment

There was some confusion here about how bits are transmitted. Bit and byte were also confused. The candidate's answers showed very little depth of understanding e.g. 'it is very fast' in part (ii) (presumably referring to data transfer rate). The candidate has the general idea but has difficulty explaining it without resorting to vague statements like the one above.



## Question 8 (c)

The following bytes were received during a data transmission.

01101101

10101010

10111101

10110001

Parity is being used as an error check.

State which **one** of the bytes has been corrupted. Explain why you chose the one that you did.

### Mark scheme

- 01101101/First byte
- The other three all have an even number of ones/even parity
- This byte has an odd number of ones

[3]

*Second and third marks depend on first mark*

### Example candidate response – grade A

Corrupted byte 01101101

Reason It has an odd number of 1's while all other <sup>bytes</sup> have an even number of 1's as they are all using even parity is being used between devices transmitting data. [3]

### Examiner comment

The correct byte was chosen and the candidate clearly indicated why this was the corrupted byte. The meaning of even parity was well explained; also a good explanation of why the chosen byte didn't exhibit even parity, was given.

### Example candidate response – grade C

Corrupted byte 01101101

Reason All the transferred data has even parity but '01101101' has odd parity. So, '01101101' has been corrupted. [3]

### Examiner comment

The correct corrupted byte was recognised by the candidate and they were aware that even parity was being used. However, the candidate could not explain properly why 01101101 wasn't even parity and simply indicated it was odd parity. No reason given why.

## Example candidate response – grade E

Corrupted byte 10101010  
 Reason Parity check looks at the odds  
and evens.  
The last bit of the bytes should be  
1 instead of 0. [3]

## Examiner comment

Grade E candidates just tended to pick out the byte that looked different to the others. Consequently, 10101010 was often chosen because it was the only one that ended in a 0. Little, if any, indication was given whether parity was even or odd; although the “concept” of parity was often mentioned.

## Question 9 (a)

Describe a single-user operating system.

## Mark scheme

- OS will only allow one user at a time to use the computer
- Each approved user is identified by a user ID
- multi-tasking
- Provides security for user files/user profiles

(1 per –, max 2)

[2]

## Example candidate response – grade A

\* One user is using the computer system at a time.  
 \* Direct communication with processor. (usually multi-tasking)  
 \* Eg- a computer at home or DVD player. [2]

## Examiner comment

The answer was very clearly laid out using bullet points. The candidate clearly understood what was meant by single user OS.

### Example candidate response – grade C

Used at a stand-alone computer and allows general operating system features such as multi-tasking, control of hardware, communications. eg: Home computer is not part of any network. [2]

### Examiner comment

A very general answer was given in this example response. Key words were missing from the answer e.g. 'only one user can work on it' – the candidate omitted the key phrase: *at a time*. Some aspects, such as multitasking, were mentioned by the better grade C candidates.

### Example candidate response – grade E

A single-user O.S. will only allow one account or profile to exist in one computer. Therefore if another person sit uses this computer then there will be no privacy. [2]

### Examiner comment

This candidate knew this probably referred to one user but did not quite show any real grasp of the topics and consequently their explanation lacked sufficient depth to gain marks.

### Question 9 (b)

Explain how a multi-user operating system allows many users to use the computer system.

### Mark scheme

- Each user given short processor time/time slice
- In turn/so all users serviced in one rotation
- Flags used to stop waste of processor time if terminal has nothing to do
- Priorities used to allow some terminals more regular time slices...
- or longer time slices
- different users' data/programs are stored in different areas of main memory

(1 per –, max 4)

[4]

### Example candidate response – grade A

- Time slices for each terminal.
- Round robin for all terminals.
- Use of flags on different terminals.
- Polling to all terminals.
- Each user gets processing power from a central (usually powerful) computer. They either ask for CPU time & memory or the computer system asks them. Each terminal gets processing time [4] depending on the task it's doing.

### Examiner comment

The candidate understood the concept of multi-user systems. The idea of time slices, polling and use of flags was clearly understood. But very few candidates got full marks on this question indicating that this topic is not generally well known.

### Example candidate response – grade C

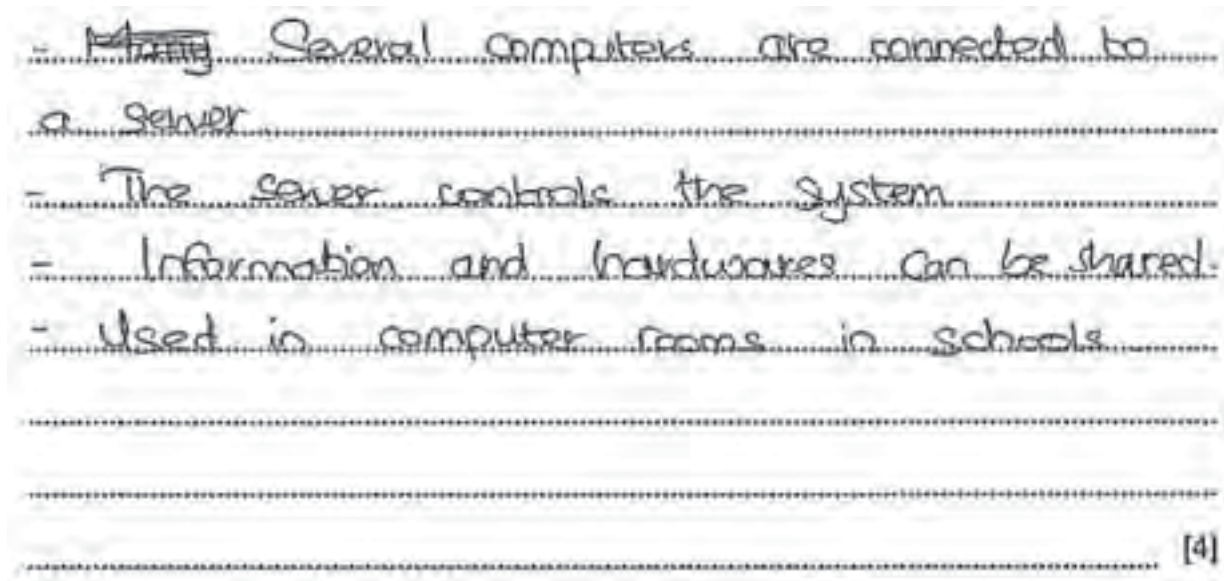
Time sharing is done in the multi-user operating system. The system divides the time between several users using the same system. The time of the user of computer is shared among all the users but the processing speed is so fast that it gives a feeling to the user that he is the sole user. [4]

### Examiner comment

The candidate had some idea about time sharing and that the user was given a time slot. However, they didn't understand how it is actually done using flags, polling, priorities, etc.



## Example candidate response – grade E



## Examiner comment

Candidates at this level often thought this question referred to networks and gave answers which described servers, sharing of resources and so on.

Paper 2

Question 1 (a)

Ahmed, a designer, stores the following details of each job that he does in a file.

- job ID (a whole number between 1 and 1000 inclusive)
- job description
- price (greater than \$10 and not more than \$5000)
- expected completion date
- paid (yes/no)

(a) Complete the following table.

Field Name	Data Type	Size of Field (bytes)
JobID		
JobDescription		
Price		
ExpectedCompletionDate		
Paid		

Mark scheme

Field Name	Data Type	Size of Field (bytes)
JobID	Integer	4
JobDescription	String / alphanumeric / text	20–50
Price	Currency / integer / real / decimal / float	8
ExpectedCompletionDate	Date / integer	8
Paid	Boolean	1

1 mark per box  
NOT variant (as a data type)

[10]

### Example candidate response – grade C

Field Name	Data Type	Size of Field (bytes)
JobID	Integer	4 bytes
JobDescription	"string"	15 bytes
Price	Integer	4 bytes
ExpectedCompletionDate	Date	8 bytes
Paid	Boolean	1 byte

[10]

### Examiner comment

Most candidates got this part correct. This response is by a C grade candidate but A grade candidates' answers were the same.

### Example candidate response – grade E

Field Name	Data Type	Size of Field (bytes)
JobID	Integer	4
JobDescription	Text	20
Price	Currency	5
ExpectedCompletionDate	Date	8
Paid	Boolean	3

[10]

### Examiner comment

Making the boolean field too large was the most common error in this part.

## Question 1 (b)

The details of the last 200 jobs are stored in the file.

Estimate the size, in kilobytes, of the file. Show your working.

### Mark scheme

- Result (e.g.  $4+29+8+8+1=50$  – size of 1 record)
- Multiplied by 200 (e.g. 10,000)
- Add (10%) (e.g. 11,000)
- Divided by 1024 (e.g.  $11,000 \div 1024$ )
- Result between 6.2 and 59.7KB (e.g. 10.7KB)

[5]

### Example candidate response – grade A

$$\begin{aligned}
 \text{Size of 1 record} &= 4 + 50 + 8 + 8 + 1 = 71 \text{ bytes} \\
 \text{Size of 200 records} &= 71 \times 200 = 14200 \text{ bytes} \\
 \text{Add 10\%} &= 14200 \times (110/100) = 15620 \text{ bytes} \\
 \text{Convert to kilobytes} &= \frac{15620}{1024} = 15.3 \text{ kilobytes}
 \end{aligned}$$

[5]

### Examiner comment

The candidate used the file sizes from part (a) to calculate the size of one record. Correct multiplication by the number of records and addition of 10% for overheads as well as accurate conversion from bytes to Kilobytes make this an excellent answer. All working is clearly laid out and every step explained.



## Example candidate response – grade C

$$\begin{aligned}
 \text{size of each} &= 4 + 30 + 5 + 10 + 1 \\
 &= 50 \\
 \text{size of 200 jobs} &= 200 \times 50 \\
 &= 2500 \\
 &= \underline{2500} \text{ kb} \\
 &\quad 1024 \\
 &= 2.44 \text{ kb}
 \end{aligned}$$

[5]

## Examiner comment

This candidate calculated the record size and multiplied this by the number of records, but did not add the 10% for overheads. The working is clearly laid out and each step labelled.

## Example candidate response – grade E

$$\begin{aligned}
 (8 + 20 + 8 + 6 + 1) &= 43 \times 200 \\
 &= 8600 \\
 + 10\% \text{ overhead} &= 860 \\
 &= \underline{9460} \\
 &\quad 1000 \\
 &= 9.46 \text{ kb}
 \end{aligned}$$

[5]

## Examiner comment

This candidate correctly calculated the filesize in bytes, but then divided by 1000 rather than 1024 to convert to Kilobytes. The working is clearly laid out but explanation of the steps is minimal.

## Question 1 (c)

In a high-level programming language of your choice, write the code to define the record type for the record structure in part (a).

### Mark scheme

e.g. Pascal

```
TYPE JobRecord = RECORD
    JobID: Integer;
    JobDescription: String;
    Price: Currency;
    ExpectedCompletionDate: TDateTime;
    Paid: Boolean
END;
```

e.g. VB6

```
Type JobRecord
    DIM JobID AS Integer
    DIM JobDescription AS String
    DIM Price AS Decimal
    DIM ExpectedCompletionDate AS Date
    DIM Paid AS Boolean
END Type
```

e.g. VB 2005

```
STRUCTURE JobRecord
    DIM JobID AS Integer
    DIM JobDescription AS String
    DIM Price AS Decimal
    DIM ExpectedCompletionDate AS Date
    DIM Paid AS Boolean
END STRUCTURE
```

e.g. C#

```
struct jobRecord
{
    public int jobID;
    public string jobDescription;
    public decimal price;
    public datetime expectedCompletionDate;
    public bool paid;
}
```

*1 mark for heading*

*1 mark for structure*

*1 mark for all 5 fields correct*

[3]

### Example candidate response – grade A

Language Java

Code import java.util.Date;  
public class Job {  
    private int JobID;  
    private String ~~Job~~ JobDescription;  
    private float Price;  
    private Date ExpectedCompletionDate;  
    private boolean Paid;  
    /\* public getter and setter methods \*/  
}

[3]

### Examiner comment

Java is not explicitly given in the mark scheme. The answer is correct and the candidate was credited for this. It is very important that the answer matches the language stated.

### Example candidate response – grade C

Language Visual Basic 2008

Code Dim JobID as Integer  
Dim JobDescription as String  
Dim Price as single  
Dim ExpectedCompletionDate as String  
Dim Paid as Boolean

[3]

### Examiner comment

This is a common response from a grade C candidate, where just the fields are defined. To gain full marks, the candidate also needs to show how these field definitions need to be enclosed with the correct keywords to declare these fields as a record type.

## Example candidate response – grade E

Language	Pseudo code
Code	<pre> Dim JobID as integer Dim JobDescription as string Dim Price as Integer Dim Paid as boolean Dim ExpectedCompletionDate as Date </pre>

[3]

## Examiner comment

Quite a number of candidates stated the high-level language to be Algorithm or Pseudocode. This is not appropriate. For questions such as these, candidates need to show evidence of knowledge of a real programming language.

## Question 1 (d)

Some data will need to be validated when entered.

- (i) State what is meant by validation.
- (ii) Describe **two** different validation checks that can be performed on the ExpectedCompletionDate field.

## Mark scheme

- (i) – to check that data is reasonable / acceptable / follows rules  
 – to check data is complete

[1]

NOT correctness

- (ii) – range check explanation  
 – length check explanation  
 – format check explanation

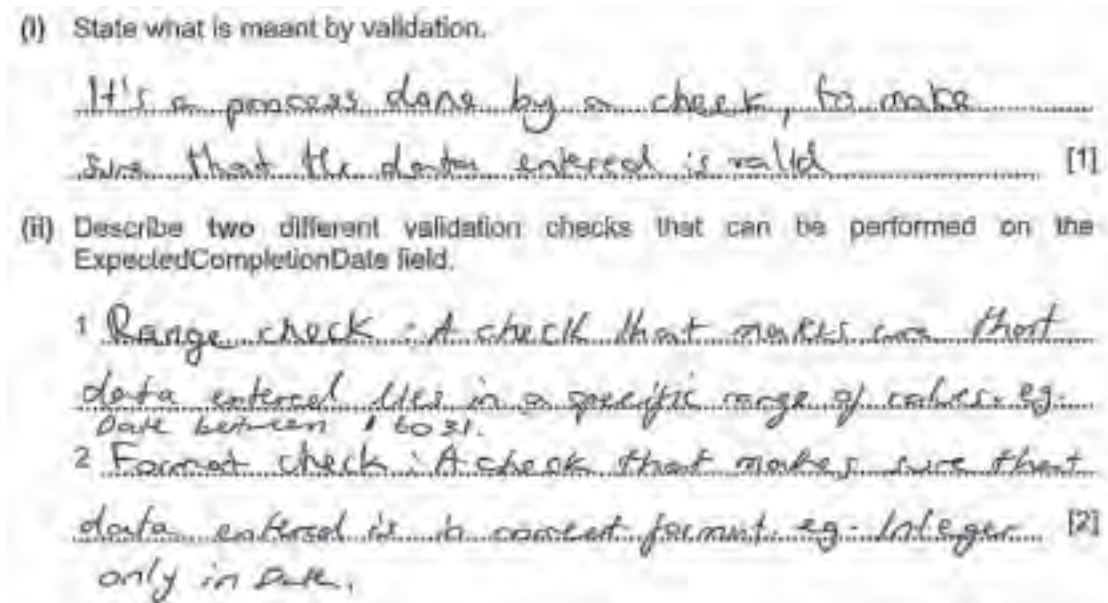
Max 2 marks

NOT presence check

[2]



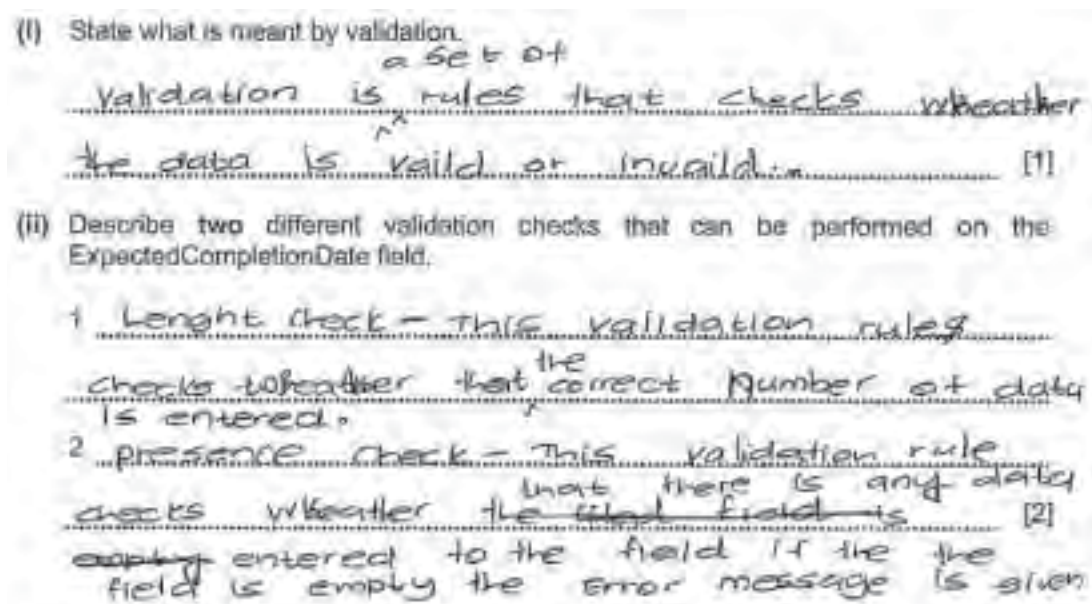
### Example candidate response – grade A



### Examiner comment

This candidate has re-used the words of the question in the first part, but given 2 good answers in the second part; clear and accurate.

### Example candidate response – grade C



### Examiner comment

The answer to the first part is not well expressed, but enough for a mark. Although length check is a type of validation check, the explanation given shows little understanding of what a length check is.

## Example candidate response – grade E

(i) State what is meant by validation.

to check that data inserted is the one that was intended to (1)

(ii) Describe two different validation checks that can be performed on the ExpectedCompletionDate field.

1 A file could be typed twice and talyed together.  
2 manual checks can be undergone. The soft copy of the data is matched by the hard copy of the data.

## Examiner comment

The candidate appears to be writing about verification. This is a common error from grade E candidates.

## Question 1 (e)

The logic statement to validate the Price field is  $(Price > 10) \text{ AND } (Price \leq 5000)$

Write a similar logic statement to validate each of the following.

JobID

Paid

## Mark scheme

$(JobID > 0) \text{ AND } (JobID \leq 1000)$

Alternative answers:

$(JobID > 0) \text{ AND } (JobID < 1001)$

$(JobID \geq 1) \text{ AND } (JobID \leq 1000)$

$(JobID \geq 1) \text{ AND } (JobID < 1001)$

*Correct brackets 1 mark; correct operator 1 mark*

$(Paid = \text{True}) \text{ OR } (Paid = \text{False})$

*Accept*  $(Paid = \text{yes}) \text{ OR } (Paid = \text{no})$

*Accept*  $(Paid = 1) \text{ OR } (Paid = 0)$

*Correct brackets 1 mark; correct operator 1 mark*

[4]

### Example candidate response – grade A

JobID (JobID > 1) AND (JobID < 1000)

Paid (Paid = "Yes") OR (Paid = "No")

[4]

### Examiner comment

The logic statements are correct. Candidates writing pseudocode should use the programming symbols  $>=$  and  $<=$  rather than the mathematical symbols  $\geq$  and  $\leq$ .

### Example candidate response – grade C

JobID ~~JobID > 1 AND JobID < 1000~~  
(JobID >= 1) AND (JobID <= 1000)

Paid Paid = Yes OR No

[4]

### Examiner comment

The JobID validation is correct. No separation of the two conditions of Paid show a common mistake grade C candidates make.

### Example candidate response – grade E

JobID (btyd > 30) AND (Name <= 30 bytes)

Paid (Yes or No) AND <sup>3</sup>/<sub>4</sub> (True or False)

[4]

### Examiner comment

This candidate has been awarded a mark for the 'AND'. The remainder of the statements do not make any sense. Evidence such as this show that candidates need more practice at writing boolean expressions in a real programming language as part of simple programs, where execution of the program will quickly show the candidate whether they have constructed the expression correctly.

Question 1 (f)

The code for the validation will have to be tested.

State **four** items of data you would use to test the JobID validation.  
State the reasons for using that test data.

Test 1	JobID value	Reason
Test 2		
Test 3		
Test 4		

Mark scheme

- Any sensible + reason accepted
- e.g. 500 – valid data– within acceptable range / normal
- 1 – valid data – lower boundary included / extreme
- 1000 – valid data – upper boundary included / extreme
- 1 – invalid data – below boundary
- 1001 – invalid data – above boundary

1 mark per data item, 1 mark per matching reason [8]

Example candidate response – grade A

	JobID value	Reason
Test 1	105	Not an integer (gives error)
Test 2	-1	Below lowest range (gives error) <del>should be</del>
Test 3	1001	shouldn't be greater than 1000 (gives error)
Test 4	1000	Standard data (No error)

[8]

Examiner comment

This candidate chose four different types of test data and could also have given 'Boundary value' as the reason for choosing 1000. In questions about test data it is very important to consider different types of test and not give data that essentially test the same thing.



### Example candidate response – grade C

	JobID value	Reason
Test 1	123 1/2	testing fractions
Test 2	1000	testing highest boundary
Test 3	-1231	testing negative entry
Test 4	-1001	testing invalid entry.

[8]

### Examiner comment

An answer to test fractions was not accepted as it is not normally possible to enter fractions. The last entry in this answer was the same type as the one above it. Grade C candidates often found it difficult to select data values that tested for valid and invalid JobIDs.

### Example candidate response – grade E

	JobID value	Reason
Test 1	check whether the ID is valid or no	TO know if its valid or no
Test 2	check the valid name.	TO know if name is valid or no.
Test 3	check whether the person is same	TO know if the person is same
Test 4	check the job type	TO know what his job type

[8]

### Examiner comment

The question required the candidate to specify data values that could be entered to test that the validation check worked accurately. Grade E candidates often found this difficult.

Question 2 (a) (i)

Raul wants to write a program that will count the number of vowels in a word. He starts by writing some pseudocode that will count the number of letter 'a's'.

```

1  INPUT Word
2  Count ← 0
3  LOOP FOR Index ← 1 TO length(Word)
4      IF Word(Index)='a'
5          THEN
6              Count ← Count + 1
7          ENDIF
8  ENDLLOOP

```

**(a) (i)** Complete the trace table for this pseudocode using 'banana' as input. The first seven rows have been filled in.

[illegible]

## Mark scheme

(a) (i)

Word	Count	Index	Word(Index)	Word(Index)='a'
banana				
	0			
		1		
			b	
				false
		2		
			a	
				true
	1			
		3		
			n	
				false
		4		
			a	
				true
	2			
		5		
			n	
				false
		6		
			a	
				true
	3			

1 mark for each correct column (except Word column)

1 mark for correct sequence

1 mark for readable presentation

[6]

## Example candidate response – grade A

- (a) (i) Complete the trace table for this pseudocode using 'banana' as input.  
The first seven rows have been filled in.

Word	Count	Index	Word(Index)	Word(Index) = 'a'
banana				
	0			
		1		
			b	
				false
		2		
			a	
				true
	1			
		3		
			n	
				false
		4		
			a	
				true
	2			
		5		
			n	
				false
		6		
			a	
				true
	3			

[6]

## Examiner comment

Clearly laid out trace table with correct values showing for each variable at every stage. The convention of leaving the cell blank when the content has not changed has been followed. This gives a clear indication of correctness.



## Example candidate response – grade C

Count	Index	Word[Index]	Word[Index]='a'
0	1	b	No
1	2	a	Yes
2	3	n	No
3	4	a	Yes
	5	n	No
	6	a	Yes

Line	Word	Count	Index	Word[Index]	Word[Index]='a'
1	banana				
2		0			
3			1		
4				b	
5					false
6			2		
7				a	
8					true
9		1			
10			3		
11				n	
12					false
13			4		
14				a	
15					true
16		2			
17			5		
18				n	
19					false
20			6		
21				a	
22					true
23		3			
24			7		
25					
26					
27					
28					



Examiner comment

Grade E candidates often showed evidence that they had not enough understanding of dry-running of code. Setting out the trace table by entering each new value in a new row was intended to aid the candidate to see easily the result from each line of pseudocode.

Question 2 (a) (ii)

(ii) Complete this trace table for the pseudocode using 'Ant' as input.

```
1  INPUT Word
2  Count ← 0
3  LOOP FOR Index ← 1 TO length(Word)
4      IF Word(Index)='a'
5          THEN
6              Count ← Count + 1
7          ENDIF
8  ENDLOOP
```

Word	Count	Index	Word(Index)	Word(Index)='a'
Ant				

## Mark scheme

(ii)

Word	Count	Index	Word(Index)	Word(Index)='a'
Ant				
	0			
		1		
			A	
				false
		2		
			n	
				false
		3		
			t	
				false

1 mark for correct Count column

1 mark for correct Word(Index)='a' column (need false only once after A)

1 mark for Index column and Word(Index) column correct

[3]



Example candidate response – grade A

(ii) Complete this trace table for the pseudocode using 'Ant' as input.

```
1  INPUT Word
2  Count ← 0
3  LOOP FOR Index ← 1 TO length(Word)
4      IF Word(Index)='a'
5          THEN
6              Count ← Count + 1
7          ENDIF
8  ENDLOOP
```

Word	Count	Index	Word(Index)	Word(Index)='a'
Ant				
	0			
		1		
			A	
				false
		2		
			n	
				false
		3		
			t	
				false

Examiner comment

The same layout was adopted for this trace table. Note how the candidate annotated the pseudocode to aid correct completion of the trace table.

## Example candidate response – grade C

Line	Word	Count	Index	Word(Index)	Word(Index)='a'
1	Ant				
2		a			
3			1		
4				a	
5					Yes
6		1			
3			2		
4				n	
5					No
3			3		
4				t	
5					No
3			4		
8					

[3]

## Examiner comment

Although this candidate continued with a well laid out trace table, lack of attention to detail produced an incorrect response. When checking if a character is 'a' a computer program would not treat 'A' as equivalent to 'a' unless explicitly programmed to do so; as is asked for in part **(b)**.

Example candidate response – grade E

(ii) Complete this trace table for the pseudocode using 'Ant' as input.

```
1  INPUT Word
2  Count ← 0
3  LOOP FOR Index ← 1 TO length(Word)
4      IF Word(Index)='a'
5          THEN
6              Count ← Count + 1
7      ENDIF
8  ENDLOOP
```

Word	Count	Index	Word(Index)	Word(Index)='a'
Ant	0	1	a	<del>true</del> false
	1	2	n	false
	0	3	t	false

[3]

Examiner comment

Again, not distinguishing 'A' from 'a' shows lack of attention to detail, often found with grade E candidates.

Question 2 (b)

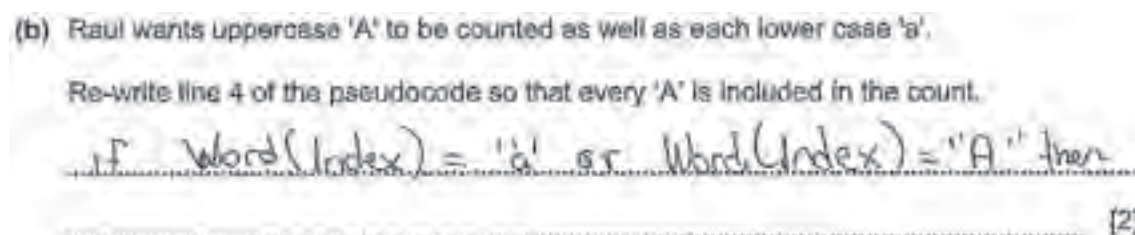
- (b) Raul wants uppercase 'A' to be counted as well as each lower case 'a'.  
Re-write line 4 of the pseudocode so that every 'A' is included in the count.

## Mark scheme

- (b) IF (Word(Index) = 'a') OR (Word(Index) = 'A')  
 1 mark for OR (allow lower case or)  
 1 mark for separate decisions correct  
 // 2 marks for If Uppercase(Word(Index))='A'  
 // 2 marks for If Lowercase(Word(Index))='a'  
 must reflect existing pseudocode style

[2]

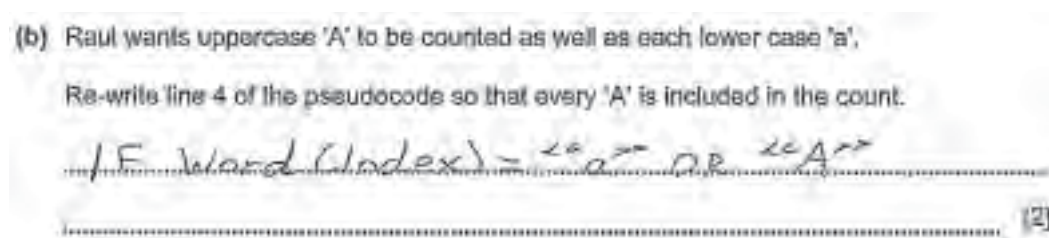
## Example candidate response – grade A



## Examiner comment

This was accepted without the brackets around the two conditions.

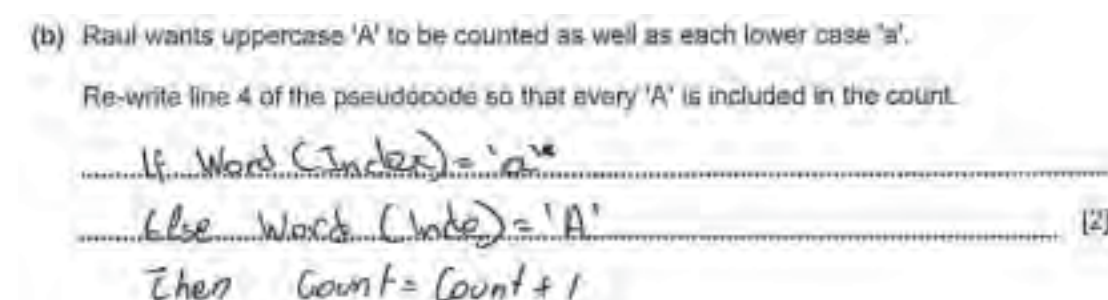
## Example candidate response – grade C



## Examiner comment

A lot of candidates failed to separate the two conditions out, even though they had done so in **1(e)**.

## Example candidate response – grade E



## Examiner comment

Using an 'else' in this question was common among grade E candidates.



## Question 2 (c)

(i) The pseudocode has features that make it easy to understand. State **two** such features.

Program code is to be produced from the pseudocode.

(ii) State **one** other feature that could be introduced to make the program code easy to understand.

(iii) State **two** reasons why it is important for the program to be easily understood.

## Mark scheme

- (i) – meaningful variable names  
 – indentation/white space  
 – structured English  
 – good formatting (lower case, upper case)  
 – reserved words are capitalised/in capitals [2]
- (ii) Annotation/comments [1]
- (iii) – to make it easier to find/correct errors  
 – to make it easier to modify the program / maintenance [2]

## Example candidate response – grade A

(i) The pseudocode has features that make it easy to understand. State two such features.

Feature 1 Indentation (make part of the code stand out from the rest)

Feature 2 Meaningful variable names (names which gives the user to understand the what variable is.) [2]

Program code is to be produced from the pseudocode.

(ii) State one other feature that could be introduced to make the program code easy to understand.

Comments, which explain the code to the user [1]

(iii) State two reasons why it is important for the program to be easily understood.

Reason 1 For future maintenance by another user. (be understandable.)

Reason 2 For easier access (e.g. if you to search something easy and fast) [2]

## Examiner comment

A detailed and correct answer.

## Example candidate response – grade C

- (i) The pseudocode has features that make it easy to understand. State two such features.

Feature 1 Comment → to explain the code

Feature 2 Indentation → to make the line that goes together [2]

Program code is to be produced from the pseudocode.

- (ii) State one other feature that could be introduced to make the program code easy to understand.

Modularity → ~~split~~ split the program in modules so it will be ~~easy~~ easy to understand. [1]

- (iii) State two reasons why it is important for the program to be easily understood.

Reason 1 To find easily the wrongs of the program

Reason 2 If other programmer want to change something or maintain the program he can - do it easily if it is easily understood. [2]

## Examiner comment

There are no comments in the given pseudocode, and modularity when required would already be reflected in the pseudocode. The reasons why program code should be easily understood are appropriate.

## Example candidate response – grade E

(i) The pseudocode has features that make it easy to understand. State two such features.

Feature 1 Sensible variable names that uses variable  
names

Feature 2 Indentification are the lines of the code that go  
together [2]

Program code is to be produced from the pseudocode.

(ii) State one other feature that could be introduced to make the program code easy to understand.

Modularisation because they are parts of the code that  
are shorter to be easier to understand them [1]

(iii) State two reasons why it is important for the program to be easily understood.

Reason 1 easier to understand is so workings can happen  
faster

Reason 2 input data to be entered easily [2]

## Examiner comment

The first feature is acceptable as no explanation was required. However, terminology needs to be quoted correctly (Indentation) although minor spelling errors are acceptable unless they change the meaning. The answer in (iii) repeats the words in the question.

## Question 2 (d)

Each letter in the alphabet has an ASCII code.

- (i) What form does an ASCII code take?
- (ii) Describe how ASCII codes can be used to arrange two lower case letters in alphabetical order.
- (iii) Describe how two words (lower case letters only) can be arranged in alphabetical order.

## Mark scheme

- (i) – numeric/binary (code where each character has a unique value) [1]
- (ii) – letters a-z have increasing ASCII codes
  - Each character's ASCII value is compared
  - the character with the smaller value is the first character/the character with the larger value is the second character/(letters are sorted) [3]



- (iii) – characters are compared in turn ...
- from left hand side / start of each word
  - ... until two characters are different
  - the lower code value determines the first word
  - if 2 words are the same when one ends ...
  - ... this is the first word

[4]

### Example candidate response – grade A

(i) What form does an ASCII code take?

~~8 bit binary form~~  
A denary number from 0 to 127 (1)

(ii) Describe how ASCII codes can be used to arrange two lower case letters in alphabetical order.

First the two ~~are~~ ASCII values of the two characters are compared. If one character's value is less than the other that character is put first →

⇒ otherwise the other character is put first

IF  $ASCII(Character 1) < ASCII(Character 2)$

In order = Character 1, Character 2 [3]  
Else In order = Character 2, Character 1

(iii) Describe how two words (lower case letters only) can be arranged in alphabetical order

first two  
If character (1) of word (1) ~~is less than~~ Compare each character in each word. in the order they are written

Then  $ASCII(Character 1)$  of word (1) ~~is less than~~ If both characters are equal ~~move to~~ compare the next <sup>couple</sup> of characters

$ASCII(Character 2)$  of word (1) ~~is less than~~ Otherwise if one character of ~~one word~~ <sup>first word</sup> has a higher ASCII value than the ~~a~~ <sup>second</sup> character of the other word being compared, put the

Then  $Word order = Word(1), Word(2)$  second word compared to the first (4)  
Else  $Word order = Word(2), Word(1)$

Repeat this until both one word has no more characters to be compared or until both words have no characters to be compared.



## Examiner comment

A very detailed explanation. This candidate is perhaps the only one who realised that something happened in (iii) when one word finished before the other. This candidate doesn't say what to do then, but it is one of the most comprehensive answers.

## Example candidate response – grade C

(i) What form does an ASCII code take?

ASCII takes the form of an integer in the form  
of 1s and 0s eg 1001001 [1]

(ii) Describe how ASCII codes can be used to arrange two lower case letters in alphabetical order.

ASCII codes can be arranged in alphabetical order by  
looking at the code as a whole number for example  
000100 is smaller than 101000. Therefore it  
will be higher than 101000 in the alphabetical order  
so the computer can compare the value of the two codes  
and then arrange them in the alphabetical order. [3]

(iii) Describe how two words (lower case letters only) can be arranged in alphabetical order.

The computer would take only the first letter of the word  
and compare the values, but if they are equal values  
eg 1001001 = 1001001 then the computer will take the  
next letter in each word and compare the ASCII codes again.  
If one is smaller than that word will be higher in alphabetical  
order. If they are the same again, the computer will simply  
take the next letters and compare the ASCII codes  
until they are or cannot be put in alphabetical order. [4]

## Examiner comment

Part (i) is well explained. In part (ii) there is evidence of some understanding that ASCII values are compared numerically but the statement of what happens after this comparison is not clear. Part (iii) starts correctly but explanation is not followed through.

## Example candidate response – grade E

(i) What form does an ASCII code take?

decimal

[1]

(ii) Describe how ASCII codes can be used to arrange two lower case letters in alphabetical order.

lower case letters will be represented in decimal values. therefore the lowest value will have the letter 'a' and the highest will have the value of 'z'. That if the numbers are arranged in ascending order, the the lower case letters will be in alphabetical order.

[3]

(iii) Describe how two words (lower case letters only) can be arranged in alphabetical order.

Input words

If first words first letter is

smaller than the first letter in the second word then

then first word = first

else

second word = first

Repeat until end of words.

[4]

## Examiner comment

Part (i) hints at some understanding that a numerical code is involved.

Part (ii) describes the idea behind the relationship of ASCII codes and letters of the alphabet, but does not describe the use of the ASCII codes in the process.

Part (iii) only considers the first letter of each word, and does not deal with the possibility of words that start with one or more letters that are the same (for example: this, that).

### Question 3 (a)

Raul writes a program which will keep a tally of the number of times each letter appears in a given text. He uses an array of size 26 to store the totals for each letter. He then initialised each element of the array.

What value should Raul give each element?

### Mark scheme

0 (zero)

[1]

### Example candidate response – grade E

623591760



### Examiner comment

This comes from a grade E candidate's paper, but could have come from any graded paper. It was mainly ungraded candidates who did not answer this correctly.

### Question 3 (b)

Define the array and initialise each element of the array using a high-level programming language of your choice.

### Mark scheme

e.g. Pascal

```
VAR Letter: ARRAY [1..26] OF Integer;
FOR I := 1 TO 26
DO
    Letter[i] := 0;
```

Alternative:

```
VAR Letter: ARRAY ['a'..'z'] OF Integer;
FOR l := 'a' TO 'z'
DO
    Letter[l] := 0;
```

e.g. VB 2005

```
DIM Letter(26) AS Integer
FOR i = 1 TO 26
    Letter(i) = 0
NEXT
```

e.g. C#

```
string[] letter = new string[26]
for (int i = 1; i <= 26; i++)
{
    letter[i] = 0
}
```

1 mark for correct declaration range

1 mark for correct data type

1 mark for loop to address full range of array

1 mark for correct assignment

[4]

### Example candidate response – grade A

Language VB.NET

Code DIM Array(26) As Integer

For C=1 to 26

Array(C)=0

Next

END

[4]

### Examiner comment

While using *array* as a variable name is not good, this candidate had the programming points that were relevant.



## Example candidate response – grade C

Language Q Basic 4.5

Code ~~DIM NUM(26) AS Integer~~  
~~I = 1~~  
~~While (I ≤ 26)~~  
 DIM Char(Alphabet(I)) AS Character  
 I = 1  
 while (I ≤ 26)  
 IF (I ≤ 26) then  
 I = I + 1  
 End while

[4]

## Examiner comment

The loop structure is acceptable. The candidate did not recognise that in order to keep a tally (count) the array needs to store integers, not characters. Within the loop there is no attempt at initialising array elements.

## Example candidate response – grade E

Language C

Code

```
1: # totals [25]; /* define array */
2: int a[0], b[1], c[2], d[3], e[4], f[5], g[6];
3: int h[7], i[8], j[9], k[10], l[11], m[12], n[13];
4: int o[14], p[15], q[16], r[17], s[18], t[19], u[20];
5: v[21], w[22], x[23], y[24], z[25];
```

[4]

## Examiner comment

In general candidates offering C++ struggled the most to gain programming marks. Grade E candidates often could not see that a loop structure was required to set each array element to an initial value.

### Question 3 (c)

Write the statements required to update the array when a letter has been read.

#### Mark scheme

e.g. Pascal

```
ThisLetterIndex :=
    ASCII(ThisLetter)-ASCII('a') + 1;
Letter[ThisLetterIndex] :=
    Letter[ThisLetterIndex] + 1;
```

Alternative: (if character range used for array index)

```
Letter[ThisLetter] := Letter[ThisLetter] + 1;
```

e.g. VB 2005

```
ThisLetterIndex = ASC(ThisLetter)-ASC("a") + 1
Letter(ThisLetterIndex) =
    Letter(ThisLetterIndex) + 1
```

e.g. C#

```
thisLetterIndex = asc(thisLetter) - asc('a') + 1;
letter[thisLetterIndex] =
    letter[thisLetterIndex] + 1;
```

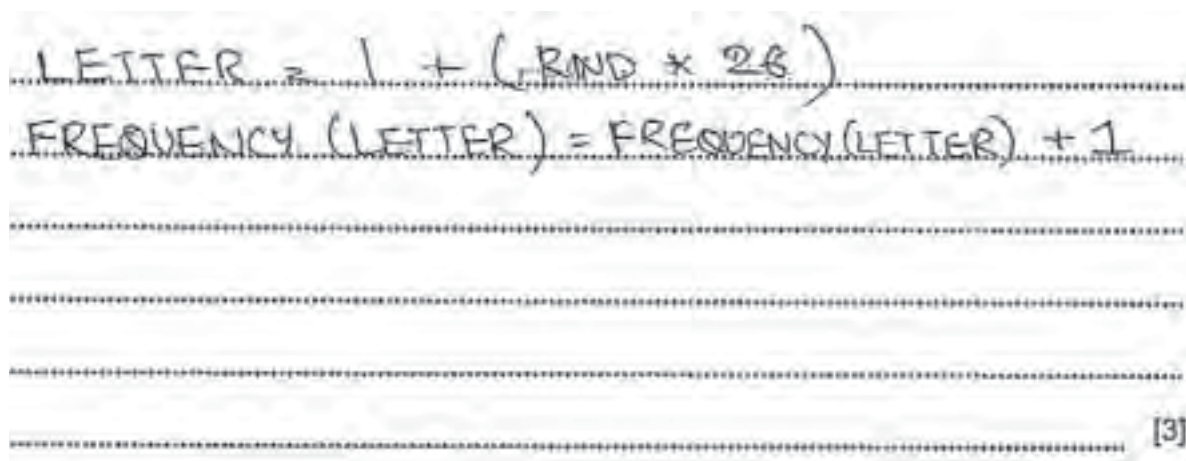
1 mark for finding correct array element

1 mark for incrementing running total correctly

1 mark for correct overall logic

[3]

#### Example candidate response – grade A



#### Examiner comment

This is the hardest question on the paper. This is one of the few answers that gained a mark. There are several different ways to solve it, depending on the language used. The mark scheme shows the marks for one method. Any other correct method would have received comparable marks. Keeping a tally is a standard exercise in many textbooks. To do well with the more challenging questions in this paper, candidates need plenty of practice at programming short exercises to gain an understanding of the effect of key programming constructs.

### Example candidate response – grade C and E

```

int a
get char (b)
For i = 0
  i(b) = a      (a - number of times
                 letter is appearing)
  Put char (b) in i(i)
Next i
Print

```

### Examiner comment

There is no understanding of how to tackle this problem in this answer. Most did not attempt the question.

### Question 4 (a)

The following pseudocode is a recursive function where  $n$  is an integer.

```

FUNCTION    prod(n)
IF n = 1
  THEN
    prod ← 1
  ELSE
    prod ← n * prod(n-1)
ENDIF
RETURN

```

(i) What value is returned by  $\text{prod}(1)$ ?

(ii) What value is returned by  $\text{prod}(3)$ ?

### Mark scheme

(a) (i) 1 [1]

(ii) 6 [1]

### Example candidate response – grade C

```

(i) What value is returned by prod(1)?
    1 [1]

(ii) What value is returned by prod(3)?
    6 [1]

```

### Examiner comment

This response is from a grade C candidate. Nearly all candidates, at all grades, answered these two parts correctly.

## Question 4 (b)

- (i) What happens if the parameter passed is -1?
- (ii) What changes will need to be made to the pseudocode to address the problem in (b)(i)?

## Mark scheme

- (i) – cannot end  
 – infinite loop  
 – produces error message (heap/stack overflow) / 'crash' [2]
- (ii) – Before second line extra code needs to be added  
 – ... if  $n < 1$  (OR if  $n < 0$ )  
 – then error (or equivalent) [2]

## Example candidate response – grade A

- (i) What happens if the parameter passed is -1?
- The function will keep on calling itself infinitely ~~set~~ since  $\text{Prod}(n-1)$  will never be equal to  $\text{Prod}(1)$  so the stopping condition for the recursion will never be reached. [2]
- (ii) What changes will need to be made to the pseudocode to address the problem in (b)(i)?
- A Selection Control structure should be added before line 2 (If  $n = 1$ ) testing (If  $n \leq 0$ ) If its true, then the function should be exit and <sup>error</sup> an appropriate message should appear. [2]

## Examiner comment

Both parts have correct answers that show good understanding of the problem.



### Example candidate response – grade C

- (i) What happens if the parameter passed is -1?
- This will produce an infinite loop
  - The loop will never stop as the condition  $\text{If } n = 1$  will never be met and so it will not be executed [2]
- (ii) What changes will need to be made to the pseudocode to address the problem in (b)(i)?
- change the line  $\text{Prod} \leftarrow n * \text{prod}(n-1)$  to  $\text{Prod} \leftarrow n * \text{prod}(n+1)$
  - change the line  $\text{If } n = 1$  to  $\text{If } n = -1$  [2]

### Examiner comment

There is a good understanding demonstrated in part (i). It seems a pity that the ingenious ideas in (ii) will not work, though they show that this candidate does appreciate how the program works.

### Example candidate response – grade E

- (i) What happens if the parameter passed is -1?
- The output will yet ~~be~~ be positive because when it reaches the step  $\text{prod} \leftarrow n * \text{prod}(n-1)$  it will look like this  $\text{Prod} \leftarrow -1 * \text{prod}(-2)$  that will give an answer of 2 which is positive. [2]
- (ii) What changes will need to be made to the pseudocode to address the problem in (b)(i)?
- Addition of another step to take any negative values into consideration before the step of  $\text{Prod} \leftarrow n * \text{prod}(n-1)$  is executed to prevent any kind of errors. [2]

### Examiner comment

This candidate has some idea of what happens in recursion. Many who answered 4(a) correctly could not answer 4(b).

## Question 4 (c)

Rewrite this function in pseudocode as an iterative function.

### Mark scheme

```
FUNCTION prod(n)
  x ← 1
  FOR i ← 1 TO n
    x ← x * i
  NEXT i
  prod ← x
ENDFUNCTION      // RETURN
```

1 mark for initialisation

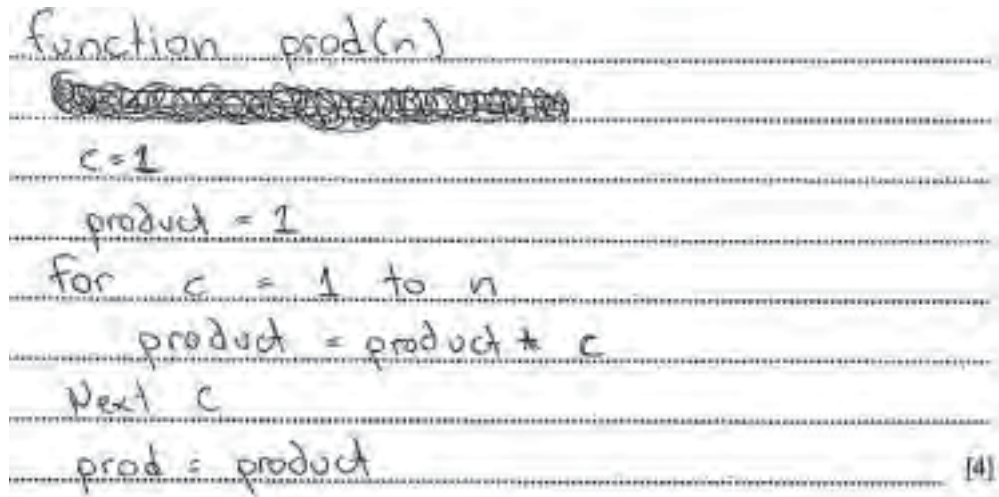
1 mark for correct loop from 1 to n

1 mark for multiplying current value by i

1 mark for assigning return value

[4]

### Example candidate response – grade A



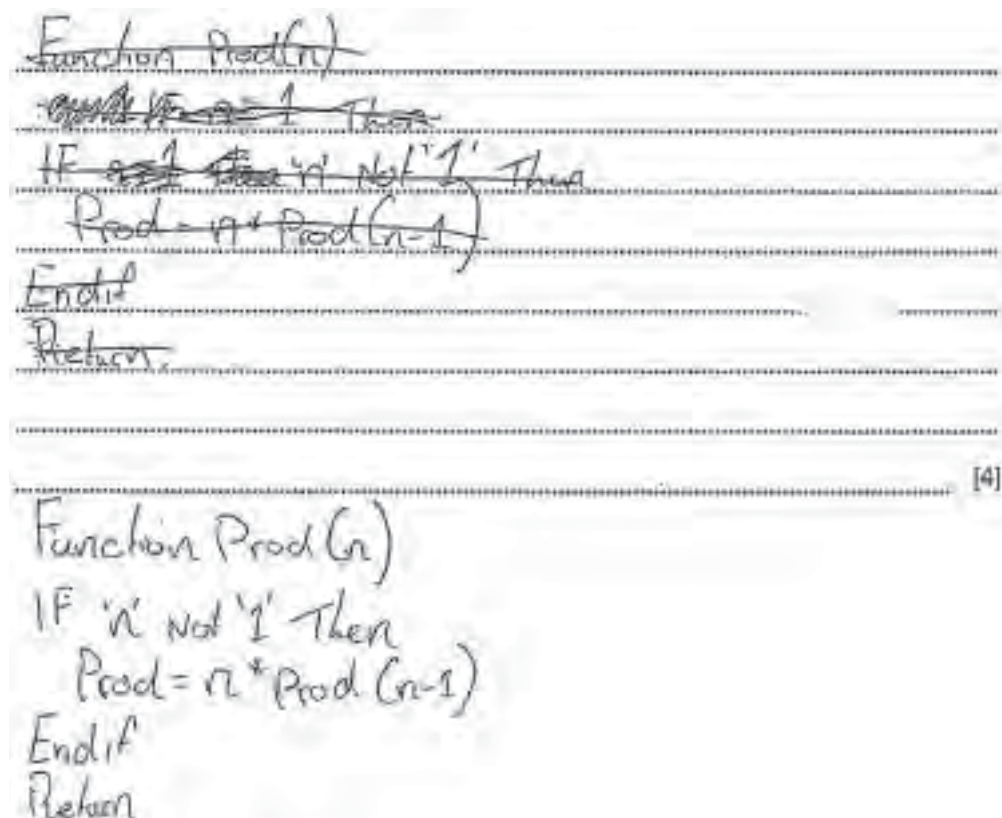
```
function prod(n)
prod ← 1
c = 1
product = 1
for c = 1 to n
  product = product * c
next c
prod = product
```

[4]

### Examiner comment

This is a good answer.

## Example candidate response – grade C



```

Function Prod(n)
IF n = 1 Then
IF n = 1 Then 'n' Not '1' Then
  Prod = n * Prod(n-1)
Endif
Return

```

[4]

## Examiner comment

This was a typical response from a grade C candidate. They have still left a recursive type assignment in their solution.

Grade E candidates produced similar answers or did not respond.

## Paper 3

### Question 1

Name **three** different types of bus in a processor and state what each is used for.

### Mark scheme

e.g.-Data bus

-to carry data from one location to another in processor // e.g. from MDR to CIR

-Address bus

-carries the address of a memory location // e.g. Address of location in memory from MAR

-Control bus

-Carries control signals around processor // to synchronise the operation of the processor components // by example: memory read/write completed // each line carries a different signal.

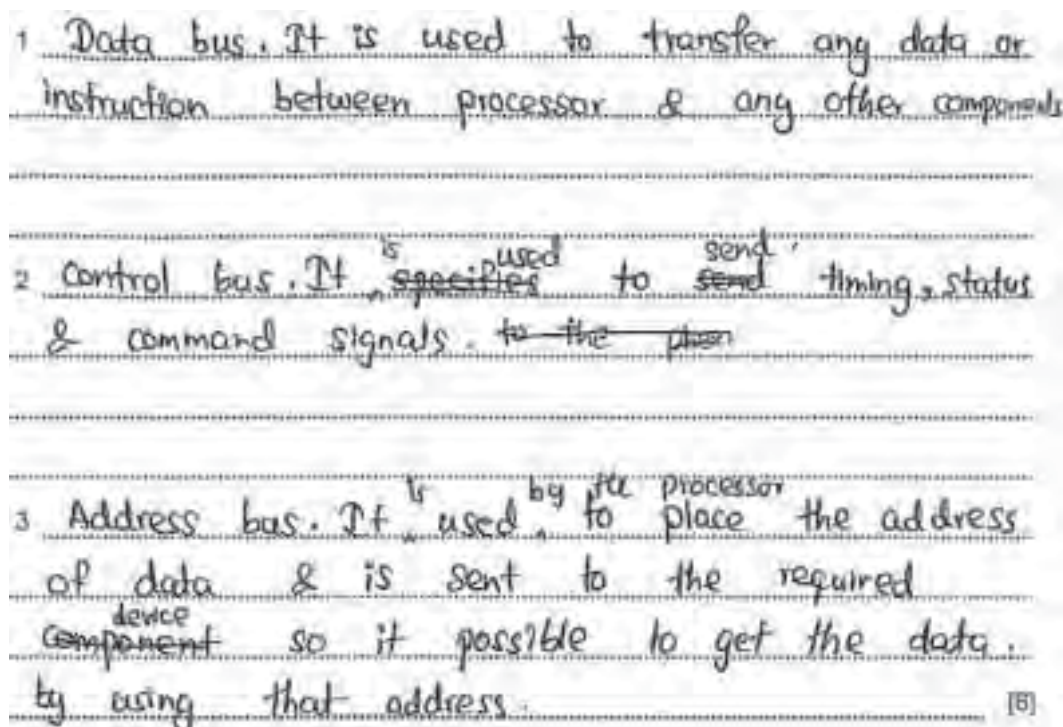
Accept: system bus, memory bus, firewire, USB, PCI + explanation

(2nd mark is dependent on correct bus name)

(2 per -, max 6)

[6]

### Example candidate response – grade A



### Examiner comment

The candidate is able to name the three common buses and follow each with a clear and detailed explanation.



### Example candidate response – grade C

- 1 Control bus:-
  - Its a ~~biter~~ bidirectional bus, data can be carried in both direction
  - Its purpose is to transmit command, timings and specific status information.
- 2 Data bus:-
  - It may consist of 8, 16 or 32 separate lines.
  - The width of the data bus is a key factor in determining overall system performance.
- 3 Address bus:-
  - when a processor wishes to read a word from memory, <sup>addresses</sup> data is sent through this bus.
  - Its width determines the maximum possible <sup>memory</sup> capacity of system. (6)

### Examiner comment

The candidate knows the names of the three main buses but is unable to give a clear description of two of the three.

### Example candidate response – grade E

- 1 Address bus, used to carry the address of the item of data or instruction between registers
  - 2 data bus, used to carry data around ~~between~~ from 1 register to another. (between registers)
  - 3
- (6)

### Examiner comment

The candidate knows the correct names for only two of the buses but is able to describe only partially the use of these.

## Question 2 (a)

Explain the relationship between assembly languages and machine code.

### Mark scheme

- One to one
- Mnemonics are used to represent operation codes
- Labels are used to represent memory addresses
- machine code is binary codes (only)
- assembly code can not be executed // machine code can be executed
- machine code and assembly language are both low level languages (machine specific)

(1 per -, max 2)

[2]

### Example candidate response – grade A

- Assembly language is a plain text making 1:1 with machine code.
- It is accomplished using mnemonics for registers, instructions and other resources.
- machine code is in form of 1's and 0's, assembly language is converted to it. [2]

### Examiner comment

The candidate has described two of the key features for assembly language and machine code. The third point is not precise enough. Candidates at a grade A level should have an understanding that even high-level language programs are stored within computer systems as 0s and 1s. The difference is that machine code consists of binary codes.

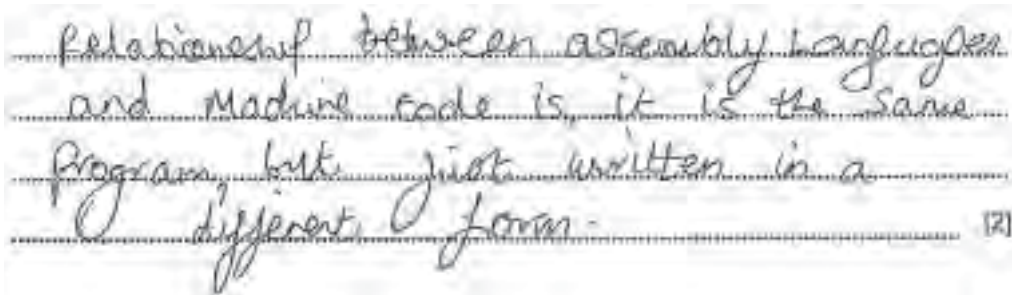
### Example candidate response – grade C

- \* Instructions are one to one in both
- \* Used for direct accessing of memory locations. [2]

### Examiner comment

Grade C candidates mostly scored with the most fundamental statement – that “there is a 1-to-1 correspondence”.

### Example candidate response – grade E



Relationship between assembly language and machine code is, it is the same program, but just written in a different form. [2]

### Examiner comment

This is a good example of an answer where some of the candidate's statements are correct but they do not answer the question.

### Question 2 (b)

Describe how an assembler produces machine code from assembly language.

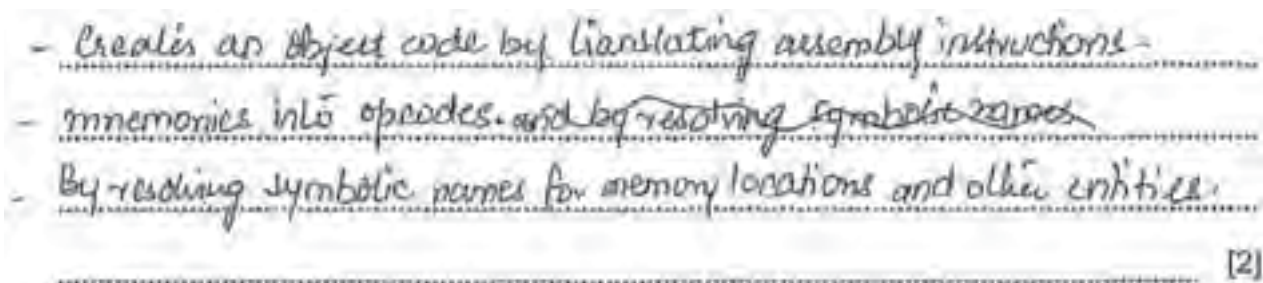
### Mark scheme

- Labels added to a symbol table
- Labels are later looked up to determine the actual address / Assembler must allocate addresses to labels
- Mnemonic looked up in opcode table to find operation code
- Macro instructions used to stand for groups of instructions

(1 per -, max 2)

[2]

### Example candidate response – grade A

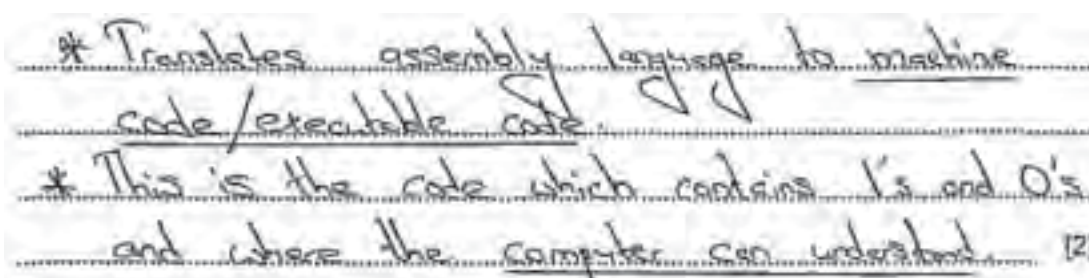


- Creates an object code by translating assembly instructions - mnemonics into opcodes, and by resolving symbolic names.  
- By resolving symbolic names for memory locations and other entities. [2]

### Examiner comment

The candidate knows that symbolic names are used for memory addresses but does not follow this with a description of how an op-code table and symbol table are used during the translation process.

### Example candidate response – grade C

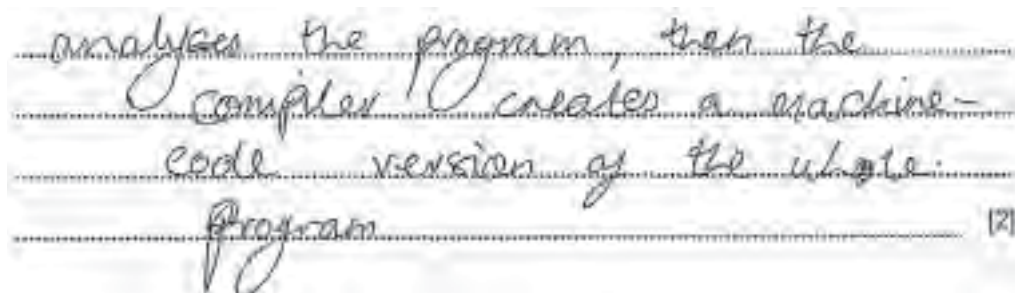


\* Translates assembly language to machine code/executable code. \* This is the code which contains 1's and 0's and where the computer can understand. [2]

## Examiner comment

The candidate knows that machine code consists of 0 and 1 digits only and that machine code is executable code (This is not a strong answer).

## Example candidate response – grade E



analyses the program, then the  
compiler creates a machine-  
code version of the whole  
program [2]

## Examiner comment

The use of mnemonics was expected as an answer for **2 (a)(i)**. However the mark scheme has allowed this mark to be available and credited here for **(ii)**.

## Question 2 (c)

The address part of a low-level instruction can be the address of the data to be used.  
This is a direct address.

Describe the following types of addressing:

- (i)** Indirect addressing;
- (ii)** Indexed addressing;
- (iii)** Relative addressing.

## Mark scheme

- (i)** -Address in instruction is the address of the address of / pointer to the location...  
-which contains the data to be used [2]
- (ii)** -Address in the instruction has added to it  
-the contents of the Index Register/IR [2]
- (iii)** -Address in the Instruction is the displacement  
-from the address of the first/current instruction  
-the value is added to the PC [2]



## Example candidate response – grade A

(i) Indirect addressing;

- the address of the instruction is the address of the address of data
- used to access areas of memories that are not easily accessible
- using space available in memory for address in the instruction code.

[2]

(ii) Indexed addressing;

- the address of the instruction is added to a value held in an index register
- allows data to be contiguous (away) without altering instructions.

[2]

(iii) Relative addressing.

- the address of the instruction is relative.
- to the specific first value in the instruction.

[2]

## Examiner comment

Part (i) – A clear description – “the address of the address of the data value to be used”.

Part (ii) – There is a clear description of the use of the Index register contents. The candidate has followed this with a practical application where it might be used which was not asked in this question and so was ignored when marked.

Part (iii) – The candidate has tried to use the key word ‘relative’ to formulate an answer but there is no reference to a number of locations from a specific reference point such as the address of the current instruction.

## Example candidate response – grade C

(i) Indirect addressing;

\* Address is in the part of the  
instruction

\* Address in instaction is the address to  
the data to be followed. [2]

(ii) Indexed addressing;

\* Address is added to the value of the  
index register (IR)

\* Index register then incremented. [2]

(iii) Relative addressing.

[2]

## Examiner comment

Part (i) – This describes direct addressing, not indirect.

Part (ii) – The candidate has remembered that the Index Register contents is used for indexed addressing. The candidate has gone on to say that the Index Register contents will be incremented – (which may or may not follow) and this has been ignored by the examiner.

Part (iii) – Not attempted.

## Example candidate response – grade E

(i) Indirect addressing;

Is passing the address of one

[2]

(ii) Indexed addressing;

the address of the memory location where  
the data ~~another~~ is held is added to the  
data and then pass as one

[2]

(iii) Relative addressing;

hold the address of the jump  
instruction

[2]

## Examiner comment

Part (i) – No hint that the address is a forwarding address to a second memory location.

Part (ii) – A generous one mark for remembering that the address has something added to it. There is no mention of the use of the Index Register.

Part (iii) – No understanding that the number in the operand part is a 'displacement' from the current address.

### Question 3

Discuss the different types of data transmission media. Include a comparison of data transfer rates and transmission ranges in your answer.

#### Mark scheme

- Coaxial cable
  - description/one transmission medium (copper) surrounded by insulation
- Twisted pair
  - description/two conducting wires twisted around each other
- Optic fibre
  - many fibres contained
    - description/fine glass strands carry light signals // optic fibre is very fragile
  - Interference free
- Wireless communication
  - Radio signals
    - open to interception / latency / uses WEP keys for security
- Infrared/Microwave
  - restricted by line of sight
- transfer rate statement
- range statement

(1 per -, max 8)

[8]



### Example candidate response – grade A

Twisted copper pair cable is used to transfer data to a short distance inside a building. This<sup>is</sup> because the data get corrupted & it picks up noise.

The transfer rate is lowest in Copper cables (about  $5 \text{ KB s}^{-1}$ ). Optic fibre transfers data very fast (about  $100 \text{ KB s}^{-1}$ ) & is ideal for transferring data for large distance. Data doesn't get much corrupted & large amount of data can be transferred.

Coaxial cables is a copper cable with several shielding to prevent it from picking up noise.

The data transfer rate is normally  $20 \text{ KB s}^{-1}$ .

Wireless communication uses the air as a media to communicate between the computer. So it is possible for the user to move around by keeping the communication <sup>link</sup> ~~line~~. But there is limitation for the communication (~~at~~ within a building).

### Examiner comment

Not a perfect answer as the candidate should have deduced that 8 marks available should have meant that four 'media' were needed each with an explanation. The question brief has been followed with a comparison made of transfer rate and distance.

## Example candidate response – grade C

- Cables = Cheap, restrict how far units can be, not secure can be 'tapped'. Suitable for short ranges. Data prone to attenuation
- Microwave link = Expensive. Data needs regular amplification. Communication Global use for really long distances
- Optic fibres - Cheap but secure. Use pulses of light to transfer data. Very fast. Can't be tapped but are still restrictive -
- Wireless through routers = Can make a LAN without use of wires within a building has negligible attenuation
- Radiowaves = Global wireless communication through satellite. Channels of one country can be viewed in another. Large data transferred
- Hardware = like CD's, USB's etc. Data size restriction

## Examiner comment

Well presented answer. The candidate could have given some of the detail of cabling but did not and instead went on to describe other transmission media. A grade C candidate should be able to score well on an open-ended question like this.

### Example candidate response – grade E

UTP is the one with the lowest range, then we have STP which is like UTP but shielded and can go a little further. They have medium transfer rates. Coaxial can go very far but the transfer rates are very slow. Fiber optics can go ~~to~~ extremely far and the transfer data is very fast.

[8]

### Examiner comment

A minimalist answer where the candidate has suggested three different cable types. There was a second mark available for describing the make-up of each one which was not attempted. The candidate (just) gets the fourth mark for describing that twisted pair cabling will have the shortest range. Note that stating that "Fibre optic .... is very fast" is not a comparison as asked for in the question stem.

### Question 4

- (a) State what is meant by a real-time application.
- (b) An air conditioning system is a real-time application.  
Explain how sensors and actuators are used to control an air conditioning system in an apartment.
- (c) Give **one other** example of a real-time application. Justify why your choice is a real-time application.

### Mark scheme

- (a) -A system in which the output is produced quickly enough to affect the next input /current process  
-a system that reacts fast enough to influence behaviour in the outside world [1]
- (b) -A number of sensors stationed around apartment  
-Temperature/humidity sensor sends temperature/humidity to processor  
-Use analogue to digital converter to convert the temperature/humidity measurements



- Processor decides whether air conditioning system is in operation
- (processor) compares measured temperature/humidity to required temperature/humidity
- If necessary actuator is used to adjust settings/turn on cooling/heating/humidifier
- Delay before next reading is taken from temperature/humidity sensor. // temperature readings are sampled // taking readings is repeated

-Sensors on windows to warn if they are open during operation.

(1 per -, max 4)

[4]

(c) Any suitable real-time or pseudo-real-time application e.g.

- To play a racing game
  - So that the player can steer the car realistically
- any reservation type system
  - to prevent double booking

[2]

### Example candidate response – grade A

(a) State what is meant by a real-time application.

Where data input need to be processed and information output immediately to affect the next input. [1]

(b) An air conditioning system is a real-time application.

Explain how sensors and actuators are used to control an air conditioning system in an apartment.

- Sensors detect temperature in the apartment and send the data to the processor.
- The processor compares it <sup>with</sup> ~~with~~ pre-set parameters to decide whether it is too hot, or too cold.
- If data so, signals are sent to the actuators, to take the necessary action. Eg:- If too cold, turn on the heater or stop cooler.
- Data captured by sensors are continuously processed [4] as such to ensure that the <sup>desired</sup> ~~same~~ temperature is maintained.

(c) Give one other example of a real-time application. Justify why your choice is a real-time application.

Example Controlling a nuclear power plant.

Justification Data collected from sensors should be processed immediately and necessary action taken to avoid any disastrous situation. [2]



## Examiner comment

Part **(a)** is a 'bookwork' definition which has been reproduced.

Part **(b)** – An excellent answer which clearly describes the key role of the processor at the centre of receiving data from the sensor(s) and then, when required, sending signals to an actuator.

Part **(c)** – This is a commonly quoted application which uses real-time processing and well explained.

## Example candidate response – grade C

(a) State what is meant by a real-time application.

- receives data
- and output them as movement, sound etc at <sup>the same</sup> time

(b) An air conditioning system is a real-time application. Explain how sensors and actuators are used to control an air conditioning system in an apartment.

- Sensors
- Temperature sensor estimates the temperature every 5 minutes e.g.
- if it is higher ~~that~~ than the appropriate <sup>the same</sup> time
- a motor is start to produce cold air
- when the temperature falls
- the motor stops

(4)

(c) Give one other example of a real-time application. Justify why your choice is a real-time application.

Example robot in a Factory carrying different parts

Justification - suppose it has a radar sensor

- it approaches something in its route
- it stops so as not to <sup>make</sup> a collision

(2)

## Examiner comment

Part **(a)** – A grade C candidate should be able to reproduce a 'bookwork' definition.

Part **(b)** – This is a weak answer; that the application will use temperature sensors and the idea that there is a critical temperature at which 'something' will happen. No suggestion as to how the sensors, processor and actuator interact.

Part **(c)** – One of the standard bookwork type applications and this has been followed by a clear explanation.

## Example candidate response – grade E

(a) State what is meant by a real-time application.

This is when data is processed immediately after input and output given out immediately [1]

(b) An air conditioning system is a real-time application. Explain how sensors and actuators are used to control an air conditioning system in an apartment.

Thermometers act like sensors which are put in different parts of the apartment. A computer calculates the average of the all after some-time. If reading is above the stated range of cool then air conditioners (actuators) are turned on until the temperatures fall to the required range.

[4]

(c) Give one other example of a real-time application. Justify why your choice is a real-time application.

Example Braking in a computer racing game.

Justification This will require it because braking will need immediate response or else accident or in the game since the car will not stop immediately.

## Examiner comment

Part (a) – A very typical answer from a weak candidate – they clearly have learnt the standard definition of ‘real-time’.

Part (b) – Note the first sentence simply copies the question. Credit is given for the idea of a critical temperature and the explaining that a signal is sent to the actuator.

Part (c) – The application and explanation has nothing to do with real-time. There are many topics where it is good exam revision practice to learn a definition AND a simple example to support this; this is what parts (a) and (c) of this question are asking for.

## Question 5

- (a)** Describe what is meant by the spooling of files.
- (b) (i)** State why files which are sent to a shared printer on a local network will be spooled.
- (ii)** Explain how this spooling is carried out.

## Mark scheme

- (a)** -Temporarily storing data for output later  
 -several computers can send data to be printed at the same time  
 -when queuing jobs sent to a single device  
 (1 per -, max 2) [2]
- (b) (i)** -Jobs can be queued to ensure that none are missed  
 -Stops jobs being frozen/lost when printer unavailable  
 -complete documents are printed
- (ii)** -print jobs are stored on secondary storage  
 -jobs can be given a print priority  
 -jobs are maintained by a queue / priority queue data structure  
 -data structure consists of reference data to each print job  
 -When printer free, job with highest priority / at head of queue is printed  
 -print files are sent from secondary storage to print buffer.  
 (1 per -, max 4 per dotted, max 5) [5]



## Example candidate response – grade A

(a) Describe what is meant by the spooling of files.

Spooling is the process of <sup>storing</sup> ~~storing~~ the input or output ~~of~~ of the system temporarily on a some form of backing storage.

[2]

(b) (i) State why files which are sent to a shared printer on a local network will be spooled.

There may be many files which are sent for printing. The purpose of the operating system is to ~~then~~ schedule those jobs and order them according to the rules of scheduler. Therefore if the processor is working on another job, these jobs will wait in the print spooler till ~~they get~~ the processor becomes free to service these jobs.

(ii) Explain how this spooling is carried out.

Each job will be given a priority according to the importance of job or type of job or size of job or amount of time already waited or amount of peripheral time required, etc. According to the priority of each job, the job with the highest priority will be at the top of the spooling queue to be <sup>printed</sup> ~~printed~~ first and the job with the lowest priority will be at the bottom of the spooling queue which will be ~~printed~~ at last the last one to be Printed. [5]

## Examiner comment

Part (a) – This answer does not go on and give a ‘common sense’ reason for using spooling.

Part (b) (i) – A good clear answer which describes how the print jobs would be managed. There is a lot of detail given about how priorities might be allocated but this was not asked for in this question.

Part (b) (ii) – Some of the mark points which would score here are little more than common sense and the candidate knows that a commonly used data structure is a priority queue.



## Example candidate response – grade C

(a) Describe what is meant by the spooling of files.

- Spooling means storing data temporarily.
- on a disk for faster processing.

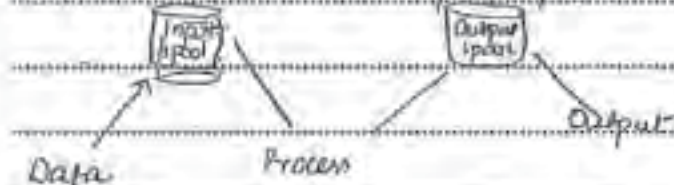
[2]

(b) (i) State why files which are sent to a shared printer on a local network will be spooled.

- Printer is a slow ~~perp~~ peripheral device it may make users wait for long.
- To avoid delays, faster processing is done.
- Computer can also perform other tasks in the background.

(ii) Explain how this spooling is carried out.

- All the printer jobs are stored in a form of queue.
- in a fast queue device such as disk.
- It comes out of the ~~pool~~ spool and gets processed.



[5]

## Examiner comment

Part (a) – Some idea given that spooling involved the temporary storage of data.

Part (b) (i) – Has not answered the question. Some of the points are true but do not convey any ‘common sense’ reasons why spooling is used.

Part (b) (ii) – Some understanding shown which follows on from the answer given for (a).

## Example candidate response – grade E

(a) Describe what is meant by the spooling of files.

Spooling is used for slow devices  
such as printer. first data is  
stored in storage device after storage  
it comes to spooling queue. [2]

(b) (i) State why files which are sent to a shared printer on a local network will be spooled.

Because the printer input is first  
goes to hard drive then search  
for spooling queue.

(ii) Explain how this spooling is carried out.

The files are moved to storage  
device then after it's process the  
files moves in spooling queue  
for processing.

[5]

## Examiner comment

Part (a) – This candidate has some idea what is meant by spooling but is unable to answer the question set.

Part (b) – A minimalist answer. However, two correct key points are made – that the files go to the hard drive and are managed with a queue data structure. The marking of this question was flexible as candidates sometimes scored marks for (ii) in their answer for (i) and vice versa.

## Question 6

Describe the purpose of the following parts of a database management system (DBMS).

(i) Data Description Language (DDL)

(ii) Data Manipulation Language (DML)

## Mark scheme

- (i) -language to describe/alter table designs (NOT file)  
 -includes Identifiers/data type/relationships  
 -any validation rules that the data must adhere to...  
 (1 per -, max 2)

[2]

- (ii) -designed to allow a user to query/retrieve data/sort the database  
 -insert / delete / update  
 -data in the database / table(s)  
 (1 per -, max 3)

[3]

## Example candidate response – grade A

(i) Data Description Language (DDL)

- Creates attributes
- Defines primary/secondary/foreign keys

[2]

(ii) Data Manipulation Language (DML)

- Allows the user:
  - To access queries
  - Update data
- Input data

[3]

## Examiner comment

Part (i) – A good clear answer – probably the candidate has had practical experience of the use of SQL.

Part (ii) – A good clear answer – again probably the candidate has had practical experience of the use of SQL.

## Example candidate response – grade C

### (i) Data Description Language (DDL)

- DDL used by data base designers.
- describes the data types and specific details about data base.

[2]

### (ii) Data Manipulation Language (DML)

- Allows users to perform tasks.
- user can delete, store data.
- retrieve, ~~and search~~ insert and search data.

[3]

## Examiner comment

Part (i) – Some understanding that the DDL will involve the setting of data types for various attributes.

Part (ii) – Some understanding and the key tasks of ‘retrieving’ and ‘deleting’ data. Note, if only the answer had stated that data is deleted ‘from a database table’ this would have scored a further mark. A good example of a candidate needing perhaps to pause and formulate their answer before they start writing.



## Example candidate response – grade E

(i) Data Description Language (DDL)

DDL are used by the database writer and programmers to design tables in a database.

[2]

(ii) Data Manipulation Language (DML)

Allow users who are using the database to copy data, Import data, delete data, input data etc.

[3]

### Examiner comment

Part (i) – A good clear answer “to design tables” but has failed to give any detail about this for the second available mark.

Part (ii) – “Import data” does not score – the mark is for “delete data”, but the candidate did not say ‘from the database table’.

### Question 7

Part of the information stored in the data dictionary describes the type of data which is being stored. A particular piece of data is 10010110. State what the data stands for if the data dictionary describes it as:

- (i) a two’s complement binary number;
- (ii) a sign and magnitude binary number;
- (iii) a binary coded decimal number.

### Mark scheme

- (i) –106 [1]
- (ii) –22 [1]
- (iii) 96 (1 per digit) [2]

## Example candidate response – grade A

(i) a two's complement binary number;

$$\begin{array}{r} 10010110 \\ -10000000 \\ \hline 00010110 \end{array}$$

It's the number -106 [1]

(ii) a sign and magnitude binary number;

$$\begin{array}{r} 10010110 \\ \hline 10010110 \end{array}$$

It's the number -22 [1]

(iii) a binary coded decimal number.

$$\begin{array}{r} 10010110 \\ \hline 9 \quad 6 \end{array}$$

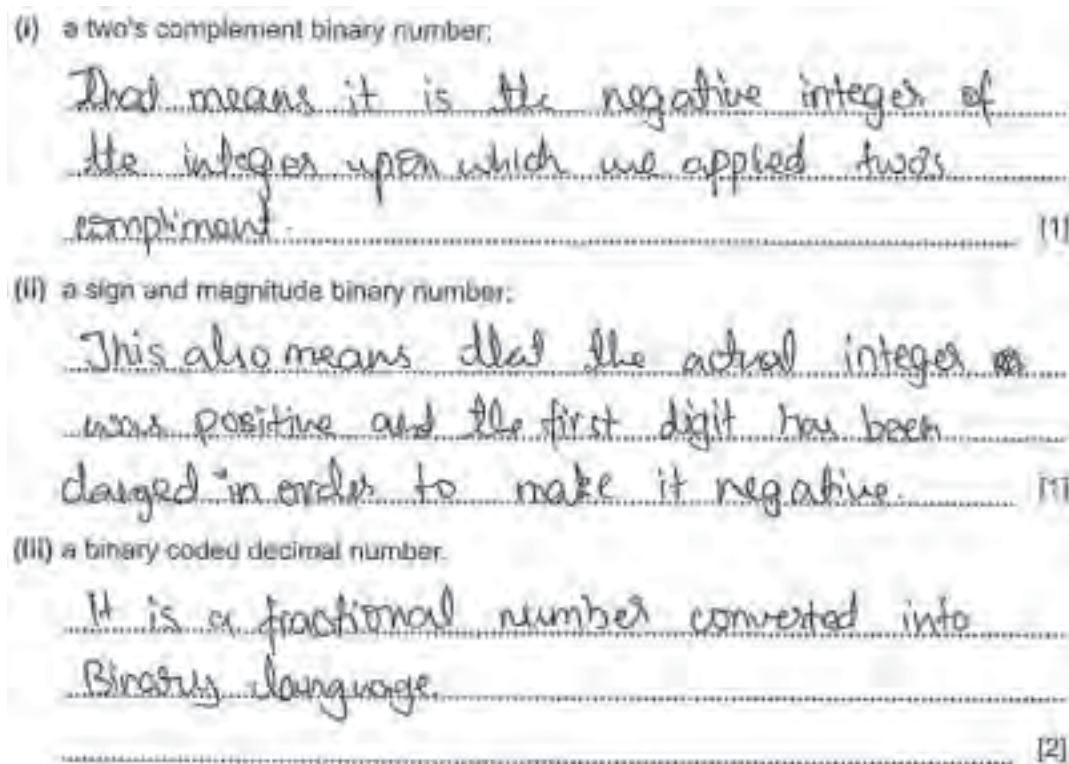
It's the number 96 [2]

## Examiner comment

A grade A candidate should have no problems with these number conversions. Note for all three parts of the question the candidate has shown some working to illustrate to the examiner how they have arrived at the answer.



## Example candidate response – grade E



### Examiner comment

A grade E candidate might struggle with the conversion of two's complement numbers for (ii).

Note, this candidate has completely misread the question – were they confused by the term 'data dictionary' ? – and has given an explanation, not performed the conversions.

The BCD conversion is more straightforward but we can only assume the candidate has again completely misunderstood what is required.

### Question 8 (a)

- (i) Explain the difference between static and dynamic implementation of data structures.
- (ii) Give **one** advantage and **one** disadvantage of storing a queue in an array rather than in a linked list.

### Mark scheme

- (i) -A dynamic data structure changes size // A static data structure has the same size  
-dynamic data structure matches size to data requirements // static data structure takes no account of data requirements  
-dynamic data structure takes memory from heap as required  
-static data structure is predefined at compile time [2]
- (ii) *Advantage:*  
-Array is of fixed size which simplifies algorithms // or by example e.g. retrieval of data  
-Array controls the maximum size of the queue  
*Disadvantage:*  
-Queue held in an array cannot expand beyond the size of the array  
-If queue is small then memory space is wasted. [2]



### Example candidate response – grade A

- (i) Explain the difference between static and dynamic implementation of data structures.
- In a static data structure the size is fixed and decided by the programmer while in a dynamic structure the size is variable and constantly changes during execution. [2]
- (ii) Give one advantage and one disadvantage of storing a queue in an array rather than in a linked list.
- Advantage The array allows random access so it is easy to access both head and tail.
- Disadvantage There may not be enough space to store the queue. Array may become full. [2]

### Examiner comment

Part (i) – A well-expressed answer with the detail that this is an issue at runtime.

Part (ii) – A good example where the second mark is little more than the ‘common sense’ consequence of using an array.

### Example candidate response – grade C

- (i) Explain the difference between static and dynamic implementation of data structures.
- In dynamic <sup>data</sup> structure the size of the structure may increase or decrease during execution. But static data structure the size doesn't change. [2]
- (ii) Give one advantage and one disadvantage of storing a queue in an array rather than in a linked list.
- Advantage It is as Any overflows can be detected.
- Disadvantage Memory can get wasted or . [2]

### Examiner comment

Part (i) – The candidate expresses the idea of a static structure using a fixed amount of memory space, but cannot expand on this for the second mark.

Part (ii) – The candidate has come up with a disadvantage but is unable to suggest an advantage.

## Example candidate response – grade E

- (i) Explain the difference between static and dynamic implementation of data structures.

In static implementation once data has been implemented, no change can be made to it while in dynamic data can be manipulated even after implementation. [2]

- (ii) Give one advantage and one disadvantage of storing a queue in an array rather than in a linked list.

Advantage: Deleting & data can easily be retrieved even from the back and wastage of space is limited with

Disadvantage: Deleting & data involve deleting all the data before the intended one. [2]

## Examiner comment

Part (i) – The candidate is confusing actual changes to data values with the need to have a flexible amount of storage space.

Part (ii) – The answer that “data can easily be retrieved” from an array is a weak answer.

## Question 8 (b)

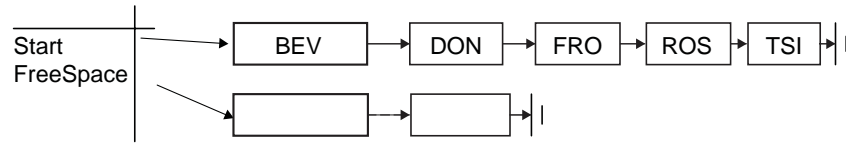
- (i) Draw a diagram to show how the following members of a Computing class can be stored in a linked list in alphabetic order:

FRO, TSI, DON, ROS, BEV

- (ii) Describe an algorithm to insert a new member of the class into the correct position in the list.

## Mark scheme

(i) Either:



Start: 5	1	FRO	4
NFree: 6	2	TSI	X
	3	DON	1
	4	ROS	2
	5	BEV	3
	6		

Start: 4	0	FRO	3
NFree: 5	1	TSI	X
	2	DON	0
	3	ROS	1
	4	BEV	2
	5		

Mark as follows ...

- Start pointer + some value/arrows
- All values included
- Null pointer
- Indication of free space

Diagram in arrival order

- in arrival order
- with correct pointers

OR

Diagram in alphabetical order

- with correct pointers

OR

Array diagram

- in arrival order
  - correct pointers
- (1 per -, max 5)

[5]

(ii) -Input NewItem

- Store NewItem in next free space
- Set Current to value at Start
- Read values in list following pointers.
- until Current value in list > NewItem
- Pointer of Previous points to NewItem
- NewItem points to Current
- update free space list
- Mention of any special cases e.g. NewItem being First in list // list empty // list full // no free space

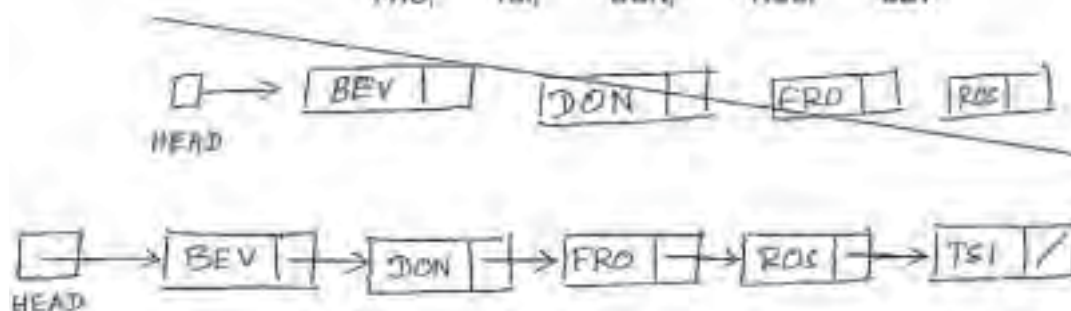
(1 per -, max 5)

[5]

## Example candidate response – grade A

- (b) (i) Draw a diagram to show how the following members of a Computing class can be stored in a linked list in alphabetic order:

FRO, TSI, DON, ROS, BEV



- (ii) Describe an algorithm to insert a new member of the class into the correct position in the list.

- Check whether the FREE list (list of free <sup>spaces</sup> data) is empty, and if so, report an error and exit.
- ~~Free~~ Insert new <sup>member</sup> data to location pointed to by FREE (head pointer of the FREE list <sup>3</sup> which points to free location)
- SET TEMP to FREE (TEMP <sup>3</sup> temporary pointer)
- Set FREE to the pointer in cell pointed to by TEMP (to remove cell with new ~~be~~ member from the FREE list).
- Starting from HEAD follow pointers until the cell immediately before new data item is found, and [5]  
~~(eg: If new member is GUV, then call this~~  
 PREVIOUS - (eg: If new member is GUV, then PREVIOUS is FRO)
- If PREVIOUS = HEAD, then set pointer in cell with new member to HEAD; set HEAD to TEMP and exit.
- If pointer in PREVIOUS = NULL, then set pointer in PREVIOUS to TEMP; set pointer in cell with new member to NULL and exit.
- Set pointer in ~~cell pointed to by~~ PREVIOUS the cell with new member to pointer in PREVIOUS
- Set pointer in PREVIOUS to TEMP and exit.



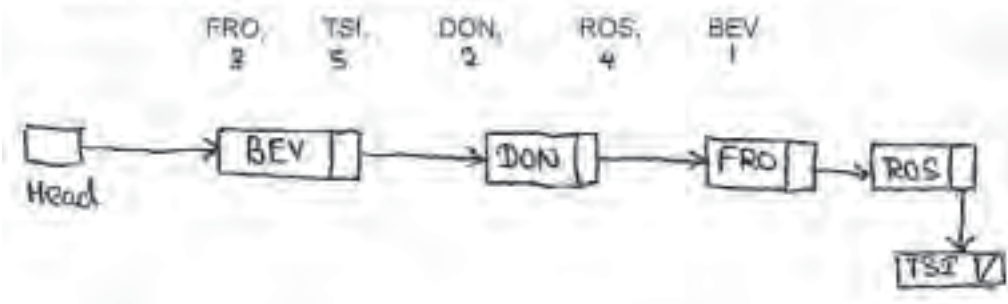
## Examiner comment

Part (i) – A clear diagram which illustrates almost all the key points about the linked list – values in order, start pointer, links shown and there is an end-of list pointer. The candidate has not indicated there would need to be a pool of ‘free space’ from which the next new value would be allocated to a location.

Part (ii) – The standard of answers for this question was particularly poor and this answer was a rare example of a candidate who was able to describe the algorithm. They have the idea of needing to check for any special cases and the use of identifier names – FREE, NEXT, PREVIOUS and HEAD – to refer to particular nodes.

## Example candidate response – grade C

- (i) Draw a diagram to show how the following members of a Computing class can be stored in a linked list in alphabetic order:

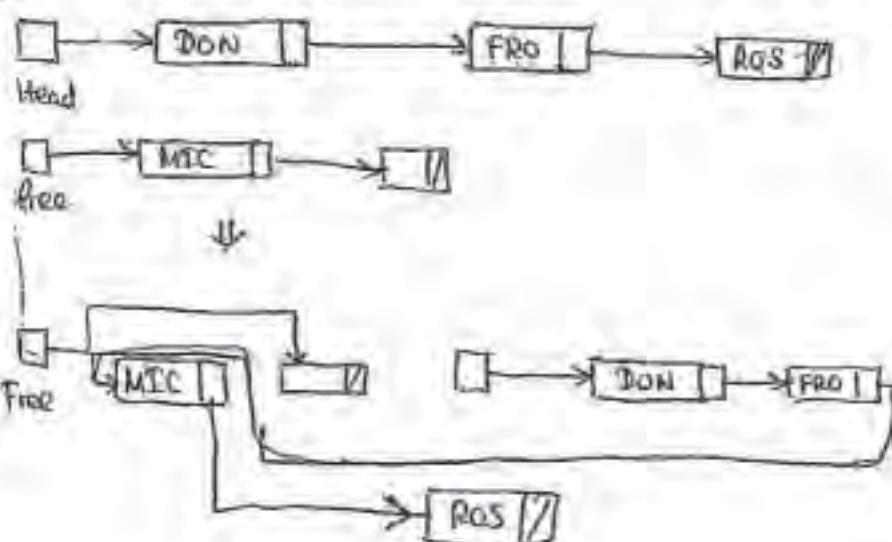


- (II) Describe an algorithm to insert a new member of the class into the correct position in the list.  
 or List empty, report an error & stop.

Compare the new member with members in the list & let the pointer of the cell less than the new value of POINTER. Insert the data item into the cell pointed by the FREF. Remove this pointer, & join it to the cell pointed by the pointer of data added. Remove the pointer POINTER & connect it to the cell where the new data item is ~~data~~ added & join it to the ~~cell~~ set a pointer for the new cell & the cell with higher value.

[5]

eg -



## Examiner comment

Part (i) – A grade C candidate should score well on this question. The solution shows the nodes linked together in order with a clear start pointer and end-of-list pointer. However, the diagram makes no reference to a list of available free space.

Part (ii) – The final value in the list has been shown pointing to another node which is incorrect and there is no indication of the use of a 'free space' pool of locations. Start pointer and ordering of the nodes are correctly shown.

## Example candidate response – grade E

- (i) Draw a diagram to show how the following members of a Computing class can be stored in a linked list in alphabetic order:

FRO, TSI, DON, ROS, BEV

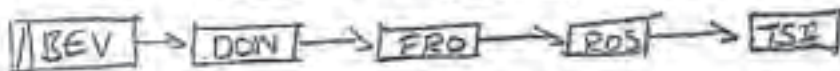
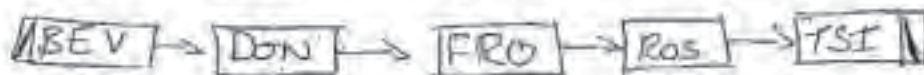


FRO is ~~less~~  $\leq$  TSI, so it is ignored.

FRO is  $>$  DON, so DON is compared.

DON is  $<$  ROS, so it is ignored.

DON is  $>$  BEV, so BEV is head.



- (ii) Describe an algorithm to insert a new member of the class into the correct position in the list.

- Insert data to one free list cell
- Remove head pointer from free list cell
- Compare data to data in linked list
- find correct position.
- remove head pointer of previous cell
- Link head pointer to new data cell
- ~~remove last~~ connect null pointer to next cell.

## Examiner comment

Part **(i)** – Some key concepts such as a start pointer and ‘end of list pointer’ are not present in this answer.

Part **(ii)** – The answer reads an algorithm but there is only one correct step included – adding the new value to a free location.

## Question 9

**(a)** Explain the need for reverse Polish notation.

**(b)** Show, with the aid of diagrams, how a stack is used to turn the reverse Polish expression

$ab+cde-* -$

into an expression in infix notation.

## Mark scheme

**(a)** -reverse Polish expressions can be processed directly from left to right

-Is free of ambiguities

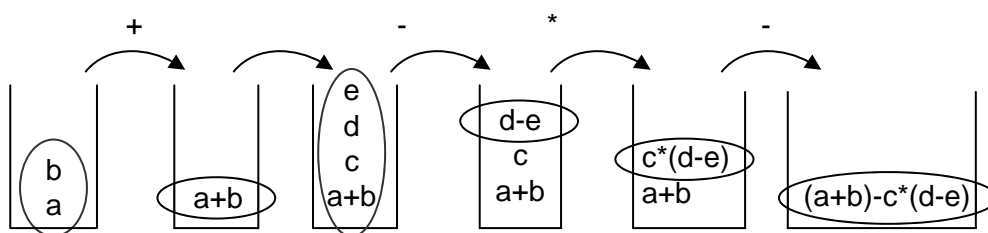
-does not require brackets

-does not require use of rules of precedence

(1 per -, max 2)

[2]

**(b)**



Mark points:

-at least two operators shown between transitions

-a and b in first stage

-a+b after first operator

-e,d,c, (a+b) in stack in correct order

-(d-e)

-c\*(d-e)

-(a+b)-c\*(d-e)

(1 per -, max 6)

[6]



## Example candidate response – grade A

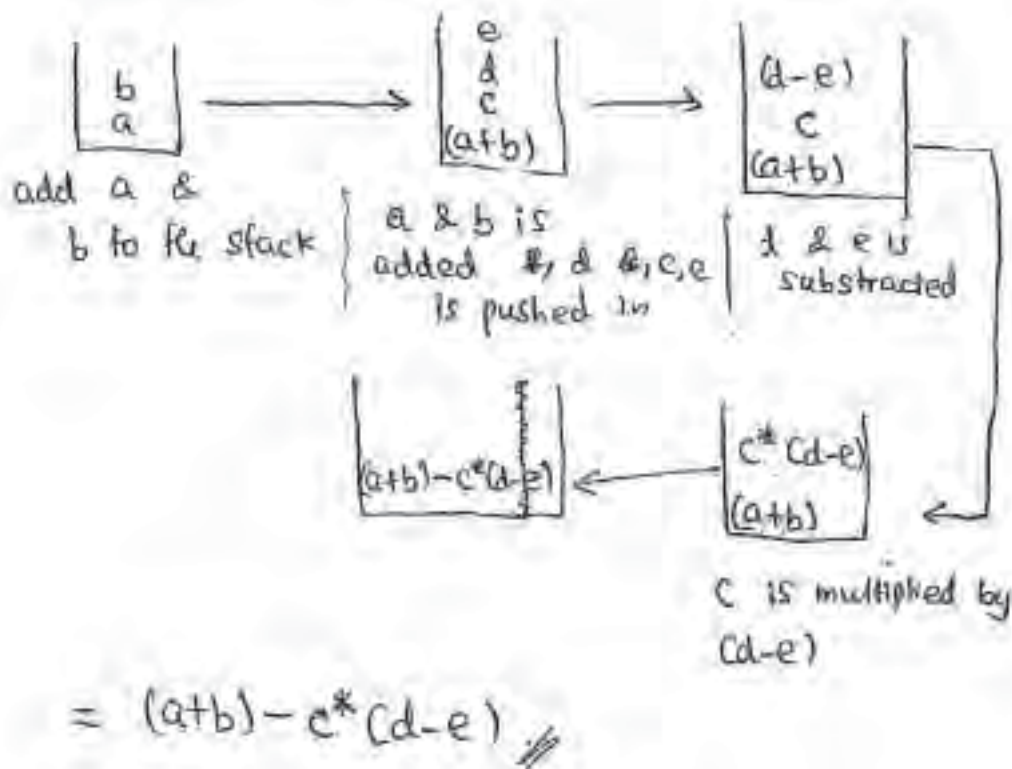
(a) Explain the need for reverse Polish notation.

It is easy <sup>method</sup> way of using arithmetic symbols by & operation can be carried by pushing the values to the <sup>a</sup> stack. So there is no ambiguity of the <sup>large</sup> expression to the computer system. [2]

(b) Show, with the aid of diagrams, how a stack is used to turn the reverse Polish expression

$ab+de-^*$

into an expression in infix notation.



## Examiner comment

Part (a) – Only one reason given – A grade A candidate could be expected to know that infix does not require the use of brackets (for the second mark).

Part (b) – This resourceful candidate realised this is best illustrated by drawing a number of stacks with the changing contents. The candidate has omitted to show the operator which causes each change to happen.

## Example candidate response – grade C

(a) Explain the need for reverse Polish notation.

- Used to execute data simultaneously
- Remove brackets
- Eliminate redundancy

[2]

(b) Show, with the aid of diagrams, how a stack is used to turn the reverse Polish expression

$ab+cde-x-$

into an expression in infix notation.

Input	Memory	Comments
a	a	Push a
b	$\begin{matrix} b \\ a \end{matrix}$	Push b
+	$(a+b)$	Pop $(a+b)$
c	$\begin{matrix} c \\ (a+b) \end{matrix}$	Push c
d	$\begin{matrix} d \\ c \\ (a+b) \end{matrix}$	Push d
-	$\begin{matrix} e \\ d \\ (a+b) \end{matrix}$	Push e
e	$(c-d-e)$	Pop $(c-d-e)$
-	$(a+b)-(c-d-e)$	Pop $(a+b)-(c-d-e)$
x	$(a+b)-(c-d) \times e$	Pop $(a+b)-(c-d) \times e$
-	$-(a+b)-(c-d) \times e$	Pop $-(a+b)-(c-d) \times e$

[6]

$$-(a+b)-(c-d) \times e$$

## Examiner comment

Part (a) – This candidate has remembered infix does not require the use of brackets but cannot give a second reason. The other two statements are clearly not relevant.

Part (b) – The candidate has the basic idea of a new row to show how the stack's contents change. Unusually this answer has the first position of the stack at the top (which is fine ...) – most candidates drew the stack with the first value at the bottom. The start of this answer is accurate, but then errors are introduced. Candidate has omitted to illustrate what operator causes each change.

## Example candidate response – grade E

9 (a) Explain the need for reverse Polish notation.

so that the computer can do the arithmetic with the numbers easily. (computer can understand the arithmetic operations).

[2]

(b) Show, with the aid of diagrams, how a stack is used to turn the reverse Polish expression

$ab+cd-e$

into an expression in infix notation.

$a+b-(c+(d-e))$

~~$(a+b)$~~

$(a+b)-(c+(d-e))$



[5]

(stacks – last in first out)

## Examiner comment

Part (a) – This answer is merely stating the obvious and not worthy of a mark.

Part (b) – The candidate has no idea how to document the changing stack contents but has written the final infix which does score one of the available marks.

## Question 10

A country has a national football competition based on leagues.

Each LEAGUE has a number of TEAMS but each TEAM is only in one LEAGUE.

Each TEAM plays at a number of GROUNDS during the season and each GROUND will host a number of TEAMS during the season.

(i) State the relationship between LEAGUE and TEAM.

Draw the entity-relationship (E-R) diagram to show this relationship.

(ii) State the relationship between TEAM and GROUND.

Draw the E-R diagram to show this relationship.

(iii) Explain how the relationship between TEAM and GROUND can be designed in third normal form.

## Mark scheme

(i) One to many  [2]

(ii) Many to many  [2]

(iii) -Link table needed...

-with primary key made up of combination of primary keys of TEAM and GROUND

-Primary keys of TEAM and GROUND used as foreign keys in link table

-This turns the many to many relationship into...// a many-to-many relationship can not be implemented

-One-to-many and many-to-one/ 2x one-to-many relationships

(1 per -, max 4)

[4]



## Example candidate response – grade A

- (i) State the relationship between LEAGUE and TEAM.

One to Many

Draw the entity-relationship (E-R) diagram to show this relationship.



[2]

- (ii) State the relationship between TEAM and GROUND.

Many to Many

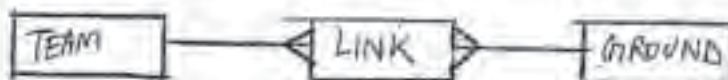
Draw the E-R diagram to show this relationship.



[2]

- (iii) Explain how the relationship between TEAM and GROUND can be designed in third normal form.

In third normal form, a many to many relationship cannot exist. A further entity needs to be used to link the two entities TEAM and GROUND. TEAM will have a one to many relation with the LINK. GROUND will also have a ~~man~~ one to many relation with the link. The diagram of the relation between TEAM and GROUND in third normal form has been given below.



## Examiner comment

Part (i) – Correct statement and drawing of the relationship.

Part (ii) – Correct statement and drawing of the relationship.

Part (iii) – A clear answer with the key points made in a logical order and illustrated by the new diagram. The candidate has failed to explain how these new relationships will be formed – i.e. by the use of foreign keys in the new third table.

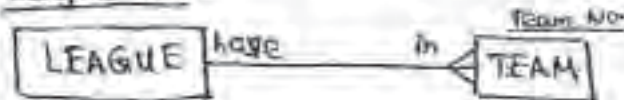
## Example candidate response – grade C

- (i) State the relationship between LEAGUE and TEAM.

~~Many Many to one one to Many~~

Draw the entity-relationship (E-R) diagram to show this relationship.

League code:

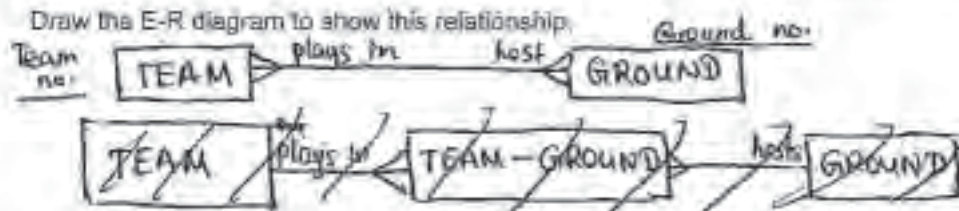


[2]

- (ii) State the relationship between TEAM and GROUND.

~~Many to Many~~

Draw the E-R diagram to show this relationship.



[2]

- (iii) Explain how the relationship between TEAM and GROUND can be designed in third normal form.

~~First there~~ <sup>There</sup> should not be any repeating fields in the tables. ~~The non-key attribute should~~ <sup>primary</sup> So its in 1st normal form. The non-primary key attributes should be fully dependent to the primary keys. (2nd normal form). In 3rd normal form the non-key attributes should not have interdependencies. At ~~least~~ an addition table is prepared to store the primary key of the TEAM & ground |4| is that it can be used to link the tables in 3rd normal form.

## Examiner comment

Part (i) – A grade C candidate should be able to draw on their practical work with a relational database and produce a correct statement and diagram of the relationship.

Part (ii) – Correct statement and drawing of the relationship.

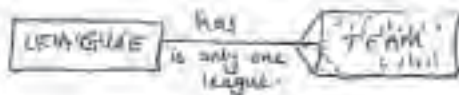
Part (iii) – The candidate has initially written several general statements which do not score – then finally describes what will need to happen for this scenario – that there is a third table which needs to include the primary key attributes of TEAM and GROUND.

## Example candidate response – grade E

(i) State the relationship between LEAGUE and TEAM.

one to many relationship

Draw the entity-relationship (E-R) diagram to show this relationship.

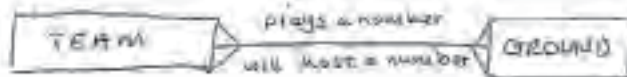


[2]

(ii) State the relationship between TEAM and GROUND.

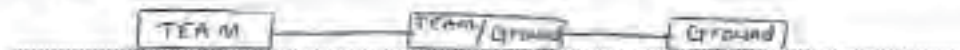
many to many relationship

Draw the E-R diagram to show this relationship.



[2]

(iii) Explain how the relationship between TEAM and GROUND can be designed in third normal form.



The In the first box, there will consist of TEAM, then in the middle, it will consist of both TEAM and GROUND. Finally, in the last box, it will consist of GROUND. All the boxes will link to each other like in the above diagram.

[4]

## Examiner comment

Part (i) – A grade E candidate should be able to draw on their practical work with a relational database and produce a correct statement and diagram of the relationship and so score full marks.

Part (ii) – As above for (i).

Part (iii) – The candidate has worked out a third entity will be required but the detail is wrong including crucially the new relationships needed. This is a weak answer for part (iii).



## Question 11 (a)

Describe the differences between interpretation and compilation of a high-level language program.

### Mark scheme

- Interpreter translates one instruction, runs it before going on to the next // Compiler translates all the instructions before run.
  - Compiler creates object code/executable file // Interpreter does not
  - Interpreter makes for easier debugging
  - Compiled programs will execute faster // interpreted code will execute slower
  - Interpreter must be present to run the program // compiler not needed at runtime
  - Interpreter will translate code in loops more than once // Compiler only once
  - once compiled no further translation needed // every program execution requires interpreter
- (1 per -, max 3)

[3]

### Example candidate response – grade A

During ~~the~~ interpretation, each line is ~~an~~ translated and executed before translating ~~the~~ the next line ~~is~~ a separate object code <sup>file</sup> is not made, so source code is needed when executing the program each time. During compilation the whole program is translated in one go, and a separate object code file is created, so that source code is not needed afterwards. [3]

### Examiner comment

A good explanation of the differences between using a compiler and interpreter. This is a strong answer – the candidate appreciates that the interpretation process does not produce object code (one of the more subtle points available on the mark scheme).

### Example candidate response – grade C

- Interpretation includes translation <sup>of</sup> every instruction ~~by~~ <sup>turn</sup> by turn and errors can be pointed easily while as,  
- During ~~compila~~ compilation translation is done as a whole and errors are difficult to pinpoint [3]

### Examiner comment

This question is knowledge recall only and this is a weak answer. The statement about errors being difficult to locate for a compiler is weak – a stronger answer would have been that an interpreter provides for better diagnostic features with an explanation.



## Example candidate response – grade E

When interpretation is used, ~~it~~ the high level language is translated into low level language and executed by taking one instruction at a time. the next instruction is not translated until the previous is executed. in compilation, the whole program is translated and executed. compilation needs more memory than interpretation[3]

## Examiner comment

A weak answer – the description of an interpreter is good and follows on stating how it is different from a compiler. Well-constructed sentences.

## Question 11 (b)

When a program is run the processor uses special purpose registers.

Describe how the contents of each of the following registers changes during the fetch-execute cycle:

(i) Memory Address Register (MAR)

(ii) Memory Data Register (MDR)

## Mark scheme

- (i) -Contents copied from PC  
 -Contents changed to the operand/address part of CIR [2]
- (ii) -Instruction copied from memory/location to MDR when contents of MAR are from PC  
 -Data copied from memory/location to MDR when instruction is LOAD  
 -Data copied from ALU/Accumulator to MDR when instruction is STORE [max 2]

## Example candidate response – grade A

## (i) Memory Address Register (MAR)

• Each time the PC (program counter) is incremented, the address is copied to MAR to fetch the instruction on that address. When a jump instruction occurs, its value, copied to PC, is copied to MAR. [2]

## (ii) Memory Data Register (MDR)

• Data <sup>and instructions</sup> fetched from memory are copied to MDR to be sent to Accumulator or CIR as necessary.  
• When data need to be sent from accumulator to main memory, it is copied to <sup>MDR</sup> ~~PC~~ to be sent to memory. [2]

## Examiner comment

Part (i) – The candidate is able to describe the use of the PC at the fetch stage and also later for certain instructions once the instruction has been decoded.

Part (ii) – The candidate understands that values are copied from memory and that later a value will be used from the Accumulator (or ALU would have been better).

## Example candidate response – grade C

## (i) Memory Address Register (MAR)

– Holds the address of the instruction that is to be fetched from memory.  
– when the <sup>address</sup> ~~instruction~~ of PC changes, MAR changes to the same value. (i.e. - address)

[2]

## (ii) Memory Data Register (MDR)

– holds the data to be transferred to and from memory.  
– ~~for~~ instructions on their way to CIR.  
– When MAR changes, it is loaded with instruction. in MAR's address.

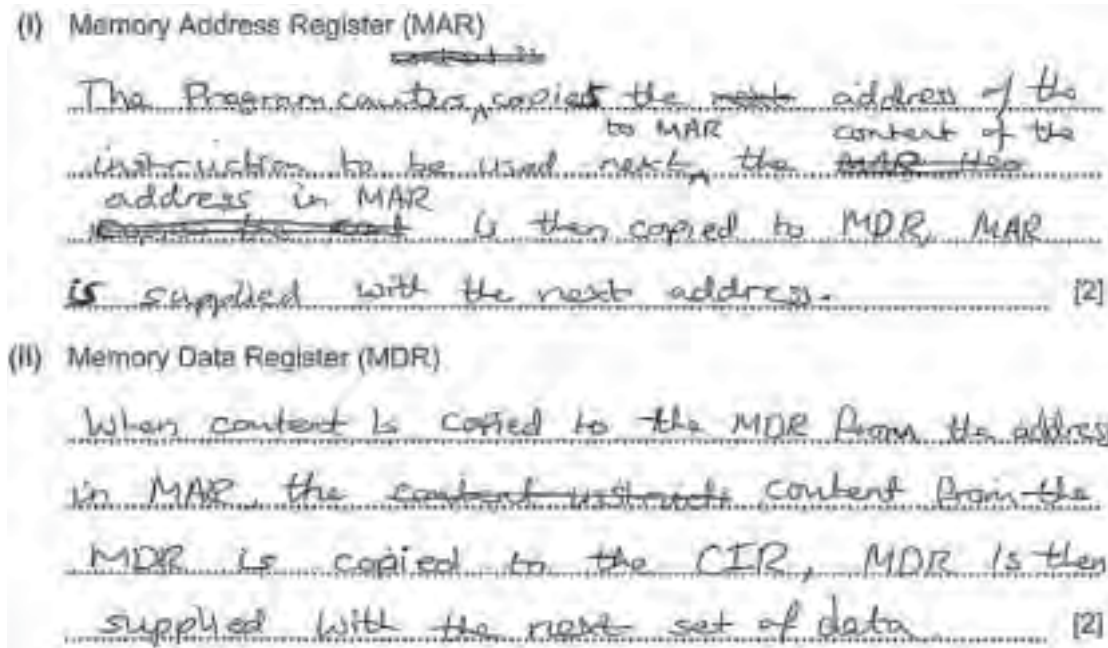
[2]

## Examiner comment

Part (i) – The candidate appreciates that the contents are copied from the PC but does not suggest that – for a ‘LOAD’ or ‘STORE’ instruction – the contents of the PC will change as a memory cell has to be referenced.

Part (ii) – The answer suggests that values are obtained from main memory. The candidate does appreciate that the MDR will also be used following the decode of a ‘STORE’ instruction.

## Example candidate response – grade E



## Examiner comment

Part (i) – A weak candidate should realise that the initial use of the MAR is to copy the contents of the PC. The use also of the MAR for certain instructions after the decode is a difficult concept for this candidate.

Part (ii) – There is an easy mark available here for describing that the value will come from main memory. The first sentence suggests that the candidate understands what is happening but omits the key words ‘from memory’.

## Question 12

A business uses the Internet to communicate with suppliers and to pay bills electronically.

Discuss the problems of maintaining confidentiality of data on the Internet and techniques that can be used to address these problems.

## Mark scheme

- Must safeguard against unauthorised access to the computer system
- Firewall used to restrict access to known sources
- Control access to the network using accounts/user IDs with passwords // procedures in place for authentication
- File contents can be encrypted
- procedures in place to protect against malware



- all payments/communication can be made through a secure connection
  - need to safeguard against bogus websites
  - Procedures in place for authorisation of resources
  - Users allocated access rights to various resources // users have access to certain files/folders only
  - Files can be password protected / read-only
  - users can access the network from certain terminals only / certain times of the day only
  - use of digital signatures
- (1 per -, max 6)

[6]

### Example candidate response – grade A

~~Encryption~~ Hackers can attack communications and data being transferred, due to which data is less confidential. May lead to undetected <sup>communication</sup> ~~data~~. Encryption can be used to encrypt data using a function with a key/secret value so that no one else can understand it. Digital signatures can be used so that the receiver/recipients/people receiving the data can confirm who it is from. Usage of usernames and passwords to avoid or unauthorised usage. Proxies can be used along with proxies and stateful inspection to prevent unauthenticated packets of data from passing through. Cables should either be underground or made of fiber optic to prevent anyone from hacking the connection.

[6]

### Examiner comment

A good 'discussion' – as asked by the question stem – with five suggested techniques to address the issues.



## Example candidate response – grade C

Internet is a network of networks so it is possible for any user to 'tap' the data to corrupt them. This can happen accidentally or deliberately. So the data transfer via the <sup>internet</sup> network is unreliable. So when data is transferred the data is encrypted & so even though the data is hacked it won't be sensible & changes done will be detected at the receivers end. Because only the receiver has the encryption key for the encrypted data. A specially type of encryption called Secure Socket Layer (SSL) can also be used. Firewalls are used to prevent any neccessary data (6) or users entering the network server or any data confidential data going out of the server.

## Examiner comment

A clear attempt at a question which started with the keyword 'Discuss' and three relevant solutions described.

## Example candidate response – grade E

The internet is accessible to almost everyone so it is very possible that someone may try to hack your system and steal some confidential data of <sup>the</sup> your business and <sup>its</sup> your customers. There are many techniques that can be used to make the data more secure.

First we can use passwords to hide confidential data. Firewalls ~~are~~ to keep hackers out. Give out priority, like make the data read only for certain users obtain the data in packets, rather than in switches scan the data to see if it's a bug or a virus.

(6)

## Examiner comment

On an opened-ended question like this a grade E candidate should score reasonably well (the mark scheme had 12 different points from which the six available marks could be scored). The answers here are weak with little explanation of the three security measures given.

---

## Paper 4: Computing project

---

### What is the project?

The project is a substantial piece of work requiring analysis and design over an extended period of time, which is organised, evaluated and presented in a word processed report.

Students choose, in conjunction with their teacher, a well-defined user-driven problem which enables them to demonstrate their skills in analysis, design and software development, including programming, testing, installation, documentation and evaluation. Problems should be selected that allow students to demonstrate their programming skills.

Projects should be chosen to demonstrate the integrative aspects of the work and should avoid needless repetition of the demonstration of a given skill. Each student must submit a report on their piece of work, supported by evidence of software development including programming and testing.

The teacher marks the projects using the marking criteria in the Guidance on Marking Projects section of the syllabus, then moderation takes place.

The selection of the problem for which a computerised system is to be designed and implemented is extremely important. It should be chosen by the student in consultation with the teacher, and should always involve a client, who requires the solution to the problem, and a user(s), the person who is going to use the computerised system. The client and the user may be the same person e.g. if a sole-trader's business requires a computerised system.

It is important to stress that the student should endeavour to produce a system which will solve a given problem sensibly, within the constraints of resources available to the student.

Since the computing project seeks to assess the systems analysis section of the specification in a practical manner, students should not produce a system from their own limited knowledge of the requirements of the system. The client has to be someone who is willing to be involved in the project:

- in the analysis of the problem, where the client's requirements are obtained; this may take the form of recorded interviews with the student
- at the software development, testing and implementation stages, where the client and/or user is involved in 'prototyping'
- at the evaluation stage, where the client is involved in checking that the system is completed as specified and, leading on from this, is then willing to write a letter of acceptance of the system, including any criticisms of it.

In this way, students can be encouraged to look beyond school or college life into the businesses and companies in the community of the surrounding area. The emphasis is on analysing an existing system, and producing a computer-based solution to fit the needs of a client.

At the end of the project, students should submit a concisely written and well laid out report, which should be word-processed.

The solution must be implemented using a programming language and any of the following that are appropriate:

- pre-written modules or toolkits
- applications software and programmable packages

Very brief descriptions of any programming languages or software packages used, together with reasons for their selection, should be included in the report.

## Choosing a suitable project

Students may choose to solve their problems by either the use of a software applications package and/or by writing their own program(s). The exact method of solution will be the choice of each student but the teacher will need to ensure that all options have been covered during the course so as to allow the student maximum flexibility in their choice of solutions. The use of a specific programming language is the responsibility of the school and will be determined by the available resources within the school. However if students choose to write their own program then the choice of language must allow them to construct their program in a structured modular approach. Previous experience of students' work indicates that the choice of certain projects, for example games, quizzes, word processing and websites that just provide information, make unsuitable projects and are not capable of achieving high marks unless they are both very well designed and clearly documented.

The following list is offered as a suggestion of some suitable projects but it is in no way complete and students should be actively encouraged to investigate.

- Booking systems e.g. Doctor's/Dentist's/Hospital appointments, Leisure centre facilities, beauty salons etc.
- Ordering and stock control
- Borrowing systems e.g. Libraries, DVD rental
- Seat reservation systems for theatres, cinemas, concerts etc.
- Control systems e.g. greenhouses, air conditioning, lifts, traffic lights etc.
- Management of club memberships
- Management of events e.g. School sports day

Centres should be reminded that the project should be the **student's own work** and so joint projects should not be allowed.

Successful projects usually involve the use of a database management system (DBMS) that supports the use of a programming language. Database projects allow the students to achieve at different levels; the weaker students may only be able to use the tools provided by the DBMS including validation techniques to check the input data, use of primary and secondary sorts, use of QBE to create multi-table queries, and the use of forms and reports. As the weaker students progress through their solution it should be possible to extend the work gradually so that they can include a range of these techniques. All students should include some program code that they have written and developed themselves, in order to demonstrate their ability to write a maintainable routine for a program. Better students could make good use of the data description language (DDL) and data manipulation language (DML) provided linking to the work studied for Paper 3.

Other types of project could be developed making use of the programming language that the student studied for Paper 2. These could include control systems, simulations etc.

The use of the Internet for business, educational and recreational purposes has led to an increase in the number of projects involving the design of websites. At its basic level this type of project is often not well documented by the weaker students and so does not score highly. We would expect to see the HTML code for such a project together with a site map and links to external sites. The solution could be extended to include an email facility, use of forms and links to a database to collect user information. In the case of web design the current solution to the problem may be harder to identify and so the student may find it more difficult to score marks in those sections relating to the investigation of the current solution.



## Guidance on marking the computing project

Computing projects are assessed as follows:

Quality of report	3 marks
Definition, investigation and analysis	11 marks
Design	12 marks
Software development, programming, testing and installation	18 marks
Documentation	10 marks
Evaluation	6 marks
<b>Total</b>	<b>60 marks</b>

Teachers should mark their students' projects using the following sub-sections and record their marks for each individual project on the marking grid (pages 48–51 of the syllabus) and any comments that may be helpful to the moderator e.g. identification of missing items, page references for items.

## Example candidate responses

For each section of the report marked extracts from candidates work are included, together with a completed section of the marking grid showing the teacher comments and examiner comments.

The extracts are from a wide range of projects including:

- Sports Day
- Flat Management
- Garden Centre
- Bridal Shop
- Pupil Records
- Library System

### (a) Quality of report (3 marks)

A candidate should produce a well-ordered report that covers all the information from the sections set out below. The report must be the student's own work and any evidence that has been included from elsewhere, including other students' work, must be properly referenced as such and cannot be credited towards the student's mark for that section. For full marks to be awarded for this section, the student must provide clear well-illustrated evidence for all the given sections of the report.

Also, the text must be understandable to the reader and without obvious mistakes in spelling, punctuation and grammar. Where there are two or more recognised spellings for a word, the student should be consistent throughout in their choice of spelling.

## Example candidate response

### Contents

(b) Definition, investigation and analysis.....	2
(i) Definition - nature of the problem .....	2
(ii) Investigation and Analysis. ....	4
Investigation: .....	4
Analysis: .....	10
(c) Design. ....	17
(i) Nature of the solution.....	17
(ii) Intended benefits: .....	41
(iii) Limit of the scope solution.....	42
(d) Software development, programming, testing and installation.....	45
(i) Development .....	45
(ii) Programming.....	64
(iii) Testing.....	85
(iv) Installation .....	123
(e) Documentation. ....	124
(i) Systems maintenance documentation .....	124
(f) Evaluation .....	130
(i) Discussion of the degree of success in meeting the original objectives. ....	130
(ii) Evaluate the client's and user's response to the system .....	131

### Marks awarded

(a) Quality of report		[ 2_/3 marks]	
(a) Quality of report		Mark	Comments
1	Evidence for most sections is included; there may be errors of spelling, punctuation and grammar.		Teacher comment - none Examiner comment - an excellent well-ordered report but some errors of spelling punctuation and grammar.
2	Evidence for all sections is included, the report is well ordered, and there are few errors of spelling, punctuation and grammar.	2	
3	The report is complete, well organised with good use of illustrations, and there may be a few minor errors of spelling, punctuation and grammar.		

### Examiner comment

Although this is the first section of the report the examiner would check this mark after they have looked through the whole report. However, inclusion of a contents page is good practice and can help to show the organisation of the report.

The contents page set out below provides some evidence for the mark awarded by the teacher as it is clearly set out and well organised.

## (b) Definition, investigation and analysis (11 marks)

### (i) Definition – nature of the problem (3 marks)

A candidate should not expect the examiners to be familiar with the theory and practice in the area of the chosen system. There should be a brief description of the organisation (for example, firm or business) involved and the current methods used in the chosen areas that may form the basis of the project. A clear statement of the origins and form of data should be given. At this stage the exact scope of the project may not be known and it may lead to the arranging of an interview with the client.

### Example candidate response – Bridal Shop

#### System definition

##### Introduction

This report presents details of a computer system that was created with aim of calculating cost of services given to customers that visit C... Bridal shop and also to keep records of customers and the services they order for.

##### Background of the study

C... Bridal shop designs people that are going to be involved in parties like weddings. Whenever the customers report, they choose and pay for specific body design services they need in preparation for ceremonies. However most of the records of customers are kept by the cashier using manual receipt books hence making it very difficult for the shop administrator (manager) to access records of sales made.

In order to calculate money customers must pay for the services they order, the cashier uses a calculator to add up the costs of all services the customer received.

This project is aimed at creating a computer system that will be used by the cashier to record down all services rendered to customers and also to automatically calculate cost of the services the customers received. It will also issue a receipt to a customer.

#### PROBLEM STATEMENT

Whenever the customers visit the shop, they choose specific services they need. In order to calculate money customers must pay for the rendered services, the cashier uses a calculator to add up the total cost of all services the customer received and also, the cashier writes down customer payments and orders in a paper receipt book.

At the end of the day, in case the shop administrator (manager) wants to review sales made per a day, he refers to the receipt book while opening all receipt sheets in the receipt book. The problem with this system is that, it makes it very difficult and slow for the manager to search for records. Another problem with using the calculator is that the cashier gets so tired while pressing calculator all the time and in situations where customers are so many the cashier ends up making mistakes in the figures he presses leading to inaccurate charges of customer orders hence, there was need of introducing a good system that calculates customer order charges accurately, keeps records efficiently for quick access and keeps records safely.

## Marks awarded

(i) Definition – nature of the problem			[ 2_/3 marks]
		Mark	Comments
1	Description of the organisation.		Teacher's comment - none made. Examiner comment - very brief description of organisation with an attempt to describe the methods currently in use, no clear description of the origin of data or the form that the data takes. Too much comment about the perceived difficulties, this type information would only be known after the investigation and analysis.
2	Description of the organisation and the methods currently used in the area of the chosen project.	2	
3	Full description of the organisation and methods currently in use in the area of the chosen project, with a description of the origin of the data to be used and some indication of the form that data takes.		

## Example candidate response – Sports Day

### Description of the organization:

The organization is a private international school formed in 1964 called M... School located in S... A... in the south of France; due to its ideal location close to both the Alps and sea. The teaching staff consists of 45 teachers in different departments, maths, sciences, and languages. There are currently 454 students in the school.

The school has a Library, 2 art studios, 3 science laboratories, Information Technology centre, music room and a performing arts hall, examinations room, as well as a synthetic football pitch and outdoor games court and a gymnasium. The students in form 11 take the IGCSE (International General Certificates in Education) examination and then go on into taking their Advanced International Programme, AS in form 12 and A-level in form 13.

Every year they organize a big sporting event where students compete against each other to score points for their houses. The students in form 5 to seniors (form 13) compete in the following events: triple jump, high and long jump, 100m, 200m, 300m 400m 800 and 1500 as well as javelin and shot putt. These events are split into age groups and gender to keep the competition fair. There are four houses blue, red, yellow and green. The house that has the most points wins the event.

### Methods currently in use:

A computerized database contains the different houses with the students in each house separated in different forms. The information is printed from the database so that there is one sheet for each form. These sheets are used during the event to keep track of all the points scored by each individual student. The points are recorded manually during the course of the event on the corresponding sheet of paper. At the end of the event all of the points are then added up to have a total for each individual house.

### Origin of the data:

The data comes from the events, the lengths or times are recorded and then the points are allocated depending on what position the student arrived in the event. After the event the student the students name and position is written on a result sheet and the number of points are allocated.

### Form the data takes:

Once the student has done his event the data is then given to one of the teachers from the P.E department to then be written in the sheet of paper so you can see how many points each student has gotten and in what event. Then the points are added up to get the total number of points for each house. The final form for the data is then the numerical data on paper document. The samples are showed after the first interview since they were obtained then.

This is the sheet of paper which is used to fill in the results. It contains the fields to enter the name of students in the position that they arrive as well as a field to enter the number of points scored by the student.



EVENT		NAME	HSE	PTS	NAME	HSE	PTS	NAME	HSE	PTS	NAME	HSE	PTS
100 A	1			2			3			4			
B	1			2			3			4			
200 A	1			2			3			4			
B	1			2			3			4			
400 A	1			2			3			4			
B	1			2			3			4			
800	1			2			3			4			
	5			6			7			8			
1500	1			2			3			4			
	5			6			7			8			
1J	1			2			3			4			
	5			6			7			8			
1J	1			2			3			4			
	5			6			7			8			
1J	1			2			3			4			
	5			6			7			8			
1J	1			2			3			4			
	5			6			7			8			
SHOT	1			2			3			4			
	5			6			7			8			
JAV	1			2			3			4			
	5			6			7			8			
RELAY	1			2			3			4			

## Marks awarded

(i) Definition – nature of the problem			[ 3_/3 marks]
		Mark	Comments
1	Description of the organisation.		Teacher comment - description of organisation, methods, origin of data and form data takes.  Examiner comment - brief but covers all the points required.
2	Description of the organisation and the methods currently used in the area of the chosen project.		
3	Full description of the organisation and methods currently in use in the area of the chosen project, with a description of the origin of the data to be used and some indication of the form that data takes.	3	

## (ii) Investigation and analysis (8 marks)

This section is the 'systems analysis'. The candidate should describe how the client requirements were ascertained (possibly by long discussions with the users: question and answer sessions should be recorded and outcomes agreed). A clear requirements specification should be defined. Alternative outline solutions should be discussed and evaluated against one another.

## Example candidate response – Sports Day

### Investigation:

To obtain information on the current system, how it works data inputs and outputs as well as knowing what the new system will need to do it was decided that key members of the staff who work with the system. Interviews will be conducted in order to obtain this information and discuss directly with them what it is they want the new system to do. Questions on the how the system works will be asked, what the system needs to do any current problems, the data used and any useful information relative to the system.

The first interview planned was to interview the head of the school's P.E department Mr F...

Below are the details of the interview - the questions asked and Mr F...'s responses.

Question 1: So as you know every year there is the sportsday event and you are in charge of the event?

Yes I am currently in charge of that sporting event as well as the current system used to record the scores of the events.

Question 2: The following questions will relate to the system's use before the actual event. Where is all the data, such as the students' names, forms and houses are stored? Where does all this data come from?

*The data is stored in a spreadsheet on my laptop. All of this data actually comes from the school's database which keeps records of all the student's details. A copy of the database is then taken and the data is then extracted into the spreadsheet.*

Question 3: Who is in charge of entering the data into the database and then transferring it into the spreadsheet?

*The school's secretary is in charge of entering the data into the school database and I am the one who extracts the data from the schools database into the spreadsheet.*

Question 4: What validations and verifications are used?

*Once the data has been transferred from the database to the spreadsheet I look through the spreadsheet, I generally know which students are in which class, I also check that there isn't any missing information such as name or gender and check that the student is in the correct house.*

Question 5: Where is the database stored?

*The database is stored on the school server.*

Question 6: How often is the database updated?

*The database is updated at the start of every year and straight away when a new student joins. In October when the lists are given out so that the students can select what events they do then the members of staff quickly realize that a student is missing.*

Question 7: What security methods are used?

*I cannot tell you about the security used for the database, but for the spreadsheets which are on my laptop computer and is protected by a username and password which I or carry or lock away. Security isn't a concern - the students know the names of other students and the details are not of sensitive nature.*

Question 8: Before sports day sheets of paper are printed so that the students can choose what event they do. Who is in charge of printing these and where are they kept after they have been filled in by the students?

*I am in charge of printing out a sheet for each house, then all of the students are grouped in their houses and fill on the sheet the events they want to do. Once they have been filled in I keep them in the RE office in the sportsday folder.*

Question 9: Is there any backup of this data made?

*There is no copy of the paperwork (the sheets filled in by the student) but there are backups of the spreadsheets used*

Question 10: During the event - How are the results recorded?

*For the track field events it's fairly simple. For the throwing events the length is simply measured and then written down same for the jumps. For the track events a machine is used to time all of the students -then the teachers in charge of the results allocate the points.*

Question 11: To whom does the information (number of points) go to?

*The information is collected and then taken to the desk where 2 teachers fill in the results into a large grid and allocate the points to the different houses. At the end of the day the points are added to find the total for each house and the winner is announced the next day.*

Question 12: What would you say are the main problems with the current system?

*Well it takes time to accumulate the results, as well as checking any calculation errors in the addition of the points. Also since all of the results are kept on a large sheet of paper which is hard to store and it is difficult to find any individual results that need to be looked at.*

Question 13: So what do you think the best thing to do to improve the system would be? Improving the manual system, a computerized or partially computerized system?

*I believe that a partially computerized system would be the best option for this. Computerizing the whole system would be too expensive and not necessarily more efficient. The data will still be collected manually (events) but during the event the data will be directly recorded on a computer so that all of the addition of points is done automatically and it is a lot easier to find individual records as well as storing it.*

Question 14: Off the shelf software is software that you can buy directly in a shop, have you looked if there is any software that could do that?

*Yes I have looked into that, but there isn't any software that can provide exactly what we require so we need custom written software for this.*

Question 15: Is there anyone else you would recommend me to talk to?

*Yes I think you should talk to one of the 2 teachers who are in charge of recording the results and allocating the points to discuss with them what the problems are and the requirements that a computerized system would need to have to be the most effective. You might as well want to talk to one of the teachers who does the direct recording of the results at an event to see the problems there.*

Below are copies of the event selection sheet and the result sheet

First Name	Last Name	Form	Gender	Houses	100	200	300	800	1500	HJ	LJ	shot	jav	Relay (4!)
A....	CL....	7	F	yellow										
A....	HO....	7	F	yellow										
A....	LI....	7	F	yellow										
E....	AB....	8	F	yellow										
A....	BA....	8	F	yellow										
A....	BO....	8	F	yellow										
O....	MC....	8	F	yellow										
S....	SO....	8	F	yellow										

First Name	Last Name	Form	Gender	Houses	80	150	600			HJ	LJ	ball throw			Relay (4!)
S....	AD....	5	F	yellow											
L....	NI....	5	F	yellow											
C....	BE....	6	F	yellow											
P....	KR....	6	F	yellow											
C....	LO....	6	F	yellow											
N...	MA...	6	F	yellow											
E....	MU....	6	F	yellow											

This is one of the sheets used to record the results and the number of points at sports day.

EVENT	NAME	HSE	PTS	NAME	HSE	PTS	NAME	HSE	PTS	NAME	HSE	PTS
100 A	I		2			3			4			
B	I		2			3			4			
200 A	I		2			3			4			
B	I		2			3			4			
400 A	I		2			3			4			
B	I		2			3			4			
800	I		2			3			4			
	5		6			7			8			
1500	I		2			3			4			
	5		6			7			8			
LJ	I		2			3			4			
	5		6			7			8			
TJ	I		2			3			4			
	5		6			7			8			
HJ	I		2			3			4			
	5		6			7			8			
SHOT	I		2			3			4			
	5		6			7			8			
JAV	I		2			3			4			
	5		6			7			8			
RELAY	I		2			3			4			



Interview 2 Mrs M...

Question 1: Can you please tell me what you do

*I record the position of the students during the track events and sometimes record the time.*

Question 2: So is there a teacher assigned to each position?

*Well not really, there are usually 3 teachers that just take down the name of the student, position and his house. Each teacher is in charge of 2 or 3 lanes and records the name of the student, his position and house.*

Question 3: So who does the timing?

*Well Mr G... is in charge of the actual timing He uses a machine and clocks in all of the runners so he simply clocks in the times but not the positions. The machine then prints out a sheet with the times.*

Question 4: What do you then do with those times?

*I then with the help of another teacher assign the times to the position house and names so that we end up with a sheet for each age group and gender.*

Question 5: And what happens to the data?

*The data is then taken to the desk where Mrs K... fills in the results onto a large sheet of paper (1 per age group and gender). She fills in the results and then adds up the number of points for each house, and writes down the number of points for each house in that age group on a separate piece of paper. She also checks if no new records have been broken and writes down any new records.*

Question 6: What are the main issues with filling in the results and allocating the points?

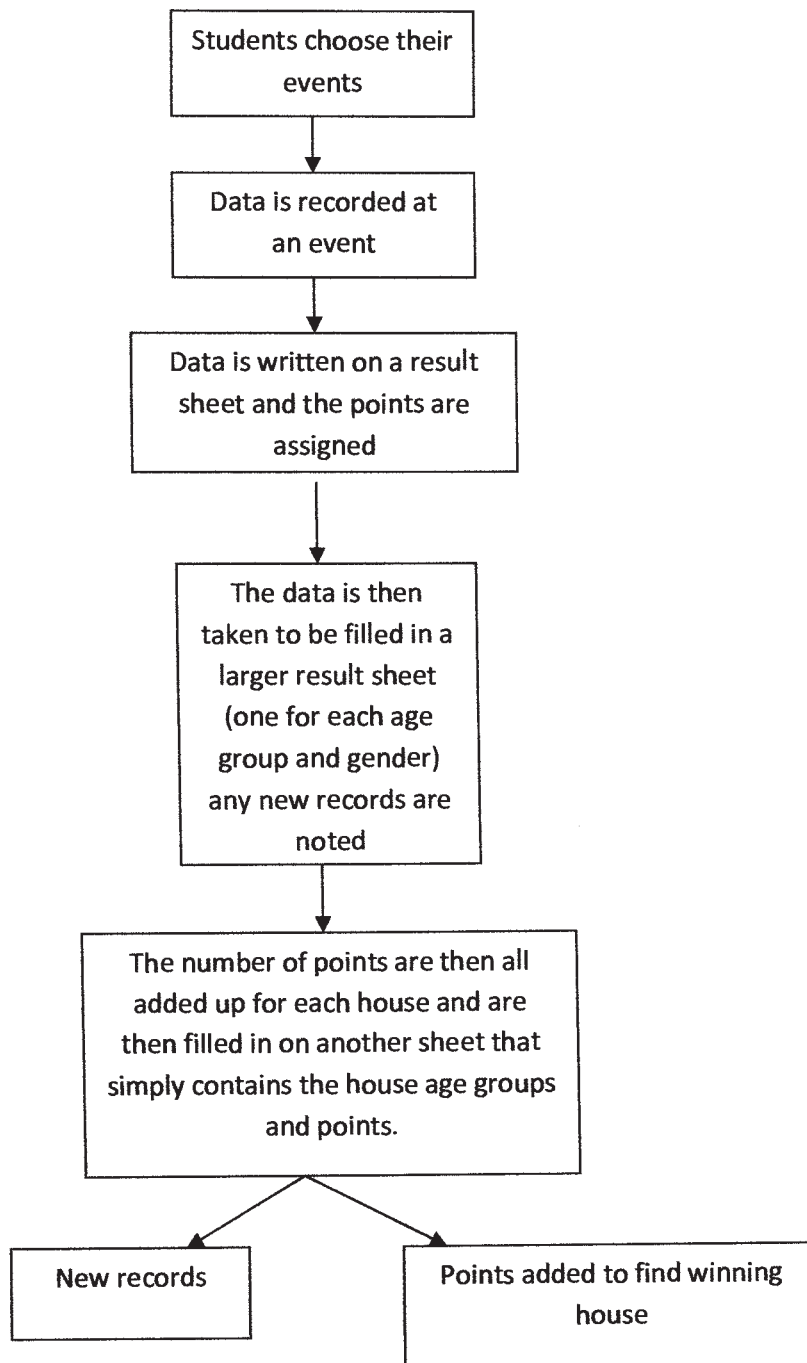
*Well there really only is one problem consists in finding the 6 fastest times since there can be a lot of students taking part in an event. Another problem can be when the timing machine doesn't work where the teachers have to time the students. The rest is fairly easy and straightforward.*

Question 7: If we were to partially computerize the system, what would need to be entered into the system for the results?

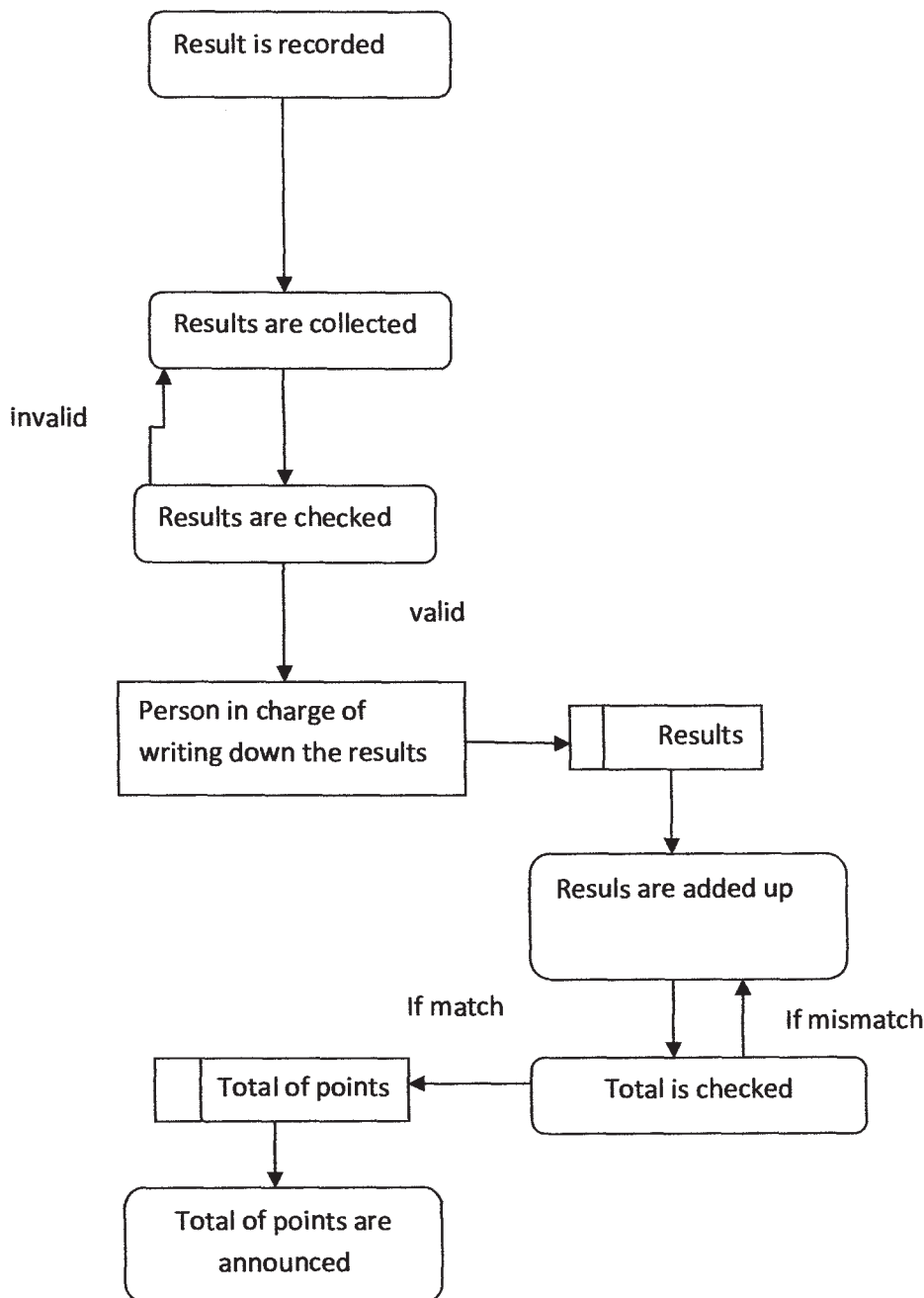
*Well the interface must allow the input of everything required to enter the results. So that would be the Student ID, the position of the student in his event, the number of points scored and the time or length he or she achieved.*

**Analysis:**

Flow chart showing the steps of the system:



Data flow diagram:



### Data capture method

The data is captured using different methods.

The student names and house is taken from the school database which is filled by the secretary when a new student joins the school. The student choice of events is taken on paper sheets which are filled in by the students during their tutor time. For the track events a machine is used to record all of the times for all of the students, a teacher clocks in all of the students taking part in the event. For the field events a tape measure is used to find the length/height thrown or jumped. The sheet used by the students to choose their results as well as the sheet used to record the results are shown at the end of the interview with Mr F...

## Processing

The data is recorded using some measuring equipment and is then written on a temporary result sheet where the points are assigned. These sheets are then taken to be filled in on the larger record sheets. Here the actual result isn't recorded the person filling the sheet checks that the result isn't a new record; if it is then they write it down on a separate sheet. The person then writes in the name, house, position and number of points of the student in ascending order. They then add up all of the points for each house in that age group and fill in the result into another sheet used to keep only the number of points per house and age group. This sheet is then used to calculate the final results of the day (total number of points per house). The total scores for each house as well as any new records are then outputted.

What works well what doesn't?

The data capture before the event all work very well. The sheet of paper used for the students to choose what events they take part in, during the event the collection of the results is also good, the results are timed or measured and there isn't another way that it can be done. However the last part of the system can be improved. All of the results are filled in on a large sheet of paper making it easy to make mistakes and hard to find individual results. Computerizing this part of the system would improve the efficiency of the system making the input of the results and addition of points and searching for results a lot easier.

Inputs:

- Name - Text, field size 50
- Age group - string
- Points - Numeric
- Event - string
- House - Text

Outputs:

- Total number of points for each house - numeric
- Total number of points for each house by age group • Any new records - string

Storage:

All of the documents are stored on Mr F...'s computer and in the P.E office when they have been printed. The result sheets are not kept from one year to another. For the new system the program will be stored on a computer with the files backed up on an external hard drive and also a server so that it can be shared between different computers.

## Alternative approaches:

Alternative solutions to the problem were discussed with the end user.

Buying off the shelf software:

Buying off the shelf software would be a cheaper solution to the problem as well as being sure that the software will work since it has already been tested and would have the support offered with an off the shelf software.

The response to that was that sportsday is a unique event relevant only to this school so finding a software that does that will be very complicated and it might not be exactly what the user wants.

Adapting a current software:

Adapting existing software would be less costly than creating a new software but more costly than using generic software (since the software will have to be bought plus the cost of the modifications), it still has the same issues for the user. The final program will not be as fitting as creating one from scratch will be. I will also take more time since the program will have to be tested where it has been modified.



### Creating custom software:

This is the chosen solution. It ensures that the software created will completely meet the demands of the user; the software can also be changed once it's been created if the user wants changes. Of course it will take longer but time isn't an issue since sportsday is a once a year event and the program can be created tested and implemented in that time.

### Requirements:

These are the requirements for the new system which have been discussed and agreed with the user.

- System must be able to deal with all of the inputs (student details, results, users and events) so that it entirely replaces the old system.
- System must be able to add up the total house scores, this will be one of the main the features of the program since a large part of the problem was having to add up the total scores for each house.
- Search function to find individual results to make it easier for the users to quickly find a result in case an error has been made or simply for checking.
- User friendly interface to make the program simple and easy to use even for people who aren't familiar with computers.
- Way of writing down a new record if there is one, so that the new records can be directly entered while entering the results.
- Must be able to navigate through the results to allow to see all of the results.
- Possibility to edit result in case an error has been made.
- Must run on a windows environment since it is readily available at the school and the users are already used to it.

### Examiner Comment

There was a signed agreed copy of these requirements in an appendix.

### Software requirements:

Software required	Reason
Windows operating system	The program must be designed to work on a windows environment and operating system. Since all of the computers in the school run on a windows environment and the users are used to it.
Microsoft Office Access	This software is required since the program will be linked to a database created in Access because it was available.

## Hardware requirements:

	Device	Function
Input device	Qwerty keyboard	To type in numerical and text data in the database such as the house and number of points.
	Laser mouse	Needed for the program's gui that will have command buttons that need to be clicked to show the information.
Output devices	17 inch flat screen monitor	Allows all of the action performed in the program to be seen in colour.
	Ink jet printer	Needed to print high quality colour documents of the sportsday result.
Storage	External hard drive	Used to make backup copies of the data and can be used to store the program if the computer doesn't have enough space.
	Usb Key	Can be used to transfer files to another computer that isn't on the network if a different computer is used during sportsday.
	Server storage 5Gb	Allows all of the information or program to be accessed by different computers on the server.
Processing	Processor (2Ghz)	Even if computers have fast enough processors, 2Ghz will make the program more effective.

## Marks awarded

(ii) Investigation and analysis			[ 5__ /8 marks]
		Mark	Comments
1–2	Some elements have been discussed but little or no user involvement.		Teacher comment - good user involvement, alternative approaches mentioned, some analysis, and requirements agreed with user - see letter.  Examiner comment - good user involvement and recording of interviews. Alternative approaches rather superficial, diagram (labelled as dataflow but not that type of diagram) provides summary of information. The requirements specification is based on information collected but lacks detail.
3–4	Some evidence that an attempt has been made to interview the user and some recording of it has been made. An attempt has been made to develop a requirement specification based on the information collected.		
5–6	Good user involvement and recording of the interview(s). Most of the necessary items have been covered including a detailed discussion of alternative approaches. A requirements specification based on the information collected is present but with some omissions.	5	
7–8	Excellent user involvement with detailed recording of the user's requirements. Alternative approaches have been discussed in depth. The report demonstrates a thorough analysis of the system to be computerised. A detailed requirements specification based on the information collected has been produced.		

## (c) Design (12 marks)

### (i) Nature of the solution (8 marks)

A detailed systems design (including diagrams as appropriate) should be produced and agreed with the client. Proposed record, file and data structures should be described and design limitations should be included. Design of data capture forms, input formats (with examples of screen layouts) and output formats should be included here where relevant. Process designs and a test plan for the system should also be included. The test plan should contain test data and the expected results for that data. An agreed set of objectives should also be included. These items are the design specifications, which should be agreed with the client.

### Example candidate response – Flat Management

#### Objectives of the system

1. Use a graphical user interface to provide a user-friendly operation.
2. Provide automatic operations as adding new records, updating or changing flat records, deleting records, selling and viewing records.
3. Provide automatic storage and management of data.
4. Avoid the problem of duplication of data.
5. Provide data verification and validation to reduce the entry error as small as possible.
6. Prevent redundant process in the original system.
7. Efficient and fast operation of system.
8. Simplify the original method by connecting some operations of different tables.
9. Automatically calculate the total price of a flat when a new record is entered.

These objectives are based on the interviews and my suggestions after observing the current system. Mr W..., Ms Z... and I have agreed on these objectives. Through these objectives, I got a clear direction of developing the new system using my programming ability.

#### Examiner comment

These objectives were signed and agreed.

#### Entity relationship diagram:

According to my investigation of the current system in J... X... Real Estate, I start to design the new system from following Entity Relationship Diagram. From my observation, one supplier can supply many flats and one buyer can buy more than one flats, so the relationship between supplier and flat is one-to-many, and the relationship between flat and buyer is many-to-one. Therefore, this ERD is already normalized.



#### Proposed File, Record and Data Structure:

The following three tables will be used in the new system, and the details of data information are listed as follows.

## Data Dictionary

### Supplier Table

Field Name	Type	Length	Validations	Description	Example
SupplierID (Primary Key)	String	10	Presence Check	This is the number to identify each supplier uniquely.	0019363422
CompanyName	String	50	Presence Check	The name of the company which supplies the flat.	J... M... Real Estate Inc.

### Buyer Table

Field Name	Type	Length	Validations	Description	Example
BuyerID (Primary Key)	String	18	Presence Check	This is the number on buyer's ID Card to identify each buyer uniquely.	330283774612723423
BuyerName	String	20	Presence Check	The name of the company which supplies the flat.	J... M... Real Estate Inc.
PhoneNumber	String	15	Presence Check	The phone number is used to contact the buyer	160037523856
PreviousAddress	String	200	Presence Check	The previous address of the buyer is used for mailing or finding the buyer.	Room 1..., NO.3.. J M... Rd, PO Box 2..., Sichuan

### Flat Table

Field Name	Type	Length	Validations	Description	Example
FlatID (Primary Key)	String	10	Presence Check	This is the ID to identify a certain flat.	55670087d2
BuyerID (Foreign Key)	String	18	Presence Check (when the flat is sold)	Foreign Key. Originally occurring in Buyer Table. This field is left blank unless the flat is sold	330283774612723423
SupplierID (Foreign Key)	String	10	Presence Check (when the flat is sold)	Foreign Key. Originally occurring in Supplier Table	0019363422
RoomNo	String	10	Presence Check	The room number of the flat.	301A
BuildingNameNo	String	30	Presence Check	The name or number of the building where the flat is located.	"J... M... Building" or "F53"
StreetName	String	30	Presence Check	The name of the street where the flat is located.	Grand Garden Road
Area	Float		Format Check	The total area of the flat. Unit: Square meter.	97
UnitPrice	Float		Format Check	Price per square meter of the flat. Unit: RMB	10000
TotalPrice	Float		Presence Check	The total price of a flat. It equals unit price multiplied by area.	970000
Availability	String	10	Presence Check	This is used to show whether the flat has been sold. The system will automatically generate the status of the flat.	"Available" or "Sold"

### Data input forms

All data enter the system through following input forms, so the user doesn't have to access to the database directly to save data. All the forms contain input fields and button, providing a user-



friendly interface. There are totally four input forms in the new system. Based on my observation and interviews, the following designs will meet the requirements of the system and the agreement of user.

access to the database directly to save data. All the forms contain input fields and button, providing a user-friendly interface. There are totally four input forms in the new system. Based on my observation and interviews, the following designs will meet the requirements of the system and the agreement of user.

● **New Flat**

These are two radio buttons. If the supplier is new, the user should choose the "New Supplier". Otherwise, the user should choose the first button, and select the Supplier's ID from combo box.

This is a combo box containing all the IDs of current supplier in record.

This button aims to calculate total price of a flat. It should also provide data format validations.

This text field is not editable; it is used for displaying the total price of a flat.

The button saves all records and provides presence check of all text fields.

This button saves new suppliers to Supplier Table.

Check if there is a duplication of ID

Input fields

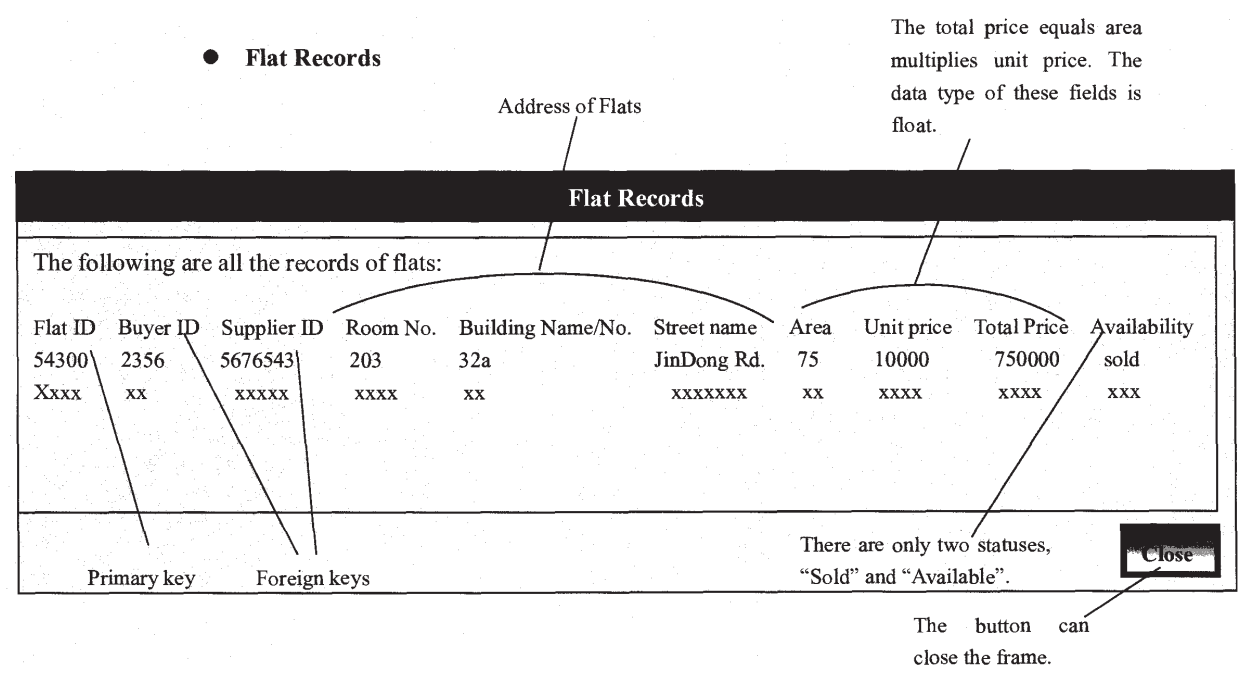
This New Flat Form is used to input new records of flats. This form contains mainly two parts. First, selecting or adding a supplier. If the supplier has been saved before in the Supplier Info Form, the user only has to choose its Supplier ID. Otherwise, the user should choose to add a new supplier. In this case, there will be two input dialogues to gather the Supplier ID and Company Name of the supplier. Another process is saving new flat records. User can input a new Flat ID and use the check button to avoid the duplication of Flat ID. Unless the new Flat ID is unique, the following text fields will not be editable. Furthermore, the user has to press a "Total Price" button which can calculate the total price of the flat and check if the "Area" and "Price per square meter" have correct data format, which is float or integer. Once the "Save" is clicked, the record is saved to Flat Info Form.

### Examiner comment

There were also forms for editing records, deleting records and selling flats.

Data Output

All the data out from the system are shown in a text area. According to the structure of the original system and the ERD diagram, I designed following three output forms of data with agreements of Mr W... and Ms Z....

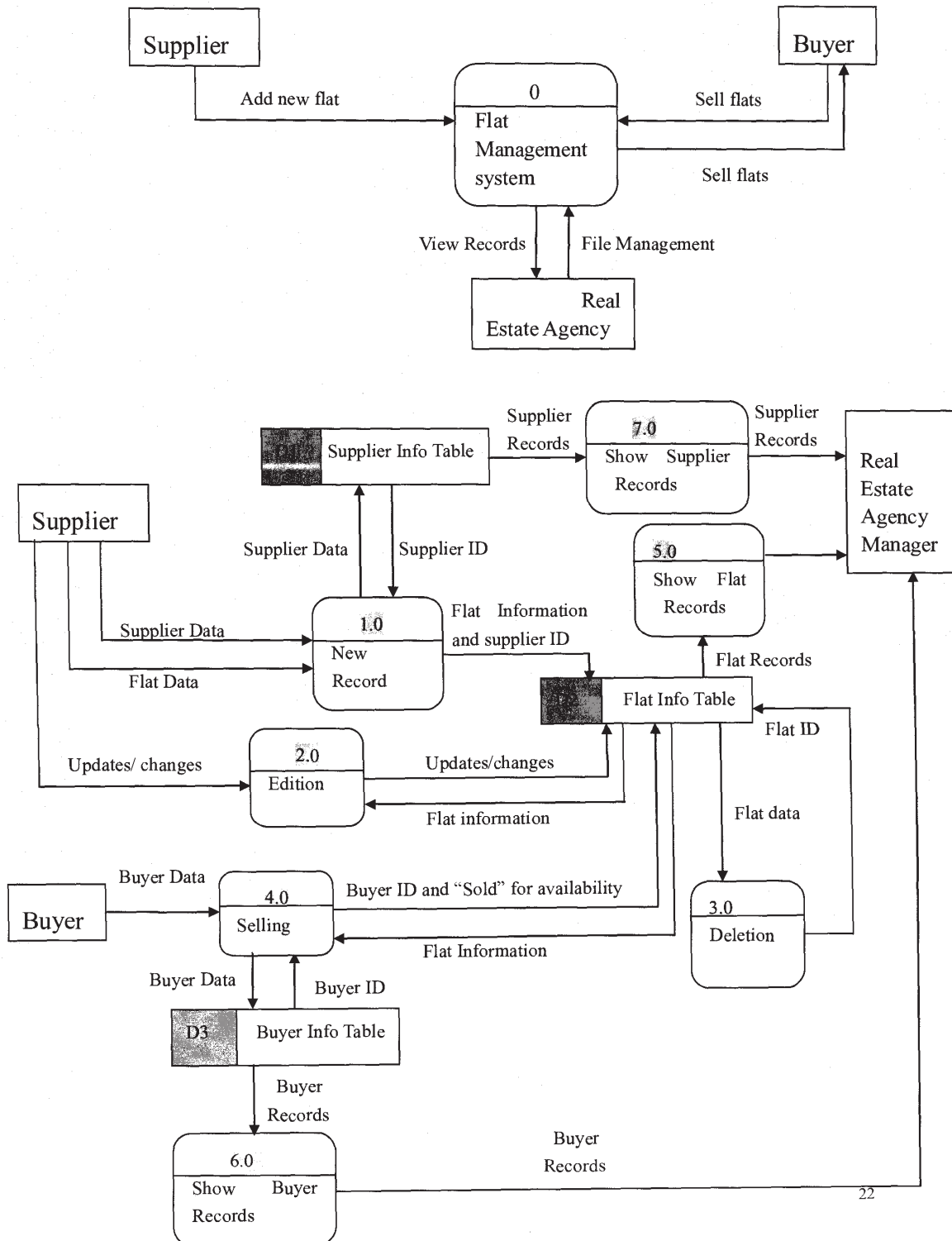


Flat Records shows all the information of flats, including sold and available ones. This frame is aim to show a history of transaction in the agency and link all flats with their certain supplier and buyers. Due to length of records, all data are represented on a text area which is not editable.

Examiner comment

There were also outputs for suppliers and buyers.

### ● Data Flow Diagram



## Menu and Module Design

According to the structure of the original system and the requirements of users, I proposed a new system with four main modules. Each module has its specific functions. Also, a menu design is needed to lead the user to access to different working modules. The following is my design.

### Module Design

New Flat Module

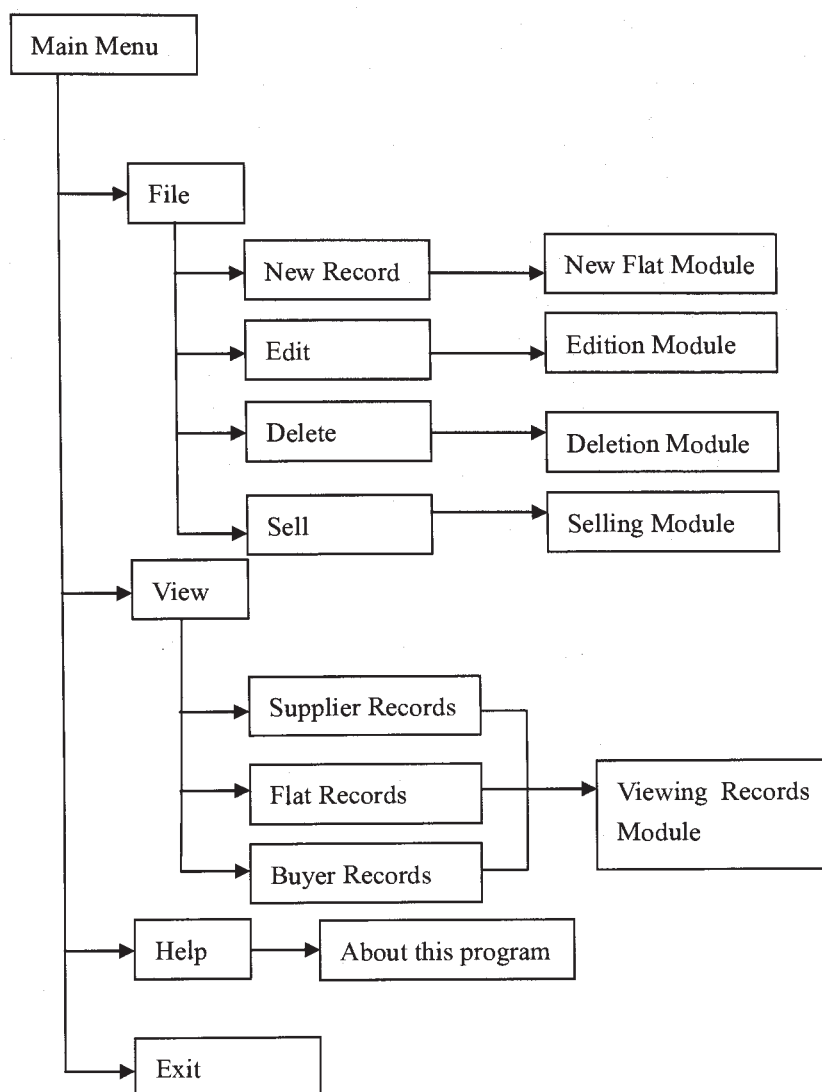
Edition Module

Deletion Module

Selling Module

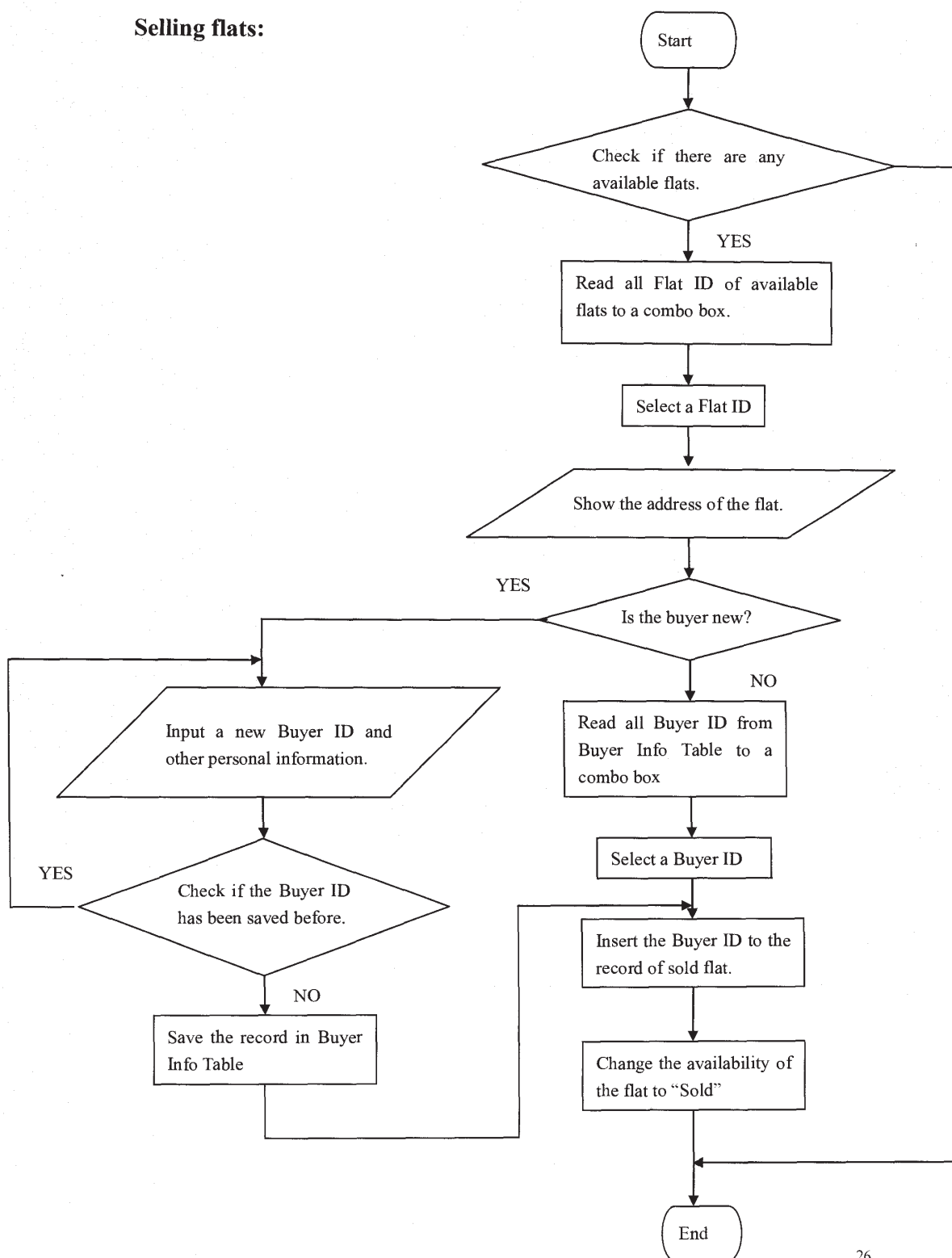
Viewing Records Module

### Menu Design





## Flowcharts for different modules

**Selling flats:**

26

**Examiner comment**

There were also flowcharts for new flat, editing and deleting modules.

## Marks awarded

(i) Nature of the solution			[ 5__ /8 marks]
		Mark	Comments
1–2	Some vague discussion of what the system will do with a brief diagrammatic representation of the new system.		<p>Teacher comment - both parties agreed on the set objectives.</p> <p>Examiner comment - objectives have been agreed, a design specification has been developed but the validation could be improved and there is no clear evidence that a response to the design has been obtained and acted upon.</p>
3–4	The major objectives of the new system have been adequately summarised, but omissions have been made. There is a brief outline of a design specification, including mock ups of inputs and outputs, process model described (including a diagram: structure diagram, dataflow diagram or system flowchart). However there is a lack of completeness with omissions from the process model, inputs and outputs. Data structures have been identified but there may be inadequate detail.		
5–6	A clear set of objectives have been defined and a full design specification is included but there may be some errors or logical inconsistencies, for example validation specified may be inadequate or field lengths incorrect. There is clear evidence that a response to the design has been obtained from the end-user, and any comments have been acted upon.	5	
7–8	A clear set of agreed objectives with a detailed and complete design specification, which is logically correct. There are also detailed written descriptions of any processes/modules and a clear, complete definition of any data structures. The specification is sufficient for someone to pick up, develop and test an end result using the software and hardware specified in the requirements specification.		

## (ii) Intended benefits (2 marks)

There should be some discussion of the relative merits of the intended system and of the previous mode of operation. This may include any degree of generality beyond the original scope of the system.

## Example Candidate Response – Flat Management

**(II) Intended Benefits**

- Fast speed of operation. The new system can reduce the redundant processes in the original method and use program to increase the speed of searching, checking, entering data and many other operations. Therefore, the new system can increase the efficiency of the business.
- Reduce the amount of errors. The new system provides data validation and verification functions to reduce the input errors. Also, the system provides automatic checking of duplication of primary keys (e.g. Flat ID), so the problems of two records sharing same primary key is eliminated.
- Easy to use. Comparing to the original system, entering data, editing, deleting and all other operations can be easily done on the computerized system. The user only has to input data by typing to an input frame. The user doesn't have to access to the database directly.
- Secure keeping of records. Since the original system is based on paper, data can be damaged due to destructions of paper. In the new system, all records are kept in computer and user can also make a backup in a removable storage device, such as a flash drive.

(ii) Intended benefits			[ 2_/2 marks]
		Mark	Comments
1	One valid benefit of the new system has been identified and explained.		Teacher comment - candidate has comprehensively discussed the benefits of the system.  Examiner comment - benefits for the flat management system have been described. But could have related better to the flat management system.
2	The benefits of the new system have been comprehensively described.	2	

### (iii) Limits of the scope of the solution (2 marks)

This may include volume (sizing limitations) and limitations of the facilities used. For full marks there must be some estimate of the size of the files required for the implemented system.

## Example Candidate Response – Flat Management

### (III) Limits of the scope of the solution

Although the new system might solve many problems in the original one, there are still some limits and disadvantages of using the new system. First of all, the new system has higher costs than the old one. The original method of managing records was based on papers, but the new system must run in a computer. Therefore, the agency needs to spend lots of money on creating an environment for the new system. Secondly, although the new system is user-friendly and easy to use, the user still needs some basic computer skill, for example, installing and running the new system. Also, the user may not be very used to the change of the system, and this may reduce the efficiency of the new system. Thirdly, there are some limitations of a computerized system. For example, data can be lost due to an accident power-off, and attacks of the computer system can reduce the security of the data. Therefore, the user has to make regular back-ups of data.

Table	Fields	Example	Maximum Size (in Bytes)	Size of table (in Bytes) * estimated number of records in a year
Flat Info	Flat ID	SNO2998764	10	142*20028400
	Supplier ID	13465412	10	
	Buyer ID	330302889307719364	18	
	RoomNo	A1603C	10	
	BuildingName_No	J111 Mao Building	30	
	StreetName	South R.. M.. Rd.	30	
	Area	80	8	
	UnitPrice	10000	8	
	TotalPrice	80000	8	
	Availability	Available	10	
	SupplierID	13465412	10	
Supplier Info	CompanyName	S.. M.. Real Estate Inc.	50	60*20=1200
	BuyerID	330302889307719364	18	
Buyer Info	BuyerName	P.. P..	20	253*150=37950
	PhoneNumber	13003866762	15	
	PreviousAddress	Room352, No. 425 Lai 200. M.. Rd., P..District, Shanghai, China	200	
Size of record in one year				67550
Add (+) overheads (10%)				74305
<b>Size of Database (in KBs)</b>				Approx. 73

## Marks awarded

(iii) Limits of the scope of the solution			[ 2__/2 marks]
		Mark	Comments
1	A discussion of what the system limitations are.		Teacher comment - file estimation included, limitation of the system is well discussed.
2	A detailed description of the system limitations has been given, including the estimate of the size of the files required for the implemented system.	2	Examiner comment - some limitations have been given and an attempt has been made to estimate the file size including overheads.

## (d) Software development, programming, testing and installation (18 marks)

## (i) Development (4 marks)

A technical description of how the solution relates to the design specification produced and agreed with the client should be included.

## (ii) Programming (5 marks)

There should be clearly set out program listings that demonstrate the technical competence of the candidate. Candidates should make good use of the facilities of a procedural programming language as part of their solution.

## Example candidate response – Pupil Records

## Examiner comment

Samples of the type of material that the candidate included for the development and programming sub-sections are included below:

- Data structures shown by table descriptions and relationships
- Input and output shown by forms and reports
- Processing shown by queries and programming code

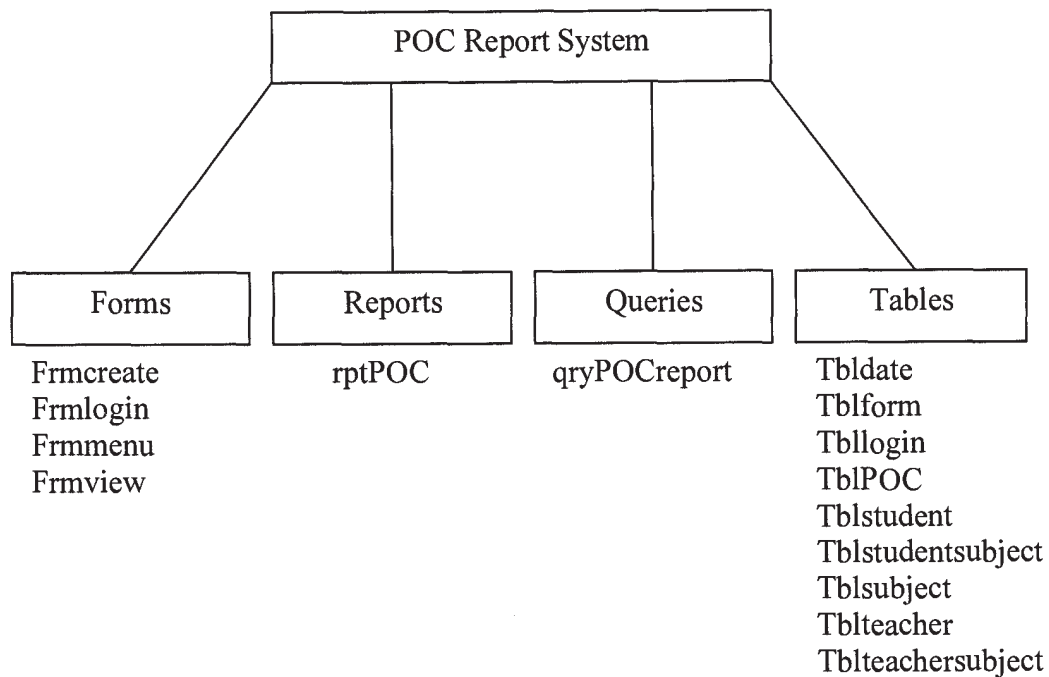


## (d) Software development, Programming, Testing and Installation

### (i) Development

#### System Design and Program Listing

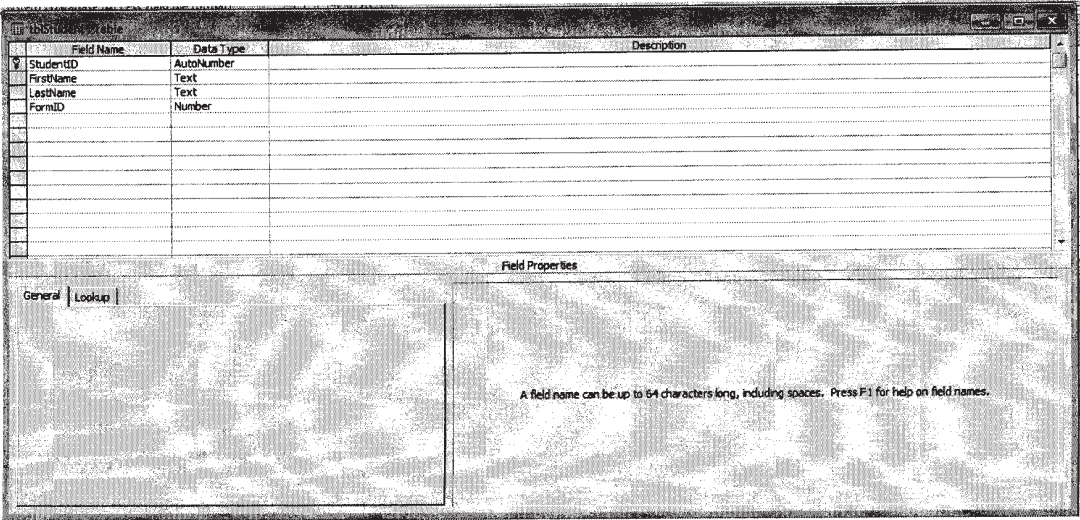
##### System Design



##### Program Listing

To prevent data duplication and maintain internal documentation order the program listings will be displayed in section (d) (ii) annotated, indented and containing clear and comprehensible variable names

tblStudent



Columns

Name	Type	Size
StudentID	Long Integer	4
FirstName	Text	50
LastName	Text	50
FormID	Long Integer	4

Table Indexes

Name	Number of Fields
PrimaryKey	1
Fields:	
StudentID	Ascending
Student ID	1
Fields:	
StudentID	Ascending
StudentForm Group	1
Fields:	
FormID	Ascending
tblFormtblStudent	1
Fields:	
FormID	Ascending

**tblStudentSubject**

Field Name	Data Type	Description
StudentSubjectID	AutoNumber	
StudentID	Number	
SubjectID	Number	

**Field Properties**

General | Lookup

A field name can be up to 64 characters long, including spaces. Press F1 for help on field names.

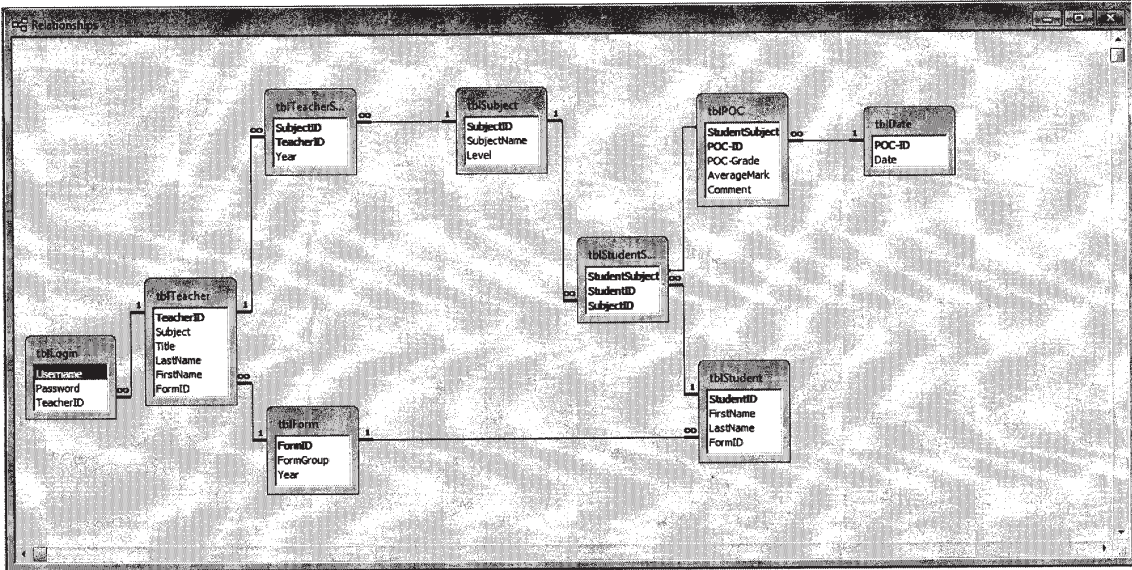
**Columns**

Name	Type	Size
StudentSubjectID	Long Integer	4
StudentID	Long Integer	4
SubjectID	Long Integer	4

**Table Indexes**

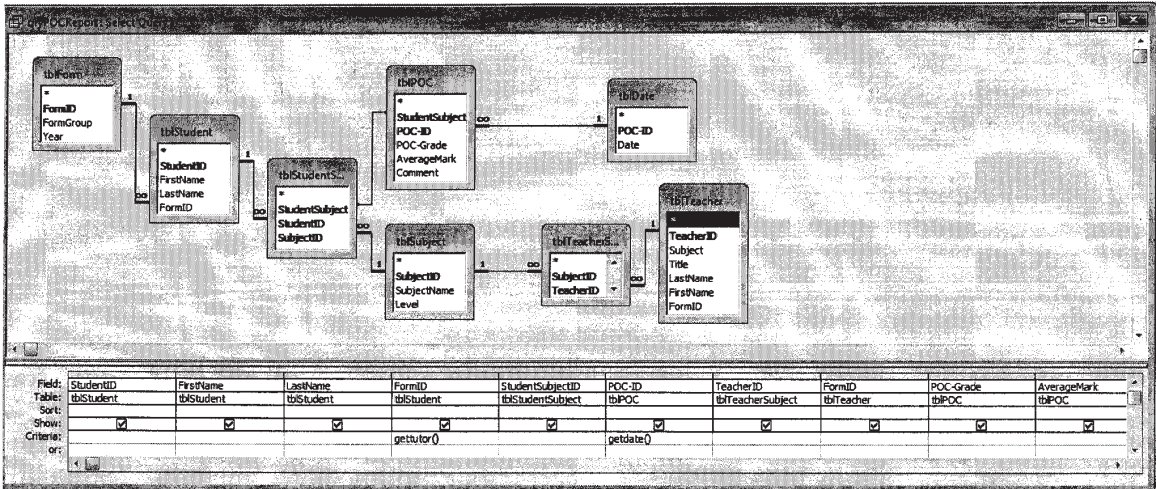
Name	Number of Fields
PrimaryKey	3
Fields:	
StudentSubjectID	Ascending
StudentID	Ascending
SubjectID	Ascending
StudentID	1
Fields:	
StudentID	Ascending
StudentSubjectID	1
Fields:	
StudentSubjectID	Ascending
SubjectID	1
Fields:	
SubjectID	Ascending
tblStudenttblStudentSubject	1
Fields:	
StudentID	Ascending
tblSubjecttblStudentSubject	1
Fields:	
SubjectID	Ascending

Table Relationships



Queries

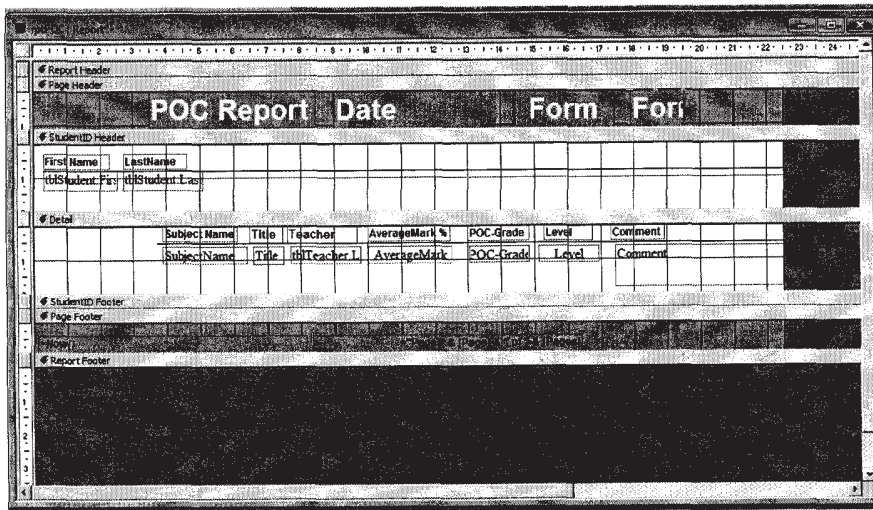
qryPOCReport





## Reports

### rptPOC

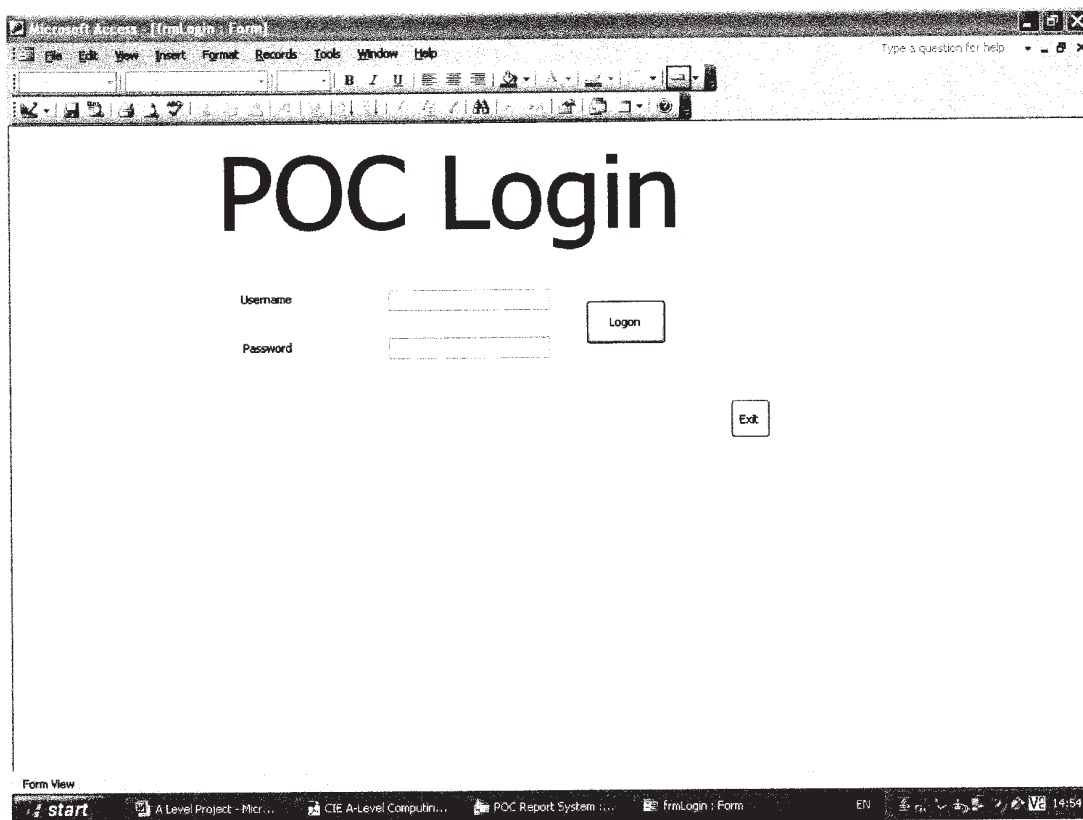


#### Columns

Name	Type	Size
StudentID	Long Integer	4
tblStudent.FirstName	Text	50
tblStudent.LastName	Text	50
tblStudent.FormID	Long Integer	4
StudentSubjectID	Long Integer	4
POC-ID	Long Integer	4
TeacherID	Long Integer	4
Expr1007	Long Integer	4
POC-Grade	Text	7
AverageMark	: Update Query	16
Comment	Text	50
Title	Text	5
SubjectName	Text	50
Date	Date/Time	8
FormGroup	Text	50
tblTeacher.LastName	Text	50
Level	Text	50
tblTeacher.FirstName	Text	50
tblTeacher.FormID	Long Integer	4

#### Data Source

QryPOCReport

**(ii) Programming****Frmlogin**

```
Private Sub form_load()
```

```
    'Reset variables
```

```
    Tutorgroup = 0
```

```
    ID = 0
```

```
End Sub
```

```
Private Sub cmdlogon_Click()
```

```
    'Set variables
```

```
    Dim username
```

```
    Dim password
```

```
    'Get data from the logon form and trims it
```

```
    username = Trim(Forms![frmlogin]![txtusername])
```

```
    password = Trim(Forms![frmlogin].[txtpassword])
```

```

*Open database
Set pocsystem = CurrentDb()

*Open the table
Set poclogin = pocsystem.OpenRecordset("tblLogin", dbOpenDynaset)
Set pocteacher = pocsystem.OpenRecordset("tblteacher", dbOpenDynaset)

*Find the username and corresponding password in table if not found output correct error
message else grant access
poclogin.FindFirst "username = '" & username & "'"
If poclogin.Fields("username") = username Then
    If poclogin.Fields("password") = password Then
        *Stores a teacher and tutor ID from open table as variables
        ID = poclogin.Fields("TeacherID")
        pocteacher.FindFirst "TeacherID= " & ID
        If pocteacher.Fields("TeacherID") = ID Then
            Tutorgroup = pocteacher.Fields("FormID")
        *Clear username and password fields
        txtusername.SetFocus
        txtusername.Text = ""
        txtpassword.SetFocus
        txtpassword.Text = ""
        DoCmd.Close
        DoCmd.OpenForm ("frmMenu")
    End If
Else
    MsgBox "Your Password is Incorrect"
End If
Else
    MsgBox "Your Username is Not Valid"
End If
End Sub

```

---

```

Private Sub cmdexit_Click()
*Quit program
DoCmd.Quit
End Sub

```

---

```

*Search open table for POC entry that contains the values selected in the list boxes
pocrecord.FindFirst "StudentSubjectID = " & Val(lstname)
If pocrecord.Fields("studentsubjectid") = Val(lstname) And pocrecord.Fields("POC-ID")
= dateid Then
    *If first record exists then populate the form objects with the corresponding data in the
    found record and set progress bar to green
        found = True
        grade = pocrecord![POC-Grade]
        setgrade
        txtavg.SetFocus
        txtavg = pocrecord![AverageMark]
        txtcomment.SetFocus
        txtcomment = pocrecord![Comment]
        lblprogress.BackColor = vbGreen
Else
    *Search open table for POC entry that contains the values selected in the list boxes
        pocrecord.FindNext "studentsubjectid = " & Val(lstname)
        If pocrecord.Fields("studentsubjectid") = Val(lstname) And pocrecord.Fields("POC-
        ID") = dateid Then
            *If next record exists then populate the form objects with the corresponding data in the
            found record and set progress bar to green
                found = True
                grade = pocrecord![POC-Grade]
                setgrade
                txtavg.SetFocus
                txtavg = pocrecord![AverageMark]
                txtcomment.SetFocus
                txtcomment = pocrecord![Comment]
                lblprogress.BackColor = vbGreen
            Else
                *If no record found then set found variable to false and set the progress bar to red
                    found = False
                    optok.Value = -1
                    lblprogress.BackColor = vbRed
            End If
        End If
    End If
End Sub

```

---



```

Private Sub cmdsave_Click()
    'Open database
    Set pocsystem = CurrentDb()

    'Open the table
    Set pocrecord = pocsystem.OpenRecordset("tblPOC", dbOpenDynaset)

    'Prompt user when similar record is found asking permission to overwrite it
    If found = True Then
        response = MsgBox("Similar record already exists are you sure you would like to  
overwrite it?", vbYesNo)
        'Overwrite if yes is clicked else don't
        If response = vbYes Then
            txtavg.SetFocus
        'Perform Null value validation – if value is null output error
        If IsNull(txtavg) or txtavg = "" Then
            response = MsgBox("No average mark input", vbOKOnly)
        Else
            pocrecord.FindFirst "StudentSubjectID = " & Val(lstname)
        'Perform grade validation – if percentage input is in possible range else output error
        If pocrecord.Fields("studentsubjectid") = Val(lstname) And pocrecord.Fields("POC-ID")  
= dateid And Val(txtavg) >= 0 And Val(txtavg) <= 100 And Trim(Str(Val(txtavg))) =  
txtavg Then
            'If input is valid then save the data in the opened table under the correct record fields
            pocrecord.Edit
            pocrecord![StudentSubjectID] = lstname
            pocrecord![POC-ID] = dateid
            pocrecord![POC-Grade] = grade
            pocrecord![AverageMark] = txtavg
            txtcomment.SetFocus
            pocrecord![Comment] = txtcomment
            pocrecord.Update
        Else:
            response = MsgBox("Invalid value for average mark", vbOKOnly)
        'Call clear procedure
        clear
        grade = pocrecord![POC-Grade]
        'Call setgrade procedure
        Setgrade
        'Output error and set fields back to previous values
        txtavg.SetFocus
        txtavg = pocrecord![AverageMark]
        txtcomment.SetFocus
        txtcomment = pocrecord![Comment]
        lblprogress.BackColor = vbGreen
        End If
    End If
End Sub

```

## Marks awarded

(i) Development			[ _4_/4 marks]
		Mark	Comments
1	Program listings or evidence of tailoring of a software package is provided in the form of printouts. The developed solution does not fulfil the design specification. A teacher may award 1 mark if they have been shown the system working satisfactorily and there is no hard evidence in the project report.		Teacher comment - evidence of tailored software package, data structures, I/O, processing and code.  Examiner comment - clear development that matches the design
2–3	Program listings or evidence of tailored software packages are provided in the form of printouts. Data structures are illustrated as part of the listings where appropriate, detailing their purpose. There is some annotation evident to illustrate how the package was tailored for a particular purpose or to indicate the purpose of sections of code in a program listing. The developed solution has logical flaws and does not fulfil the design specification.		
4	Program listings or evidence of tailored software packages are provided in the form of printouts. Data structures are illustrated as part of the listings where appropriate, detailing their purpose. There is a full set of printouts showing input and output as well as data structures. The developed solution does fulfil the design specification.	4	

(ii) Programming			[ _5_/5 marks]
		Mark	Comments
1-2	A program listing showing code written by the candidate is included.		Teacher comment - good technical competence, formatted, meaningful variable names and annotated.  Examiner comment - agreed
3–4	Some technical competence in programming shown by a program listing that makes use of meaningful identifier names, indentation and formatting to show the control structures used. The code should be annotated with some comments so that the logic of the solution can be followed.		
5	Good technical competence in programming shown by a self-documented program listing that makes good use of meaningful identifier names, indentation and formatting to show the control structures used. The code should be annotated with comments so that the logic of the solution can be easily followed.	5	

## (iii) Testing (5 marks)

An attempt should be made to show that all parts of the system have been tested, including those sections dealing with unexpected or invalid data as well as extreme cases. Showing that many other cases of test data are likely to work – by including the outputs that they produce – is another important feature. Evidence of testing is essential. Comments by teachers and others are of value, but the test plan must be supported by evidence in the report of a properly designed testing process. The examiner must be left in no doubt the system actually works to the satisfaction of the client. This evidence may be in the form of hardcopy output and screen dumps.

## Example candidate response – Library System

### Test Strategy:

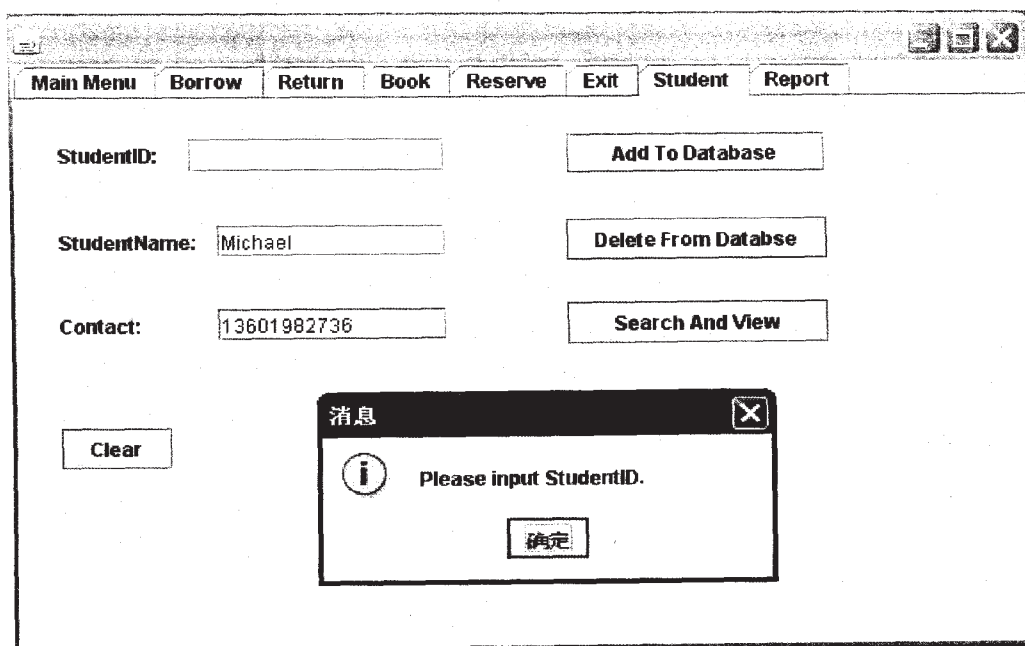
Like most of the program in the world, my library system also suffers from errors. I have decided to test my programs before it is hand to Ms. J.... I will use many different testing strategies to ensure that very possible error is considered. I will input both normal and abnormal values to test my system. Hopefully after the testing I can reduce the number of errors to almost zero.

### Test Plan

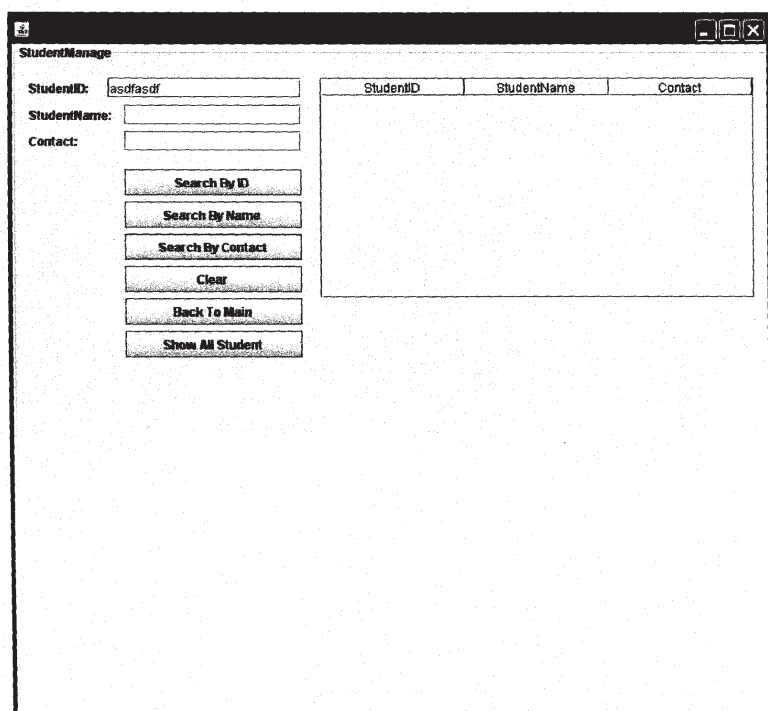
Test No	Test Objective	Test Method	Test Data Used	Expected Outcome	Actual Outcome	Evidence on page No.
1	Check the outcome if I leave the input fields empty. For example: Student ID	Left the Student ID empty and try to add a student record into database	N/A	The system will warn the user that it cannot process, and tell user to input correct data.	Successful	50
2	Check if the format check applies on the numbers	Enter a non-numeric value into a number field	asdfasdf	The system will not allow the input.	Unsuccessful But resolved	50
3	Check if the system allows 0 to be the number of a book when adding a book into the database.	Input 0 into the number field in the book section when adding a book	0	The system will not allow the input and it will warn the user.	Successful	51
4	Check if the password system functions properly(This is very import)	Enter both correct password and incorrect passwords	1234/4321/ book/ 0987/...	The system should not allow pass when wrong passwords are entered.	Successful	52
5	Check if the data can be saved after it is altered	Create a new student record	10/Tony/ 1234	The data can be directly viewed in the sql database.	Successful	53
6	Check if one student is only allow to borrow 2 books	Try to borrow three books at a time using the same student ID	N/A	The system should reject the third borrow, and warn user.	Successful	54
7	Check if the fine functions properly when student return books within 14 days	Try to generate fine when return date is not 14 days away from borrow date.	N/A	The system should display the fine to be zero.	Unsuccessful But resolved	55
8	Check if the system can process when user tries to borrow a not existing book.	Enter a Book ID which does not exist in the borrow frame	"5"	The system should warn the user and stop process. The data should not be in the database.	Unsuccessful But resolved	56
9	Check if the report functions properly	Open the reports and database to check if they matches	N/A	The report should match the database.	Successful	58
10	Check if book can still be borrowed when there is no book available	Try to borrow a book with number of 0	N/A	The system should warn user that no book is left.	Successful	59

Test# 1:

There is a presence check in most of the input forms. I test the outcome when I input Student Name and Contact but leave Student ID blank when adding a student into the database. Similarly, other input fields will produce the same warn messages when user do not enter anything into it.

Test # 2:

There is also a format check in all fields which only allow numeric inputs. The system should not allow any non-numeric values to be entered into the fields. I tried to enter a non-numeric value into one field and the system failed to response in the proper way.



After a deep consideration of the problem, I added a code into the project and solve to problem. The code is also added into other fields which may have the same problem.

Test # 3:

The last input check is to check a particular value of input. It is the number of a book. The library rules stated that any book that is inputted into the database must have at least one copy. That means the library must buy at least one copy of the book before it is available for the reader to borrow. The system will warn the user if the user tries to do so.

The screenshot shows a graphical user interface for a library management system. At the top is a menu bar with buttons: Main Menu, Borrow, Return, Book, Reserve, Exit, Student, and Report. Below the menu, there are input fields for 'BookID:' (containing '1'), 'BookName:' (containing 'Making Good'), and 'Number:' (containing '0'). Below these are fields for 'Author:' (containing 'dy Fischman') and 'Nation:' (containing 'UK'), followed by a 'Clear' button. An 'Introduction:' section contains the text 'Wonderful books for Pedagogy.' A modal dialog box titled '消息' (Message) is displayed in the center, featuring an information icon and the text 'Please input Number Larger than 0.' with a '确定' (OK) button. At the bottom of the main window are three buttons: 'Add To Database', 'Delete From Database', and 'Search and View'.

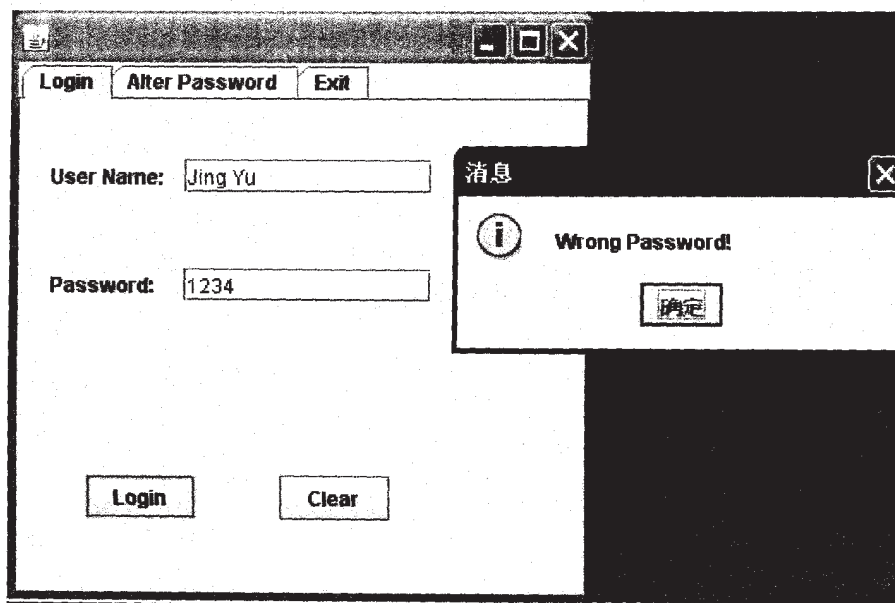
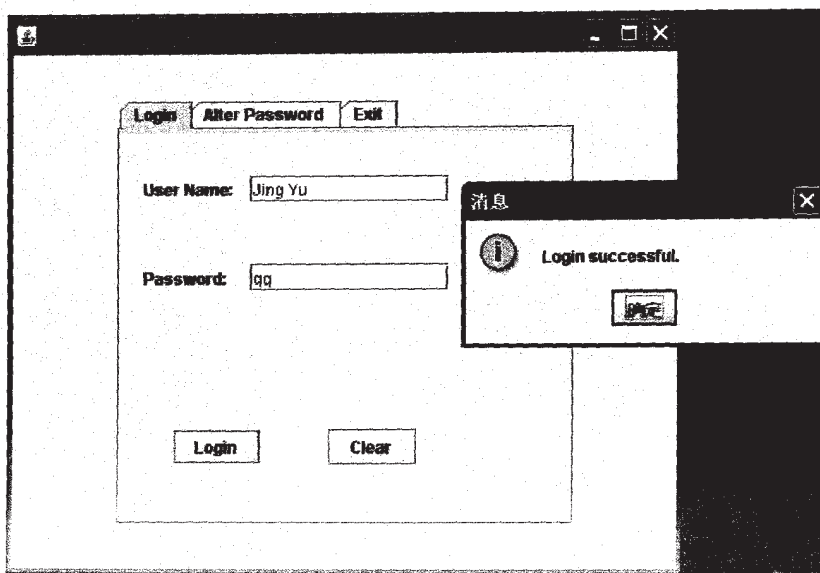


Test # 4:

This test is very important for the system. It is the security check. I need to ensure that the password system functions well to avoid from safety problems. I tested a few group of wrong passwords and tried to enter the system. Only the correct password can let me in.

	User ID	UserName	Contact	UserPassword	Userlevel
<input type="checkbox"/>	1	Jing Yu	123	qq	2

The correct password is 'qq'.



Only one set of wrong password is shown but I tested many other sets and proved that my system does not suffer from security issues.

Test# 5:

I need to test whether or not the user can save data in the database. I tried to create a new student record and tried to view it in the database after it is inputted into the system. If two set of data is exactly the same, then the system is able to save data.

	UserID	UserName	Contact	UserPassword	Userlevel
<input type="checkbox"/>	1	Jing Yu	123	qq	2
<input type="checkbox"/>	2	Jack	13601231122	0	1
<input type="checkbox"/>	3	Tom	13601231133	0	1
<input type="checkbox"/>	10	Tony	1234	0	1

## Examiner comment

There were also comments and results for all the other tests in the plan, the final test 10 is shown below.

Test# 10:

There is always a chance that some books in the library have been borrowed away and there is no reserve left in the library. I need to check if my system can tell the user that no book is left during a borrow process.

Main Menu

Borrow

Return

Book

Reserve

Exit

Student

Report

BookID: 3

StudentID: 2

ReserveID(conditional):

Borrow

Borrow with Reserve

BorrowList

No Book Left.

	BookID	BookName	Author	Nation	Introduction	Number
<input type="checkbox"/>	1	Pedagogy and the Pol	Henry A. Giroux	US	Interesing Book on Pedagogy!	48
<input type="checkbox"/>	2	Making Good	Wendy Fischman	UK	Best Seller!	29
<input type="checkbox"/>	3	Go Blue	ABC	UK	safasfadsfsaf	0
*	(NULL)	(NULL)	(NULL)	(NULL)	(NULL)	(NULL)

My system can successfully solve this problem.

## Marks awarded

(iii) Testing			[ 4 __/5 marks]
		Mark	Comments
1	A collection of hardcopy test run outputs with no test plan, or a test plan with no hardcopy evidence may also be present. A teacher may award 1 mark if they have been shown the system working satisfactorily and there is no hard evidence in the project report.		Teacher comment - evidence for every test run is provided.  Examiner comment - there is cross-referenced hard copy evidence for at least 8 test runs
2	There is little evidence of testing with a badly developed test plan with clear omissions. There is no description of the relationship between the structure of the development work and the testing in evidence.		
3-4	There should be hardcopy evidence from at least eight different test runs cross-referenced to the test plan. However, not all cases have been tested.	4	
5	Evidence of each test run cross-referenced to the test plan is present in the report. Testing should include as many different paths through the system as is feasible, including valid, invalid and extreme cases. Marks may be lost for lack of evidence of a particular test.		

## (iv) Installation (5 marks)

It is recognised that the client may not fully install and use the system, although this is the ultimate aim. However, to score any marks in this section, there must be some evidence that the client has seen the system in operation. This can be done in a number of ways: such as by inviting the client to see the product and allowing the candidate to demonstrate the system, or by taking the system to the client involved. There should be an installation plan written, including details of system changeover, training required and details of user testing.

## Example candidate response – Pupil Record

### Installation Plan

The installation plan was discussed and agreed in the meeting (mentioned below, see project diary) with the client and end user during testing.

Have the client test the system during development of the system and discuss suggested changes with the end user

1. Give the client and teacher the final project for them to test
2. Pre train staff and pilot the system for form 12 and 13 during the summer term when POCs are usually not made
3. Use feedback acquired from pilot to make any changes to the system or fix any possible bugs
4. Train staff properly depending on agreed staff training plan (see below)
5. Implement system permanently using agreed system implementation plan (see below)
6. Maintain the system temporarily before the IT understand the system completely and is self-sufficient in its maintenance

### Staff Training Plan

Suggested Training Date: 25th of May - 5th of June

Reason: The dates of the closest teacher training day lie between these and are the nearest to the next term.

Suggested Training Method: Teach department coordinators at inset day, the coordinators will be able to train their department staff.

Reason: Only a handful of coordinators need to be trained so the time taken will be limited and so the changeover can be ensured.

### System Implementation Plan

Method of Implementation: Direct Implementation

Reason: System is to be implemented as soon as possible and due to its simplicity and user friendliness direct implementation is the most feasible.

Suggested Implementation Date: Mid Winter Term 2011

Reason: This is next time a POC system is required.

### Evidence of User Testing

A meeting was scheduled with the client and end user (see project diary). The meeting was set up so that the user and client could test the final version of the system in addition to see the written up training and implementation details that had been previously discussed. The user was then asked to fill out a questionnaire type document to provide feedback of any problems with the system and write a letter to confirm that she had seen the system and the installation plan and approved for documentation purposed. The document is included below as evidence of user testing.

<p style="text-align: right;">M... School 6.. Avenue D.. M.. D.. F.. BP.. M.. C.. France Téléphone O... - Fax : O.. e-mail : informationm-school.com Website : <a href="http://www.m-school.com">http://www.m-school.com</a></p> <p style="text-align: center;">To Whom it May Concern</p> <p>I have tested the programme C.. P.. has devised for our POCs reporting system and it works. I have also seen the implementation plan and agree with the proposals.</p> <p>J.. H...</p>
--

### Examiner comment

This letter was on headed note paper and signed by the client, there was also a completed questionnaire, see below.

Dear Mrs H...

Below I have put a questionnaire to collect feedback about the system experience and the discussed installation procedure. Please answer all questions if possible and provide any addition notes if you feel it necessary. At the end please provide your signature to confirm that you have read and completed this questionnaire.



Question #	User Testing Related Question	Yes/No	Additional Notes
1	Did you have any outstanding problems with the Login form?	No	✓
2	Did you have any outstanding problems with the Menu form?	No	✓
3	Did you have any outstanding problems with the View form?	No	✓
4	Did you have any outstanding problems with the Create form?	No	✓
5	Did you have any complaints about the overall design or layout of the system?	No	✓
6	Does the system provide the users with all functions necessary to POC students effectively?	YES	✓
7	Did you have any skill based problems when using the system?	No	✓
8	Was the on screen help useful?	YES	✓
9	Do you accept the installation, staff and implementation plan?	YES	✓
10	Do you have any outstanding questions, changes and/or comments about any part of the system or installation plan?	NO	✓

End User Signature:



## Marks awarded

(iv) Installation			[ 3 /4 marks]
		Mark	Comments
1	Details of system changeover have been documented. Some evidence of client and/or user testing is given, usually by questionnaire or written comments by fellow students or others who were not directly involved in the development of the system.		Teacher comment - implementation plan, training, user testing, changeover.  Examiner comment - the evidence of user testing is not sufficiently detailed for 4 marks.
2-3	An implementation plan with details of systems changeover and training required. There is written evidence available from the client indicating that they have seen the system in operation.	3	
4	A clear and detailed implementation plan including planned systems changeover, training required and detailed stages of user testing. There is written evidence available from the client and/or user that they have tested the system and agree with the strategy for implementation.		

## (e) Documentation (10 marks)

### (i) Systems maintenance documentation (4 marks)

Much of the documentation will have been produced as a by-product of design and development work and also as part of writing up the report to date.

The contents of the guide should, where relevant, include the following:

- record, file and data structures used;
- data dictionary;
- data flow (or navigation paths);
- annotated program listings;
- detailed flowcharts;
- details of the algorithms used;
- adaptive maintenance to provide for some future proofing.

All parts of the guide should be fully annotated, since this is important for subsequent maintenance of the system.

The specifications of the hardware and software on which the system can be implemented should be included.

## Example candidate response – Garden Centre report

**E)i) Systems Maintenance Documentation***Data Dictionary***Forms**

Form Name	Use
FrmMain	Displays the data in the system and allows for data manipulation
FrmInput	Can be used to input new data into the system

**FrmMain Objects**

Object Name	Type	Use
txtfamily	Text Box	Displays the family name of the plant in the offer currently being looked at. Source: Qryoffer
txtspecies	Text Box	Displays the species name of the plant in the offer currently being looked at. Source: Qryoffer
txtvariety	Text Box	Displays the variety of the plant in the offer currently being looked at. Source: Qryoffer
txtsupplier	Text Box	Displays the supplier name of the plant in the offer currently being looked at. Source: Qryoffer
txtprice	Text Box	Displays the price of the plant in the offer currently being looked at. Source: Qryoffer
txtdate	Text Box	Displays the date that the offer currently being looked at was given. Source: Qryoffer
Optbareroot	Option Button	Displays if the roots of the plant in the current offer will be given bare root. Source: Qryoffer
Optrootball	Option Button	Displays if the roots of the plant in the current offer will be given in a root ball. Source: Qryoffer
txclt	Text Box	Displays if the roots of the plant in the current offer will be given in a container, and if so, the size of the container. Source: Qryoffer
txtheight	Text Box	Displays the height of the plant in the offer currently being looked at. Source: Qryoffer
txtcirc	Text Box	Displays the circumference of the stem of the plant in the offer currently being looked at. Source: Qryoffer
txtphoto	Text Box	Displays the link to the photo of the plant in the offer currently being looked at. Source: Qryoffer
txtnotes	Text Box	Displays notes about the offer currently being looked at. Source: Qryoffer
cmddelete	Command Button	Deletes the offer currently being looked at
cmdaddnew	Command Button	Opens frminput and closes frmmain
cmdreport	Command Button	Opens the report in print preview
cmdprint	Command	Prints the offer currently being looked at

	Button	
cmdphoto	Command Button	Take the photo at the location at txtphoto and displays it in imgphoto
cmdeditphoto	Command Button	Used to edit the offer. A file navigation window emerges to select the photo. The Photo's link gets input into txtphoto
cmdremovephoto	Command Button	Removes the link from txtphoto and hides the image being displayed in imgphoto
cmdsearch	Command Button	Opens access's find function window
imgphoto	Image	Displays the image of the plant from the offer being looked at

**FrmInput Objects**

Object Name	Type	Use
Cbofamily	Combo Box	The combo box is filled with the family_name values from Tblfamily
Cbospecies	Combo Box	The combo box is filled with the species_name values from Tblspecies
Txtvariety	Text Box	The variety name of the plant is entered here
Cbosupplier	Combo Box	The combo box is filled with the supplier_name values from Tblsupplier
Txtprice	Text Box	This is where the price of the plant is entered
Txtdate	Text Box	The date that the offer is made is entered here
Optbareroot	Option Button	If a plant is bare root, the option is selected here
Optrootball	Option Button	If a plant's roots are in a root ball, the option is selected here
Cboclt	Combo Box	The combo box is filled with the CLT values from Tblclt This combo box is only enabled if Optclt is selected
Cboheight	Combo Box	The combo box is filled with the height_range values from Tblheight
Cbocirc	Combo Box	The combo box is filled with the Circumference_Range values from Tblcirc
Txtnotes	Text Box	Any additional notes that the user wants to input can be entered here
Cmdphoto	Command Button	When this button is pressed, Cdcphoto activates and allows the user to select a photo to be input into the system. The URL of the selected photo is then saved
Txtphoto	Text Box	The address of the photo in the computer system is stored here.
Imgphoto	Image	A preview of the selected photo, after clicking Cmdphoto, is given to allow the user to see if the correct photo was selected and if the format is correct.
Cdcphoto	Common Dialog	When Cmdphoto is clicked, a window pops up that allows the user to select an (image) file which's URL is saved.

	Control (ActiveX control)	
Cmdsave	Command Button	Saves the record and clears the form for a new record to be entered
Cmdquit	Command Button	Saves the record and returns to frmmenu
Cmdcancel	Command Button	Does not save the record and returns to frmmenu

**Variables**

Variable	Type	Form	Use
Link	String	FrmMain	Stores the link to the photo so the LaunchCD function isn't re-launched when the link is needed again in the future
Complete	Boolean	FrmInput	Makes sure no actions are taken before the save process is complete
OfferDB	Database	FrmInput	Opens the corresponding database
OpenTable	DAO. Recordset	FrmInput	Used to open the table in which data needs to be saved
Identifier	String	FrmInput	Used to find if certain data already exists
DateIdentifier	Date	FrmInput	Used to find if data for the date already exists
Compare1	String	FrmInput	Used to compare data so no records duplicated
Compare2	String	FrmInput	Used to compare data so no records duplicated
Compare3	String	FrmInput	Used to compare data so no records duplicated
Compare4	Boolean	FrmInput	Used to compare bare root and root ball values so no records are duplicated
Compare5	Boolean	FrmInput	Used to compare bare root and root ball values so no records are duplicated
IDPlant	Integer	FrmInput	Stores the plant ID for it to be saved in tbitem at the end of the procedure
Price	Currency	FrmInput	Stores the price for it to be saved in tbitem at the end of the procedure
IDOffer	Integer	FrmInput	Stores the offer ID for it to be saved in tbitem at the end of the procedure
IDRoot	Integer	FrmInput	Stores the root ID for it to be saved in tbitem at the end of the procedure
IDHeight	Integer	FrmInput	Stores the height ID for it to be saved in tbitem at the end of the procedure
IDCirc	Integer	FrmInput	Stores the circumference ID for it to be saved in tbitem at the end of the procedure
Notes	String	FrmInput	Stores the notes value for it to be saved in tbitem at the end of the procedure
Photo	String	FrmInput	Stores the photo link for it to be saved in tbitem at the end of the procedure



**Tables**

Table Name	Table Use
Tblitem	Acts as a central table that links all other tables together to make the database normalized
Tbloffer	Links the date ID and supplier ID to prevent data duplication
Tblsupplier	Assigns a unique ID to each supplier to prevent data duplication
Tbldate	Assigns a unique ID to each date to prevent data duplication
Tblplant	Links the family name ID, species name ID and variety to prevent data duplication
Tblfamily	Assigns a unique ID to each family name to prevent data duplication
Tblspecies	Assigns a unique ID to each species name to prevent data duplication
Tblroot	Links the CLT ID to the bare root and root ball Booleans to prevent data duplication
Tblclt	Assigns a unique ID to each CLT value to prevent data duplication
Tblheight	Assigns a unique ID to each height range value to prevent data duplication
Tblcirc	Assigns a unique ID to each circumference range value to prevent data duplication

**Tblitem**

Field Name	Data Type	Use
Item_ID	Autonumber	Assigns a unique ID to each record
Offer_ID	Number (Integer)	Links to tbloffer
Plant_ID	Number (Integer)	Links to tblplant
Root_ID	Number (Integer)	Links to tblroot
Height_ID	Number (Integer)	Links to tblheight
Circ_ID	Number (Integer)	Links to tblcirc
Photo	Text	Stores the photo link
Notes	Text	Stores the note(s) entered
Price_Offered	Currency	Stores the price offered

**Tbloffer**

Field Name	Data Type	Use
Offer_ID	Autonumber	Assigns a unique ID to each Date / Supplier combination
Date_ID	Number (Integer)	Links to tbldate
Supplier_ID	Number (Integer)	Links to tblsupplier

**Tblsupplier**

Field Name	Data Type	Use
Supplier_ID	Autonumber	Assigns a unique ID to each supplier
Supplier_Name	Text	Stores the supplier name

**Tbldate**

Field Name	Data Type	Use
Date_ID	Autonumber	Assigns a unique ID to each Date
Date	Date	Stores the date value

**Tblplant**

Field Name	Data Type	Use
Plant_ID	Autonumber	Assigns a unique ID to each family / species / variety combination
Family_ID	Number (Integer)	Links to tblfamily
Species_ID	Number (Integer)	Links to tblspecies
Variety	Text	Stores the variety

**Tblfamily**

Field Name	Data Type	Use
Family_ID	Autonumber	Assigns a unique ID to the family name
Family_Name	Text	Stores the family name

**Tblspecies**

Field Name	Data Type	Use
Species_ID	Autonumber	Assigns a unique ID to the species name
Species_Name	Text	Stores the species name

**Tblroot**

Field Name	Data Type	Use
Root_ID	Autonumber	Assigns a unique ID to each bare root / root ball / CLT combination
Bare_Root	Boolean	Stores whether the plant is bare root or not
Root_Ball	Boolean	Stores whether the plant is root ball or not
CLT_ID	Number (Integer)	Links to tblclt

**Tblclt**

Field Name	Data Type	Use
CLT_ID	Autonumber	Assigns a unique ID to the CLT values
CLT	Number (Integer)	Stores the CLT values

**Tblheight**

Field Name	Data Type	Use
Height_ID	Autonumber	Assigns a unique ID to the height range values
Height_Range	Alphanumerical	Stores the CLT values

**Tblcirc**

Field Name	Data Type	Use
Circ_ID	Autonumber	Assigns a unique ID to the circ. range values
Circumference_Range	Alphanumerical	Stores the CLT values

## Section References

Most of the sections required for the system maintenance documentation already occur previously in this document:

Section	Page reference
Record, File and Data structures	25-29
Data Flow Diagram	24
System Component Breakdown Diagram	22
Form Navigation Diagram	33
Process Model	23
Annotated Program Listings (code)	67-87
Algorithms	34-37
Hardware and Software required	19-20

## Possible Adaptive Maintenance

To further improve the system, future work and updates could include:

- Connecting the database to the internet

- Connecting to the database via a smart phone
- Better sorting of data in `cboclt`, `cboheight` and `cbocirc` on `frminput`
- Use an input mask on `cboclt` and `cboheight` for added data consistency
- The ability to sort records on `frmmain` by different fields
- Have the ability to decide how to sort files on a report
- Have the ability to decide what data will be included on a report by using a search
- Be able to store more than one photo per offer
- The system could be made with larger objects and with larger windows so it doesn't appear too small/illegible on a high resolution monitor

## Back-Up Procedure

### Storage Media

To back-up the system, use 4 USB flash drives with a least 4 GB of free space on each.

- Two of the drives will be used to make daily back-ups
- Two of the drives will be used to make weekly back-ups

### Storage Media Use

The two daily drives should be updated every other day, but separately from each other. Eg. Drive 1 should be backed-up on day 1, followed by drive 2 on day 2, then drive 1 on day 3 and drive 2 on day 4 etc.

The two weekly drive's back-up should be updated at the end of each week, working on a similar rotation pattern as the daily drives but using weeks instead of days.

## Marks awarded

(i) Systems maintenance documentation			[_4_/4 marks]
		Mark	Comments
1–2	Some items are present with some annotation attempted.		Teacher comment - all sections present.  Examiner comment - cross referencing is used sensibly so that all items can be found.
3–4	One or two omissions, but the rest is present and annotation is used sensibly.	4	

## Examiner comment

Candidates do not need to duplicate evidence in their reports; this candidate's systems maintenance section makes reference to items elsewhere in the candidate's report this is acceptable or a candidate can put the required elements in the systems maintenance document and make reference into that section.

## (ii) User documentation (6 marks)

Clear guidance, as friendly as possible, should be given to the user for all operations that they would be required to perform.

These would include input format with screens displays, print options, back-ups (file integrity routines), security of access to data and a guide to common errors that may occur. (Note: the candidate would **not** be required to copy out large volumes of any underlying software's user guide, but to produce a non-technical and easy to follow guide for someone with little computer knowledge.)

Some mention here of the relationship between items of software and the data they deal with may be relevant.

The user guide should be well presented with an index and, where necessary, a glossary of the terms used. Alternatively, an electronic guide could be based around hypertext links (screen dumps will be required).

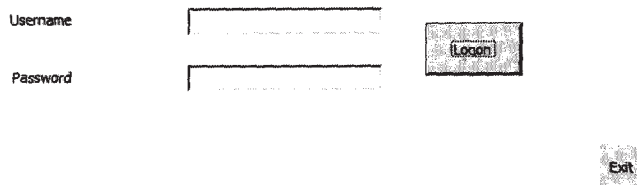
## Example candidate response – Pupil Record

### User Manual

(All possible errors will be displayed in the common error guide below)

#### Login Procedures:

# POC Login

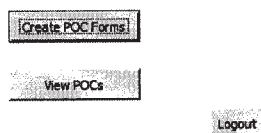


A diagram of a login form. It consists of two input fields: the top one is labeled 'Username' and the bottom one is labeled 'Password'. To the right of the 'Password' field is a button labeled 'Logon'. Below the 'Logon' button is another button labeled 'Exit'.

1. Enter username and password in respective fields (see diagram above)
  - Default username will be teacher's name followed by the first letter of their last name
  - Default password will be the first word of the subject taught
  - Contact administrator for password alteration or retrieval
2. Click the Logon button when both fields have been filled in

#### Menu Procedures:

# Menu



A diagram of a menu form. It contains three buttons: 'Create POC Forms' at the top, 'View POCs' in the middle, and 'Logout' at the bottom right.

1. Click the button labeled View or Create POCs in order to open the respective POC view or POC creation forms



**POC Creation Procedures:**

# Create POCs

The screenshot shows a web-based form for creating or editing a POC (Point of Contact). It consists of three vertical list boxes on the left labeled 'Date', 'Level', and 'Name'. The 'Date' list box contains two entries: '01/10/2010' and '01/04/2011'. To the right of these list boxes is a form with the following fields: 'Grade' with three radio buttons labeled 'P', 'D', and 'C'; 'Average Mark' with a text input field; and 'Comment' with a larger text area. At the bottom of the form are two buttons: 'Save' and 'Back'.

**1.Editing Existing POCs**

- Select a previous POC date from the list box labeled date (see diagram above)
- Select the academic level of the student for which the POC should be edited
- Select the name of the student for which the editing is wanted
- Select the grading fields in need of change and replace the desired values

**2. Creating New POCs**

- Select a new POC date from the list box labeled date
- Select the academic level of the student for which the POC should be edited from the list box labeled level
- Select the name of the student for which the editing is wanted from the list box labeled name
- Select the grading fields and input the desired values

## POC View Procedures:

## View POCs

Date	First Name	Last Name	Subject	Teacher	Form	POC Grade
01/10/2010						
01/04/2011						

View Report Back

1. Select a POC date from the list box labeled date
2. Click the View Report button to generate reports of the existing POCs for the students in the teacher's tutor group for the selected date
  - Individual POCs can be viewed by scrolling through the list box

## POC Report Procedures:

Microsoft Access - [POC Report]

POC Report 01/10/2010 Form 11

Subject Name	Title	Teacher	Average Mark %	POC Grade	Level	Comment
Chemistry	Mr. Hope		12	Concern	IGCSE	Poor
English	Mr. Myers		30	Concern	IGCSE	Poor
Biology	Mr. Green		77	OK	IGCSE	
Art	Mr. Stinson		3	Concern	IGCSE	Excellent

Page: 14 of 14

Print

start A Level Project - Mic... Test Plan - Microsoft... POC Report System ... Print Preview - Form POC Report 16.09

1. Click print button to open print menu allowing to print multiple or single POCs
2. Click zoom button to increase the report size on screen
3. Click cross to close the report and return to View POCs form
4. Use navigation buttons or arrow keys to navigate through form POCs

## Examiner comment

Other procedures were also described in the guide.


**Back, Logout and Exit Procedures:**

- Click on the labeled buttons to perform the following procedures
  - Back Button: Returns user to the previous form
  - Logout Button: Returns user to the login screen enabling other users access
  - Quit Button: Shuts down POC Lunch System

**On Screen Help**

All objects that require input, selection, clicking or any other sort of user interaction have a "control tip text" this will display the objects function if you place your cursor over it for 3 seconds. Examples below list: object type (object name, form location)

Text Box (txtavg, frmcreate)      Average Mark       Enter student's average mark in % here

Command Button (cmdlogout, frmmenu)       Click to Logout

List Box (lstdate, frmview)      

Date	First Name	Last Name	Subject	Teacher	Form	POC Grade
01/10/2010						
01/04/2011						

 Select Term to view corresponding student POC results

## Common Error Guide

Error	Cause	Solution
Message: "Username is incorrect"	Typo, non-existent or no username input in username textbox	Retype, contact admin or enter username
Message: "Password is incorrect"	Typo, non-existent or no password input in password textbox	Retype, contact admin or enter password
Message: "Invalid value for average mark"	Text or value outside 0-100 range input in average mark textbox	Enter numeral value between 0-100
Message: "No average mark input"	No mark input in average mark textbox	Enter value in average mark textbox between 0-100
Control tip text will not show up	Program momentarily does not recognize cursor or cursor has not been placed on the object for sufficient time	Move off the object with your cursor and back onto it again waiting 3 seconds
POCs are not being saved	Various possible causes	Contact the system administrator
Reports cannot be printed	Printer is not connected	Contact the system administrator
Program Stops Responding	Various possible causes	Press Ctrl + Alt + Delete and select task manager to end the task The system can then be restarted
Program Stops Responding	Various possible causes	Press Ctrl + Alt + Delete and select task manager to end the task The system can then be restarted

## Back-up Routine

The IT department will be in charge of performing daily backups within the two week period when POCs must be filled out to ensure all data is up to date and secure. An updated copy is always held on the server which all teachers have access to.

Every term a backup is made on the school database to store all term POCs in addition to a yearly backup of the POCs finished that year on a CD that is stored in a separate location.

Two hard copies are printed for each student one to be stored in the student files and one for the tutors use during parent teacher conferences.

Finally it is recommended that teachers keep a copy of the system on a usb key or other external storage device.

## Glossary

**Default:** Settings or values set up when a program is set up

**Form:** A graphical interface allowing a user to control components and make use of displayed objects

**Hardware:** A peripheral device that is used with a computer to enable or simplify its operation

**List Box:** A box used to select data from (can contain a scroll bar if it contains larger amounts of data)

**POCs:** Grading system used to grade students progress between terms (Praise, OK & Concern)

**Query:** A method of displaying specified fields in a database system using selected parameters

**Record:** A data structure which is used to organize data within

**Report:** A formatted and organized presentation of data (which can be printed) **Software:** A collection of functions and procedures required to utilize the computer

## Index

Back-up.....	127
Control tip text .....	125,126
Error Guide .....	126
Glossary .....	127
Help.....	125
Password .....	122,126
POC.....	123,124,125
Procedures.....	122,123,124,125
Report .....	124,127
save .....	126
User Manual.....	121
Username.....	122,126

## Marks awarded

(i) User documentation			[ _ 5 _ /6 marks]
		Mark	Comments
1–2	An incomplete guide, perhaps with no screen displays. Some options briefly described but difficult for the user to follow.		Teacher comment - a full user guide with all options included but descriptions could have been more detailed.
3–4	All but one or two options fully described (for example, back-up routines not mentioned). In the main the options are easy for the user to follow with screen displays.		
5–6	A full user guide with all options described well presented (possibly as booklet) with an index and a glossary. No omission of any of the options available (including back-up routines, guide to common errors). Marks may be lost for inadequate descriptions of some options. For full marks, good on-screen help should exist, where this is a sensible option, and be present in the form of a hypertext document.	5	Examiner comment - clear user guide with all options included but description lacking in places e.g. backing up to a USB drive.



## (f) Evaluation (6 marks)

### (i) Discussion of the degree of success in meeting the original objectives (3 marks)

This discussion should demonstrate the candidate's ability to evaluate the effectiveness of the completed system. The agreed set of objectives should be matched to the achievements, taking into account the limitations. Client and user evaluation is also essential, and should arise from a questionnaire or, preferably, direct evaluation. For full marks it is important that the user provides sets of data as they are likely to occur in practice, and that the results arising from such data be taken into account. This data is typical data rather than test data, and it may show up faults or problems that the candidate's own test data failed to find.

### Example candidate response – Garden Centre

List of user objectives as found in section C) i)

1. The system must be very user friendly for the Buyer
2. The system must deal with the inputs:
  - Family Name
  - Species Name
  - Variety
  - Date Of Offer • Price Offered • Supplier Name • Bare Root
  - Root Ball
  - CLT
  - Height
  - Circumference • Photo
  - Additional Notes
3. The system must be able to store many offers (records), keep them organized and easily accessed.
4. There should be the ability to edit offers and delete out-dated ones.
5. The system must save them time over the old system.
6. Similar offers (as well as unrelated offers) must be able to be entered easily, without the need to retype a lot of data.
7. Offers must be able to be found quickly to provide immediate feedback for customers.

#### Evaluation

The following table evaluates the user objectives discussed in section C)i) and gives examples of where the evidence can be founds.

	Evaluation	Evidence
1	The system has been made as easy to use as possible. Hopefully anyone can start using the system without any training, however, basic knowledge of the business is required. The input form has been separated from the main form so as not to confuse the user. Because the two forms are so similar, the photo placement and command button placements have been switched around between forms, so as to make them look less identical. On screen help has been provided to help the user further, validation rules return text boxes to point out mistakes to users etc.	Design pg 31, 33  User Documentation  pg 232 - 248
2	The inputs can be entered into <code>tblinput</code> and validations are in place to ensure the data is entered in the correct format.	Input pg 142-221
3	There are several tables in a database that can deal with a lot of data. The tables are set up in such a way that the database is normalised to its 3rd form. The data is all displayed in an organized manner on the main form and can easily be navigated with the navigation buttons.	Tables pg 25 - 29  Record navigation pg 89 -98
4	Using the main form <code>frmmain</code> the user can easily edit the data being displayed, which changes it in the source tables, thus editing the original data. Using the delete command button, the user can easily delete a selected record on the main form, removing it from the source tables.	Editing pg 99-103  Deleting pg 104-106

5	The system might not initially save time over the original system, as it requires constant updating with every new offer obtained, whereas the old system required no such updating. This should cost less than a minute per offer entered. The new system should be able to save the employees time however when the offers need to be accessed. Depending on the age of the offer this could save them anywhere from a few minutes of searching the inbox to several weeks of re-negotiating.	Data access (navigation) pg 89-98 Finding Data pg 135-141 Input pg 142-214
6	Frequently used I replicated inputs have been identified for the entries that require them. These entries have been put in a combobox on the input form <code>frminput</code> . The list for each combobox is filled with the data in the table it saves to. This way any new data that is entered in the combobox is automatically added to the combobox selection list.	Input using combobox pg 142-221
7	Using the system it is very easy to quickly find data. This can be done on the main form <code>frmmain</code> either by using the navigation buttons or by using the included find function, which can be called upon using the command button.	Find pg 135 -141 Navigation pg 89-98

### Degree of success

From the evaluation and evidence presented, it can be concluded that all requirements are fully met.

### Marks awarded

(i) Discussion of the degree of success in meeting the original objectives			[ _3_ /3 marks]
		Mark	Comments
1	Some discussion about the success, or otherwise, of the work, but with no reference to the specification set out in (c)(i).		Teacher comment - each objective discussed including where evidence can be found.  Examiner comment - agreed
2	Some discussion about a number of the objectives set out in (c)(i), but some omissions or inadequate explanation of success or failure.		
3	A full discussion, taking each objective mentioned in (c)(i) and explaining the degree of success in meeting them, indicating where in the project evidence can be found to support this or giving reasons why they were not met.	3	

### (ii) Evaluate the client's and user's response to the system (3 marks)

It is important that neither the client nor the user is assumed to be an expert in computer jargon, so some effort must be made to ensure that the system is user-friendly. It will be assumed that the client will have considerable knowledge of the underlying theory of the business being computerised. Clarity of menus, clear on-screen help and easy methods of inputting data are all examples of how the system can be made user-friendly. Here, marks are awarded for the degree of satisfaction that the client indicates in the acceptance procedure. Could the system or its results be used? Was the system specification achieved? Do any system faults still exist? The candidate should evaluate the client's response to the final version of the system. It is important that the client and the user become active participants in this section, and that their responses are reported and evaluated by the candidate.

## Example candidate response – Garden Centre

### *Client's Response*

E... G... G...

O..., le 23 mars 2011

Ref: Database development for stock purchase tracking

Dear Se.....,

Further to our phone conversations, I am very pleased to let you know that the issues we brought up regarding the sorting and ordering in the report have been perfectly resolved thanks to your most recent changes. Having had it operational now in the company for nearly two weeks I am confident that all of the issues are now resolved.

Also, many thanks for changing the back colour to grey and changing the field layout - it's just a little more intuitive for me I find like this. The program is now very natural and instinctive to work with.

In all, a really well executed project for which we are very grateful. It has turned out to be exactly what we set out to obtain. I'm positive that this will provide us years of good use - and hopefully save us money by providing accurate and timely procurement data when it's needed.

Should you require a reference, we would be happy to provide one unreservedly.

With kind regards,

J... H...

Director, E... G... G...

### Examiner comment

This letter includes specific comments about the system provided showing that the client has seen the system; it was written on headed note paper and signed by the client.

### *Analysis of client's response*

The client had been given the software almost two weeks before asking for a response as part of a beta test, so the system could be fully tested in use, the user could get used to the system and formulate an opinion on its functionality and suitability. After the client had used the program for a few days, he was asked for an initial impression and ways of possibly changing the system to better suit their use of it.

The client had a few minor issues regarding the layout of the main form, however the functionality of the system was fully approved with as of yet no faults being detected. The layout designs were promptly changed to the manner the client had requested.

The client was given several more days to use the system as a test. The client was then asked for a final opinion on the system over the phone. What followed was a discussion with the client asking specifically how he felt about the final system, considering user-friendliness, functionality and the future use of the program. The client had indicated to be fully satisfied.

As can be seen in the e-mail sent by the client on the 23rd of March, 2011:

- The client indicates the current, final system is very user friendly: "The program is now very natural and instinctive to work with."
- The client indicates the current system is of great use to them and will most likely be used by them in the future: "I'm positive that this will provide us years of good use"
- The client indicates the current, final system lives up to the requirements identified at the start of this project, and that the system performs the task it was planned to do correctly: "It has turned out to be exactly what we set out to obtain"
- The client indicates that after an extended test period, there are no known faults with the system: "Having had it operational now in the company for nearly two weeks I am confident that all of the issues are now resolved."

### Marks awarded

(ii) Evaluate the client's and user's response to the system			[ _3_ /3 marks]
		Mark	Comments
1	Some effort has been made to make the system user-friendly, but the user still has difficulty using the system.		Teacher comment - see scanned letter.  Examiner comment - client indicates the system is user friendly and the candidate has evaluated their response.
2	The system is, in the main, user-friendly, but there is room for improvement (e.g., no on-screen help has been provided). The user indicates that the system could be used but there are some faults, which need to be rectified.		
3	A fully user-friendly system has been produced. The user indicates that the system fully meets the specification given in section (b), and there are no known faults in the system.	3	

## Example candidate response – Bridal Shop

### Examiner comment

The response below is minimal, the candidate hasn't drawn on the evidence provided in their project report to support the evaluation; the client's response appears to be contrived and hasn't been evaluated by the candidate.

#### Evaluation

##### Evaluation letter

Next page

#### Achievements

The new system is able to do the following functions:

- It should be able to calculate the total price for the cashier instead of her doing it manually.
- It should store records of all the transactions made in the bridal shop e.g. number of items bought a day or at the end of each week.
- It should allow the staff member to do the following tasks after they have successfully logged into their accounts;
  - i. Record down all services rendered to customers
  - ii. Automatically calculate cost of the services the customers received.
  - iii. Issue a receipt to a customer.
- It should allow the manager to do the following tasks after he is logged in;
  - i. Add new employees
  - ii. Edit employee details
  - iii. Delete employee details

#### Recommendation

The new system was not able to perform the following tasks;

- It should not allow non members to login into the system
- It should not allow members of staff apart from the manager to order for new items.

#### Desirable extension

If a new system is to be created then it should be able to automatically order for new items instead of sending a message to the manager alerting him that the stock level of a certain item is low. Sometimes the manager has a lot of work to do so he might forget to order for new stock which leads to a very big loss for the bridal shop when customers come to buy the items and they find out that the item is not in stock.

### Examiner Comment

Desirable extensions are not required.



<p>C.... BRIDAL SHOP P.O Box xxxx, J..., South Africa</p> <p>Dear Madam, RE: Evaluation Letter</p> <p>I am writing this letter on behalf of C... bridal shop to congratulate you on a job well done. The computerized system met all the required objectives. It has improved the working time in the bridal shop and I am very grateful.</p> <p>Thank you Yours truly, MR. Smith Manager</p>	
---	--

## Examiner Comment

This letter added little, there are no comments about the actual system; it appeared to have been word-processed by the candidate.

## Marks awarded

(i) Discussion of the degree of success in meeting the original objectives			[_1_]/3 marks
		Mark	Comments
1	Some discussion about the success, or otherwise, of the work, but with no reference to the specification set out in (c)(i).	1	<b>Teacher comment - none</b>  <b>Examiner comment - very brief, provides little evidence just repeats requirements.</b>
2	Some discussion about a number of the objectives set out in (c)(i), but some omissions or inadequate explanation of success or failure.		
3	A full discussion, taking each objective mentioned in (c)(i) and explaining the degree of success in meeting them, indicating where in the project evidence can be found to support this or giving reasons why they were not met.		

(ii) Evaluate the client's and user's response to the system			[_1_]/3 marks
		Mark	Comments
1	Some effort has been made to make the system user-friendly, but the user still has difficulty using the system.	1	<b>Teacher comment - none</b>  <b>Examiner comment - letter not authenticated, desirable extensions not required.</b>
2	The system is, in the main, user-friendly, but there is room for improvement (e.g., no on-screen help has been provided). The user indicates that the system could be used but there are some faults, which need to be rectified.		
3	A fully user-friendly system has been produced. The user indicates that the system fully meets the specification given in section (b), and there are no known faults in the system.		

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

© University of Cambridge International Examinations 2011 v1 1Y11

