

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

**November 2003**

**CAMBRIDGE INTERNATIONAL DIPLOMA**

**MARK SCHEME**

**MAXIMUM MARK: 90**

**SYLLABUS/COMPONENT: 5216**

**COMPUTING**  
**Written Paper 1**



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- 1 (a) (i) A number of different pieces of **software/programs** that can **share** data  
(ii) Contains documentation with the software that allows the user to produce something useful  
(iii) Generic software can be used in different situations to accomplish different things/general purpose software (3)
- (b) (i) - Batch processing is the **collecting** together of data **before** being **processed**  
- Real time is a process where the output is produced quickly enough to affect the next input.  
(ii) Batch processing, e.g. payroll  
- not time sensitive  
Real time, e.g. computer game  
- the player must be able to affect the game (6)
- 2 In each case, the suitable use stated is an example.
- (i) - Prompts operator for inputs/Specified areas for the data/Data entered in order/in format  
- Operator taking information over phone  
- Does not allow information to be missed out/simple to use  
(ii) - Icons used to stand for options/when selected, command code is run/normally accessed by use of mouse or other pointing device/WIMP  
- Non-experienced user/child in school  
- Restricts access to certain parts of the system  
(iii) - Set of commands recognised by the OS/typed in at prompt/need to be learned by user  
- Technician  
- Allows access to whole system/does not use large amount of memory  
(1 per -, max 3 per doty, max 9) (9)
- 3 13, 18, 19, 21, 2  
1 per value with follow through marking from one error and –1 (misread) if more than 5 values given (5)
- 4 - Comments typed in as part of code  
- using special reserved word making clear it is a comment/explains clearly the purpose of code  
- Meaningful data names  
- so that reference to a complex list is not necessary/less chance of error

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- Indentation of program lines
  - to make it obvious which lines of code go together
- Modularity
  - splitting code into smaller parts so that the solution is easier to follow.
 (1 per -, max 2 per method, max 3 methods, max 6) (6)
  
- 5 (a)**
  - A member of a **standard** character set/set of codes the computer understands
  - Represented in a single byte/7 or 8 bits used per character
  - Standard nature allows for communication between systems.
 (1 per -, max 2) (2)
  
- (b)**
  - Date/integer
  - Integer
  - Boolean/yes or no
  - Currency/floating pt/real/integer
 (4)
  
- (c)**
  - (i)** Storage space for one data item/one student's name
  - (ii)** All the data about all the students in the college
  - (iii)** All the data about a single student
 (3)
  
- 6**
  - (Processor) fills buffer/data temporarily stored in buffer
  - then gets on with some other task
  
  - Data emptied from buffer to secondary storage
  - without holding up processor
  
  - When buffer empty
    - interrupt sent to processor
    - requesting refilling of buffer
    - from storage device
    - leading to register contents from current job being stored
  
  - Mention of double buffering
  - Vectoring interrupts
  - mention of priorities
 (1 per -, max 6) (6)

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- 7 (a) - Network card(s)  
- Cable  
- Server (of some sort)/hub  
- Network operating system/communications software/network versions of applications packages  
(1 per -, max 2 for hardware, max 3) (3)
- (b) - Text based are relatively small files  
- because each character only takes one byte  
  
- Graphics tend to be large files  
- because each character can take up to 3 bytes  
(1 per -, max 1 for idea of size and one for explanation, max 2) (2)
- (c) Advantages  
- sharing of hardware  
- sharing of software  
- sharing of files  
- communication  
- students may use any machine to access their work  
- installation of software is easy  
  
Disadvantages  
- difficulty of securing data  
- fault in network can affect whole system  
- complexity of the hardware  
- need for technical administrator  
- spread of viruses  
(1 per -, max 2 for advantages, max 2 for disadvantages, max 4) (4)
- (d) (i) - **Communications** need a set of **rules**  
- to govern the way that communication is controlled
- (ii) - Individual layers can be altered  
- without altering other layers  
- when hardware/software is changed  
(1 per -, max 2 per dot, max 4) (4)
- 8 (i) - Custom written is software written specifically for the purpose/designed for one customer  
- Off the shelf is generic/covers many problem solutions/ready made/can be bought in a shop  
  
- Custom written only sensible choice because...  
- application is a one off (2)

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- 9 (a)**
- Passive system is one that supplies information without allowing it to be altered
  - Interactive system supplies information and allows it to be altered
  - Interactive system here...
    - otherwise operators cannot alter automatic process.
- (4)
- (b) (i)**
- HCI is the means by which the human and the computer communicate
- (1)
- (ii)**
- Prioritising of information
  - Volume of information
  - Information overload
  - Colour used
  - Colour blindness
  - Sound (not too many)
  - Different hardware, e.g. printer for very important information
  - Placement of hardware
  - Data input techniques
  - Expertise of staff
  - Tasks to be done
  - Type of data representation (textual/graphical/...)
- (1 per -, max 5)
- (5)
- 10**
- Direct or big bang
  - Old system is turned off and new system is brought on line
  - If it does not work then admin must shut down
  - Training/Files must all be in place
  - Dual running or parallel running
  - Both systems run simultaneously
    - until sure that the new system works/Finds bugs in new system
    - very expensive/time consuming
  - Allows training to be carried out while it is working
  - Phasing/Pilot running
  - Some sections are introduced while others run old system
    - not changed over until running properly
    - allows training to be carried out
  - Key parts of new system run alongside old system
    - until fully tested
  - Problem because full data not tested as in dual running
  - Allows return to original system if new system does not work
- (Note: Allow pilot and phased introductions if it is clear that they are clearly understood)
- (1 per -, max 3 per method, max 9)
- (9)

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- 11**
- Barcode consists of (pairs of) dark lines
    - of (three) varying thicknesses
    - which combine to give a (character) code
    - used to identify worker
  - OCR is a means of computer reading standard characters/Optical character recognition
  - Light reflected off characters/determines shape of character
    - comparing the values with examples in memory
    - fewer characters the better
    - used for reading times
    - different days signified by different positions on the card
- (1 per -, max 3 per type, max 6)
- (6)

- 12**
- Workers will need to do extra work for changeover...
    - e.g. preparing new data files
  - Workers will need training in new systems
  - New skills will be learned which will mean...
    - workers are better qualified (paid)
    - some workers may (not be able to learn new systems) lose jobs.
    - disruption to routine during changeover
    - jobs will become less paper based
    - adverse effects of things like RSI/sitting at desk all day
- (1 per -, max 4)
- (4)

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**November 2003**

**CAMBRIDGE INTERNATIONAL DIPLOMA**

**MARK SCHEME**

**MAXIMUM MARK: 60**

**SYLLABUS/COMPONENT: 5217**

**COMPUTING  
Practical Tasks**



UNIVERSITY of CAMBRIDGE  
Local Examinations Syndicate

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### Practical Tasks Assessment Form

|                  |  |                |  |
|------------------|--|----------------|--|
| Centre Number    |  | Centre Name    |  |
| Candidate Number |  | Candidate Name |  |

The mark points indicated on the mark scheme are listed below. Indicate with a tick where each mark has been awarded.

|                            |   |   |
|----------------------------|---|---|
| <b>Question 1 (a)</b>      |   | ✓ |
| <b>Maximum 8 marks</b>     |   |   |
|                            | Data capture form to include:                               |   |
|                            | - name  |   |
|                            | - membership number   |   |
|                            | - age/date of birth   |   |
|                            | - gender (tick box or similar)                              |   |
|                            | - type of membership (tick box or similar)                  |   |
|                            | - travel distance (choice of answers)                       |   |
|                            | - frequency of visits                                       |   |
|                            | Scale for:  |   |
|                            | - the quality of the sports facilities at the club          |   |
|                            | - the quality of the social facilities at the club          |   |
|                            | - the sports training classes that are offered              |   |
|                            | - value for money of the club                               |   |
|                            | (radio buttons perfectly acceptable)                        |   |
|                            | - suggestion box  |   |
|                            | <b>Sub-Total 1 (a)</b>                                      |   |
| <b>Question 1 (b) (i)</b>  |   |   |
| <b>Maximum 5 marks</b>     |   |   |
|                            | Data source includes:                                       |   |
|                            | - title, forename, surname fields                           |   |
|                            | - 3 address fields  |   |
|                            | - membership number field                                   |   |
|                            | - membership type field                                     |   |
|                            | - membership renewal date field                             |   |
|                            | - all 4 types of membership included                        |   |
|                            | <b>Sub-Total 1 (b) (i)</b>                                  |   |
| <b>Question 1 (b) (ii)</b> |   |   |
| <b>Maximum 6 marks</b>     |   |   |
|                            | Standard letter to include:                                 |   |
|                            | - club logo   |   |
|                            | - address of club   |   |
|                            | - date of letter  |   |
|                            | - member's address in correct position                      |   |
|                            | - suitable font size (letter fits on single sheet of paper) |   |
|                            | - personalised letter                                       |   |
|                            | - table of fees   |   |
|                            | - return slip   |   |
|                            | <b>Sub-Total 1 (b) (ii)</b>                                 |   |



|        |  |          |       |
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|                        |  |  |
|------------------------|--|--|
| <b>Question 1 (c)</b>  |  |  |
| <b>Maximum 6 marks</b> |  |  |
|                        | User guide to include instructions for:                |  |
|                        | - starting mail merge                                  |  |
|                        | - producing data source                                |  |
|                        | - producing standard letter                            |  |
|                        | - shutting down the system                             |  |
|                        | User guide includes:                                   |  |
|                        | - troubleshooting guide                                |  |
|                        | - example data source input screen                     |  |
|                        | - example standard letter                              |  |
|                        | - example output letter                                |  |
|                        | <b>Sub-Total 1 (c)</b>                                 |  |
| <b>Question 2 (a)</b>  |  |  |
| <b>Maximum 9 marks</b> |  |  |
|                        | Diagram to include:                                    |  |
|                        | - at least three levels                                |  |
|                        | - sequence of actions which will work                  |  |
|                        | - top layer has a title                                |  |
|                        | - initialise   |  |
|                        | - input data   |  |
|                        | - total data   |  |
|                        | - calculate mean                                       |  |
|                        | - checks maximum                                       |  |
|                        | - checks minimum                                       |  |
|                        | - output mean, maximum, minimum                        |  |
|                        | <b>Sub-Total 2 (a)</b>                                 |  |
| <b>Question 2 (b)</b>  |  |  |
| <b>Maximum 9 marks</b> |  |  |
|                        | Algorithm to include:                                  |  |
|                        | - initialise the total (= 0 or first value)            |  |
|                        | - initialise the maximum (= very small or first value) |  |
|                        | - initialise the minimum (= very large or first value) |  |
|                        | For each value:  |  |
|                        | - add to total   |  |
|                        | - compare with maximum                                 |  |
|                        | - change maximum if necessary                          |  |
|                        | - compare with minimum                                 |  |
|                        | - change minimum if necessary                          |  |
|                        | - divide total by 9                                    |  |
|                        | - output results                                       |  |
|                        | <b>Sub-Total 2 (b)</b>                                 |  |
| <b>Question 2 (c)</b>  |  |  |
| <b>Maximum 3 marks</b> |  |  |
|                        | Algorithm to include:                                  |  |
|                        | - rogue value in input list                            |  |
|                        | - counter is initialised                               |  |
|                        | - increment counter                                    |  |
|                        | - divide total by counter                              |  |
|                        | <b>Sub-Total 3 (a) (I)</b>                             |  |

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|                            |   |  |
|----------------------------|---|--|
| <b>Question 3 (a) (i)</b>  |   |  |
| <b>Maximum 4 marks</b>     |   |  |
|                            | Template:                                       |  |
|                            | - all cells are labelled, e.g. name, date, etc. |  |
|                            | Function/Formulae:                              |  |
|                            | - number of days hired                          |  |
|                            | - cost per day                                  |  |
|                            | - total cost                                    |  |
|                            | - date  |  |
|                            | <b>Sub-Total 3 (a) (ii)</b>                     |  |
| <b>Question 3 (a) (ii)</b> |   |  |
| <b>Maximum 1 mark</b>      |   |  |
|                            | Printout  |  |
|                            | <b>Sub-Total 3 (b)</b>                          |  |
| <b>Question 3 (b)</b>      |   |  |
| <b>Maximum 9 marks</b>     |   |  |
|                            | Screenshots of validation checks                |  |
|                            | For title:                                      |  |
|                            | - existence check                               |  |
|                            | - suitable test data and error message          |  |
|                            | For invoice number:                             |  |
|                            | - format check (not range check)                |  |
|                            | - suitable test data and error message          |  |
|                            | For type of car:                                |  |
|                            | - existence check                               |  |
|                            | - suitable test data and error message          |  |
|                            | For date of hire:                               |  |
|                            | - valid date                                    |  |
|                            | - suitable test data and error message          |  |
|                            | For date of return:                             |  |
|                            | - valid date                                    |  |
|                            | - suitable test data and error message          |  |
|                            | - date is after date of hire                    |  |
|                            | - suitable test data and error message          |  |
|                            | <b>Sub-Total 3 (c)</b>                          |  |
|                            | <b>Total (max 60)</b>                           |  |

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**MARK SCHEME**

**MAXIMUM MARK: 90**

**SYLLABUS/COMPONENT: 5218**

**COMPUTING**  
**Written Paper 3**

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- 1 (a)**
- Employees can train in own time...
    - at own speed...
    - can skip parts they already are happy with
  - (Testing of understanding) can use virtual systems
  - Training may be done at home/not necessary to shut store
  - Employee can train on additional areas in order to advance
  - Training programs can be individually tailored
  - Testing may be revisited as often as necessary/can revisit areas as required
  - Training tailored, automatically, according to test results
  - Results of tests reported to management through system
  - Different teaching approaches possible
  - Workers not intimidated by being in a group
- (1 per -, max 6)
- (6)
- (b) (i)**
- Not feasible
  - Involves using both methods at each checkout
  - Customers would not put up with delays
- (ii)**
- A few tills change
  - Useful for training
  - No danger of problems if don't work
  - Store can remain open during changes
- (iii)**
- Implications for training staff
  - All tills changed at once
  - If system does not work, store must shut/problems arise
- (1 per -, max 2 per dotted, max 6)
- (6)
- 2**
- Page or partition of software in memory rather than whole job
  - Partitioning of memory
  - Variable sizes to suit...
    - varying jobs
  - Pages of memory...
    - of fixed size
    - jobs do not have to occupy contiguous pages
    - mention of virtual memory
    - mention of swapping
- Note: Segmentation equivalent to partitioning
- (1 per -, max 5)
- (5)

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- 3 (a)**
- Whole program not written...
    - so may not compile
  - Testing needs to be done...
    - diagnostics will be more complete
    - individual segments can be run...
    - allowing errors to be isolated
    - running will be necessary after very minor changes...
    - continual compilation of whole code is wasteful/time consuming
- (1 per -, max 5) (5)
- (b)**
- Check on grammar of statements
  - Error diagnostics are issued
  - Jump destinations checked for existence
  - Control constructs checked
  - Check that variables have been declared
  - Check for existence of library modules
- (1 per -, max 3) (3)
- 4 (a)**
- When procedure is finished...
    - it is necessary to return to place that procedure was called from
- (2)
- (b) (i)**
- Stack/linked list
- (1)
- (ii)**
- Necessary to use return addresses in correct order
    - which is reverse of calling order
  - Stack is LIFO/FILO
    - which reverses the order
- (1 per -, max 3) (3)
- (iii)**
- Parameters needed in execution of procedure
    - placed on stack to be read (by calling program to be read) by procedure
  - Parameters returned by procedure placed on stack
    - after return address has been read.
- (1 per -, max 2) (2)
- 5**
- Value in PC placed in MAR
  - PC incremented (anywhere)
  - Contents of address in MAR placed in MDR
  - Contents of MDR placed in CIR
  - Op code in CIR is decoded
  - Address is copied from CIR to MAR
  - Contents of address in MAR placed in MDR/sent to accumulator
  - Contents of MDR sent to accumulator
  - Registers reset ready for next instruction
- (1 per -, max 7) (7)

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- 6 (a) (i)** 01010100 / 00000100  
**(ii)** 10101100 / 00000100  
(1 per byte) (4)
- (b) (i)** 01111111 / 01111111  
**(ii)** 10111111 / 10000000  
(1 per byte) (4)
- 7 (a)**
- Hits will be from qualified people
  - Higher proportion of hits from interested parties
  - Greater chance of finding interesting information because of smaller number of sites
  - Less chance of misleading/hoax sites
  - Chance to keep research results restricted
  - More sensible discussion groups set up
  - Faster access because of smaller amount of data
  - May lose chance of sensible comment because person does not have access
  - Access/membership can be controlled
- (1 per -, max 6) (6)
- (b)**
- Impossible to do otherwise
    - because technology does not exist
    - e.g. train astronauts to land on Mars
  - Dangerous to do otherwise
    - because the result may be hostile to humans
    - e.g. train reactor operators to deal with emergencies
  - Too costly to do otherwise
    - because budget would not cover costs
    - e.g. test different suspension systems for new car.
- (1 per -, max 2 examples) (6)
- 8 (i)**
- Data can only be accessed by the methods provided by the class
  - Name can only be accessed from the class Person
- (ii)**
- Where one class is a subclass of another it can use its methods
  - Pupil can use getname() from Person
- (4)

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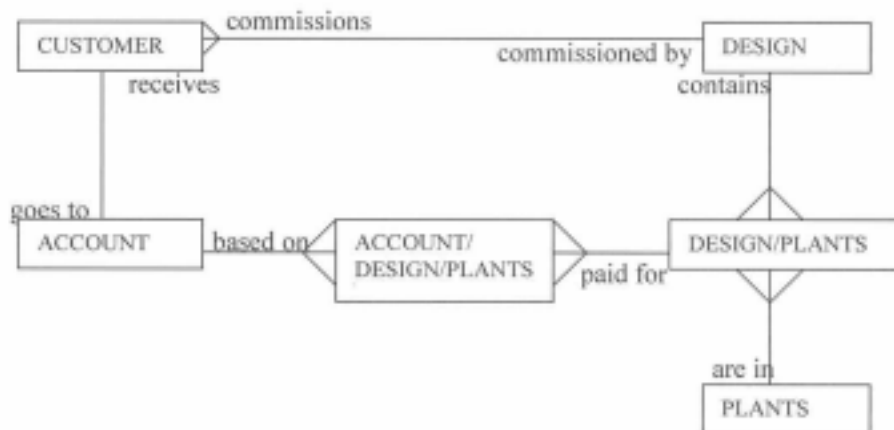
- 9 (a) - Jobs sent to storage  
 -When storage of job complete  
 -reference to job stored in spool queue  
 -along with location in storage.  
 (1 per -, max 3) (3)

- (b) - Processor can only process one job at a time  
 - Two types of job, I/O bound and processor bound  
 - I/O must have priority in order to...  
 - allow peripherals to operate while processor bound job is processed  
 (1 per -, max 3) (3)

- 10 (a) (i) - Error check, Q full  
 - Insert data at ARRAY(Head pointer)  
 - Increment Head pointer
- (ii) - Error check, Q empty  
 - Read data at ARRAY(Tail pointer)  
 - Increment Tail pointer  
 Note: Allow variation if consistent  
 (1 per -, max 2 per dotted, max 4) (4)

- (b) - Head pointer may leave ARRAY  
 - Loop to bottom of array (circular Q)  
 - Array may fill because Array is static and Q is dynamic  
 - Use linked list to hold Q instead of Array  
 (1 per -, max 2) (2)

11 (a)



Mark points:

1 for each of original tables, max 3

1 for a link table

2 for an example of a two-way relationship shown

1 for each correct link, max 4

(10)

|               |   |                 |              |
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- (b)
- Eucalyptus AND...
  - Batch 12
    - found in PLANTS table
  - Individual gardens found in Design/Plants table...
  - Customer for those gardens are found (via account in Accounts table)
- (1 per -, max 4)

(4)