

General Certificate of Secondary Education June 2007

INFORMATION AND COMMUNICATION TECHNOLOGY 3522/F (SPECIFICATION B) (FULL COURSE) Foundation Tier


## AQA

ASSESSMENTand
QUALIFICATIONS
ALLIANCE

Tuesday 22 May 20071.30 pm to 3.00 pm

## You will need no other materials.

You may use a calculator.

Time allowed: 1 hour 30 minutes

## Instructions

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- Answer the questions in the spaces provided.


## Information

- The maximum mark for this paper is 120 .
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers.

| For Examiner's Use |  |  |  |
| :---: | :---: | :---: | :---: |
| Question | Mark | Question | Mark |
| 1 |  | 5 |  |
| 2 |  | 6 |  |
| 3 |  | 7 |  |
| 4 |  | 8 |  |
| Total (Column 1) |  |  |  |
| Total (Column 2) $\longrightarrow$ |  |  |  |
| TOTAL |  |  |  |
| Examiner's Initials |  |  |  |

## Answer all questions in the spaces provided.

1 Many people use e-mail.
(a) Tick two boxes to show valid e-mail addresses.

|  | Tick two boxes |
| :--- | :--- |
| peter.jones@schoolsnet.ngfl.uk |  |
| patel327*nowmail.web.uk |  |
| n.patterson.ngfl.sch |  |
| pqr@manch.biz.net |  |
| michael@jones@man.ac.uk |  |

(b) When you receive an e-mail on a computer, you can delete it, reply to it or forward it.

Tick two boxes to show which of these statements are true.

|  | Tick two boxes |  |
| :--- | :---: | :---: |
| When you delete an e-mail, you can never look at it again |  |  |
| When you reply to an e-mail, the e-mail is automatically <br> addressed to the person who sent it to you |  |  |
| When you forward an e-mail, you have to enter the address of <br> the person you are sending it to |  |  |
| You always have to pay a fee each time you send an e-mail |  |  |
| When you forward an e-mail, attachments are removed |  |  |
| $(2 \mathrm{marks})$ |  |  |

(c) This hyperlink appears on a Web page: Send an e-mail for help


Tick three boxes to show what should happen when you click on the hyperlink.

|  | Tick three boxes |
| :--- | :--- |
| You have to enter the e-mail address of the person you are <br> sending it to |  |
| A new e-mail message opens or a blank e-mail form opens |  |
| You telephone the help line |  |
| The e-mail is automatically addressed |  |
| A search engine is displayed | If you have set up an e-mail signature, it is automatically put in <br> the message |

(3 marks)
(d) (i) Tick two boxes to show what can be attached to an e-mail.

|  | Tick two boxes |
| :--- | :--- |
| A flash memory stick |  |
| A word processed document |  |
| A CD-ROM |  |
| A peer-to-peer network |  |
| A digital photograph |  |

(ii) State one other item that can be attached to an e-mail.
$\qquad$
$\qquad$
(e) Files attached to e-mails can be zipped.

Tick one box to show a feature of a zipped file.

|  | Tick one box |
| :--- | :--- |
| The file is compressed |  |
| The file is always very small |  |
| The file is unrecognisable |  |
| The file is very big |  |
| The file is word processed |  |

(f) Give one reason why a file attached to an e-mail would be zipped.
$\qquad$
$\qquad$
(g) You receive an e-mail from an Internet company.

Tick three boxes to show what would be in the e-mail signature.

|  | Tick three boxes |
| :--- | :--- |
| The names, addresses and telephone numbers of your friends |  |
| The name of a contact at the company |  |
| A scanned image of the sender's written signature |  |
| The address of the company website |  |
| The address and telephone number of the company |  |
| Your bank card number |  |

(3 marks)

2 A customer downloads a bank account statement from an online bank. The statement is downloaded into a spreadsheet.

|  | A | B | C | D | E | F |
| :--- | :--- | :--- | :--- | :---: | :---: | :---: |
| 1 | Your bank account statement on 6 April 2007 |  |  |  |  |  |
| 2 | Date | Details | Paid <br> out | Paid <br> in | Balance |  |
| 3 | 6 March 07 | Balance brought forward |  |  | $£ 300.00$ |  |
| 4 | 12 March 07 | Sheffield Council Tax | $£ 80.00$ |  | $£ 220.00$ |  |
| 5 | 26 March 07 | Gas Company | $£ 30.00$ |  | $£ 190.00$ |  |
| 6 | 28 March 07 | Paid in at Barnsley branch |  | $£ 25.00$ | $£ 215.00$ |  |
| 7 | 4 April 07 | Monthly interest to 4 April 07 |  | $£ 5.50$ | $£ 220.50$ |  |
| 8 | 5 April 07 | Cashpoint at Meadowhall | $£ 50.00$ |  | $£ 170.50$ |  |
| 9 | 6 April 07 | Balance carried forward |  |  | $£ 170.50$ |  |
| 10 |  |  |  |  |  |  |

(a) Tick three boxes to show what can be contained in a cell in a spreadsheet.

|  | Tick three boxes |
| :--- | :--- |
| A mouse |  |
| A date |  |
| A number |  |
| A website |  |
| A picture |  |
| A word processor |  |

(b) The cell reference of the cell which contains 'Balance brought forward' is B3.
(i) Write down the cell reference of the cell which contains 'Gas Company'.

(ii) Write down the cell reference of the cell which contains 'Paid out'.


Question 2 continues on the next page

|  | A | B | C | D | E | F |
| :--- | ---: | :--- | :--- | :--- | :--- | :--- |
| 1 | Your bank account statement on 6 April 2007 |  |  |  |  |  |
| 2 | Date | Details | Paid <br> out | Paid <br> in | Balance |  |
| 3 | 6 March 07 | Balance brought forward |  |  | $£ 300.00$ |  |
| 4 | 12 March 07 | Sheffield Council Tax | $£ 80.00$ |  | $£ 220.00$ |  |
| 5 | 26 March 07 | Gas Company | $£ 30.00$ |  | $£ 190.00$ |  |
| 6 | 28 March 07 | Paid in at Barnsley branch |  | $£ 25.00$ | $£ 215.00$ |  |
| 7 | 4 April 07 | Monthly interest to 4 April 07 |  | $£ 5.50$ | $£ 220.50$ |  |
| 8 | 5 April 07 | Cashpoint at Meadowhall | $£ 50.00$ |  | $£ 170.50$ |  |
| 9 | 6 April 07 | Balance carried forward |  |  | $£ 170.50$ |  |
| 10 |  |  |  |  |  |  |

(c) Tick one box to show the formula contained in cell E6.

|  | Tick one box |
| :--- | :--- |
| $=\mathrm{E} 6+\mathrm{C} 6+\mathrm{D} 6$ |  |
| $=\mathrm{E} 5-\mathrm{C} 6+\mathrm{D} 6$ |  |
| $=\mathrm{D} 5+\mathrm{D} 6+\mathrm{D} 7$ |  |
| $=\mathrm{E} 5 * \mathrm{C} 6 * \mathrm{D} 6$ |  |
| $=\mathrm{E} 5+\mathrm{C} 5+\mathrm{D} 5$ |  |

(d) Tick one box to show the formula contained in cell E9.

|  | Tick one box |
| :--- | :--- |
| $=\mathrm{E} 8$ |  |
| $=\mathrm{E} 8-\mathrm{C} 8+\mathrm{D} 8$ |  |
| $=\mathrm{E} 7 * \mathrm{C} 8 * \mathrm{D} 8$ |  |
| $=\mathrm{E} 8+\mathrm{D} 8$ |  |
| $=\mathrm{E} 8-\mathrm{C} 8$ |  |

(e) Tick three boxes to show what a spreadsheet should be used for.

|  | Tick three boxes |
| :--- | :--- |
| Controlling output from a scanner |  |
| Drawing a picture of the car you want to buy |  |
| Calculating mortgage repayments |  |
| Modelling future spending |  |
| Writing to the bank manager | Displaying the balance carried forward each month of the year in <br> a graph |

(f) The customer is using a word processor to fill in a tax return.

The customer needs to copy the monthly interest into the tax return.
Write down the labels in order to show how cell D7 could be copied into the tax return.

| Label |  |
| :---: | :--- |
| A | Position the cursor in the word processor |
| B | Select copy |
| C | Select paste |
| D | Highlight D7 in the spreadsheet |


| Label |
| :---: |
|  |
|  |
|  |

(g) The customer saves the statement on a flash memory stick.

Give one reason why this may not be secure and suggest a way to make the statement more secure.

Reason why this may not be secure:
$\qquad$
$\qquad$
Way to make the statement more secure:
$\qquad$
$\qquad$
(h) Tick one box to show how much space the spreadsheet file is likely to use on backing storage.

|  | Tick one box |
| :--- | :--- |
| 150 Megabytes |  |
| 80 Gigabytes |  |
| 15 Kilobytes |  |
| 10 bytes |  |
| 0 bytes |  |

3 A student has access to the Internet and the Web at home and at school.
(a) At home the student has a computer and a connection to the Internet.

Tick two boxes to show what else is needed to access the Web.

|  | Tick two boxes |
| :--- | :--- |
| A microphone |  |
| A subscription to an ISP (Internet Service Provider) |  |
| A web browser |  |
| A printer |  |
| A digital camera |  |

(2 marks)
(b) Tick two boxes to show valid website addresses.

|  | Tick two boxes |
| :--- | :--- |
| www.pqrest.org.uk |  |
| email://www.pqrest.web |  |
| http://www.pqrest.com |  |
| ww.pqrest.org.uk |  |
| http: |  |
| www.pqrest.gov.uk |  |

(c) Many schools have their own website.
(i) Tick three boxes to show what information is likely to be available to anyone accessing a school website.

|  | Tick three boxes |
| :--- | ---: |
| A description of what subjects students can study at school |  |
| The school's online bank statement |  |
| Tables showing the percentage of students awarded different <br> GCSE grades |  |
| Students' names and addresses |  |
| News about school sports teams |  |
| Teachers' names and addresses |  |
| $\quad(3$ marks) |  |

(ii) Name two other groups of people, besides students and teachers, who would be likely to look at a school website.

Group 1 $\qquad$
$\qquad$

Group 2 $\qquad$
$\qquad$
(d) The student wants to buy a scanner to input images into the computer.

Tick two boxes to show features which should be considered when buying a scanner.

|  | Tick two boxes |
| :--- | :--- |
| Ability to play music |  |
| Ability to print |  |
| Type of connection to the computer |  |
| Resolution of scanned image |  |
| Ability to record video |  |

(e) Write down the labels in order to show how the student could find details about a scanner on the Web.

| Label |  |
| :--- | :--- |
| A | Click the search button |
| B | Look at the list of websites starting at the top |
| C | Load a search engine |
| D | Type in key words |


(f) The student buys the scanner through an online shop.

Describe two problems the student might encounter.
Problem 1 $\qquad$
$\qquad$
Problem 2 $\qquad$
$\qquad$

4 A music fan has a home computer and a Personal Digital Assistant (PDA). The home computer has a Graphical User Interface (GUI).

(a) A GUI has windows, icons, menus and a pointer.

Show what each term means by writing the label of the description next to the term.

| Label | Description |
| :--- | :--- |
| A | A small picture that illustrates what a program does |
| B | A rectangular area which shows what is being done with a program |
| C | An arrow or other symbol |
| D | A list of options which can be chosen |


| Term | Label |
| :--- | :--- |
| (i) Window |  |
| (ii) Icon |  |
| (iii) Menu |  |
| (iv) Pointer |  |

(1 mark)
(1 mark)
(1 mark)
(1 mark)
(b) Tick two boxes to show when the pointer may be different shapes.

|  | Tick two boxes |
| :--- | :--- |
| The pointer changes shape every two minutes |  |
| The pointer changes shape when it has been clicked over an icon <br> to show that a program is loading |  |
| The pointer may be a different shape over different parts of a <br> window |  |
| The pointer changes shape to show which menu option is being <br> chosen |  |
| The pointer changes shape over an icon |  |

(2 marks)
(c) The music fan saves music files in a folder called 'My Music'.

Tick two boxes to show how to organise folders in 'My Music' so that all the music files for an artist are together, and all the music files for an album by the artist are together.

|  | Tick two boxes |
| :--- | :--- |
| Within the folder for an album, there should be one folder for <br> each artist |  |
| Within 'My Music'there should be one folder for each different <br> artist |  |
| When 'My Music' is opened, one folder for each album should <br> show in the window |  |
| Within the folder for an artist, there should be one folder for each <br> album |  |
| The music files should be in a folder which shows their genre; <br> for example, all the rock files should be in one folder |  |

(2 marks)
(d) The music fan copies 'My Music' onto a DVD.

Tick three boxes to show why the music fan would copy 'My Music' onto a DVD.

|  | Tick three boxes |  |
| :--- | ---: | :---: |
| The music files take up one gigabyte on the computer's <br> hard disk so they would not fit on a CD |  |  |
| The music files will load faster from a DVD than from the <br> computer's hard disk |  |  |
| The music fan wants to play the music files on another computer |  |  |
| The music files cannot be played on a laptop computer |  |  |
| The music files will play faster from a DVD than from the <br> computer's hard disk |  |  |
| A backup copy is needed |  |  |
|  |  |  |

(e) The music fan copies the music files to a PDA.
(i) Tick one box to show an advantage to the music fan of using a PDA to store music rather than a desk top computer.

|  | Tick one box |
| :--- | :---: |
| PDAs have touch screens |  |
| The battery in a PDA can be charged by connecting it to a <br> computer |  |
| A PDA is a mobile device so that you can listen to music <br> anywhere |  |
| A PDA is much larger and heavier than a flash memory <br> stick |  |
| Downloading music files to a PDA can take a long time |  |

(ii) Tick one box to show a disadvantage to the music fan of using a PDA to store music rather than a flash memory stick.

|  | Tick one box |
| :--- | :---: |
| PDAs have touch screens |  |
| The battery in a PDA can be charged by connecting it to a <br> computer |  |
| A PDA is a mobile device so that you can listen to music <br> anywhere |  |
| A PDA is much larger and heavier than a flash memory <br> stick |  |
| Downloading music files to a PDA can take a long time |  |
| $\quad$ (1 mark) |  |

(f) The music fan also has a large CD collection. The music files on these CDs have been ripped and converted to mp 3 format and saved on the computer's hard disk in 'My Music'.
The music fan is considering whether to sell the original CDs.
(i) Give one reason why the music fan might want to sell the original CDs other than to make money.
$\qquad$
$\qquad$
(ii) Give one reason why the music fan must not sell the original CDs.
$\qquad$
$\qquad$

5 A systems analyst is designing a new ICT system for a doctors' surgery.
(a) Show what each term includes by writing the label of a description next to the term.

| Label | Description |
| :--- | :--- |
| A | Installing new hardware and software, and training people to use <br> the new ICT system |
| B | A detailed description of the new ICT system, what methods could <br> be used, and how it will be judged a success |
| C | When the new ICT system is in use, checking it to make sure it <br> does what it was designed to do |
| D | A quick look to see if it is worth building a new ICT system to do <br> the job |
| E | Inputting typical and extreme data to see if the new ICT system <br> processes this correctly |


| Term | Label |
| :--- | :--- |
| (i) Feasibility study |  |
| (ii) Systems analysis and design |  |
| (iii) Implementation |  |
| (iv) Testing |  |
| (v) Evaluation |  |

(b) The systems analyst is an ICT specialist and has very limited knowledge of doctors' surgeries.
Tick two boxes to show how the systems analyst could find out what an ICT system for a doctors' surgery should do.

|  | Tick two boxes |
| :--- | :--- |
| The systems analyst does not need to find out what an ICT system <br> for a doctors' surgery should do because all ICT systems are the <br> same |  |
| Investigate ICT systems used in swimming baths |  |
| Talk to doctors who work at hospitals in Birmingham |  |
| Talk to other ICT specialists who have written ICT systems for <br> doctors' surgeries |  |
| Talk to employees of doctors' surgeries and find out what they do |  |

(2 marks)

## Question 5 continues on the next page

(c) The systems analyst proposes that doctors should use a word processor to prepare prescriptions.
Tick three boxes to show why using a word processor is better than writing prescriptions by hand.

|  | Tick three boxes |
| :--- | :---: |
| You can include clip art in a word processor |  |
| Some doctors have handwriting that is difficult to read |  |
| Some drugs have names which are difficult to spell and these <br> could be checked using a spelling checker |  |
| There may only be one copy of a handwritten prescription. If a <br> word processor is used, it is easier to store a record of what has <br> been prescribed |  |
| It would be better to use desk top publishing software than a <br> word processor |  |
| Doctors may have repetitive strain injury from typing |  |

(d) The doctors' surgery has a LAN (Local Area Network).
(i) Draw a labelled diagram of a LAN showing at least three networked computers and a file server. You should include other hardware the doctors might use.
(ii) State one advantage of using the LAN.
$\qquad$
$\qquad$

6 A computer control system counts the number of boats in a harbour. This is a plan of the harbour.


The computer uses two laser beams across the harbour mouth to tell whether a boat is entering or leaving. The computer can sense when a laser beam is broken.
(a) Tick two boxes to show how the computer knows whether a boat is entering or leaving the harbour.

|  | Tick two boxes |
| :--- | :--- |
| Beam $\mathbf{B}$ is broken before beam $\mathbf{A}$ if a boat is entering |  |
| Beam $\mathbf{A}$ is broken before beam $\mathbf{B}$ if a boat is leaving |  |
| Both beams are always broken at the same time |  |
| Beam $\mathbf{A}$ is broken before beam $\mathbf{B}$ if a boat is entering |  |
| Beam $\mathbf{B}$ is broken before beam $\mathbf{A}$ if a boat is leaving |  |

(2 marks)
(b) Tick two boxes to show how the computer knows the number of boats in the harbour.

|  | Tick two boxes |
| :--- | :--- |
| When a boat enters the harbour, the computer adds 1 to the total |  |
| When a boat stays in the harbour, the computer sets the total to 0 |  |
| When a boat leaves the harbour, the computer subtracts 1 from <br> the total |  |
| When a boat enters the harbour, the computer subtracts 1 from <br> the total |  |
| When a boat leaves the harbour, the computer adds 1 to the total |  |

(2 marks)

## Question 6 continues on the next page

(c) Sometimes the actual number of boats in the harbour and the computer's total are not the same.

Tick three boxes to show the most likely reasons why this could happen.

|  | Tick three boxes |
| :--- | :---: |
| Two boats have entered at the same time side by side |  |
| The computer has added up the totals incorrectly |  |
| At the same time a long boat is entering, a short boat left |  |
| A third laser beam has been installed |  |
| A flock of seagulls has flown across the harbour mouth and <br> broken both beams |  |
| A hacker has broken into the system and changed the total |  |
| $\quad(3$ marks) |  |

(d) Suggest one way of improving the design of the harbour to help avoid these problems.
$\qquad$
$\qquad$
(e) The computer operator counts the actual number of boats in the harbour each morning and resets the computer's total.
Give one reason why the operator has to enter a username and password before access to the computer is allowed.
$\qquad$
$\qquad$
(f) (i) The computer operator changes the password each month.

Give one reason why passwords should be changed regularly.
$\qquad$
$\qquad$
(ii) Write one label in each flowchart box to describe what happens when the password is changed. Some of the boxes have been completed for you.

| Label | Statement |
| :--- | :--- |
| A | Display message 'your password has been changed' |
| B | Enter the new password for the second time |
| C | Has the same password been entered both times? |
| D | Enter a new password for the first time |
| E | Display message 'you entered different passwords - please <br> start again |



Question 6 continues on the next page
(g) The computer operator looks at the online help when it is not clear how the computer system works.
This is a part of the online help. You do not need to read all of it.

To remove or change a password start the computer and enter the password when prompted and then click OK. On the tools menu click options and click the security tab and in the password to change box or the password to remove box select the placeholder symbols (usually asterisks) that represent the existing password. Remove the password by pressing remove and then click OK or change the password by typing the new password and then click OK. If you changed the password reenter the new password and then click OK.

Tick two boxes to show how to improve this documentation.

|  | Tick two boxes |
| :--- | :--- |
| Bullet points could be used to emphasis each step |  |
| Clip art could make the documentation look more attractive |  |
| A larger font would make the documentation more readable |  |
| The background could be coloured blue |  |
| The online help could be made available as a printed manual |  |

7 A supermarket has a database of items for sale.
This is a part of the database.

| Bar Code <br> Number | Description | Supplier | Price | Quantity in <br> Stock | Minimum <br> Stock Level |
| :--- | :--- | :--- | ---: | ---: | ---: |
| 010046001102 | Sweet Corn | Greenland | 0.75 | 25 | 100 |
| 000157024671 | Baked Beans | Variety | 0.36 | 650 | 1000 |
| 011673107373 | Chestnut Puree | Greenland | 1.45 | 450 | 200 |
| 031021952776 | Chilli Peppers | BestBuy | 0.30 | 50 | 200 |
| 000232824806 | Peach Slices | Variety | 0.85 | 450 | 200 |
| 002359645009 | Chilli Sauce | Variety | 1.25 | 250 | 200 |

(a) (i) Tick one box to show which is the key field.

|  | Tick one box |
| :--- | :---: |
| Bar Code Number |  |
| Description |  |
| Supplier |  |
| Price |  |
| Quantity in Stock |  |

(ii) Tick two boxes to show which of the following are true.

|  | Tick two boxes |
| :--- | :--- |
| The key field is a code and you can work out the price <br> from it |  |
| The key field is unique |  |
| The key field must be used to find information |  |
| No more than two key fields should have the same number <br> in them |  |
| The key field identifies the record |  |

(2 marks)

Question 7 continues on the next page

| Bar Code <br> Number | Description | Supplier | Price | Quantity in <br> Stock | Minimum <br> Stock Level |
| :--- | :--- | :--- | ---: | ---: | ---: |
| 010046001102 | Sweet Corn | Greenland | 0.75 | 25 | 100 |
| 000157024671 | Baked Beans | Variety | 0.36 | 650 | 1000 |
| 011673107373 | Chestnut Puree | Greenland | 1.45 | 450 | 200 |
| 031021952776 | Chilli Peppers | BestBuy | 0.30 | 50 | 200 |
| 000232824806 | Peach Slices | Variety | 0.85 | 450 | 200 |
| 002359645009 | Chilli Sauce | Variety | 1.25 | 250 | 200 |

(b) The supermarket manager is searching the database.
(i) Write down the Description(s) in the record(s) selected using this search condition.
Search Condition: Description contains Beans
Description(s) in the record(s) selected:
$\qquad$
(ii) Write down the Description(s) in the record(s) selected using this search condition.
Search Condition: Supplier is Variety AND Description contains Chilli
Description(s) in the record(s) selected:
$\qquad$
(iii) Write down the Description(s) in the record(s) selected using this search condition.
Search Condition: Supplier is BestBuy OR Quantity in Stock is less than 40
Description(s) in the record(s) selected:
$\qquad$
(c) The supermarket manager wants to find out which items should be re-ordered.

Tick one box to show the search condition the manager should use.

|  | Tick one box |
| :--- | :---: |
| Quantity in Stock is greater than the Minimum Stock Level |  |
| Quantity in Stock is less than the Bar Code Number |  |
| Quantity in Stock plus the Minimum Stock Level is more than <br> 500 |  |
| Quantity in Stock is less than the Minimum Stock Level |  |
| Quantity in Stock is zero |  |

(d) Bar codes are printed on items for sale and scanned at the checkout when the items are sold. Bar Code Numbers are printed under the bar code.


Tick two boxes to show why the Bar Code Number is printed under the bar code.

|  | Tick two boxes |
| :--- | :---: |
| If the bar code will not scan, the checkout operator can enter the <br> Bar Code Number |  |
| The bar code has a different number coded in it |  |
| The checkout operator can read the printed numbers but not the <br> bar code |  |
| The price is coded in the Bar Code Number |  |
| If the computer is not working, the checkout operator can write <br> down the Bar Code Number of each item sold |  |
| (2 marks) |  |

(e) When a bar code is scanned there is a bleep if it has been recognised. Sometimes there is no bleep.
Tick three boxes to show why there might not be a bleep.

|  | Tick three boxes |
| :--- | :--- |
| The checkout operator does not like bleeps and has turned the <br> sound off |  |
| When the check digit was re-calculated it was not the same as the <br> check digit scanned |  |
| The bar code was not found in the database |  |
| The bar code has been damaged |  |
| The bleep is recorded on the bar code but not all bar codes have <br> bleeps |  |
| The bar code is an electronic memory device |  |

(3 marks)

## Question 7 continues on the next page

(f) Customers are given printed receipts when all the items they are buying have been scanned. This is a customer's receipt.

## Description

| Sweet Corn | 3 | $@$ | 0.75 | 2.25 |
| :--- | :--- | :--- | ---: | ---: |
| Chilli Peppers 2 | $@$ | 0.30 | 0.60 |  |
| Peach Slices | 5 | $@$ | 0.85 | 4.25 |
|  |  | Total to pay: | $£ 7.10$ |  |

Write down the labels in order to show how the description and price can be printed on the receipt.

| Label |  |
| :--- | :--- |
| A | The description and price are sent from the database to the checkout |
| B | The bar code is sent to the computer |
| C | The bar code is scanned at the checkout |
| D | The receipt is printed at the checkout |
| E | The computer uses the bar code to search the database |


(3 marks)

8 SeeEarth is a Geographic Information System (GIS) which uses pictures taken by satellites. SeeEarth is a free program that can be downloaded from the Internet. It can be used to look at the whole Earth and zoom in on any point on the Earth's surface.
(a) Tick three boxes to show what you could do.

|  | Tick three boxes |
| :--- | :--- |
| Look at the layout of the streets and gardens in a residential <br> neighbourhood |  |
| Look at the route you could take from one town to another |  |
| Look at the shape of the United Kingdom and Europe |  |
| Look at the layout of your school library |  |
| See whether there would be room to park in a car park |  |
| Read a newspaper spread out on a park bench |  |

(3 marks)
(b) The police want to track criminals using SeeEarth.

Tick three boxes to show why this would not work.

|  | Tick three boxes |
| :--- | :--- |
| If a criminal used an umbrella he/she could not be tracked |  |
| Satellite pictures are low resolution and they are not clear enough <br> to identify individuals |  |
| Cameras on satellites cannot see everywhere inside buildings |  |
| The police could track very big criminals but not small ones |  |
| SeeEarth is not an interactive, real time system |  |
| Criminals would need to log on to SeeEarth and they might <br> forget their passwords |  |

(3 marks)
(c) SeeEarth allows you to select layers.

A layer is a map of particular information, for example, the location of hotels.
If you select a layer that shows all the hotels in an area, you could choose to display these.
Layers can be overlaid on each other.
Tick three boxes to show other information that might be a layer.

|  | Tick three boxes |
| :--- | :--- |
| The specification for a four wheel drive vehicle |  |
| The location of petrol stations |  |
| Instructions for using the software |  |
| The location of schools |  |
| The route taken by public transport |  |
| The location of databases that store personal information |  |

(3 marks)
(d) (i) Tick two boxes to show the advantages of using SeeEarth.

|  | Tick two boxes |  |
| :--- | ---: | :---: |
| The council could plan new housing estates so that they fit <br> in with existing communities |  |  |
| You could watch a football match without going to the <br> stadium |  |  |
| Farmers could see where their stray sheep had gone and get <br> them back |  |  |
| The police could have layers showing where crimes were <br> committed, and this would help them plan patrols |  |  |
| Fishermen could track the fish they wish to catch |  |  |
| $(2$ marks) |  |  |

(ii) Describe one other advantage of using SeeEarth.
$\qquad$
$\qquad$
(e) (i) Tick two boxes to show the disadvantages of using SeeEarth.

|  | Tick two boxes |
| :--- | :--- |
| A sharpshooter could see where someone is in their home <br> and assassinate them |  |
| Armies can watch troop movements on the battlefield |  |
| Terrorists can see the layout of the grounds of public <br> buildings they want to attack |  |
| Burglars can see the most secluded route into a house |  |
| Someone will be watching you all the time |  |

(2 marks)
(ii) Describe one other disadvantage of using SeeEarth.
$\qquad$
$\qquad$

## END OF QUESTIONS

