

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

**0417 INFORMATION AND COMMUNICATION
TECHNOLOGY**

0417/11 Paper 11 (Written), maximum raw mark 100

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

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

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

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

| Ques. No. | Answer | Part mark | | | | | | | | | | | | | | | |
|--|--|-----------------------|------|-------|---|---|--|---|--|---|--|---|--|---|--|---|------------------|
| 1 | A DVD RAM C Magnetic tape B Pen drive D Magnetic disc | 1, 1 1, 1 | | | | | | | | | | | | | | | |
| 2 | Blu ray disc Optical mark reader Graph plotter Projector Graphics tablet Web cam | 1 1 | | | | | | | | | | | | | | | |
| 3 | <table border="1"> <thead> <tr> <th></th> <th>TRUE</th> <th>FALSE</th> </tr> </thead> <tbody> <tr> <td>Input devices are examples of hardware.</td> <td>✓</td> <td></td> </tr> <tr> <td>Backing storage devices are examples of software.</td> <td></td> <td>✓</td> </tr> <tr> <td>A Graphic User Interface is a part of an operating system.</td> <td>✓</td> <td></td> </tr> <tr> <td>A laptop computer cannot be carried around.</td> <td></td> <td>✓</td> </tr> </tbody> </table> | | TRUE | FALSE | Input devices are examples of hardware. | ✓ | | Backing storage devices are examples of software. | | ✓ | A Graphic User Interface is a part of an operating system. | ✓ | | A laptop computer cannot be carried around. | | ✓ | 1 1 1 1 |
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| 4 | | 1 1 1 1 1 | | | | | | | | | | | | | | | |
| 5 | <p>(a) a hub is a device used to connect computers together to form a LAN</p> <p>(b) an Intranet is a network with restricted access</p> <p>(c) a Proxy server can allow networked computers to connect to the internet</p> <p>(d) a WLAN is a wireless local area network</p> | 1 1 1 1 | | | | | | | | | | | | | | | |
| 6 | <p>Three from:</p> <p>Pen drives have greater storage capacity</p> <p>Pen drives are more portable</p> <p>Not all machines have CD drives</p> <p>Faster access to data</p> <p>More robust</p> <p>More secure as biometric data can be incorporated</p> <p>Don't need specialist hardware/software for pen drives</p> | 3 | | | | | | | | | | | | | | | |

| 7 | PENUP FORWARD 70 PENDOWN FORWARD 60 PENUP FORWARD 80 RIGHT 90/PENDOWN PENDOWN/RIGHT 90 FORWARD 80 RIGHT 90 FORWARD 100 1 mark for each 2/3 statements | 5 | | | | | | | | | | | | | | | |
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|--|--|--------------------------------------|----------------------|---|--|--|---|--|--|------------------------------------|--|---|---|--|----------------------------------|
| 10 (a) | Three from: Humidity Moisture Temperature Light pH CO ₂ | | 3 | | | | | | | | | | | | |
| (b) | Sensors feed back analogue data Computers can only work with digital/binary data/cannot read analogue | | 1 1 | | | | | | | | | | | | |
| (c) | <table border="1"> <tr> <td>Computer readings are more accurate.</td> <td>✓</td> </tr> <tr> <td>Students always forget to take readings</td> <td></td> </tr> <tr> <td>Students might be unavailable to take readings during school holidays.</td> <td>✓</td> </tr> <tr> <td>Computers can record data for later use.</td> <td></td> </tr> <tr> <td>Computers can analyse the results.</td> <td></td> </tr> <tr> <td>Computers can react to changes in the conditions immediately.</td> <td>✓</td> </tr> </table> | Computer readings are more accurate. | ✓ | Students always forget to take readings | | Students might be unavailable to take readings during school holidays. | ✓ | Computers can record data for later use. | | Computers can analyse the results. | | Computers can react to changes in the conditions immediately. | ✓ | | 1 1 1 |
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| (d) | Two from: Earth/chemical particles will not affect its performance. It can operate without needing to refill the paper as regularly/can work on continuous paper. Running costs are low. | | 2 | | | | | | | | | | | | |
| (e) | Two from: It will be cheaper to buy. Print outs will be clearer. It is more compact. | | 2 | | | | | | | | | | | | |
| 11 (a) | 4 | | 1 | | | | | | | | | | | | |
| (b) | 5 | | 1 | | | | | | | | | | | | |
| (c) | Relational database | | 1 | | | | | | | | | | | | |
| (d) | Two from: Data does not have to be typed in twice/referential integrity. Quicker to enter new data. So fewer errors are likely. So less memory/storage capacity is used. So it is easier to edit data. | | 2 | | | | | | | | | | | | |
| (e) | Code | | 1 | | | | | | | | | | | | |
| (f) | Book Borrowed | | 1 | | | | | | | | | | | | |
| (g) | Cost | | 1 | | | | | | | | | | | | |
| (h) | Date | | 1 | | | | | | | | | | | | |
| (i) | Range check | | 1 | | | | | | | | | | | | |
| (j) | Format/picture/input mask | | 1 | | | | | | | | | | | | |

| 12 | <p>A router – so that data can be transferred from one network to another</p> <p>A browser – to access the (world wide) web /view web pages/surf the net</p> <p>Email – so that he can send messages to people <u>outside the</u> network/home</p> <p>An ISP – in order that he can access the internet/email/to provide internet service</p> | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 15 | <p>Direct changeover – One from: It is the quickest method of implementation/the benefits are available immediately Do not have the expense of running two systems</p> <p>Parallel running There is always the old system to fall back on in the event of the new system failing</p> <p>Phased implementation – One from: Still have rest of old system if new system fails Training can be gradual Enables refinement of each phase of the system before fully implementing</p> | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | <p>Two strategies and two reasons from:</p> <p>Strategy – compare the solution with the original task requirements/design brief Reason – to ensure that requirements have been met</p> <p>Strategy – identify any limitations/necessary improvements to the system Reason – so that system works without problems</p> <p>Strategy – Collect data from the users of the new system Reason – to see how well they are coping with the new system/ to see how well the new system works</p> <p>Strategy – analyse (evaluate) the users' responses to the results of testing/using the system Reason – so that users needs are taken into account</p> | 4 (2 + 2) | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | <p>Three from: Web cam/video camera to input/capture video (images of participants/documents) router/modem to transmit data to participants' (computers) Microphone to input voices of participants/to speak to other participants Headphones/speakers to output voices to participants/hear other participants Large screen/projector to see other participants</p> | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 19 | <p>Three from:</p> <p>If the airplane crashed you wouldn't need to replace it – saving money If the airplane crashed nobody is injured It is easy to recreate extreme weather conditions It is easy to create unusual flying conditions Can recreate mechanical/computer failure from previous real situations Cheaper fuel costs</p> | 3 |
| 20 | <p>Phishing One from: is using <u>e-mails</u> pretending to be the target's bank Fake <u>email</u> to get personal details</p> <p>Pharming One from: is installing malicious code on a pc or server to redirect to fake websites redirecting users to websites which look authentic to get personal details</p> <p>Spam (is the sending/receiving of) unsolicited/junk emails</p> | 1 1 1 |
| 21 (a) | <p>Two from: Unlikely to be lost (if addressed correctly) Faster to arrive Quicker/easier to send the same message to several people You don't have to leave the office to send a letter</p> | 2 |
| (b) | <p>Two from: Very large documents can be sent/emails often have a limit to the size of attachments Legal documents can be sent/email signatures are not legally binding Special delivery ensures delivery/If undelivered can be tracked/if lost can claim compensation Might not have the software to open attachments Recipient may not have/doesn't need email address/access to computers/internet</p> | 2 |