| Centre<br>No.  |             | Pap       | er Refei      | ence    |          |            | Surname                 | Initia             | al(s)          |
|--|-------------|-----------|---------------|---------|----------|------------|-------------------------|--------------------|----------------|
| Candidate<br>No.   | 4 3         | 8         | 5             | /       | 2        | H          | Signature               |                    |                |
| Paper Reference(s) 4385/2H   | [           |           |               |         |          |            | Exa                     | miner's us         | e only         |
| Londo  | n E         | kan       | nin           | at      | ior      | IS .       | IGCSE Team              | Leader's ı         | use only       |
| Inform<br>Techno   | _           | and       | l C           | om      | mu       | ıni        | cation                  |                    |                |
| Paper 2F   |             |           |               |         |          |            |                         | Question<br>Number | Leave<br>Blank |
| •  |             |           |               |         |          |            |                         | 1                  |                |
| High   | <b>1er</b>  |           | er            |         |          |            |                         | 2                  |                |
| Friday 7   |             |           |               |         | _ N      | <b>Mor</b> | ning                    | 3                  |                |
| Time: 1 h  |             |           |               |         |          |            |                         | 4                  |                |
|  |             |           |               |         |          |            |                         | 5                  |                |
| Materials requi<br>Nil   | red for exa | nination  | $\frac{1}{N}$ |         | cludeo   | l with     | question papers         | 6                  |                |
| INII   |             |           | IN.           | 11      |          |            |                         | 7                  |                |
|  |             |           |               |         |          |            |                         | 8                  |                |
|  |             |           |               |         |          |            |                         | 9                  |                |
| <b>Instructions to Candidates</b>  |             |           |               |         |          |            |                         | 10                 |                |
| In the boxes above, write your centre n<br>Check that you have the correct question                                      |             | didate n  | umber         | , your  | surnaı   | ne, in     | itial(s) and signature. | 11                 |                |
| Answer <b>ALL</b> the questions. Write you Do not use pencil. Use blue or black i  | ir answers  | n the sp  | aces p        | rovide  | ed in tl | nis qu     | estion paper.           | 12                 |                |
| The marks for individual questions and There are 12 questions in this question There are 20 pages in this question page. | n paper. Th | e total r | nark f        | or this | paper    |            |                         |                    |                |
| Advice to Candidates  You are reminded of the importance o Include diagrams in your answers whe                          |             |           |               | ıl pres | entatio  | on in y    | your answers.           |                    |                |

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 $\substack{\text{Printer's Log. No.}\\ N32727RA\\ \text{W850/U4385/57570} \ 6/6/6/3/2/150}$ 



Turn over

Total



Leave

| Answer ALL questions  |
|---|
| A mouse is an input device. It can be used to control a cursor on a computer screen.  |
| (a) State <b>two</b> other input devices that might be used to control a cursor on a compute screen.  |
| Device 1  |
| Device 2(2  |
| (b) A standard keyboard has keys which allow the letter and number keys to perform more than one function. For example, the <b>Shift</b> key allows the number keys produce symbols, so that 5 gives %. |
| State <b>two</b> other keys which allow the letter and number keys to perform more that one function. State what the extra function is and give an example in each case.                                |
| Key 1   |
| Extra function  |
| Example 1   |
| Key 2   |
| Extra function  |
| Example 2   |
|   |
| (Total 8 marks  |

|              |   | Le  |
|--------------|---|-----|
| entr<br>fill | school Examinations Officer is collecting information about IGCSE examination ries. Each subject teacher who wishes to enter pupils for IGCSE examinations must in a paper data collection form which includes spaces to enter information about the cher, pupils, and subject. | bla |
| (a)          | Draw a data collection form which would be suitable for this purpose.   |     |
|              |   |     |
|              |   |     |
|              |   |     |
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|              |   |     |
|              |   |     |
|              | (6)   |     |
| (b)          | The Examinations Officer enters the collected data into a database. Some of the data is encoded. State <b>one</b> data item from your data collection form which would be suitable for encoding.  |     |
|              | Give an example of a suitable code for this data item and explain how it works.   |     |
|              | Data Item   |     |
|              |   |     |
|              | Example   |     |

Q2

**(3)** 

(Total 9 marks)

|     | e Smith family has set up a wireless computer network inside their house. The network is a combined router and wireless access point to connect to the Internet.  |
|-----|---|
| (a) | Mr. and Mrs. Smith are worried that their children might gain access to unsuitable material over the Internet.  |
|     | Explain <b>one</b> method which they could use to help to prevent such access.  |
|     |   |
|     | (2)   |
| (b) | Julia Smith is fifteen years old and keeps her secret diary on her computer. She is worried that her younger brother might try to read it.  |
|     | Explain <b>two</b> computer-based methods which she could use to try to prevent him from reading it.  |
|     | Method 1  |
|     |   |
|     |   |
|     | (2)   |
|     | Method 2  |
|     |   |
|     |   |
| (c) | Method 2  |
| (c) | Method 2  (2)  Mr. and Mrs. Smith notice that when all the family's computers are switched off, the router is still showing Internet traffic. State a possible reason for this and explain  |
| (c) | Method 2  (2)  Mr. and Mrs. Smith notice that when all the family's computers are switched off, the router is still showing Internet traffic. State a possible reason for this and explain what they should do to prevent it.         |
| (c) | Method 2  (2)  Mr. and Mrs. Smith notice that when all the family's computers are switched off, the router is still showing Internet traffic. State a possible reason for this and explain what they should do to prevent it.  Reason |

| 4. | tim | oo has a children's area. Only 50 visitors are allowed inside the children's area at one e. There are turnstiles at the entrance and exit. A turnstile is a kind of gate which only ows one person at a time to pass through. |
|----|-----|---|
|    | (a) | The movement of a visitor through a turnstile is detected by a sensor.  |
|    |     | Describe how this could be achieved.  |
|    |     |   |
|    |     |   |
|    |     | (2)   |
|    | (b) | Digital signals are sent from the turnstiles to a microprocessor. State the processing which takes place when:  |
|    |     | (i) The entrance turnstile sends a signal.  |
|    |     |   |
|    |     | (1)   |
|    |     | (ii) The exit turnstile sends a signal.   |
|    |     |   |
|    |     | (1)   |
|    | (c) | There is an electronic display above the entrance turnstile which shows how many visitors are inside. State how the microprocessor decides which number to output to the electronic display.                                  |
|    |     |   |
|    |     | (2)   |

| (i) State two data items which should be logged for this purpose.  Item 1  | (d) The      | e manager of the zoo wishes to know how popular the children's area is. |
|--|--------------|---|
| Item 2   | (i)          | State <b>two</b> data items which should be logged for this purpose.    |
| (ii) State a suitable type of software for logging the data and give a reason for your choice.  Software type              |              | Item 1  |
| (ii) State a suitable type of software for logging the data and give a reason for your choice.  Software type  Reason  (2) |              |   |
| choice.  Software type  Reason   | <i>(</i> ;;) |   |
| Reason   | (11)         |   |
| (2)  |              | Software type   |
| (2)  |              | Reason  |
|  |              |   |
| (Total 10 marks)   |              |   |
|  |              | (Total 10 marks)  |
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| (a) | In the context of an IGCSE ICT project, explain <b>three</b> advantages of a commercial package over a basic HTML package.   |
|-----|--|
|     | Advantage 1  |
|     |  |
|     | Advantage 2  |
|     |  |
|     | Advantage 3  |
|     | (3)  |
|     | (e)  |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the  |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its             |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its appearance. |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its appearance. |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its appearance. |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its appearance. |
| (b) | Lucy wishes to make a picture gallery in the web site. She uses a digital camera to take some $800 \times 600$ pixel pictures. She inserts them as jpg files and then drags the corners of each picture to fit it into a thumbnail-sized space.  When she has a gallery of 16 pictures, she loads the page into a browser and finds that it is very slow. Her teacher tells her that the problem is caused by the pictures.  Explain how Lucy could make the page load more quickly without altering its appearance. |

|     | (i)                 | Explain what is meant by a bit.  |
|-----|---------------------|--|
|     |                     |  |
|     |                     |  |
|     |                     | (2)  |
|     | (ii)                | State what is meant by a byte.   |
|     |                     |  |
|     |                     | (1)  |
|     | (iii)               | State what is meant by a kilobyte.   |
|     |                     |  |
|     |                     | (1)  |
| (b) | Data                | a other than keyboard characters, e.g. sound, is also held as bits.  |
|     | Stat                | e <b>two</b> other data types that are held as bits.   |
|     |                     |  |
|     |                     |  |
|     |                     | (2)  |
|     |                     | · /  |
| (c) | eacl                | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.   |
| (c) | eacl                | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding  |
| (c) | each<br>chai        | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.   |
| (c) | each<br>chai        | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.   |
| (c) | each<br>char<br>(i) | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.  State how Unicode holds a single character.  |
| (c) | each<br>char<br>(i) | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.  State how Unicode holds a single character.  (1)  State the main advantage of Unicode over ASCII code. |
| (c) | each<br>char<br>(i) | haracter entered from a keyboard may be held as ASCII code. In ASCII code, a character is represented by a pattern of 8 bits. An alternative way of holding racters is to use Unicode.  State how Unicode holds a single character.  (1)   |

| Three types of user interface are:  • graphical user interface • command line interface • menu driven interface.  (a) Explain the difference between a menu in a graphical user interface and a menu in a menu driven interface.  (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this. | I hr |  |
|---|------|--|
| command line interface     menu driven interface.  (a) Explain the difference between a menu in a graphical user interface and a menu in a menu driven interface.  (5)  (5)  (5)  (6) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.   | 1111 | ee types of user interface are:  |
| menu driven interface.  (a) Explain the difference between a menu in a graphical user interface and a menu in a menu driven interface.  (5)  (5)  (6) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.   |      | • graphical user interface   |
| (a) Explain the difference between a menu in a graphical user interface and a menu in a menu driven interface.  (5)  (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  |      | • command line interface   |
| menu driven interface.  (5)  (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  |      | • menu driven interface.   |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  | (a)  | Explain the difference between a menu in a graphical user interface and a menu in a menu driven interface. |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
| (b) Some of the actions performed in a graphical user interface make use of a command line.  Describe an example of this.  (2)  |      |  |
|   | (b)  | line.  |
|   |      |  |
| (Total 7 marks)   |      |  |
| (Total / Marks)   |      | (2)  |
|   |      | (2) (Total 7 marks)  |
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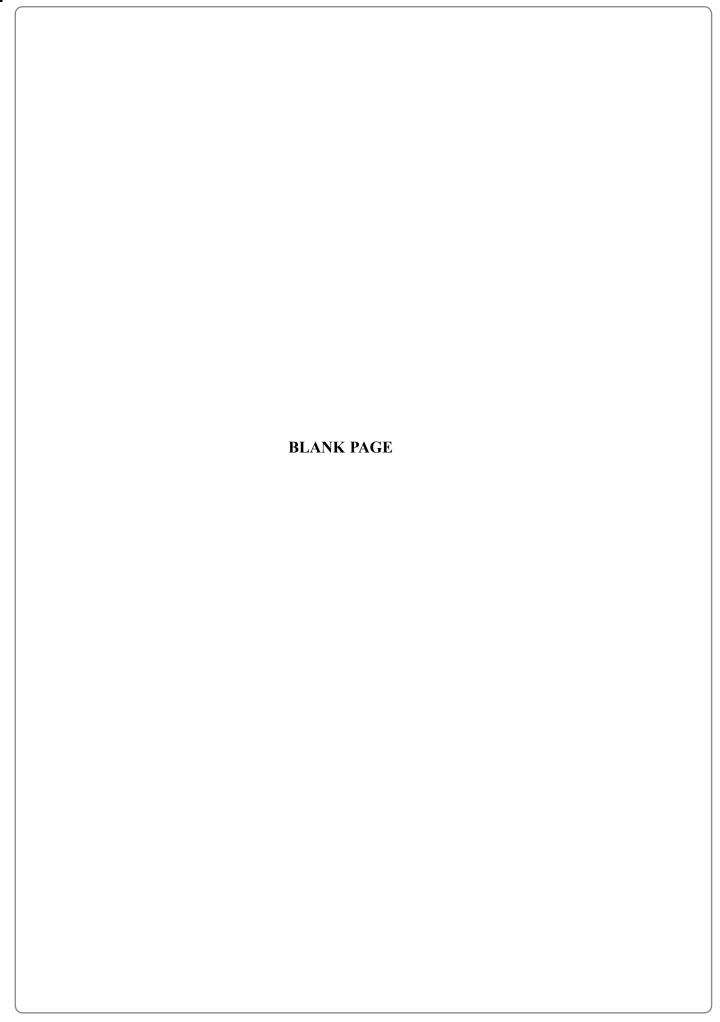
**8.** A car hire company keeps details of its cars in a database. Part of the database is shown in the table.

| Registration | Make     | Model  | Engine size | Fuel<br>type | Doors | Mileage | Colour |
|--------------|----------|--------|-------------|--------------|-------|---------|--------|
| KF07WSR      | ford     | fiesta | 1388        | petrol       | 3     | 12232   | red    |
| GT57YTG      | ford     | mondeo | 2495        | petrol       | 5     | 8665    | grn    |
| GY56THJ      | honda    | civic  | 1339        | hybrid       | 5     | 23745   | blk    |
| BR56JDF      | vauxhall | vectra | 1910        | diesel       | 5     | 25569   | blu    |

(a) When a new record is entered into the database, some fields are validated and others

| ind vei | rifying. |      |      |      |
|---------|----------|------|------|------|
|         |          | <br> | <br> | <br> |
|         |          | <br> | <br> | <br> |
|         | •••••    | <br> | <br> | <br> |
|         |          | <br> | <br> | <br> |
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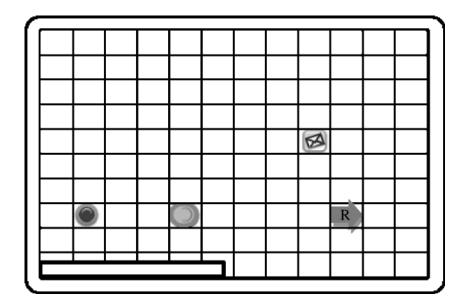
| (b) | The   | e database records are often amended.                     |               |         | Leav<br>blanl |
|-----|-------|---|---------------|---------|---------------|
| (0) |       | State which field will be amended most often.             |               |         |               |
|     |       |   |               |         |               |
|     | (ii)  | Give a reason for your choice.                            |               | (1)     |               |
|     |       |   |               | (1)     |               |
|     | (iii) | State whether that field should be validated or verified. |               |         |               |
|     |       |   |               | <br>(1) | Q8            |
|     |       |   | (Total 12 mai | rks)    |               |
|     |       |   |               |         |               |
|     |       |   |               |         |               |
|     |       |   |               |         |               |
|     |       |   |               |         |               |

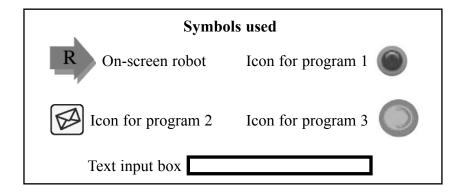


|  | DI   |
|--|--|
| e-mail   |  |
| search engine  |  |
| e-commerce site  |  |
| customer support site  |  |
| forums.  |  |
| Mr. Brown uses a forum to find other people's suggestions of what places to visit. State how Mr. Brown would use the other Internet services to help him to organise his holiday.                  |  |
| e-mail   |  |
|  |  |
| search engine  |  |
|  |  |
|  |  |
| e-commerce site  |  |
|  |  |
| customer support site  |  |
|  |  |
| (4)  |  |
| Apart from those listed in part (a), state <b>two</b> other Internet services which Mr. Brown could use to help him organise the holiday. Give an example of how Mr. Brown would use each service. |  |
| Service 1  |  |
| Example 1  |  |
|  |  |
| Service 2  |  |
| Example 2  |  |
|  | Q9   |
| (4)  | X-1  |
|  | search engine e-commerce site customer support site forums.  Mr. Brown uses a forum to find other people's suggestions of what places to visit. State how Mr. Brown would use the other Internet services to help him to organise his holiday. e-mail search engine e-commerce site  customer support site  (4)  Apart from those listed in part (a), state two other Internet services which Mr. Brown could use to help him organise the holiday. Give an example of how Mr. Brown would use each service.  Service 1  Example 1  Service 2  Example 2 |

|    | Give <b>two</b> methods which could be used to connect the block to the present LAN.  Method 1 |
|----|--|
|    | Method 2   |
| b) | Choose the more suitable method from the two given in <b>part (a)</b> .                        |
|    | Explain why it is more suitable than the other method.   |
|    |  |
|    |  |
|    |  |
|    | (4) (Total 6 marks)  |
|    |  |
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12. Sarah has a program on her computer which controls an on-screen robot. When she runs the program it displays a grid, a text input box, and a robot icon on her screen in addition to her original program icons. Sarah's screen display is shown in the diagram.





The robot may be moved by typing letters into the text input box and then pressing Enter. The robot moves forward in the direction of the arrow.

The possible commands are:

F forward 1 square R turn right 90 degrees

L turn left 90 degrees CC perform a double mouse click

C perform a single mouse click U pick up (cut) an icon

D put down (paste) an icon

For example. LFFFLFCC will move the robot over the icon for program 2 and then double click to run program 2.



|  | Leave                   |
|--|-------------------------|
| (a) The robot is at the position shown. Sarah wishes to move the icon for program 3 so that it appears to the left of the icon for program 1. Write the letters she should put into the text input box.  | ( ) ( ) ( ) ( ) ( ) ( ) |
|  |                         |
| (4)  |                         |
| (b) Sarah can define commands for other keyboard keys. For example, typing T = RR will make the robot turn around when she uses T in future.   |                         |
| Sarah wishes to define a command for key M which will cause the robot to pick up an icon which is one square to its right and place it one square to its left. Write the letters she should put into the text input box.                           |                         |
|  |                         |
| (3)  |                         |
|  |                         |
| (c) The robot is able to detect when it reaches the edge of the screen. Sarah can use loop commands to program the robot. For example, typing <b>loop F until edge</b> , will make the robot move forward until it reaches the edge of the screen. |                         |
| Sarah wishes to define a command for key K which will make the robot move to a corner of the screen.   |                         |
| Write what she should put into the text input box.   |                         |
|  |                         |
| (3)  | Q12                     |
| (Total 10 marks)   |                         |
| TOTAL FOR PAPER: 100 MARKS   |                         |
| END  |                         |
| END  |                         |
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