

Cambridge IGCSE™ (9–1)

COMPUTER SCIENCE**0984/22**

Paper 2 Algorithms, Programming and Logic

October/November 2025

MARK SCHEME

Maximum Mark: 75

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **21** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.











Annotations guidance for centres











Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Follow through
	Repetition
	Ignore
	Benefit of doubt given
	Content of response too vague
	Not answered question
	Omission
	Section not relevant

Annotation	Meaning
	Section incorrect
Highlighter	Highlights part of the answer or shows structure of complex answers
SEEN	Page or response seen by examiner
A2	AO2 mark
A3	AO3 mark
NE	Not enough
R1	Required item one
R2	Required item two
R3	Required item three
 1	Correct awarding one mark
 2	Correct awarding two marks
 3	Correct awarding three marks
 4	Correct awarding four marks
 5	Correct awarding five marks
 6	Correct awarding six marks
 7	Correct awarding seven marks
 8	Correct awarding eight marks
 9	Correct awarding nine marks

Mark scheme abbreviations

- / separates alternative words / phrases within a marking point
- // separates alternative answers within a marking point
- underline** actual word given must be used by candidate (grammatical variants accepted)
- max** indicates the maximum number of marks that can be awarded
- () the word / phrase in brackets is not required, but sets the context
- Note:** No marks are awarded for using brand names of software packages or hardware.

Question	Answer	Marks
1	C	1

Question	Answer	Marks
2(a)	<p>One mark per mark point, max five</p> <ul style="list-style-type: none"> Line 01 / DECLARE Contacts : ARRAY[1:500, 1:4] OF REAL should be DECLARE Contacts : ARRAY[1:500, 1:4] OF STRING Line 12 / OUTPUT FirstName should be INPUT FirstName Line 17 / OUTPUT Contacts[Row, 1] should be OUTPUT Contacts[Row, Column] Line 23 / NEXT Stop OR Row > 500 should be UNTIL Stop OR Row > 500 Line 25 / 26 / Answer variable not declared should be DECLARE Answer : CHAR before line 25 Line 28 / Continue ← TRUE should be Continue ← FALSE 	5

Question	Answer	Marks
2(b)(i)	<p>One mark per mark point, max four</p> <p>MP1 Appropriate parameter in PROCEDURE line MP2 Correct index outer loop termination value; must use Number as stated in question MP3 Correct array reference in INPUT MP4 Correct termination of both loops.</p> <p>Example:</p> <pre>PROCEDURE NewData (Number : INTEGER) FOR Row ← 1 TO Number FOR Column ← 1 TO 4 INPUT Contacts[Row, Column] NEXT Column NEXT Row ENDPROCEDURE</pre>	4
2(b)(ii)	<p>One mark per mark point, max two</p> <p>MP1 Correct input statement MP2 Correct call statement for NewData</p> <p>Example:</p> <pre>INPUT MyNumber CALL NewData (MyNumber)</pre>	2
2(c)(i)	<p>One mark per mark point, max two</p> <p>MP1 There may be more than one person with the given first name // The name may not exist/found in the array MP2 The search will stop at the first occurrence and output the data for the wrong person MP3 If the name is not present there could be no output / the loop will continue.</p>	2

Question	Answer	Marks
2(c)(ii)	<p>One mark per mark point, max two</p> <p>MP1 Introduce additional search criteria into the algorithm to make the search more specific to each person in the array</p> <p>MP2 ... such as the last name to go with the first name // ... such as some form of ID number / date of birth / contact number / post code</p> <p>MP3 The algorithm should be able to search the whole array to find all available matches</p> <p>MP4 ... by removing the stop variable</p> <p>MP5 Use selection to confirm the name has not been found in the whole array</p> <p>MP6 If the name is not present, output an appropriate message.</p>	2

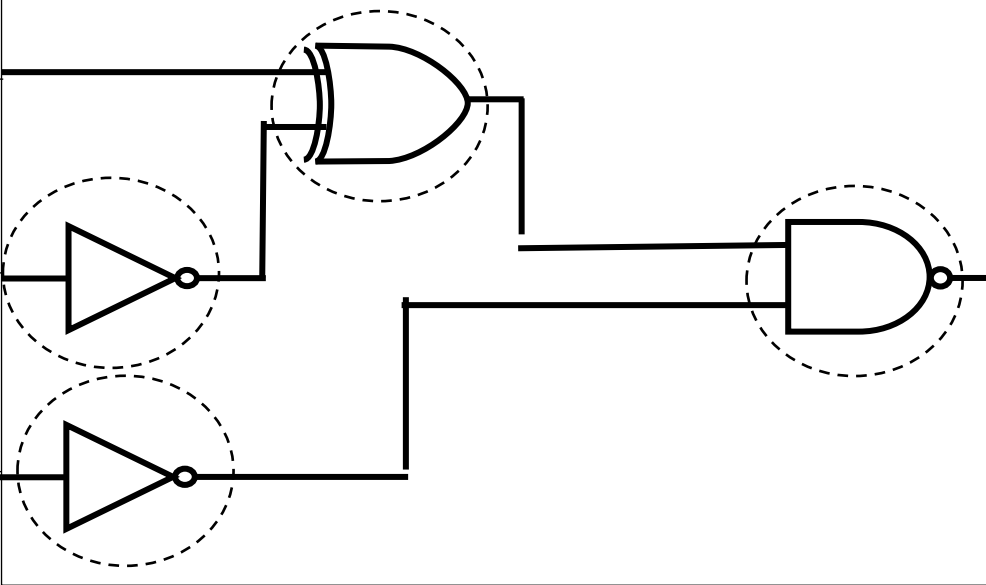
Question	Answer	Marks												
3	<p>One mark for each correct box (underlined), max six</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Test data</th> <th style="text-align: center;">Type of test data</th> <th style="text-align: center;">Purpose of test data</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>normal</u></td> <td><u>to make sure that the program accepts data that is in range</u></td> </tr> <tr> <td style="text-align: center;"><u>100 // -100</u></td> <td style="text-align: center;"><i>boundary</i></td> <td><u>to make sure that the program rejects data that is on the wrong side of the boundary</u></td> </tr> <tr> <td style="text-align: center;"><u>300</u></td> <td style="text-align: center;"><u>abnormal</u></td> <td><i>to make sure that the program rejects data that is outside acceptable limits</i></td> </tr> </tbody> </table>	Test data	Type of test data	Purpose of test data	<u>0</u>	<u>normal</u>	<u>to make sure that the program accepts data that is in range</u>	<u>100 // -100</u>	<i>boundary</i>	<u>to make sure that the program rejects data that is on the wrong side of the boundary</u>	<u>300</u>	<u>abnormal</u>	<i>to make sure that the program rejects data that is outside acceptable limits</i>	6
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Question	Answer	Marks
4(a)	To check that the data entered has the required number of characters.	1
4(b)	<p>One mark per mark point, max six</p> <p>MP1 Initialisation of variables – start location for checking and flag, if used MP2 Input of email address into appropriate variable MP3 Working condition-controlled loop present MP4 Correct use of SUBSTRING MP5 Use of condition for checking value extracted from SUBSTRING / '@' MP6 Appropriate action if '@' found – loop termination MP7 Appropriate action if '@' NOT found – check the next character and loop termination if no more characters MP8 Output that only shows when the email address is valid or invalid. Both cases required.</p> <p>Example:</p> <pre>// Variable declarations are not required INPUT EmailAddress Start ← 1 Valid ← FALSE REPEAT IF SUBSTRING(EmailAddress, Start, 1) = '@' THEN Valid ← TRUE ELSE Start ← Start + 1 ENDIF UNTIL Start > LENGTH(EmailAddress) OR Valid IF Valid THEN OUTPUT EmailAddress, " is valid" ELSE OUTPUT EmailAddress, " is NOT valid" ENDIF</pre>	6

Question	Answer									Marks																																																																																																														
5(a)	<p>One mark per mark point, max six</p> <p>MP1 Correct Code column MP2 Correct Store column MP3 Correct Count column MP4 First four CodeStore columns left unchanged MP5 Correct CodeStore[5] and CodeStore[6] columns MP6 Correct OUTPUT column</p> <table border="1" data-bbox="338 536 1579 1257"> <thead> <tr> <th colspan="3"></th> <th colspan="6">CodeStore []</th> <th></th> </tr> <tr> <th>Code</th> <th>Store</th> <th>Count</th> <th>[1]</th> <th>[2]</th> <th>[3]</th> <th>[4]</th> <th>[5]</th> <th>[6]</th> <th>OUTPUT</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>aBcd</td> <td>1532</td> <td>Face</td> <td>63q8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7686</td> <td>FALSE</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>TRUE</td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td>7686</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Face</td> <td>FALSE</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>												CodeStore []							Code	Store	Count	[1]	[2]	[3]	[4]	[5]	[6]	OUTPUT				aBcd	1532	Face	63q8				7686	FALSE	1										2										3										4									TRUE	5					7686					6								Face	FALSE	1										2								6
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5(a)				CodeStore []							
	Code	Store	Count	[1]	[2]	[3]	[4]	[5]	[6]	OUTPUT	
			3							Code used before	
	Speed									Length must be 4	
	432U	FALSE	1								
			2								
			3								
			4								
			5								
		TRUE	6						432U		
			7							CodeStore full	

Question	Answer	Marks
5(b)	<p>One mark per mark point, max three</p> <p>MP1 Checks that the length of the code input is 4 characters. MP2 Checks the code against the array contents to see if it has been used before (in the last 6 codes) MP3 If the code passes the tests, it is stored in the array MP4 Stores the code in the lowest available index MP5 Checks that the code store isn't full before storing a new code // Outputs a code store is full message if appropriate // Algorithm continues until the code store is full.</p>	3
5(c)	<p>One mark per mark point, max four</p> <p>MP1 Declaration of array using correct name and data type. MP2 Declaration of loop counter MP3 Use of appropriate loop for six iterations (allow any type of loop) MP4 Assignment of all array elements to null string (using loop counter as array index).</p> <p>Example:</p> <pre> DECLARE CodeStore : ARRAY[1:6] OF STRING DECLARE Index : INTEGER FOR Index ← 1 TO 6 CodeStore[Index] ← "" NEXT Index </pre>	4

Question	Answer	Marks
6(a)	<p data-bbox="338 220 1234 252">One mark for each correct gate, with the correct input(s) as shown.</p>  <p>The diagram shows a logic circuit with three inputs: J, K, and L, and one output: X. Input J is connected to the top input of an OR gate. Input K is connected to the input of a NOT gate. Input L is connected to the input of another NOT gate. The output of the NOT gate for K is connected to the bottom input of the OR gate. The output of the OR gate is connected to the top input of an AND gate. The output of the NOT gate for L is connected to the bottom input of the AND gate. The output of the AND gate is labeled X. Dashed circles are drawn around the OR gate, the NOT gate for K, and the AND gate.</p>	4

Question	Answer	Marks																																				
6(b)	<p> Four marks for eight correct outputs Three marks for six or seven correct outputs Two marks for four or five correct outputs One mark for two or three correct outputs </p> <table border="1" data-bbox="338 384 640 973"> <thead> <tr> <th>J</th> <th>K</th> <th>L</th> <th>X</th> </tr> </thead> <tbody> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>0</td><td>0</td><td>1</td><td>1</td></tr> <tr><td>0</td><td>1</td><td>0</td><td>1</td></tr> <tr><td>0</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>1</td><td>0</td><td>0</td><td>1</td></tr> <tr><td>1</td><td>0</td><td>1</td><td>1</td></tr> <tr><td>1</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> </tbody> </table>	J	K	L	X	0	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	4
J	K	L	X																																			
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Question	Answer	Marks										
7(a)	It is used to uniquely identify records	1										
7(b)	<p>Two marks for all four fields correctly identified One mark for two or three fields correctly identified</p> <table border="1" data-bbox="338 381 1012 715"> <thead> <tr> <th data-bbox="338 381 562 448">Data type</th> <th data-bbox="562 381 1012 448">Field</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 448 562 515">Boolean</td> <td data-bbox="562 448 1012 515">CoastalHabitat</td> </tr> <tr> <td data-bbox="338 515 562 582">Integer</td> <td data-bbox="562 515 1012 582">Lifespan</td> </tr> <tr> <td data-bbox="338 582 562 649">Real</td> <td data-bbox="562 582 1012 649">Length // Wingspan</td> </tr> <tr> <td data-bbox="338 649 562 715">Text</td> <td data-bbox="562 649 1012 715">Species // Family</td> </tr> </tbody> </table>	Data type	Field	Boolean	CoastalHabitat	Integer	Lifespan	Real	Length // Wingspan	Text	Species // Family	2
Data type	Field											
Boolean	CoastalHabitat											
Integer	Lifespan											
Real	Length // Wingspan											
Text	Species // Family											
7(c)	<p>One mark per mark point, max three</p> <p>MP1 Correct data – spelt correctly MP2 Correct layout – three columns, with no additional punctuation MP3 Correct order (vertical and horizontal)</p> <p>Correct output:</p> <pre data-bbox="338 1018 1115 1110"> Bewick's swan 120.2 190.5 Whooper swan 150.0 230.0 Mute swan 150.0 220.2 </pre>	3										
7(d)	<p>One mark per correct line, max four</p> <pre data-bbox="338 1246 1003 1342"> SELECT Species, Family, Lifespan FROM WATERFOWL WHERE Lifespan >= 10 ORDER BY Species; </pre>	4										

Question	Answer	Marks
8	<p>Use the tables for AO2 and AO3 below to award a mark in a suitable band using a best fit approach, then add up the total. Marks are available for:</p> <ul style="list-style-type: none"> • AO2 (maximum 9 marks) • AO3 (maximum 6 marks) <p>Data Structures required with names as given in the scenario: Arrays or lists <u>RandomNumber[]</u>, <u>CountedNumber[]</u></p> <p>Requirements (techniques)</p> <p>R1 arrays and variables declared, then 100 000 random integers between 1 and 10, inclusive, generated and stored in an array, (array and variable declarations, iteration, random number generation, rounding and storage).</p> <p>R2 frequency of each random integer counted and results stored in array, then results sorted into descending order (initialisation, selection, counting, sort, nested iteration, storage).</p> <p>R3 calculation of the chance of each random integer occurring rounded to 4 d.p. and results output (iteration, rounding and output).</p> <p>Example 15-mark answer in pseudocode</p> <pre>// array and variable declaration DECLARE RandomNumber : ARRAY[1:100000] OF INTEGER DECLARE CountedNumber : ARRAY[1:10, 1:2] OF INTEGER DECLARE Index1 : INTEGER DECLARE Index2 : INTEGER DECLARE Swap : BOOLEAN DECLARE Temp1 : INTEGER DECLARE Temp2 : INTEGER // generate 100000 random integers between 1 and 10, inclusive, // and store them in an array FOR Index1 ← 1 TO 100000 RandomNumber[Index1] ← ROUND(RANDOM() * 9, 0) + 1 NEXT Index1</pre>	15

Question	Answer	Marks
8	<pre>// initialising the CountedNumber array FOR Index1 ← 1 TO 10 CountedNumber[Index1, 1] ← Index1 CountedNumber[Index1, 2] ← 0 NEXT Index1 // counting the frequency of each of the random integers // and storing the frequencies in an array FOR Index1 ← 1 TO 10 FOR Index2 ← 1 TO 100000 IF RandomNumber[Index2] = CountedNumber[Index1, 1] THEN CountedNumber[Index1, 2] ← CountedNumber[Index1, 2] + 1 ENDIF NEXT Index2 NEXT Index1 // performing sort on frequencies, so the possible random numbers // are stored in descending order of frequency Swap ← TRUE WHILE Swap DO // sort is terminated when no swaps take place during a pass Swap ← FALSE FOR Index1 ← 1 TO 9 IF CountedNumber[Index1, 2] < CountedNumber[Index1 + 1, 2] THEN Temp1 ← CountedNumber[Index1, 1] Temp2 ← CountedNumber[Index1, 2] CountedNumber[Index1, 1] ← CountedNumber[Index1 + 1, 1] CountedNumber[Index1, 2] ← CountedNumber[Index1 + 1, 2] CountedNumber[Index1 + 1, 1] ← Temp1 CountedNumber[Index1 + 1, 2] ← Temp2 Swap ← TRUE ENDIF NEXT Index1 ENDWHILE</pre>	

Question	Answer	Marks
8	<pre>// outputting the results, with chances for each random number // calculated to 4 d.p. // results in descending order of frequency FOR Index1 ← 1 TO 10 OUTPUT "The chance of ", CountedNumber[Index1, 1], " occurring is: " OUTPUT ROUND(CountedNumber[Index1, 2]/100000, 4) NEXT Index1</pre> <p>Alternative answer for first 20 lines after declarations, where RandomNumber[] is populated and frequency counted in the same loop.</p> <pre>// initialising the CountedNumber array FOR Index1 ← 1 TO 10 CountedNumber[Index1, 1] ← Index1 CountedNumber[Index1, 2] ← 0 NEXT Index1 // generate random integers in an array, // counting and storing the frequencies in an array FOR Index1 ← 1 TO 100000 Temp1 ← ROUND(RANDOM() * 9, 0) + 1 RandomNumber[Index1] ← Temp1 CountedNumber[Temp1, 2] ← CountedNumber[Temp1, 2] + 1 NEXT Index1 // performing sort on frequencies, so the possible random numbers</pre>	

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Marking Instructions in italics			
AO2: Apply knowledge and understanding of the principles and concepts of computer science to a given context, including the analysis and design of computational or programming problems			
0	1–3	4–6	7–9
No creditable response.	At least one programming technique has been used. <i>Any use of selection, iteration, counting, totalling, input and output.</i>	Some programming techniques used are appropriate to the problem. <i>More than one technique seen applied to the scenario, check the list of techniques needed.</i>	The range of programming techniques used is appropriate to the problem. <i>All criteria stated for the scenario have been covered by the use of appropriate programming techniques, check the list of techniques needed.</i>
	Some data has been stored but not appropriately. <i>Any use of variables or arrays or other language dependent data structures e.g. Python lists.</i>	Some of the data structures chosen are appropriate and store some of the data required. <i>More than one data structure used to store data required by the scenario.</i>	The data structures chosen are appropriate and store all the data required. <i>The data structures used store all the data required by the scenario.</i>

Marking Instructions in italics			
AO3: Provide solutions to problems by: evaluating computer systems making reasoned judgements presenting conclusions			
0	1–2	3–4	5–6
No creditable response.	Program seen without relevant comments.	Program seen with some relevant comment(s).	The program has been fully commented
	Some identifier names used are appropriate. <i>Some of the data structures used have meaningful names.</i>	The majority of identifiers used are appropriately named. <i>Most of the data structures used have meaningful names.</i>	Suitable identifiers with names meaningful to their purpose have been used throughout. <i>All of the data structures used have meaningful names.</i>
	The solution is illogical.	The solution contains parts that may be illogical.	The program is in a logical order.
	The solution is inaccurate in many places. <i>Solution contains few lines of code with errors that attempt to perform a task given in the scenario.</i>	The solution contains parts that are inaccurate. <i>Solution contains lines of code with some errors that logically perform tasks given in the scenario. Ignore minor syntax errors.</i>	The solution is accurate. <i>Solution logically performs all the tasks given in the scenario. Ignore minor syntax errors.</i>
	The solution attempts at least one of the requirements. <i>Solution contains lines of code that attempt at least one task given in the scenario.</i>	The solution attempts to meet most of the requirements. <i>Solution contains lines of code that attempt most tasks given in the scenario.</i>	The solution meets all the requirements given in the question. <i>Solution performs all the tasks given in the scenario.</i>