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for the guidance of teachers

9691 COMPUTING

9691/32

Paper 3 (Written Paper), maximum raw mark 90

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.

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Pa	ge 2	Mark Scheme: Teachers' version	Syllabus S er
		GCE A LEVEL – October/November 2011	9691
(a)	-ens -to co -whe	nporarily storing data ures jobs are kept separate (// ensures no jobs are lost) ompensate for different speeds of operation of devices en jobs sent to a single device er -, max 2)	Syllabus 9691 [2]
(b)	-Refe -alor -Job -Job -Job	at jobs are stored on central/temporary storage erence to job is stored ng with location of print job on the storage medium s are held in print queue s may be given a priority job at the top of the print queue/ highest priority is the next er -, max 4)	
(a)	•	-Stores the address of the memory location to be used next -The value/address in the PC is loaded into the MAR -to show the address of the instruction to be fetched	t
		-The address /operand of the current instruction … -in the CIR (is loaded into the MAR) (1 per -, max 3)	[3]
	· · ·	-Modifies the address held in the CIR… -by the addition of the contents of IR/an integer… -used in indexed addressing (1 per -, max 3)	[3]
(b)	-Data addr	tes connect up the different registers/components/devices in a bus carries contents of a memory location/contents of ess/an instruction a bus is bi-directional // data bus used to read/write data //	of a register/a data value/an
	-Add -the	lress bus carries an address of a memory <u>location/device</u> address bus carries an address from the processor to main er – max 3)	n memory / a device [3]

Page	3	Mark Scheme: Teachers' version	Syllabus er
		GCE A LEVEL – October/November 2011	9691 73
(a) (i		95 = 0011 1001 0101 1 per nybble)	ambrid
(ii	•	995 = 18B 1 per digit)	Syllabus 9691 (3)
(b) (i		1111111 01111111 1 per byte)	[2]
(ii		1111111 10000000 OR 10111111 10000000 1 per byte)	[2]
(iii	, N C 1	1111101 = -128 + (64+32+16+8+4+1) = -3 $1101000 = \frac{1}{2} + \frac{1}{4} + \frac{1}{16} = \frac{13}{16}$ Number represented = 13/16 * $\frac{1}{2}$ ^3 {1/8} = 13/128 (or .1015625) DR: 111101 = -128 + (64+32+16+8+4+1) = -3 01101000 = 0.1101) = 0.1101 * 2^-3 = 0.0001101 = 1/16 + 1/32 + 1/128 = 13/128	
		Accept mantissa: –3/128 exponent: +104	
	(*	1 per line, max 4)	[4]

4 (a) -Danger of unauthorised access to the data // intrusion of privacy
-Data may be used against the patient's interests
-Data may be corrupted/inaccurate (making the information poor quality)
-Data may be used for purposes that the patient does not agree with // e.g. sale to drug companies ...
(1 per -, max 3) [3]

Page 4	Mark Scheme: Teache	rs' version	Syllabus 5	er
	GCE A LEVEL – October/N	November 2011	9691	20
				Ca.
(b)				ambridge
Measure	·	Explanation		'90
-Use of p	basswords	to control access to	the data	-0
-Agreem	ents of data use	to restrict how the da	ata can be used	
-patient	permission must be given	before data is passe	ed to third party	
-some a	ccess to the data is made read	to control who can s	ee/amend what	1
only // di	fferent users have different	data		

(b)

Measure	Explanation
-Use of passwords	to control access to the data
-Agreements of data use	to restrict how the data can be used
-patient permission must be given	before data is passed to third party
-some access to the data is made read only // different users have different access rights	to control who can see/amend what data
-Data is encrypted	to make it incomprehensible
-protected by firewalls	to safeguard against unauthorized access
Dete is kent shusiaalky aafa	
-Data is kept physically safe	example
-backing up files	to safeguard data security
-validation checks done on data	safeguards data integrity
input/amendments	
-patients allowed access to their own	so that accuracy can be verified/
data	corrections can be made
-punishment e.g. fines	to discourage misuse of data

Mark as follows: 3 × Measure + explanation

2 × Measure only

[5]

[4]

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5 (a) E.g. -Touch sensor/pressure sensor/infrared sensor/other sensible -Needed to tell robot when components arrive/To investigate orientation of component/to tell when it has applied enough pressure to pick it up

E.g. -Actuator (electric motor/stepper motor/end effecter) of some sort -Needed to move robot arm/to physically interact with component/to screw the two components together -(Speaker/LCD display) conditional on:

-a description of error reporting (2 or 0 marks)

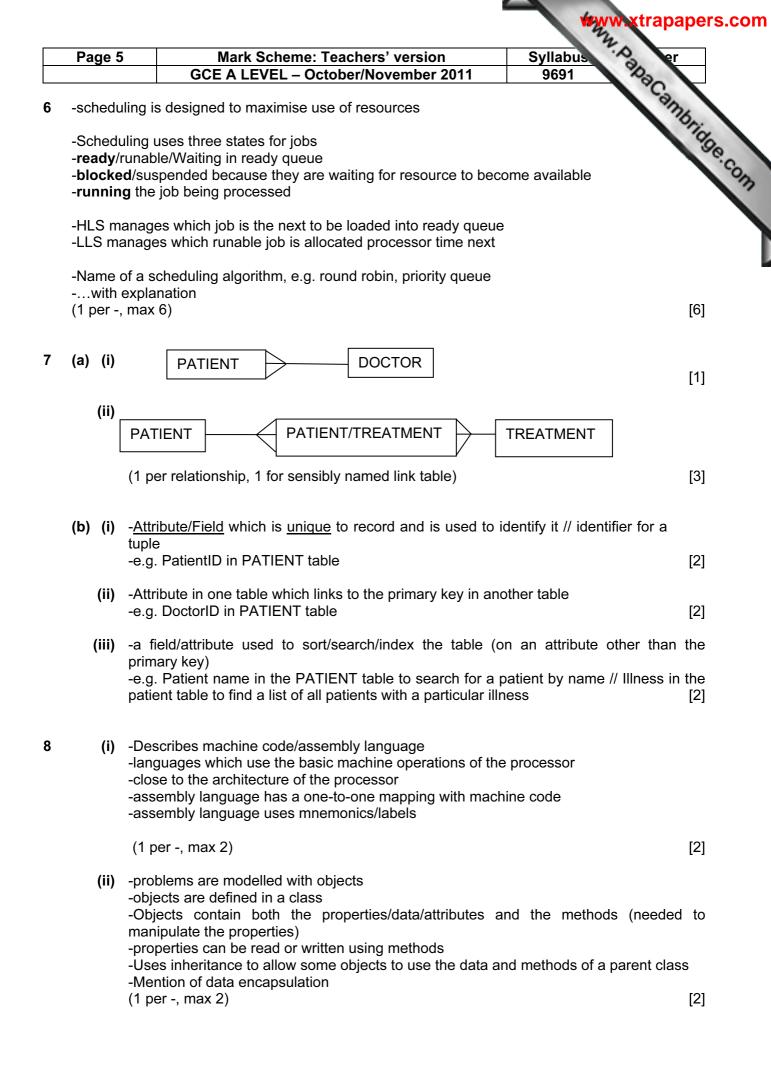
(1 per -, max 4)

(b) e.g.-Cheaper, do not need to be paid

-Work 24/7 -Do not require heat, light, space, ventilation, facilities -robots can work in hazardous environments -Items/actions produced are all to a consistent high standard // fewer errors -Reliable/workers can be off work/will never strike -Actions are more accurate than those of human. (1 per -, max 4)

(c) -May involve simply changing from one stored program to another -set new parameters for current program -edit program / writing new program code -by physically being moved through intermediate positions ... -...which the system can then replicate $(1 \text{ per} -, \max 3)$

[4]



Page	6	Mark Scheme: Teachers' version	Syllabus Syllabus
		GCE A LEVEL – October/November 2011	9691 23
(iii)	-not -the -Cor -Rul -Mei	cribes what is to be accomplished how no algorithm written user states what is to be found/set a goal nsists of a set of facts and rules es are applied to the data until the goal is reached ntion of backtracking/instantiation er -, max 2)	Syllabus 9691 9691 (2
(iv)	-leno -usir	gram describes how to solve the problem in a sequenc ds itself to top-down design / modularisation ng procedures/functions er -, max 2)	e of steps/algorithm [2
(a) (i)	-toke -Che -Erro Also -Jun -data -Che -Che	nes after the lexical analysis stage enised version of program is scanned eck on format/grammar of statements // or by example or diagnostics are issued as appropriate duces code ready for the code generation stage accept: np destinations/labels checked for existence a type mismatch eck that variables have been declared eck for existence of library modules er -, max 4)	e.g. matching brackets
(ii)	-the t -as o -exa	exical analysis stage keywords are identified by compa format of instruction/token string is compared o forms for acceptable expressions and statements. defined by the meta language used mple of a syntax error e.g. IF THEN x=3 er -, max 3)	ring to list of accepted words
(b) (i)	-obje -con -the -Cor -Cor	ect code is difficult to interfere with ect code runs faster than interpreted source code npiler can optimise executable code code is not translated each time the program is run npiler does not need to be present when the program is npiled code will be free from syntax errors er -, max 2)	s run [2
(ii)	-rep -stop	ors are (<u>more</u>) easily located… orts errors when source code is present oping at the point of the error ts (only) of program can be tested / testing can be sta en	arted before all the program i
		ors when found can be immediately corrected. er -, max 2)	[2

