

## MARK SCHEME for the May/June 2011 question paper

## for the guidance of teachers

## 0417 INFORMATION AND COMMUNICATION TECHNOLOGY

0417/12

Paper 1 (Written), maximum raw mark 100

MMM. Hiremepapers.com

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.

• Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



| Page 2 | Mark Scheme: Teachers' version | Syllabus | Paper |
|--------|--------------------------------|----------|-------|
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| Ques.<br>No. | Answer                                                                                |                                                        |          |        |   | Part mark    |
|--------------|---------------------------------------------------------------------------------------|--------------------------------------------------------|----------|--------|---|--------------|
| 1            | <ul><li>A Multimedia proje</li><li>C Motor</li></ul>                                  | ctor <b>B</b> Speakers<br><b>D</b> Dot matrix pri      | nter     |        |   | 1, 1<br>1, 1 |
| 2            | Buzzer                                                                                | DVD RAM                                                | Keyboar  | ď      |   | 1            |
|              | Mouse                                                                                 | Memory Stick                                           | Sensor   |        |   | 1            |
| 3            |                                                                                       |                                                        | True     | False  |   |              |
|              | Measuring software                                                                    | is used to write letters                               |          | ✓      |   | 1            |
|              |                                                                                       | d to create magazines                                  | ✓        |        |   | 1            |
|              |                                                                                       | d unless plugged in to an electricity                  |          |        |   | •            |
|              | socket                                                                                |                                                        |          | ~      |   | 1            |
|              | Database software is used to create slide shows                                       |                                                        |          |        |   | 1            |
|              | A working knowledge of HTML is helpful when creating  web pages                       |                                                        |          |        |   | 1            |
| 4 (a)        | A graphics tablet is used to input a hand drawn image to the computer.                |                                                        |          |        | 1 |              |
| (b)          | A pressure sensor                                                                     | is used to input data to a microproces weighing scale. | ssor con | rolled |   | 1            |
| (c)          | A Trackerball is an input device used by people with limited motor skills.            |                                                        |          |        | 1 |              |
| (d)          | A graph plotter is an output device used to produce large hard copies of car designs. |                                                        |          |        | 1 |              |
| (e)          | A buzzer                                                                              | is an output device used in microwav                   | e ovens. |        |   | 1            |
| 5            |                                                                                       |                                                        |          |        |   |              |
|              | Whatifs                                                                               |                                                        |          | ✓      |   | 1            |
|              | Queries                                                                               |                                                        |          |        |   |              |
|              | Automatic recalculation 🗸                                                             |                                                        |          | 1      |   |              |
|              | Internet browsing                                                                     |                                                        |          |        |   |              |
|              | Animation                                                                             |                                                        |          |        |   |              |
|              | Data replication                                                                      |                                                        |          |        |   | 1            |

| Page 3                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3Mark Scheme: Teachers' versionSyllabusIGCSE – May/June 20110417                                                             |                                                                            | Paper<br>12      |             |   |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------|-------------|---|
| 6                                   | Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | instructions and <b>thre</b>                                                                                                 | <b>e</b> paired meanings from:                                             |                  |             |   |
|                                     | INSTRUCTION     MEANING       FORWARD n     Move n mm forward                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                              |                                                                            |                  |             |   |
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                              |                                                                            |                  |             |   |
|                                     | BACKWARD <i>n</i> Move <i>n</i> mm backward                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                              |                                                                            |                  |             |   |
|                                     | LEFT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | t t                                                                                                                          | Turn left t degrees                                                        |                  |             |   |
|                                     | RIGH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IT t                                                                                                                         | Turn right <i>t</i> degrees                                                |                  |             |   |
|                                     | PENL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | JP                                                                                                                           | Lift the pen                                                               |                  |             |   |
|                                     | PEND                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DOWN                                                                                                                         | Lower the pen                                                              |                  |             | 6 |
| 7                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                              |                                                                            |                  |             |   |
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                              |                                                                            | True             | False       |   |
|                                     | A faxe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ed message is more p                                                                                                         | private                                                                    |                  | ✓           | 1 |
|                                     | An emailed message arrives with the customer more quickly                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                              |                                                                            | ~                |             | 1 |
|                                     | A faxed document can be used for legal purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                              |                                                                            | ~                |             | 1 |
|                                     | An en                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | nail attachment can b                                                                                                        | e edited electronically                                                    | ✓                |             | 1 |
| F<br> <br> <br> <br> <br> <br> <br> | Requir<br>Involve<br>Physic<br>Requir<br>The ou<br>Heater<br>Tempe                                                                                                                                                                                                                                                                                                                                                                                                                                                | cal variables/temperat<br>res the use of feedbac<br>utput affects the input<br>r switched on increas<br>erature above preset | se<br>/temperature sensors are use<br>cure is monitored continuously<br>ck | /<br>to switch o | off heater/ | 4 |
|                                     | <ul> <li>Four from:</li> <li>Data is read by sensors/downloaded from onboard computer/entered using keyboard/touch screen/answers to questions are typed in</li> <li>Uses interactive interface/Asks questions</li> <li> based on previous responses</li> <li>Expert system analyses data</li> <li>Inference engine compares data</li> <li>Compares data with that held in the knowledge base</li> <li> using rules base</li> <li>Matches are found</li> <li>System suggests possible faults/solutions</li> </ul> |                                                                                                                              |                                                                            |                  | 4           |   |
| (b) 7<br>r<br>F<br>7<br>(0          | <b>Two</b> from:<br>medical diagnosis<br>Prospecting<br>Tax<br>Careers<br>Chess games<br>Animal/plant classification/identification                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                              |                                                                            |                  |             | 2 |

| Page 4 |                                                                                                                                                                        | Mark Scheme: Teachers' version                                                                                                                                                                                                                                                                                                                                                                                                | Syllabus                | Paper  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------|
|        |                                                                                                                                                                        | IGCSE – May/June 2011                                                                                                                                                                                                                                                                                                                                                                                                         | 0417                    | 12     |
| 10 (a) | Range<br>Numb                                                                                                                                                          | nark for check, One mark for description from:<br>e check<br>per must be no lower than zero/no higher than highe                                                                                                                                                                                                                                                                                                              | est number/158          |        |
|        |                                                                                                                                                                        | id) character/type check<br>digits can be entered – no other characters                                                                                                                                                                                                                                                                                                                                                       |                         | 2      |
| (b)    | Must be different to (a)<br>One mark for check, One mark for description from:<br>Boolean check<br>Data must be true or false/N or Y<br>(Invalid) character/type check |                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |        |
|        | Lengt                                                                                                                                                                  | alphabetic characters can be entered/no digits<br>h check<br>be exactly one character                                                                                                                                                                                                                                                                                                                                         |                         | 2      |
| (c)    | One n<br>Forma<br>Data r<br>sl<br>(Invali<br>Only c<br>th<br>Lengtl<br>Must I<br>8<br>Range                                                                            | be different to (a) and (b)<br>nark for check, One mark for description from:<br>at check<br>must be two digits followed by slash followed by two<br>lash followed by two digits<br>id) character/type check<br>digits or slashes can be entered/no alphabetic or pu<br>han slash<br>h check<br>have the same number of characters/be no more an<br>characters<br>e check<br>nust be <32/Month must be less than 13/year must | unctuation marks othe   | r<br>2 |
|        | >                                                                                                                                                                      | 0/Whole date must be < today                                                                                                                                                                                                                                                                                                                                                                                                  |                         |        |
| 11     | To inj                                                                                                                                                                 | put text from a printed document                                                                                                                                                                                                                                                                                                                                                                                              | <b>★</b> Bar code reade | r   1  |
|        | To in                                                                                                                                                                  | put data from a bank cheque                                                                                                                                                                                                                                                                                                                                                                                                   | ← Chip reader           | 1      |
|        | To in                                                                                                                                                                  | put data from a bank card                                                                                                                                                                                                                                                                                                                                                                                                     |                         | 1      |
|        | To in                                                                                                                                                                  | put data about a product at a POS                                                                                                                                                                                                                                                                                                                                                                                             | OCR                     | 1      |

| Page 5 |                                                                                                                                                                                | Mark Scheme: Teachers' version Syllabus P                                                                                                                                                                                                                                                                                     |                    |    |  |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----|--|
|        | IGCSE – May/June 2011 0417                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                               |                    | 12 |  |
| 12     |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |                    |    |  |
|        | User                                                                                                                                                                           | D and one of password/PIN/Memorable data                                                                                                                                                                                                                                                                                      |                    |    |  |
|        | Password has to be entered before access is gained/Password can be<br>changed frequently to avoid hackers guessing them/Unsuccessful logins<br>can throw you out of the system |                                                                                                                                                                                                                                                                                                                               |                    |    |  |
|        | -                                                                                                                                                                              | etic stripe/smart card/electronic key/bar code sy<br>nts people without cards accessing system                                                                                                                                                                                                                                | vstem/ID card      |    |  |
|        | Finger                                                                                                                                                                         | etric data<br>print/retina/iris/face/voice recognition used as input<br>fficult to replicate                                                                                                                                                                                                                                  | /Biometric data is | 6  |  |
| 13 (a) | Heada<br>Back                                                                                                                                                                  | wrists<br>fingers                                                                                                                                                                                                                                                                                                             |                    | 2  |  |
| (b)    | Trailin                                                                                                                                                                        | rom:<br>ocution<br>g cables<br>verheating of computers                                                                                                                                                                                                                                                                        |                    | 2  |  |
| 14     | Six fro                                                                                                                                                                        | om:                                                                                                                                                                                                                                                                                                                           |                    |    |  |
|        | Docur<br>Schoo<br>Do no<br>Do no<br>Trave<br>Might                                                                                                                             | advantages from:<br>nents/equipment do not have to be carried around<br>of can call meeting at short notice<br>t have to pay for travelling<br>t have to pay hotel expenses<br>t have to pay for conference room facilities<br>ling time is saved<br>be dangerous to fly/travel<br>led people may find it difficult to travel |                    |    |  |
|        | Takes<br>Difficu<br>Initial<br>Equip<br>Streng                                                                                                                                 | disadvantages from:<br>time to train students<br>It to call international meetings because of time diffe<br>cost of hardware<br>ment can break down<br>gth of signal/bandwidth/lipsync can be a problem/co<br>st/power cuts                                                                                                   |                    | 6  |  |

| Page 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark Scheme: Teachers' version Syllabus                                                                                                                                                                                                                                                             |                              | Paper |
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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IGCSE – May/June 2011                                                                                                                                                                                                                                                                               | 0417                         | 12    |
| 15     | Forwa<br>New I<br>Subm<br>First r<br>Last r<br>Exit b<br>Move                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | from:<br>/previous record button/arrow/facility<br>ard/next record button/arrow/facility<br>record button/arrow/facility<br>nit/save button/facility<br>record button/facility<br>record button/facility<br>outton/return to homepage button/facility<br>to top of page if long form<br>ch facility |                              | 4     |
| 16 (a) | <ul> <li>Six from:<br/>Parallel running/implementation         <ul> <li>A Information is not lost/always a second copy/training can be gradual</li> <li>D Expensive to run two systems together/expense of paying two sets of workers</li> </ul> </li> <li>Phased implementation         <ul> <li>A Still have most of system if things go wrong/no expense of running two systems together/no expense of paying two sets of workers/if latest phase fails only need to go back to that point/training can be gradual</li> <li>D Lose some data if things go wrong/more expensive than direct as each</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                     | e                            |       |
|        | A E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>t implementation/changeover</b><br>Benefits are immediately available/do not have expe                                                                                                                                                                                                           | -                            |       |
|        | D If                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ystems together/less likelihood of errors as system<br>ested/lt is the quickest method of implementation<br>f things go wrong lose all data/old system is not ava<br>lifficult to organise                                                                                                          |                              | Ģ     |
|        | Pilot                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | running                                                                                                                                                                                                                                                                                             |                              |       |
|        | s<br>v<br>D N<br>n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Still have most of system if things go wrong/no expension<br>systems together/Can train staff in one area only/ha<br>vorkers than parallel<br>More expensive than direct changeover as more wo<br>needed/slower method than direct/takes time to imp<br>company                                     | ve to pay fewer<br>rkers are | 6     |
|        | Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | award marks for <b>two</b> methods                                                                                                                                                                                                                                                                  |                              |       |
| (b)    | Three from:<br>Comparison of the solution with the original task requirements<br>Identification of any limitations to the system<br>Identification of any necessary improvements<br>Analysing/collecting users' responses to using the system<br>Comparison of test results of new system with old system results<br>Comparison of the performance of the new system with performance of the old                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     | d. 3                         |       |

| Pag    |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Paper                                                              |    |
|--------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----|
|        |                                                                                                                 | IGCSE – May/June 2011                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0417                                                               | 12 |
| 17     | Do no<br>Do no<br>Can le<br>Great<br>More<br>Are al<br>Can le<br>Can le<br>Can e<br>Can co<br>Microj<br>Do no   | from:<br>processor controlled devices do much of housework<br>at need to do many things manually<br>at need to be in the house when food is cooking<br>at need to be in the house when clothes are being was<br>eave their home to go shopping/work at any time of the<br>er social interaction/more family time<br>time to go out/more leisure time/more time to do other<br>ble to do other leisure activities when convenient to the<br>ead to unhealthy eating due to dependency on ready r<br>ead to laziness/lack of fitness<br>encourage a healthy lifestyle because of smart fridges<br>processor controlled burglar alarm provides a sense of<br>thave to leave home to get fit<br>al household skills are lost | e day<br><sup>.</sup> things/work<br>em<br>meals<br>analyzing food | 4  |
| 18 (a) | Press                                                                                                           | sure sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |    |
|        | Move                                                                                                            | ement sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                    |    |
|        | Light                                                                                                           | sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                                                  | 1  |
|        | Temp                                                                                                            | perature sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓                                                                  | 1  |
|        | Moist                                                                                                           | ure sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                  | 1  |
|        | Infra                                                                                                           | red sensor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                    |    |
| (b)    |                                                                                                                 | outers work in digital<br>ors produce analogue data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    | 1  |
| (c)    | Temp<br>If lowe<br>If lowe<br>If high<br>If high<br>If high<br>Humic<br>Moistu<br>If lowe<br>If high<br>Light i | max. from:<br>erature is compared with preset value<br>er microprocessor switches on heater<br>er microprocessor shuts windows<br>her microprocessor switches heater off<br>her microprocessor switches fan on<br>her microprocessor opens windows<br>dity is compared with preset value<br>ure level is compared with preset value<br>er microprocessor switches on sprinkler<br>her microprocessor switches off sprinkler<br>is compared with preset value<br>er microprocessor switches off sprinkler                                                                                                                                                                                                                 |                                                                    |    |
|        | If read                                                                                                         | ling is at the preset value then no action is taken by m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | nicroprocessor                                                     | 5  |

| Page 8 |                                                                                                                                                  |                                                                                                                                                        |                    | Paper          |
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|        | IGCSE – May/June 2011 0417                                                                                                                       |                                                                                                                                                        |                    | 12             |
| 19     | Two n                                                                                                                                            | natched pairs from:                                                                                                                                    |                    |                |
|        | ba                                                                                                                                               | ing<br>ers send an e-mail asking for a customer's details/ap<br>ank/says that the bank needs the information/asks t<br>assword, card or account number | •                  | he             |
|        | Pharming<br>Redirects a genuine website's traffic to hacker's website                                                                            |                                                                                                                                                        |                    |                |
|        | Soft w                                                                                                                                           | are/key logging software<br>vare which detects key presses on the keyboard who<br>ank account                                                          | en the user logs c | on to <b>4</b> |
| 20     | <b>Two advantages</b> from:<br>Usually have mobile phone in your possession<br>Easy to carry/are portable<br>Can access internet almost anywhere |                                                                                                                                                        |                    |                |
|        | Easily<br>May h                                                                                                                                  | ave poorer signal                                                                                                                                      |                    |                |
|        | Conte<br>Can b                                                                                                                                   | iy is smaller/keyboard is smaller<br>nt is more limited<br>e slower to access internet<br>ies might run out                                            |                    |                |
|        | No mo                                                                                                                                            | ouse so can be more difficult to navigate                                                                                                              |                    | 4              |