| Centre<br>No.                   |                            |                    |         |        |                        | Pape    | er Refei   | rence   |         |           | Surianic                    |        | IIIItia            | 11(3)    |
|---------------------------------|----------------------------|--------------------|---------|--------|------------------------|---------|------------|---------|---------|-----------|-----------------------------|--------|--------------------|----------|
| Candidate<br>No.                |                            |                    |         | 4      | 3                      | 8       | 5          | /       | 2       | H         | Signature                   |        | •                  |          |
| -                               |                            | per Reference      |         |        |                        |         |            |         |         |           |                             | Exan   | niner's us         | e only   |
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|                                 |                            | <b>Jon</b>         | ldo     | n l    | $\mathbf{E}\mathbf{x}$ | an      | nin        | at      | ior     | <b>1S</b> | <b>IGCSE</b>                | Team I | Leader's u         | use only |
|                                 | I                          | nfo                | rms     | atio   | n s                    | and     | 1 <i>C</i> | ΛM      | mı      | ıni       | cation                      |        |                    |          |
|                                 |                            |                    |         |        |                        | 4110    |            | UIII    |         |           | cation                      |        |                    |          |
|                                 | _                          | Tech<br>Pape       |         |        | y                      |         |            |         |         |           |                             |        | Question<br>Number |          |
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|                                 |                            | lues               | _       |        |                        |         |            |         | 4 fte   | erno      | oon                         |        | 3                  |          |
|                                 |                            | ime:               | •       |        |                        | •       |            |         | · IIV   |           | 7011                        |        | 4                  |          |
|                                 | 1                          | IIIIe.             | 1 110   | Jui    | 3U 1                   | 111111  | uies       |         |         |           |                             |        | 5                  |          |
|                                 | M                          | aterials           | require | ed for | exami                  | nation  | It         | ems in  | clude   | d with    | question papers             |        | 6                  |          |
|                                 | $\overline{\mathbf{N}}$    |                    |         |        |                        |         | N          |         |         |           | <u> </u>                    |        | 7                  |          |
|                                 |                            |                    |         |        |                        |         |            |         |         |           |                             |        | 8                  |          |
|                                 |                            |                    |         |        |                        |         |            |         |         |           |                             |        | 9                  |          |
| Instructions                    | to Condi                   | datas              |         |        |                        |         |            |         |         |           |                             |        | 10                 |          |
| In the boxes al                 | oove, write                | your ce            |         |        |                        | date ni | ımber      | your    | surna   | me, in    | tial(s) and signatu         | re.    | 11                 |          |
| Check that you Answer ALL       |                            |                    |         |        |                        | the sp  | aces p     | rovide  | ed in t | his que   | estion paper.               |        | 12                 |          |
| Do not use per                  |                            |                    |         |        |                        | •       | 1          |         |         | •         | 1 1                         |        | 13                 |          |
| Information                     | for Cand                   | lidates            |         |        |                        |         |            |         |         |           |                             |        | 14                 |          |
| The marks for There are 15 c    | individual<br>questions in | questic<br>this qu | estion  | paper. | The                    | total n | nark f     | or this | pape    |           | brackets: e.g. <b>(2)</b> . |        | 15                 |          |
| There are 16 p                  | pages in thi               | s questi           | on pap  | er. Ar | ıy blaı                | nk pag  | es are     | indic   | ated.   |           |                             |        |                    |          |
| Advice to Ca                    |                            |                    |         |        |                        |         |            |         |         |           |                             |        |                    |          |
| You are remin<br>Include diagra |                            |                    |         |        |                        |         |            | ıl pres | entati  | on in y   | our answers.                |        |                    |          |

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Turn over

|Total |

|     |   |       | Leave<br>blank |
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|     | Answer ALL questions  |       |                |
| AZ  | cking up data means taking a copy of the data so that it can be restored if requip drive is a device that is suitable for backing up data.                          | ired. |                |
| (a) | State <b>two</b> other devices that could be used for this purpose.   |       |                |
|     | Device 1  |       |                |
|     | Device 2  |       |                |
|     |   | (2)   |                |
|     | veral factors need to be carefully considered when a backup procedure is designed. tor is the management of the backup process, such as who will label the backups. | One   |                |
| (b) | State <b>three</b> other factors that should be considered when backing up data. Give a reason in each case.  |       |                |
|     | Factor 1  |       |                |
|     | Reason 1  |       |                |
|     |   |       |                |
|     | Factor 2  |       |                |
|     | racioi 2  | ••••• |                |
|     | Reason 2  |       |                |
|     |   | ••••• |                |
|     | Factor 3  |       |                |
|     | Reason 3  |       |                |
|     |   |       |                |
|     |   | (6)   | Q1             |
|     | (Total 8 ma   | rks)  |                |

|    |   | blan |
|----|---|------|
| 2. | WorldTravel.net accepts holiday bookings to all parts of the world via the Internet. Customers must enter the data, some of which is shown below. A screen is then displayed so that the data can be accepted or amended. |      |
|    | • Customer name   |      |
|    | Customer telephone number   |      |
|    | <ul> <li>Destination</li> </ul>   |      |
|    | • Number of people travelling.  |      |
|    | Design a suitable user friendly screen for this purpose. Include <b>three</b> other data items that would be needed.  |      |
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|    |   | Q2   |

| (ii) Describe one effect that this has had on employers.  (2)  (b) (i) Give one example of where a job role has changed through the use of ICT.  (1)  (ii) Describe one effect that this has had on employees.  (2)  (1)  (2) |   |                |
|---|---|----------------|
| (b) (i) Give <b>one</b> example of where a job role has changed through the use of ICT.  (1)  (ii) Describe <b>one</b> effect that this has had on <b>employees</b> .   |   | (1)            |
| (b) (i) Give <b>one</b> example of where a job role has changed through the use of ICT.  (1)  (ii) Describe <b>one</b> effect that this has had on <b>employees</b> .   | (ii) Describe <b>one</b> effect that this has had on <b>employers</b> .       |                |
| (ii) Describe <b>one</b> effect that this has had on <b>employees</b> .   |   | (2)            |
| (ii) Describe <b>one</b> effect that this has had on <b>employees</b> .  (2)  | (b) (i) Give <b>one</b> example of where a job role has changed through the u | se of ICT.     |
| (2)   |   | (1)            |
|   | (ii) Describe <b>one</b> effect that this has had on <b>employees</b> .       |                |
| (Total 6 marks)   |   | (2)            |
|   |   | Total 6 marks) |
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| (a) | Explain how a computer simulation is created.                                   |      |
|-----|---|------|
|     |   |      |
|     |   |      |
| (h) | Virtual reality is a form of computer simulation. Give an example of where vir  | (2)  |
| (0) | reality is used.  |      |
|     |   |      |
|     |   | (1)  |
| (c) | Explain how virtual reality simulations differ from other computer simulations. |      |
|     |   |      |
|     |   |      |
|     |   | (2)  |
|     | (Total 5 ma   | rks) |
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5. All students at a college have to pay a fee of up to £150.00. The table forms part of the college's new administration system.

| Student ID | Surname  | Initials | Date of Birth | Fee (£) |
|------------|----------|----------|---------------|---------|
| AHM04025   | Ahmed    | S        | 21/09/93      | 35.00   |
| FAC08036   | Facciuto | L        | 01/08/91      | 129.00  |
| LAN06031   | Lanfear  | MR       | 25/06/92      | 29.39   |
| LAN06031   | Langston | P        | 04/02/91      | 51.67   |
| WIL08051   | Wilson   | JIF      | 30/07/92      | 119.25  |

|       | W1L08051         | Wilson         | JIF           | 30/07/92                                  | 119.25 |             |
|-------|------------------|----------------|---------------|---|--------|-------------|
| ) Sug | ggest a suitable | field type and | l size for ea | ch of the following                       | ng.    |             |
| (i)   | Student ID       |                |               |   |        |             |
| (1)   | Student 12       |                |               |   |        | (1)         |
| (ii)  | ) Date of Birth. |                |               |   |        |             |
| ( )   | •                |                |               |   |        | (1)         |
| (iii  | i) Fee (£)       |                |               |   |        |             |
|       |                  |                |               |   |        | (1)         |
| _     | •                |                | •             | h typical data, ex<br>st data for the Fee |        | and invalid |
| Ty    | pical data       |                |               |   |        |             |
| Ex    | treme data       |                |               |   |        |             |
|       |                  |                |               |   |        |             |
| Inv   | valid data       |                |               |   |        | (3)         |
|       |                  |                |               |   |        | ( )         |
|       |                  |                |               |   | (To4e  | al 6 marks) |

| 1                | eature 1  |   |
|------------------|---|---|
|                  |   |   |
| Ė                | Explanation   |   |
| •                |   |   |
| F                | Seature 2   |   |
| E                | Explanation   |   |
| -                |   |   |
| F                | Seature 3   |   |
| F                | Explanation   |   |
|                  |   |   |
|                  |   | Q |
|                  |   |   |
|                  | (Total 6 marks)   |   |
| p<br>p           | A college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  Describe the advantages of each method in this context.         |   |
| р<br>р           | A college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  |   |
| р<br>р           | a college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  Describe the advantages of each method in this context.         |   |
| р<br>р<br>П<br>Т | a college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  Describe the advantages of each method in this context.         |   |
| р<br>р<br>П      | A college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  Describe the advantages of each method in this context.  Tables |   |
| р<br>р<br>П<br>  | A college wishes to show parents how examination results have improved over the revious five years. The Principal has suggested using tables, charts, or multi-media to resent this information. Each of these methods has advantages over the others.  Describe the advantages of each method in this context.  Tables |   |



|    |   |                          | T              |
|----|---|--------------------------|----------------|
| 8. | E-mail has improved communication within organisations. De carry out each of the following tasks efficiently. | scribe the steps used to | Leave<br>blank |
|    | (a) Pass on to the sales manager an e-mail message that you customer.   | a have received from a   |                |
|    | Step 1  |                          |                |
|    | Step 2  | (2)                      |                |
|    | (b) Inform all managers in the organisation about the time and d  | late of a meeting.       |                |
|    | Step 1  |                          |                |
|    | Step 2  | (2)                      |                |
|    | (c) Send the photograph of a new product to the publicity depar   | tment.                   |                |
|    | Step 1  |                          |                |
|    | Step 2  | (2)                      | <b>Q8</b>      |
|    |   | (Total 6 marks)          |                |
| 9. | State <b>two</b> automatic scanning methods for capturing alphanumeric give an example of its use.            |                          |                |
|    | Method 1  |                          |                |
|    | Use 1   |                          |                |
|    | Method 2  |                          |                |
|    | Use 2   |                          | <b>Q9</b>      |
|    |   | (Total 4 marks)          |                |
|    |   |                          |                |
|    |   |                          |                |
|    |   |                          |                |
|    |   |                          |                |
|    |   |                          |                |
|    |   |                          |                |
|    |   |                          |                |

|    | escribe <b>one</b> example of where it would be better to use the postal service than  | Des   |
|----|--|-------|
|    | mail.  |       |
|    |  |       |
|    | (2)  |       |
|    | ossible to set up a video conference call where more than two people in different ies can hold a discussion using a video link.  |       |
|    | A computer has a video camera and network operating system. State <b>one</b> other input device and <b>one</b> other software item to enable the computer to be used for video conferencing. | (i)   |
|    | Input device   |       |
|    | Software item  |       |
|    | (2)  |       |
|    | ) Describe the type of network connection required, giving a reason for your answer.   | (ii)  |
|    |  |       |
|    |  |       |
|    | (2)  |       |
|    | i) Explain why <b>two</b> people might prefer to use a video conference rather than an ordinary telephone call.  | (iii) |
|    | i) Explain why <b>two</b> people might prefer to use a video conference rather than an   | (iii) |
| Q1 | i) Explain why <b>two</b> people might prefer to use a video conference rather than an   | (iii) |

| records<br>collecte | ege uses a computer-based batch processing system for keeping the students'. The students provide their details on enrolment forms. The completed forms are ed into batches to update the master files. This occurs every night during enrolment and once a week following enrolment week to update the student record system. | L<br>b         |
|---------------------|--|----------------|
| (a) (i)             | Explain the term 'batch processing' in this context.   |                |
|                     |  |                |
|                     |  |                |
|                     | (3)  |                |
| (ii)                | Explain how batch processing methods could produce errors in student data.   |                |
| (b) (i)             | Explain why batch processing is more appropriate than transaction processing during enrolment week.  |                |
|                     | (2)  |                |
| (ii)                | Explain why transaction processing is more appropriate than batch processing outside enrolment week.   |                |
|                     |  |                |
|                     |  |                |
|                     | (2)  | $\mathbf{Q}_1$ |

| Leave |
|-------|
| blank |

| 12. | A school library uses an information system to store details of books borrowed by students |
|-----|--|
|     | Part of the student table is shown.  |

| Stud_num | Name    | Date due   | ISBN          | Tutor |
|----------|---------|------------|---------------|-------|
| OXZ3564  | Hawkins | 21/09/2008 | 0-7487-6367-8 | PA    |
| WRT1458  | Singh   | 23/02/2008 | 0-7847-5747-3 | DB    |
| ASD5689  | Smith   | 05/06/2008 | 0-6581-2543-9 | MT    |
| QWE1234  | Ibell   | 14/05/2008 | 0-2591-2215-7 | VG    |

Each book in the library has a bar code containing its ISBN for that volume.

| •••• |   |
|------|---|
|      | (2)   |
| Data | a must also be verified. One manual method is by proofreading.  |
| (i)  | State <b>one</b> other manual method of verification.   |
|      |   |
|      | (1)   |
| (ii) | For the data shown, suggest a field other than the ISBN that could be verified electronically. Give a reason for your choice and describe how this verification would be done.        |
| (ii) | For the data shown, suggest a field other than the ISBN that could be verified electronically. Give a reason for your choice and describe how this verification                       |
| (ii) | For the data shown, suggest a field other than the ISBN that could be verified electronically. Give a reason for your choice and describe how this verification would be done.        |
| (ii) | For the data shown, suggest a field other than the ISBN that could be verified electronically. Give a reason for your choice and describe how this verification would be done.  Field |
| (ii) | For the data shown, suggest a field other than the ISBN that could be verified electronically. Give a reason for your choice and describe how this verification would be done.  Field |

| (b) Explain why Verna should be cautious about using information obtained from Internet in her research work.  | (2)  In why Verna should be cautious about using information obtained from the et in her research work.  (2)  (2)  (3)  (4)  (5)  (6)  (7)  (7)  (8)  (9)  (1)  (1)  (2)  | (a) | Describe how Verna might narrow her search to find more suitable information for her |
|--|---|-----|--|
| (c) Shortly after completing the research Verna starts to receive unwanted e-mail relationship in the starts about using information obtained from the starts to receive unwanted e-mail relationship.       | n why Verna should be cautious about using information obtained from the et in her research work.  (2)  y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen. |     |  |
| (c) Shortly after completing the research Verna starts to receive unwanted e-mail relationship.  | n why Verna should be cautious about using information obtained from the et in her research work.  (2)  y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen. |     |  |
| b) Explain why Verna should be cautious about using information obtained from Internet in her research work.  C) Shortly after completing the research Verna starts to receive unwanted e-mail relationship. | n why Verna should be cautious about using information obtained from the et in her research work.  (2)  y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen. |     |  |
| c) Shortly after completing the research Verna starts to receive unwanted e-mail relationships.  | y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen.  (2)  | b)  | Explain why Verna should be cautious about using information obtained from the       |
| c) Shortly after completing the research Verna starts to receive unwanted e-mail relationships.  | y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen.  (2)  |     |  |
| c) Shortly after completing the research Verna starts to receive unwanted e-mail relationships.  | y after completing the research Verna starts to receive unwanted e-mail related project topic. Explain how this could happen.  (2)  |     |  |
|  | project topic. Explain how this could happen.  (2)  |     | (2)  |
|  |   | (c) |  |
|  |   |     |  |
|  | (Total 6 marks)   |     |  |
| (Total 6 mark  |   |     | to the project topic. Explain how this could happen.                                 |
|  |   |     | to the project topic. Explain how this could happen.  (2)                            |
|  |   |     | to the project topic. Explain how this could happen.  (2)                            |
|  |   |     | to the project topic. Explain how this could happen.  (2)                            |

| Workstations will be used in reception, the manager's office and in the dining room.  (a) Describe the additional hardware and software that would be required in the stand-alone computers to enable them to be networked in this way.  (3)  (b) Explain how the manager could prevent reception and dining room staff from accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  (2)  (Total 8 marks) |     | e manager of a small hotel uses a stand-alone computer to administer the booking and ing systems. The manager is considering setting up a small wireless area network. |
|---|-----|--|
| stand-alone computers to enable them to be networked in this way.  (3)  (b) Explain how the manager could prevent reception and dining room staff from accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.   | wo  | rkstations will be used in reception, the manager's office and in the dining room.   |
| (b) Explain how the manager could prevent reception and dining room staff from accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.   | (a) | • • • • • • • • • • • • • • • • • • •  |
| (b) Explain how the manager could prevent reception and dining room staff from accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.   |     |  |
| (b) Explain how the manager could prevent reception and dining room staff from accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.   |     |  |
| accessing confidential customer information on the network.  (3)  (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  |     | (3)  |
| (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  (2)   | (b) |  |
| (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  (2)   |     |  |
| (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  (2)   |     |  |
| (c) Explain how the dining room staff can use this system to ensure that only guests registered in the hotel eat in the dining room.  (2)   |     |  |
| registered in the hotel eat in the dining room.  (2)  |     | (3)  |
|   | (c) |  |
|   |     |  |
|   |     |  |
| (Total 8 marks)   |     | (2)  |
|   |     | (Total 8 marks)  |
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**15.** Peter runs a wholesale garden business. Peter uses a spreadsheet to help with the business accounts. Part of the spreadsheet he uses is shown.

|    | A                         | В           | С        | D                 | E |
|----|---------------------------|-------------|----------|-------------------|---|
| 1  | Sales                     | - May 2009  |          |                   |   |
| 2  |                           |             |          |                   |   |
| 3  |                           |             |          |                   |   |
| 4  | Customer                  | Total Sales | Discount | <b>Amount Due</b> |   |
| 5  | Flowers R Us              | £4,392.00   | £65.88   | £4,326.12         |   |
| 6  | Red Roses Nursery         | £8,752.00   | £131.28  | £8,620.72         |   |
| 7  | Bloomsbury                | £3,325.00   | £0.00    | £3,325.00         |   |
| 8  | Garden Delights           | £11,569.00  | £173.54  | £11,395.46        |   |
| 9  | Valley Gardening Services | £23,698.00  | £355.47  | £23,342.53        |   |
| 10 | Sensational Blooms        | £5,000.00   | £75.00   | £4,925.00         |   |
| 11 | Flowers for All           | £12,345.00  | £185.18  | £12,159.82        |   |
| 12 |                           |             |          |                   |   |

Peter awards a discount of 1.5% to all customers who spend over £4,000 on a single purchase.

| (a) | Give a suitable    | formula, | using | the | lF | function, | that | can | be | placed | in | cell | C5 | tc |
|-----|--------------------|----------|-------|-----|----|-----------|------|-----|----|--------|----|------|----|----|
|     | calculate the disc | count.   |       |     |    |           |      |     |    |        |    |      |    |    |

| (3) |
|-----|

Peter is so pleased with the increase in business as a result of the discount scheme that he decides to offer different levels of discount. Sales over £8,000 will now earn a 2% discount.

| (b) | Give    | a  | formula | that | must | be | placed | in | cell | C5 | to | calculate | any | new | discount |
|-----|---------|----|---------|------|------|----|--------|----|------|----|----|-----------|-----|-----|----------|
|     | entitle | em | ent.    |      |      |    |        |    |      |    |    |           |     |     |          |

| <br> |
|------|
| (4)  |

Users of the spreadsheet now need to know that it calculates the new discounts.

(c) Amend the spreadsheet diagram above to show users that the spreadsheet now calculates additional discounts on sales over £8,000.

(1) Q15

(Total 8 marks)

TOTAL FOR PAPER: 100 MARKS

END

)





