UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS GCE Advanced Subsidiary Level and GCE Advanced Level

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for the guidance of teachers

9691 COMPUTING

9691/13

Paper 1 (Written Paper), maximum raw mark 75

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 October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



- 2 (a) (i) Questionnaires
 - Advantage: Can collect the views of many people very quickly/can keep the replies restricted/on-message
 - can analyse the results more easily
 - Disadvantage: Cannot change lines of questions because of interesting responses/Responses may not be truthful/Workers may not bother to respond/hard to be comprehensive [2]
 - (ii) Interviews:
 - Advantage: Can change line of questioning according to responses/Allows greater freedom of response to interviewee
 - Disadvantage: Takes a lot of time/Freedom of response may mean that interviewee does not stick to the point/Must be carried out when both interviewer and interviewee are free [2]
 - (b) (i) Parallel where the old and the new run together for a period
 - to ensure the new system give same results as the old
 - until the new system is proved to be reliable/allows for training of staff
 - increases the costs of implementation
 - if new system fails you can go back to the old one
 - (ii) Pilot where system is introduced to one small section of organisation
 - If system fails then remainder of organisation can absorb failure on the old system/staff can be fully trained before system is fully implemented
 - critical/ non-critical section first + reason

[2]

[2]

| Page 3 | Mark Scheme: Teachers' version | Syllabus 🔗 er |
|--|---|-------------------------------|
| | GCE AS/A LEVEL – October/November 2011 | CODE 2 |
| Colour u different Some co Sound to failsafe so that a Content retrieve Periphet keyboar (1 per –, mat | used to show different types of information on screens t windows keeping data areas separate olours/reverse video/flashing reserved for important me o provide an alarm if something is wrong "are you sure" response to dangerous input attention of operators is immediately drawn to that inform will remain constant for many outputs history of past actions rals for input, probably touch screen to isolate area for ind ds for changing parameters of processing x 5) | ssages mation nspection |
| Set-up – Data col – and fron – create u – Data sto – create ir – Rules go – test the | llected from experts in the field n resource material like books/encyclopaedias/ lser interface ored in the knowledge base nference engine overning the use of the data are stored in the rules base system against known outcomes | e max 4 |
| Use – Question – Knowled – inferenc – Results – Probabil – Reasoni | ns asked about the sample as part of the interface dge base is searched for answers to questions posed. we engine used are presented on screen/given to user along with lities in percentage form ing behind the results given / explanation system | max 4 |
| To a max of | 6 | 16 |
| (a) FOR I = ARI NEXT I Mark po – Use – Cor – Cor | 0 TO END_OF_ARRAY RAY (I) = 0 ints: e of appropriate loop structure rect condition on loop rectly set successive values to 0 | [3 |
| (b) (i) - - - - - - - - - - - - - | dimension an array Data input to the stack is placed at pointer/on top Pointer reset to top of stack/incremented Data read from stack is read from top of stack Pointer is decremented Check always made for stack full/empty stack is LIFO structure Example of a LIFO structure | |



(1 per –, max 3)

[3]



(1 for C and 1 for D)

[2]

| | | | | | | Way |
|-----|--------|------------|--|------------|----|-------------------|
| Pag | Page 6 | | Mark Scheme: Teachers' version | | | Syllabus Syllabus |
| | | | GCE AS/A LEVEL – October/November 2011 | | | CODE 20 |
| (b) | | | | | | Can |
| | Α | в | Е | F | | onido |
| | 0 | 0 | 1 | 1 | | 20 |
| | 0 | 1 | 1 | 0 | | |
| | 1 | 0 | 1 | 1 | | |
| | 1 | 1 | 0 | 1 | | |
| | (1 p | ı er pa | air, n | 1 1ax 4 | •) | [4] |