

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
 Cambridge International Advanced Subsidiary and Advanced Level

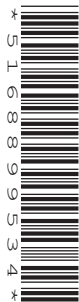
CANDIDATE  
NAME

CENTRE  
NUMBER

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

CANDIDATE  
NUMBER

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



**COMPUTER SCIENCE**

**9608/12**

Paper 1 Theory Fundamentals

**May/June 2016**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

No calculators allowed.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

No marks will be awarded for using brand names of software packages or hardware.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

The maximum number of marks is 75.

This document consists of **15** printed pages and **1** blank page.

- 1 Three examples of language translators and four definitions are shown below.

Draw lines to link each language translator to the correct one or more definitions.

**Language translator**

**Definition**

Compiler

The software reads the source code and reports all errors. The software produces an executable file.

Assembler

The software reads each statement and checks it before running it. The software halts when it encounters a syntax error.

Interpreter

The software translates a high-level language program into machine code for the processor to execute.

The software translates low-level statements into machine code for the processor to execute.

[3]

3

- 2 (a) Convert the following denary integer into 8-bit binary.

55

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

[1]

- (b) Convert the following Binary Coded Decimal (BCD) number into denary.

10000011

.....[1]

- (c) Convert the following denary integer into 8-bit two's complement.

-102

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

[2]

- (d) Convert the following hexadecimal number into denary.

4E

.....[1]

- 3 (a) Describe how special purpose registers are used in the fetch stage of the fetch-execute cycle.

.....

.....

.....

.....

.....

.....

.....

.....[4]

- (b) Use the statements A, B, C and D to complete the description of how the fetch-execute cycle handles an interrupt.

|   |                                                                                           |
|---|-------------------------------------------------------------------------------------------|
| A | the address of the Interrupt Service Routine (ISR) is loaded to the Program Counter (PC). |
| B | the processor checks if there is an interrupt.                                            |
| C | when the ISR completes, the processor restores the register contents.                     |
| D | the register contents are saved.                                                          |

At the end of the cycle for the current instruction .....

If the interrupt flag is set, ..... , ..... and .....

The interrupted program continues its execution.

[4]

- 4 A group of students broadcast a school radio station on a website. They record their sound clips (programmes) in advance and email them to the producer.

(a) Describe how sampling is used to record the sound clips.

.....

.....

.....

.....

.....

.....[3]

(b) The students use software to compress the sound clips before emailing them.

(i) Circle your chosen method of compression and justify your choice.

Lossy / Lossless

Justification: .....

.....

.....

.....[3]

Students also email images to the radio station for use on its website.

These are compressed before sending using run-length encoding (RLE).

(ii) Explain what is meant by run-length encoding.

.....

.....

.....

.....

.....

.....[3]

(iii) The following diagrams show:

- the denary colour code that represents each colour
- the first three rows of a bitmap image

| Colour symbol | Colour code (denary) |
|---------------|----------------------|
| B             | 153                  |
| W             | 255                  |

|     | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| 0   | B | B | B | B | B | B | B | B | B | B | W  | W  | W  | B  | B  | B  |
| 1   | B | B | B | B | B | B | B | B | B | W | W  | W  | W  | W  | W  | B  |
| 2   | B | B | B | B | B | B | B | W | W | W | W  | W  | W  | W  | W  | W  |
| ... |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| 95  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

Show how RLE will compress the first three rows of this image.

Row 1: .....

Row 2: .....

Row 3: .....[2]

- 5 Three types of software licensing and four descriptions are shown in the table below.

Put a tick (✓) in each row to match each description to the appropriate type of software licensing.

| Description                                 | Type of software |           |            |
|---------------------------------------------|------------------|-----------|------------|
|                                             | Open source      | Shareware | Commercial |
| Software is purchased before it can be used |                  |           |            |
| Source code comes with the software         |                  |           |            |
| Software is provided free on a trial basis  |                  |           |            |
| The software can be modified by the user    |                  |           |            |

[4]

- 6 A team of software engineers is developing a new e-commerce program for a client.

State **three** of the principles of the ACM/IEEE Software Engineering Code of Ethics. Illustrate each one, with an example, describing how it will influence their working practices.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

3 .....

.....

.....

.....[6]

7 Access to World Wide Web content uses IP addressing.

(a) State what IP stands for.

.....[1]

(b) The following table shows four possible IP addresses.

Indicate for each IP address whether it is valid or invalid and give a reason.

| Address       | Denary / Hexadecimal | Valid or Invalid | Reason |
|---------------|----------------------|------------------|--------|
| 3.2A.6AA.BBBB | Hexadecimal          |                  |        |
| 2.0.255.1     | Denary               |                  |        |
| 6.0.257.6     | Denary               |                  |        |
| A.78.F4.J8    | Hexadecimal          |                  |        |

[4]

(c) Describe **two** differences between public and private IP addresses.

1 .....

.....

2 .....

.....[2]



- 8** A school stores a large amount of data. This includes student attendance, qualification, and contact details. The school's software uses a file-based approach to store this data.

**(a)** The school is considering changing to a DBMS.

**(i)** State what DBMS stands for.

.....[1]

**(ii)** Describe **two** ways in which the Database Administrator (DBA) could use the DBMS software to ensure the security of the student data.

1 .....

.....

.....

.....

2 .....

.....

.....

.....[4]

**(iii)** A feature of the DBMS software is a query processor.

Describe how the school secretary could use this software.

.....

.....

.....

.....[2]

**(iv)** The DBMS has replaced software that used a file-based approach with a relational database.

Describe how using a relational database has overcome the previous problems associated with a file-based approach.

.....

.....

.....

.....[3]

- (b) The database design has three tables to store the classes that students attend.

**STUDENT** (StudentID, FirstName, LastName, Year, TutorGroup)

**CLASS** (ClassID, Subject)

**CLASS-GROUP** (StudentID, ClassID)

Primary keys are not shown.

There is a one-to-many relationship between **CLASS** and **CLASS-GROUP**.

- (i) Describe how this relationship is implemented.

.....  
 .....  
 .....[2]

- (ii) Describe the relationship between **CLASS-GROUP** and **STUDENT**.

.....[1]

- (iii) Write an SQL script to display the `StudentID` and `FirstName` of all students who are in the tutor group 10B. Display the list in alphabetical order of `LastName`.

.....  
 .....  
 .....  
 .....[4]

- (iv) Write an SQL script to display the `LastName` of all students who attend the class whose `ClassID` is CS1.

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....[4]

**Question 9 begins on page 12.**

- 9 The table shows assembly language instructions for a processor which has one general purpose register, the Accumulator (ACC) and an index register (IX).

| Instruction |            | Explanation                                                                                                                                    |
|-------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Op code     | Operand    |                                                                                                                                                |
| LDD         | <address>  | Direct addressing. Load the contents of the given address to ACC.                                                                              |
| LDX         | <address>  | Indexed addressing. Form the address from <address> + the contents of the index register. Copy the contents of this calculated address to ACC. |
| STO         | <address>  | Store contents of ACC at the given address.                                                                                                    |
| ADD         | <address>  | Add the contents of the given address to ACC.                                                                                                  |
| INC         | <register> | Add 1 to the contents of the register (ACC or IX).                                                                                             |
| DEC         | <register> | Subtract 1 from the contents of the register (ACC or IX).                                                                                      |
| CMP         | <address>  | Compare contents of ACC with contents of <address>.                                                                                            |
| JPE         | <address>  | Following a compare instruction, jump to <address> if the compare was True.                                                                    |
| JPN         | <address>  | Following a compare instruction, jump to <address> if the compare was False.                                                                   |
| JMP         | <address>  | Jump to the given address.                                                                                                                     |
| OUT         |            | Output to screen the character whose ASCII value is stored in ACC.                                                                             |
| END         |            | Return control to the operating system.                                                                                                        |

- (a) The diagram shows the current contents of a section of main memory and the index register:

|      |           |
|------|-----------|
| 60   | 0011 0010 |
| 61   | 0101 1101 |
| 62   | 0000 0100 |
| 63   | 1111 1001 |
| 64   | 0101 0101 |
| 65   | 1101 1111 |
| 66   | 0000 1101 |
| 67   | 0100 1101 |
| 68   | 0100 0101 |
| 69   | 0100 0011 |
| ...  |           |
| 1000 | 0110 1001 |

Index register: 

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|

- (i) Show the contents of the Accumulator after the execution of the instruction:

LDX 60

Accumulator:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

Show how you obtained your answer.

.....

.....

.....

.....[2]

- (ii) Show the contents of the index register after the execution of the instruction:

DEC IX

Index register:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

[1]

(b) Complete the trace table on the opposite page for the following assembly language program.

|     |         |
|-----|---------|
| 50  | LDD 100 |
| 51  | ADD 102 |
| 52  | STO 103 |
| 53  | LDX 100 |
| 54  | ADD 100 |
| 55  | CMP 101 |
| 56  | JPE 58  |
| 57  | JPN 59  |
| 58  | OUT     |
| 59  | INC IX  |
| 60  | LDX 98  |
| 61  | ADD 101 |
| 62  | OUT     |
| 63  | END     |
| ... |         |
| 100 | 20      |
| 101 | 100     |
| 102 | 1       |
| 103 | 0       |

IX (Index Register)

1

Selected values from the ASCII character set:

| ASCII Code | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Character  | v   | w   | x   | y   | z   | {   |     | }   |

Trace table:

| Instruction address | Working space | ACC | Memory address |     |     |     | IX | OUTPUT |
|---------------------|---------------|-----|----------------|-----|-----|-----|----|--------|
|                     |               |     | 100            | 101 | 102 | 103 |    |        |
|                     |               |     | 20             | 100 | 1   | 0   | 1  |        |
| 50                  |               |     |                |     |     |     |    |        |
| 51                  |               |     |                |     |     |     |    |        |
| 52                  |               |     |                |     |     |     |    |        |
| 53                  |               |     |                |     |     |     |    |        |
| 54                  |               |     |                |     |     |     |    |        |
| 55                  |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |
|                     |               |     |                |     |     |     |    |        |

[7]

**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cie.org.uk](http://www.cie.org.uk) after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.