

# OCR

Oxford Cambridge and RSA

## GCSE (9–1) Computer Science

**J276/02** Computational thinking, algorithms and programming

**Thursday 17 May 2018 – Afternoon**

**Time allowed: 1 hour 30 minutes**



**Do not use:**

- a calculator



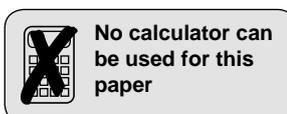
First name										
Last name										
Centre number						Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- This document consists of **16** pages.



## 2

Answer **all** the questions.

- 1 OCR High School uses a computer system to store data about students' conduct. The system records good conduct as a positive number and poor conduct as a negative number. A TRUE or FALSE value is also used to record whether or not a letter has been sent home about each incident.

An example of the data held in this system is shown below in Fig. 1:

StudentName	Detail	Points	LetterSent
Kirstie	Homework forgotten	-2	FALSE
Byron	Good effort in class	1	TRUE
Grahame	100% in a test	2	FALSE
Marian	Bullying	-3	TRUE

**Fig. 1**

- (a) State the most appropriate data type used to store each of the following items of data.

- StudentName .....
- Points .....
- LetterSent .....

[3]

- (b) The data shown above in Fig. 1 is stored in a database table called **Conduct**.

- (i) Write an SQL statement to select the StudentName field for all records that have negative Points.

.....  
 .....  
 ..... [3]

- (ii) State the wildcard that can be used in SQL to show all fields from a table.

.....  
 ..... [1]



## 4

- 2 A programmer has written an algorithm to output a series of numbers. The algorithm is shown below:

```

01 for k = 1 to 3
02     for p = 1 to 5
03         print (k + p)
04     next p
05 next k
06 m = 7
07 print m * m

```

- (a) (i) Give the first **three** numbers that will be printed by this algorithm.

..... [1]

- (ii) State how many times line **03** will be executed if the algorithm runs through once.

..... [1]

- (b) Identify **two** basic programming constructs that have been used in this algorithm.

1 .....

.....

2 .....

.....

[2]

- (c) (i) Describe what is meant by a variable.

.....

.....

.....

..... [2]

- (ii) Identify **two** variables that have been used in the algorithm above.

1 .....

2 .....

[2]

5

3 The logic diagram below (Fig. 2) shows a system made up of two connected logic gates.

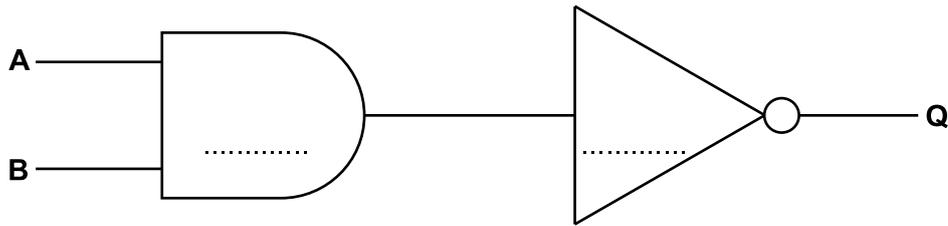


Fig. 2

(a) (i) Label the names of the two gates on the diagram above. [2]

(ii) Complete the truth table below to show the output from this logic system.

A	B	Q
0	0	
0	1	
1	0	
1	1	

[4]

(b) Draw the logic diagram represented by  $Q = A \vee \neg B$

[2]



(b) Functions and procedures are both examples of sub programs.

(i) Describe **one** difference between a function and a procedure.

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

(ii) Describe **two** benefits to a programmer of using sub programs.

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



5 (a) (i) Convert the denary number **132** into an 8 bit binary number.

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

(ii) Convert the binary number **10110101** to its hexadecimal equivalent.

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

(iii) Show the effect of a binary shift right of two places on the binary number **00110100**.

.....  
.....  
.....  
..... [1]

(iv) Describe a shift that can be used to double the value of the binary number **00100100**.

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

## 10

(b) The table below (Fig. 3) shows the ASCII codes for a number of characters.

The lower case ASCII code for a character can be found by adding **0100000** to the upper case version.

Character	ASCII code
R	1 0 1 0 0 1 0
r	1 1 1 0 0 1 0
A	1 0 0 0 0 0 1
a	
E	1 0 0 0 1 0 1
e	

**Fig. 3**

(i) Complete the table above by filling in the missing ASCII codes. [2]

(ii) Compare the use of ASCII and Extended ASCII to represent characters.

.....

.....

.....

.....

.....

.....

..... [2]

6 An infinite loop is where a section of a program repeats indefinitely.

(a) For each of the pseudocode algorithms shown below, tick the appropriate box to show whether they will loop infinitely or not.

Pseudocode	Will loop infinitely	Will <u>not</u> loop infinitely
<pre>01 x = 0 02 while True 03     print x 04 endwhile</pre>		
<pre>01 x = 0 02 while x &lt; 10 03     print x 04 endwhile</pre>		
<pre>01 x = 0 02 while x &lt; 10 03     print x 04     x = x + 1 05 endwhile</pre>		
<pre>01 y = 5 02 for x = 1 to y 03     print x 04 next</pre>		

[4]

(b) Using pseudocode, write an algorithm that will use a count-controlled loop to print out the numbers 1 to 10 in ascending order.

.....

.....

.....

.....

.....

.....

..... [3]

12

7 Victoria is writing a program using a high level language to display the meaning of computer science acronyms that are entered. The code for her first attempt at this program is shown below.

```

01 a = input("Enter an acronym")
02 if a == "LAN" then
03     print("Local Area Network")
04 elseif a == "WAN" then
05     print("Wide Area Network")
06 .....
07 .....
08 endif

```

(a) (i) Complete the code above to print out an "unknown" message if any other acronym is entered by the user. [2]

(ii) Describe what is meant by a "high level language".  
.....  
.....  
..... [2]

(b) Victoria creates her program using an Integrated Development Environment (IDE).

Describe two tools or facilities that an IDE commonly provides.

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



**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing. It consists of a vertical solid line on the left side, creating a margin. To the right of this line, there are numerous horizontal dotted lines spaced evenly down the page, providing a guide for writing.

A series of horizontal dotted lines for writing, with a solid vertical line on the left side.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a grid for writing answers.



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