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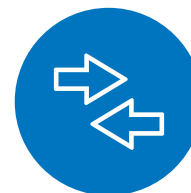
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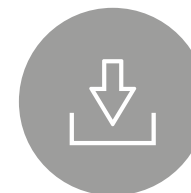
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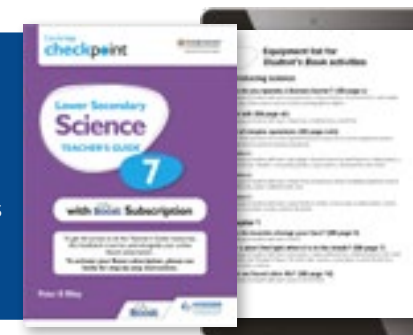
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Author: Ruth Price

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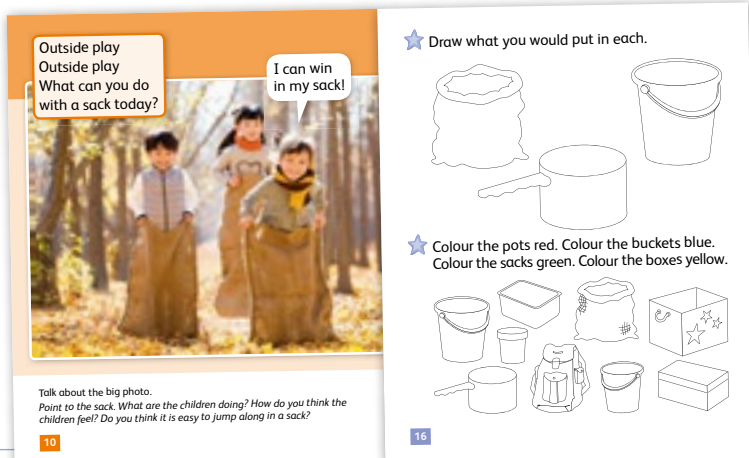
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Maths Foundation Stage

Authors: Paul Broadbent and Ann Broadbent



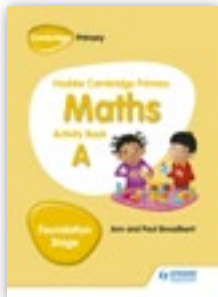
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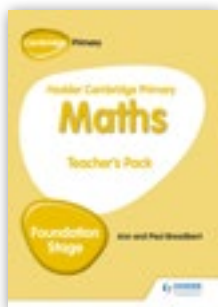
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Author: Rosemary Feasey



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Authors: Sarah Snashall and Marie Lallaway

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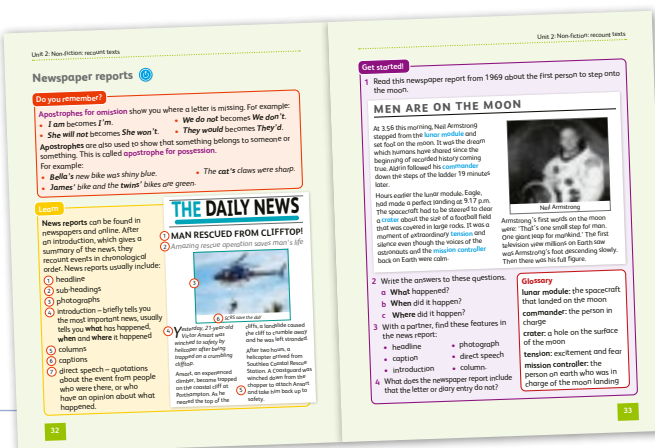
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Authors: Gill Budgell, Rena Basak and Rachel Kirsch

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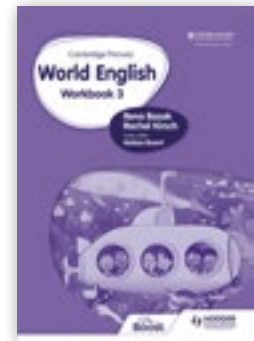
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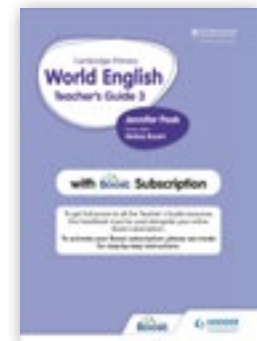
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Authors: Catherine Casey, Josh Lury, Mike Askew, Paul Broadbent and Steph King

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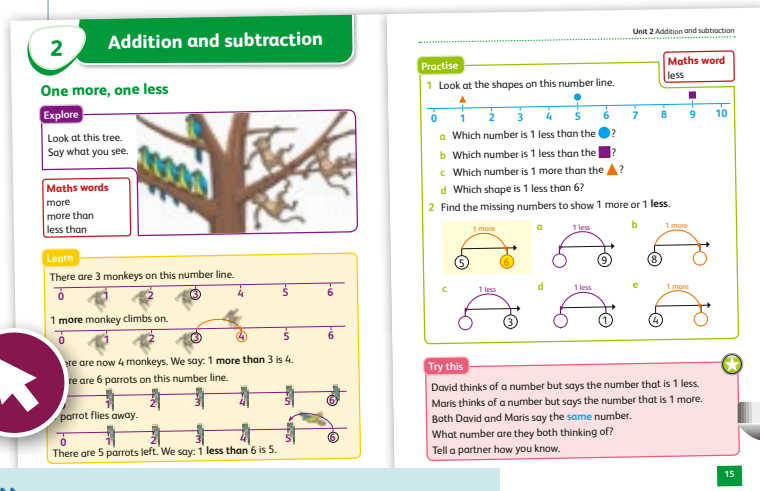
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Authors: Deborah Herridge, Tara Lievesley, Hellen Ward, Andrea Mapplebeck, Rosemary Feasey and Judith Amery

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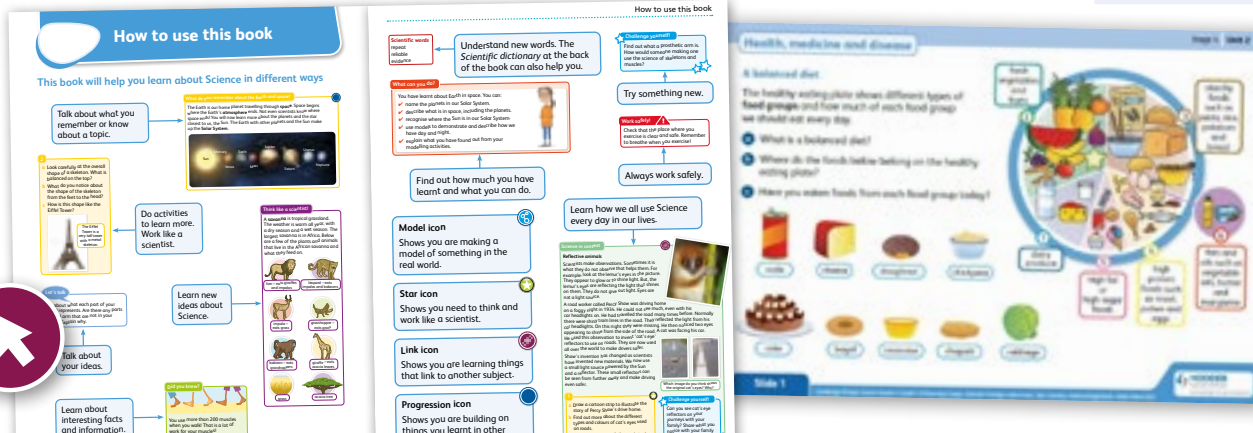
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Authors: Roland Birbal, Carissa Gookool, Michelle Koon Koon, Nazreen Mohammed and Michele Taylor

Learner's Books

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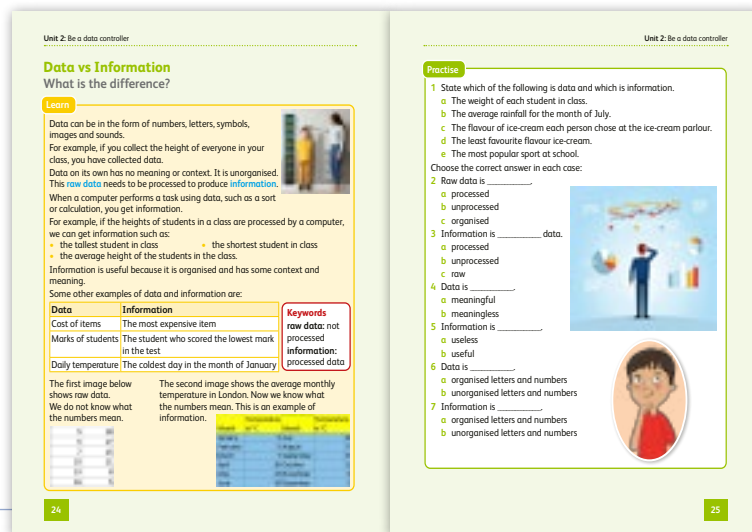
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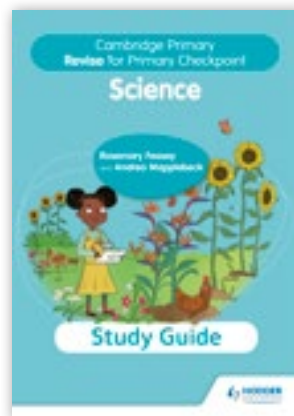
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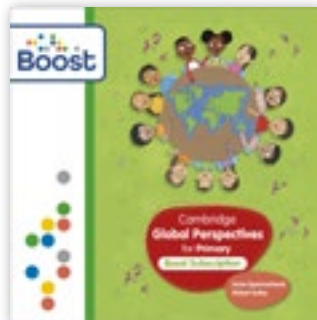
Authors: Anne Sparrowhawk and Robert Sulley

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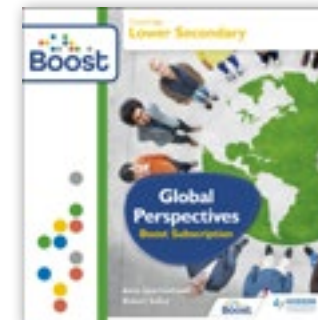
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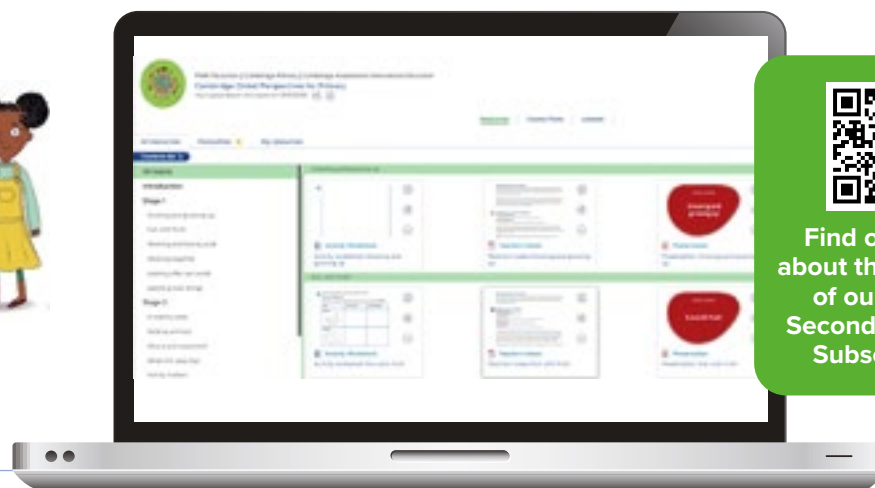
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CAMBRIDGE LOWER SECONDARY

Checkpoint English

Author: John Reynolds

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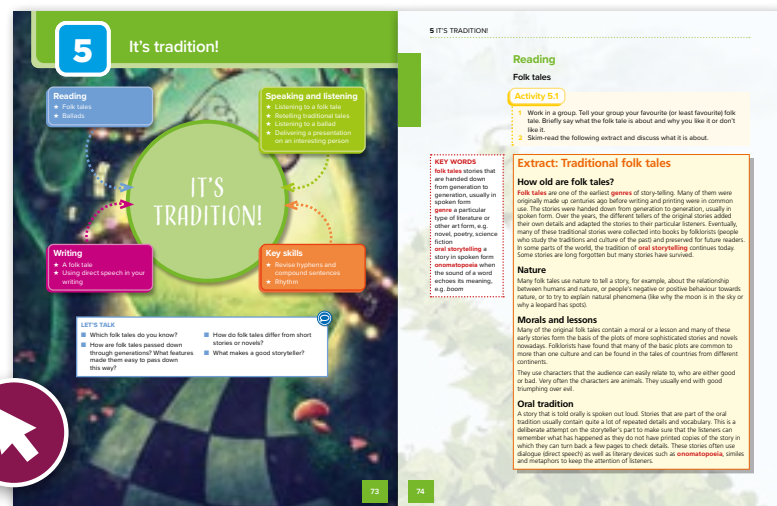
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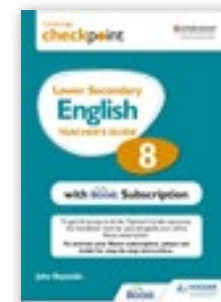
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[hoddereducation.com/checkpoint-english](https://www.hoddereducation.com/checkpoint-english)

Cambridge Checkpoint World English

Authors: Fiona Macgregor and Daphne Paizee

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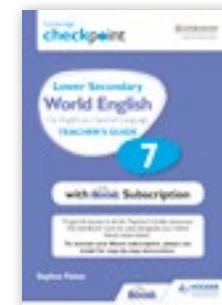
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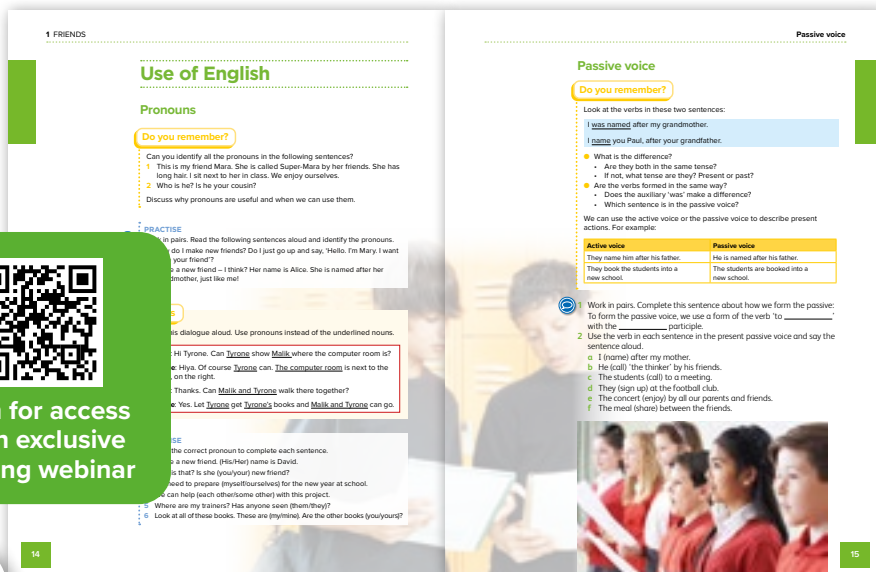
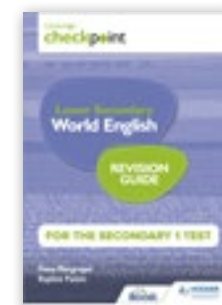
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Authors: Ric Pimentel, Frankie Pimentel and Terry Wall

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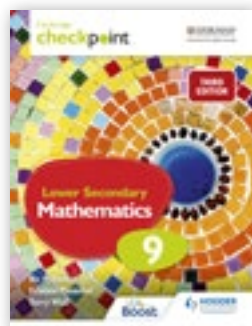
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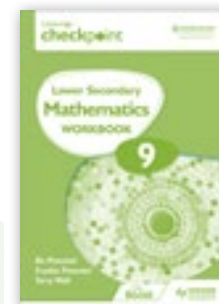
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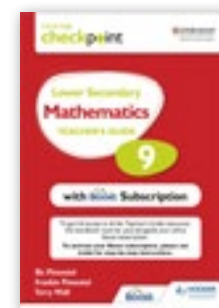
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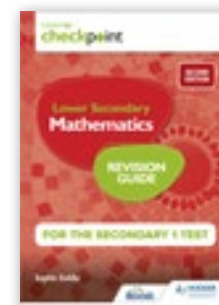
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3 Data collection and sampling methods

Remember: Quantitative data are data that can be measured. Discrete data takes specific values, while continuous data can take any value, usually within a range.

Sampling methods

In Stage 7, you studied the different types of data which could be collected. These included quantitative data, which itself can be divided into discrete data and continuous data.

Quantitative data
Discrete data
Continuous data

considered was categorical data.

Two examples of data for each of these types

Data is an important area of mathematics and the modern world. Data for medical research can give a cancer treatment. Data for the masses at stages of growth can identify children who are overweight. Data for CO₂ emissions can help effects of climate change in the future. Indeed, it is unlikely that a whole population is a sample of the population is used. The data sample should be representative of the population. A representative sample should give similar population.

Different types of sampling have been developed. All trial some of these methods and decide which is most representative. You will need the resource sheet for 30 students from your teacher.

SECTION 1

LET'S TALK

They include the following data as shown in the example:

- First name
- Gender
- Hair colour
- Eye colour
- Height

Isabel
Gender: Girl
Hair: Brown
Eyes: Blue
Height: 152 cm

The 30 students have been arranged randomly on the sheet.

In order to investigate different sampling methods, we will compare their results to that of the whole population of 30 students.

Exercise 3.1

1 For the whole population of 30 students, copy and complete the following frequency tables.

Hair colour	Girls	Boys	Total
Black			
Brown			
Blonde			
Ginger			
Total			

Eye colour	Eye colour			Total
	Brown	Blue	Green	
Black				
Brown				
Blonde				
Ginger				
Total				

2 Calculate the mean height of the girls and boys.

- 3 The data types mentioned are either discrete, continuous or categorical. Which type of data is:
 - a gender
 - b hair colour
 - c eye colour
 - d height?

Justify your answer.



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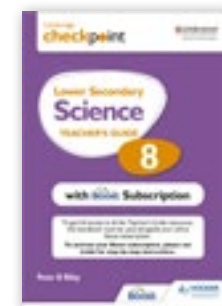
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15 The Earth in space

In this chapter you will learn:

- how planets are formed from dust and gas, pulled together by gravity
- that gravity is the force that holds components of the solar system in orbit around the Sun
- that tidal forces on Earth are a result of the gravitational attraction between the Earth, Moon and Sun
- how solar and lunar eclipses happen.

remember?

the planets of the solar system, where is in the solar system besides the planets? how the Earth moves through the solar system.

Gravity and planet formation

Force of attraction between any two objects in the universe. The objects may be small, such as an ant and a pebble, or very large, such as a star and a planet. A cloud of gas and dust also forms around it. The gas and dust clouds are very, very small, but the force exists between them and, in time, pulls them together. Dust is pulled together by gravity and, when they touch, they stick to form larger rocky particles. These rocky particles are pulled together by gravity and form larger pieces of rock. These large pieces are pulled together by gravity to make even larger pieces.



▲ Figure 15.1 The early stages of the formation of the solar system.

15 The Earth in space

This process of rocky pieces coming together and sticking by the force of gravity continues, and, in time, a planet is formed. The force of gravity between the planet and the gases around it bring the gases closer to the planet, and they form an atmosphere over its surface.

Modelling planet formation

You will need:

a small lump of modelling clay for each person in the class (this small lump represents a piece of dust in the cloud around a star) and a video camera (optional).

Plan

- 1 Look at Figure 15.1 and read again the text about planet formation.
- 2 Think about how the people in the class could be a model of the cloud of gas and dust, and how the pieces of dust could be drawn together, to represent how dust in a gas cloud is drawn together to make a planet.
- 3 Discuss your idea with your class and your teacher, and work out a way you might model the formation of a planet.
- 4 When you have a plan, arrange for someone to video how your class makes a model planet.

Examining the results

What are the strengths and limitations of your model?

The formation of the solar system

Scientists believe that about 4.6 billion years ago, the Sun and the solar system formed from a huge cloud of gas and dust. They think an exploding star nearby made the cloud begin to rotate. As the cloud turned, it formed a disc. The force of gravity between hydrogen and helium atoms pulled them together, and they collected at the centre of the disc and formed a star – our Sun.

The force of gravity between the dust particles in the disc brought them together, and when they touched, they stuck together and formed rocky particles. In time, the force of gravity between the dust and rocky particles in the disc produced the first four planets that move around the Sun. Other dust and rocky particles produced the centres of the next four planets, known as the gas giants. Gravity acts between any two objects in the universe and is related to the masses of the two objects. This means that the smaller planets orbit the much more massive Sun and this is why smaller objects, such as the moon, orbit the Earth. Therefore, it is this gravity that keeps the components of the solar system in orbit around the Sun. However, this fact was not understood for a long time.

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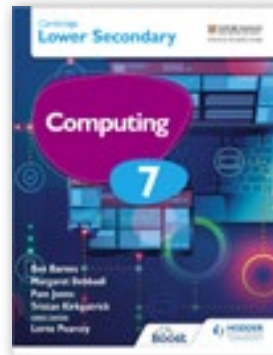
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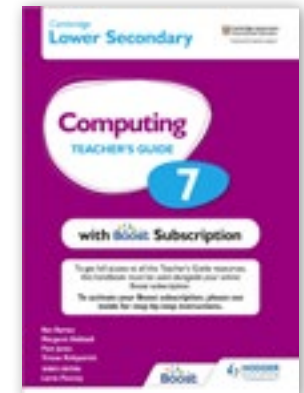
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Unit
8.4Testing conditions:
Developing games

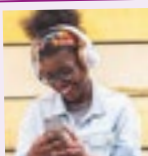
Get started!

Have you ever played a game where you had to make choices? Discuss the following with a partner:

- What sort of decisions did you make in the last game you played?
- Did you notice that the game progresses differently, depending on which choices you made?
- Have you ever played a game that contained bugs?

Computer programs need to be able to check user choices and other conditions. They also need to be tested to make sure that the program runs correctly for everyone.

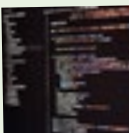
In this unit, you will use Python to develop and test computer games that run different sections of code, depending on the user's input.



Learning outcomes

In this unit, you will learn to:

- create and follow a flowchart that uses conditional statements
- develop programs in Python that use conditional statements
- understand how AND, OR and NOT can be used in algorithms
- develop programs in Python that use AND, OR and NOT
- develop programs in Python using different data types
- develop programs using an iterative process
- develop and apply a test plan
- understand the need for using a range of test data
- test a program using suitable test data.



Warm up

In pairs, think about your journey to school this morning. What conditions did you or your parents have to check before leaving home? For example:

- Have you eaten any food?
- Have you brushed your teeth?
- Is your schoolbag packed?
- Are the doors locked?

Make a list of all the conditions you can both think of.

Most computer programs also check conditions as they are running. The conditions depend on what the program does. In this unit, you will see how a game, written in Python, checks conditions to allow a player to move through it. You will also see how important it is to test the game, so that it works correctly for every possible choice.

4

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Unit 8.4 Testing conditions: Developing games

SCENARIO

Younger children need to understand the importance of secure passwords. Your school wishes to promote online safety and, as a programmer, you have been asked to create a **text adventure game** for young children aged 8–10 years old. The game should provide the children with some different pathways to follow as they progress through a story.

The child will play the main character in the game. They need to find the Chocolate Room in a sweet shop. They will meet a robot and the sweet-shop owner on their journey.

When they find and enter the Chocolate Room, there will be two questions. If the child answers the questions correctly, they will be given three letters from a four-letter password. They then have to guess the password, after being given a clue. If they guess the password correctly, they open a digital treasure chest and win the game.

Your challenge is to examine existing **program code** and find out what it does, correct errors in the code and complete the game.

You need to use the different sample code provided by your teacher.

You will add new code, edit code and test any changes made to the code to make sure that it works correctly.



DID YOU KNOW?

The first adventure games for computers were text adventure games. This was because the computers were not powerful enough to display good graphics. A famous example is the game Zork, which you can still play online today. Search for one of the early Zork games online to find out the quality of the graphics computers of that time could display.

KEYWORDS

text adventure game: a game in which the player types in commands to control the main character

Do you remember?

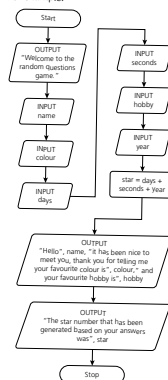
Before starting

- ✓ create an algorithm
- ✓ understand and use data types
- ✓ know how to use variables and outputs
- ✓ use arithmetic
- ✓ to debug a program

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Answers

1 For example:



2 See **71.7 ChallengeYourself(Teacher).py** for a possible solution.

Review

- Provide **71.7 Worksheet 20**. Ask students identify the output based on the values given using the flowchart. The flowchart has sub-routines and can be used to check understanding of flowcharts with sub-routines.
- For answers, refer to **71.7 Worksheet 20 Answers**.

Homework

- Provide **71.7 Worksheet 21** electronically, if possible. Students are asked to create a flowchart for the scenario given using sub-routines.
- See **71.7 Worksheet 21 Answers** for a solution.

44

Interactive flashcards

Artificial intelligence

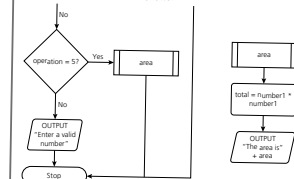


71 Block it out: Moving from blocks to text

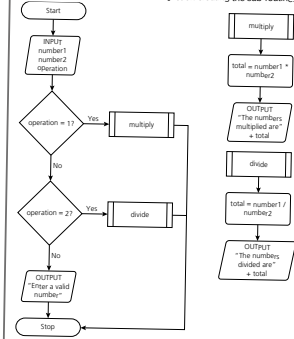
Differentiation

Go further

Stretch: Some students may be able to add options to their flowchart, e.g. area of a square, perimeter of a rectangle, etc. to add further complexity to the flowchart solution, e.g. an extension of the flowchart could be as follows:



Support: Ask these students to focus just on creating the sub-routines for multiplication and division, e.g.



45

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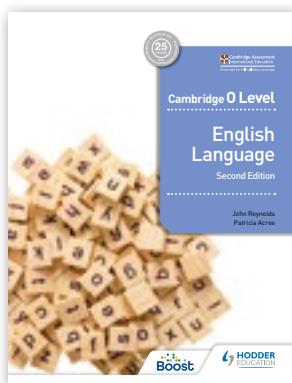
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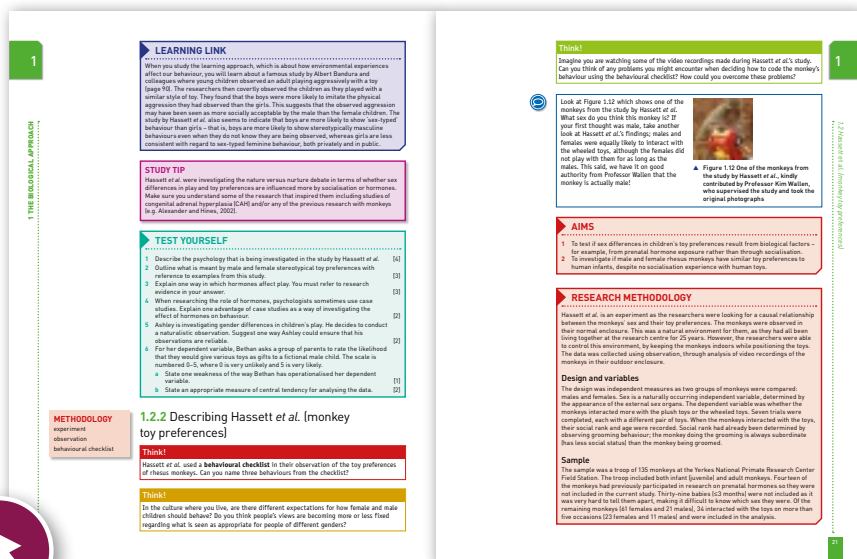
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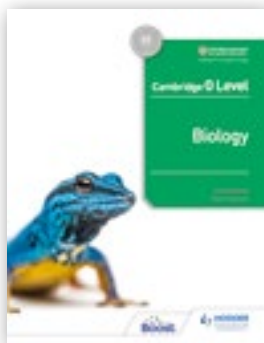
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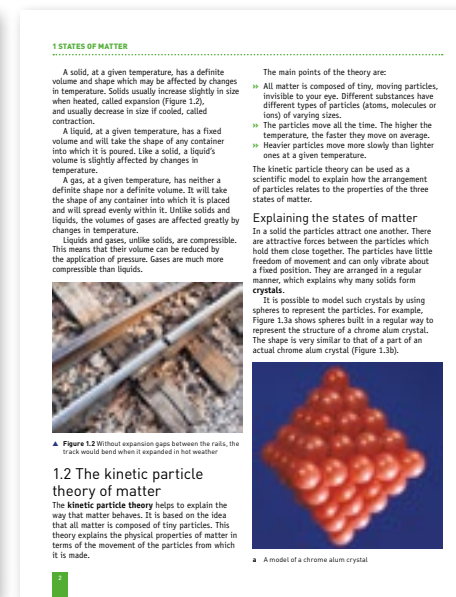
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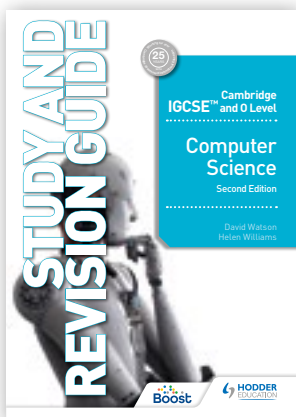
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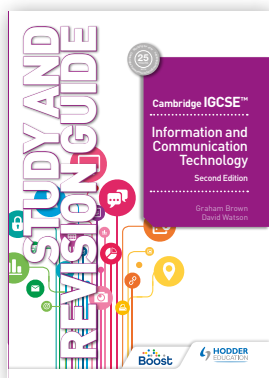
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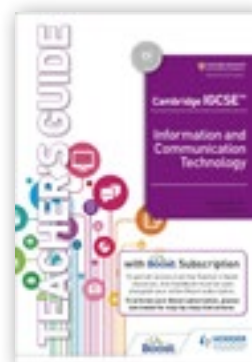
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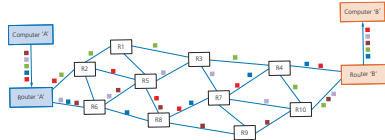
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Computer 'B' will now have to reassemble the packets into the original sequence.



▲ **Figure 2-5** Typical network showing possible paths taken by each packet

The benefits of packet switching are:

- » there is no need to tie up a single communication line
- » it is possible to overcome failed, busy or faulty lines by simply re-routing packets
- » it is relatively easy to expand package usage
- » a high data transmission rate is possible.

- » packets can be lost and need to be re-sent
- » the method is more prone to errors with **real-time streaming** (for example, a live sporting event being transmitted over the internet)
- » there is a delay at the destination whilst the packets are being re-ordered.



Each packet has a maximum hop number to start with. Once a hop number reaches zero, and the packet hasn't reached its destination, then the packet is deleted when it reaches the next router. The missing packets will then be flagged by the receiving computer and a request to re-send these packets will be made.

Advice
Hopping is not included on the syllabus but is included here for completeness (to help understand how packets can get lost).

Further knowledge and advice boxes are included throughout the Student's Book

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Activity 2.1

- 1 Suppose a video conference is taking place between delegates in two different countries. Packet switching is being used to send video and sound data between the delegates:



Describe:

- i any potential problems with sound and video quality
 - ii how these problems could be caused.
- Explain how packet switching could be used to download a large web page from a website.
- a The trailer in a packet will use one form of error checking. Explain what is meant by a cyclic redundancy check.

11110000 10000011 00110011 00111111 11111110 11100011

- a Explain how it is possible for packets to be lost during their transmission across a network.
- b Describe how it is possible for a system to deal with lost packets and prevent them from slowing down the transmission process.
- c Explain why you think packet switching might improve data security.

2.1.2 Data transmission

- Data transmission can be either over a short distance (for example, compute to printer) or over longer distances (for example, from one computer to another in a global network). Essentially, three factors need to be considered when transmitting data:
- » the direction of data transmission (for example, can data transmit in one direction only, or in both directions)
 - » the method of transmission (for example, how many bits can be sent at the same time)
 - » how will data be synchronised (that is, how to make sure the received data is in the correct order).

7

The systems life cycle

In this chapter you will learn about the;

- * analysis stage:
 - methods of analyzing the current system
 - identifying the inputs, outputs and processing in the current system
 - hardware and software requirements for the new system
- * design stage:
 - file structures, input and output formats
 - use of data capture forms
 - screen and report layouts
 - validation routines
- * development and testing stage:
 - tests strategies and test plans
 - use of test data (including live data)
- * implementation stage:
 - direct changeover
 - parallel running
 - pilot running
 - phased implementation
- * documentation stage:
 - technical documentation
 - user documentation
- * evaluation stage:
 - evaluation of new solution
 - compare solution to original system.

Suppose a company has been using an existing computer system for a number of years. They have decided to replace the current system with a new one. After a number of years of successful operation, what would initiate this need to upgrade?

- » The existing computer equipment is now obsolete (it cannot be repaired anymore).
- » Changes to laws or taxes requiring radical overhaul of software.
- » More suitable hardware is now available to improve efficiency and reliability.
- » There is a need to expand the company.

The changes will involve an ICT solution, which means a **systems analyst** needs to be brought in to oversee the whole upgrade process. Their first task will be to analyse the existing (current) system, and then suggest a number of improvements that can be made. All these improvements need to be costed and their advantages over the current system need to be reported back to the company's management team.

7 THE SYSTEMS LIFE CYCLE

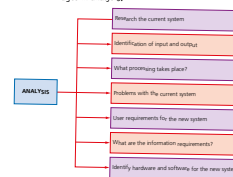
Once a new system is agreed and it has been fully tested, it is then installed. It then needs to be fully evaluated and any changes made where necessary. Therefore, a cycle of events take place until a fully-working system is signed off and handed over to the management team. This whole process is called the **systems life cycle**.

There are many stages in the systems life cycle, which have been summarised in Figure 7.1.



7.1 Analysis

The first stage in the process is the analysis of the current system. Figure 7.2 shows the stages in analysis.



7.1.1 Analyse the current system

There are four methods used to research the current system. The four methods used are:

- » observation
- » questionnaires
- » interviews
- » examination of existing documents



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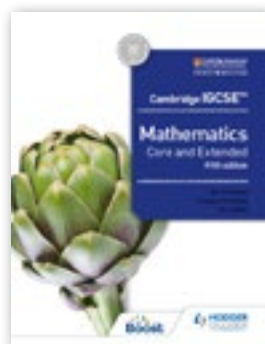
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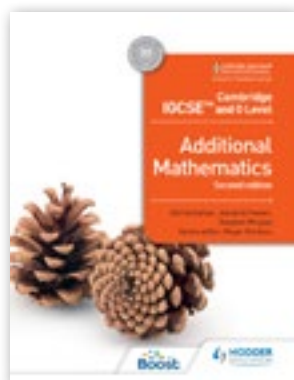
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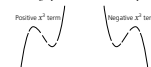
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4 EQUATIONS, INEQUALITIES AND GRAPHS

Using graphs to solve cubic inequalities

Cubic graphs have distinctive shapes determined by the coefficient of x^3 .



The centre part of each of these curves may not have two distinct turning points like those shown above, but may instead 'flatten out' to give a point of inflection. When the modulus of a cubic function is required, any part of the curve below the x -axis is reflected in that axis.

Worked example

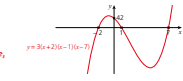
- a** Sketch the graph of $y = 3x + 2(3x - 1)(x - 7)$. Identify the points where the curve cuts the axes.

- b** Sketch the graph of $y = 13(x + 2)(x - 1)(x - 7)$.

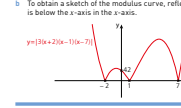
Solution

- a** The curve crosses the x -axis at -2 , 1 and 7 . Notice that the distance between consecutive points is 3 and 6 units, respectively, so the y -axis is between the points -2 and 1 on the x -axis, but closer to the 1 .

The curve crosses the y -axis when $x = 0$, i.e. when $y = 3(2)(-1)(-7) = 42$.



- b** To obtain a sketch of the modulus curve, reflect any part of the curve that is below the x -axis in the x -axis.



Using graphs to solve cubic inequalities

Worked example

Solve the inequality $3(x + 2)(x - 1)(x - 7) < -100$ graphically.

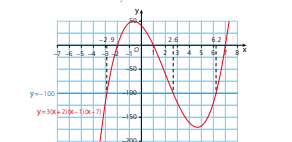
Solution

Because you are solving the inequality graphically, you start by drawing up a table of values.

$$y = 3(x + 2)(x - 1)(x - 7)$$

x	-3	-2	-1	0	1	2	3	4	5	6	7	8
$(x + 2)$	-1	0	1	2	3	4	5	6	7	8	9	10
$(x - 1)$	-4	-3	-2	-1	0	1	2	3	4	5	6	7
$(x - 7)$	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1
y	-120	0	48	42	0	-40	-120	-162	-168	-120	0	210

The solution is given by the values of x that correspond to the parts of the curve on or below the line $y = -100$.



From the graph, the solution is $x < -2.9$ or $2.6 < x < 6.2$.

Exercise 4.3

- 1 Where possible, use the substitution $x = u^2$ to solve the following equations:
- $x - 4\sqrt{x} = 4$
 - $x + 2\sqrt{x} = 8$
 - $x - 2\sqrt{x} = 15$
 - $x + 6\sqrt{x} = -5$
- 2 Use the substitution $x = u^2$ to solve the equation $x^2 + 3x^2 = 4$.
- 3 Use the substitution $x = u^2$ to solve the equation $x^2 + 10x^2 = -9$.
- 4 Using a suitable substitution, solve the following equations:
- $x - 7\sqrt{x} = 12$
 - $x - 2\sqrt{x} + 1 = 0$
 - $x^2 + 3x^2 = 10$

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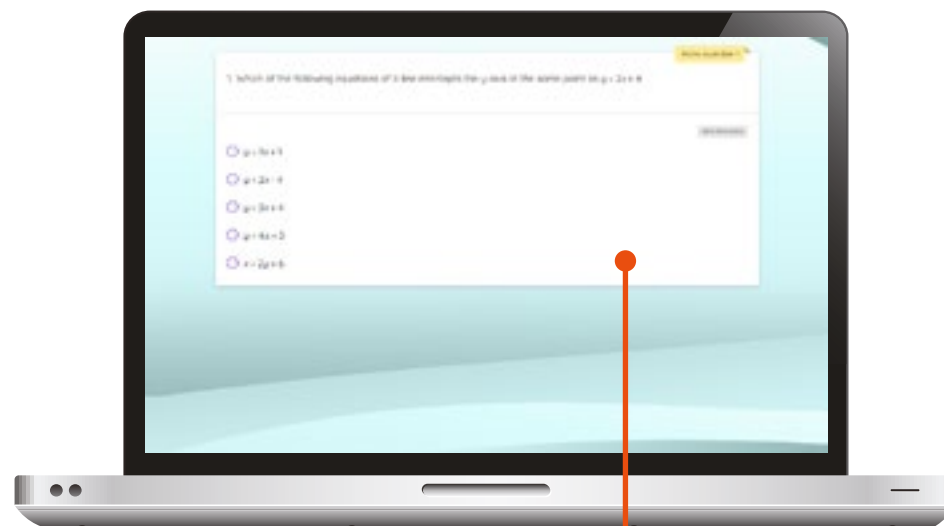
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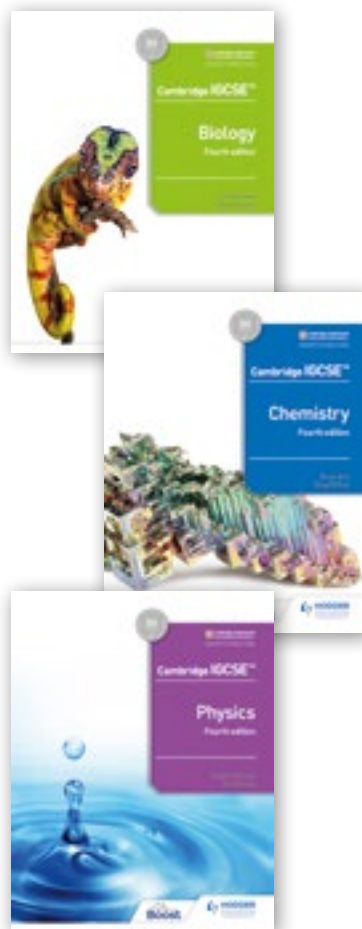
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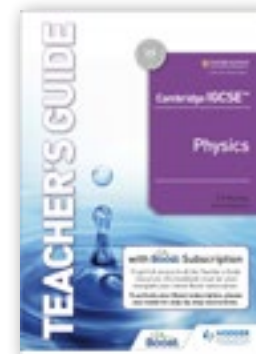
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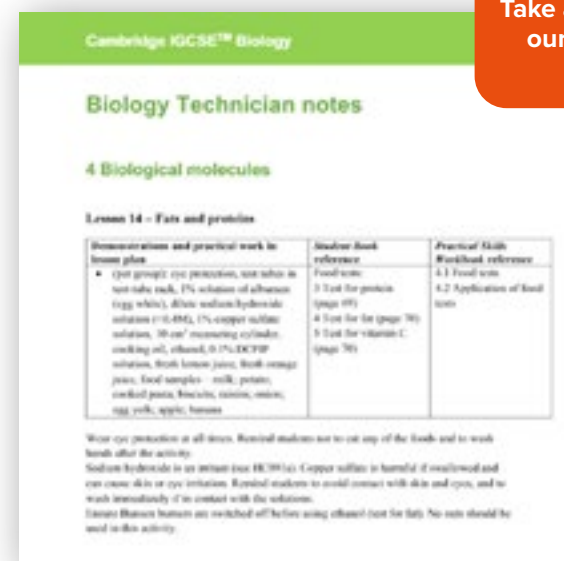
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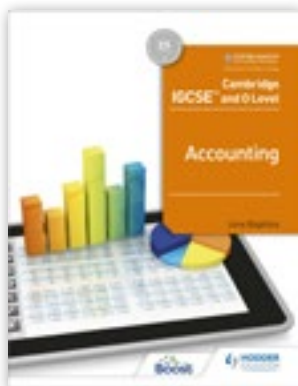
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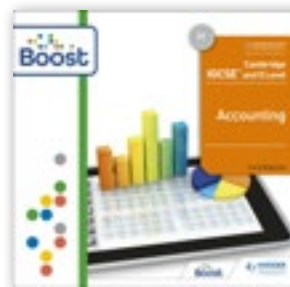
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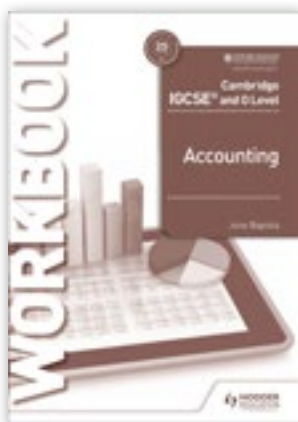
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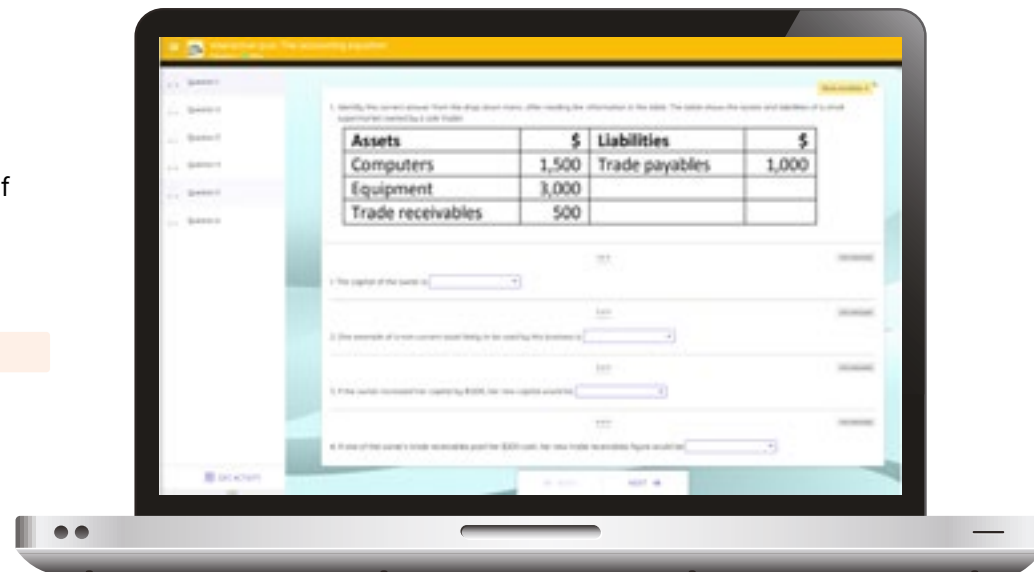
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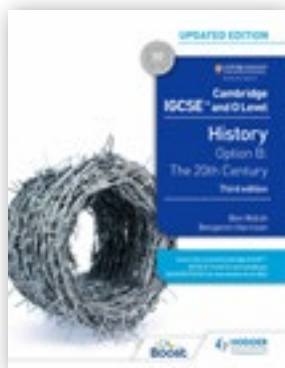
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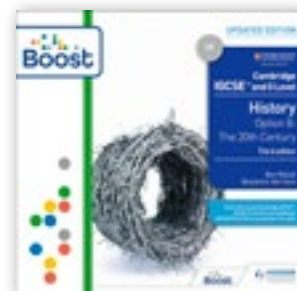
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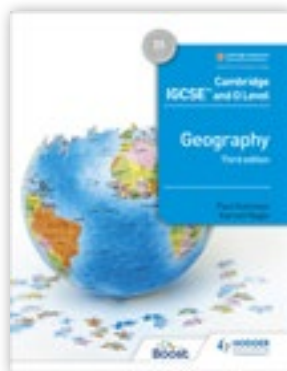
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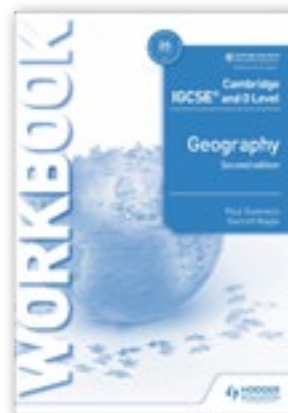
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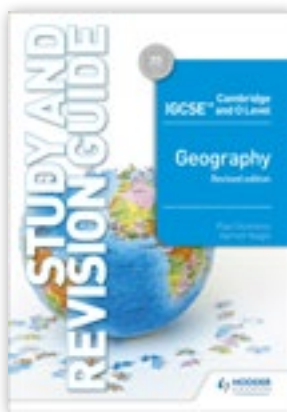
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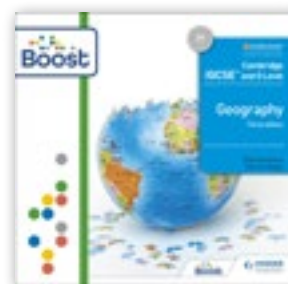
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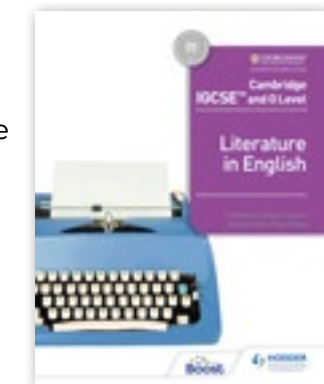
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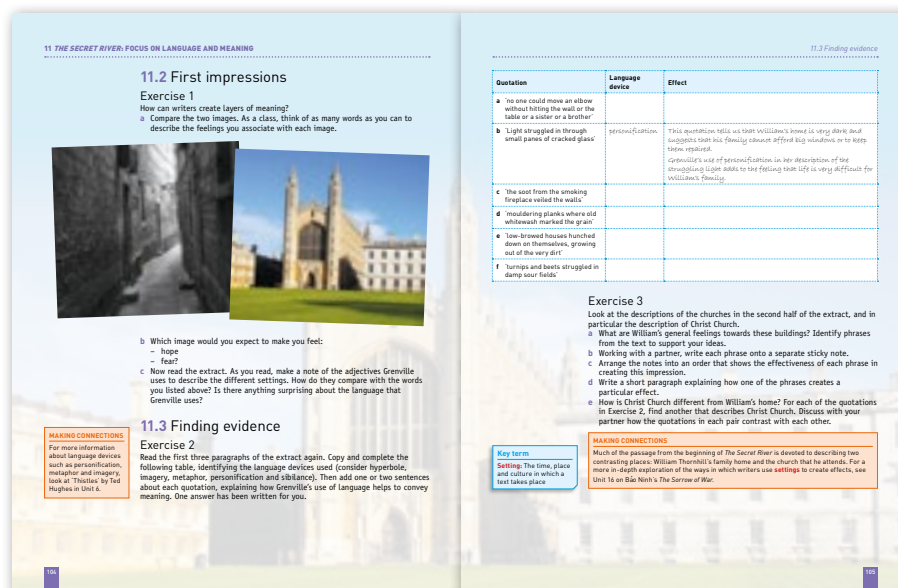
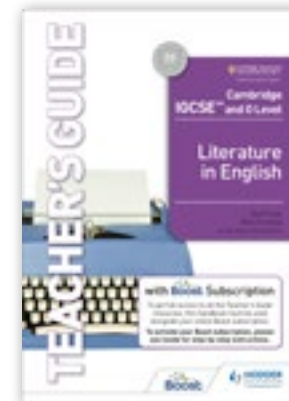
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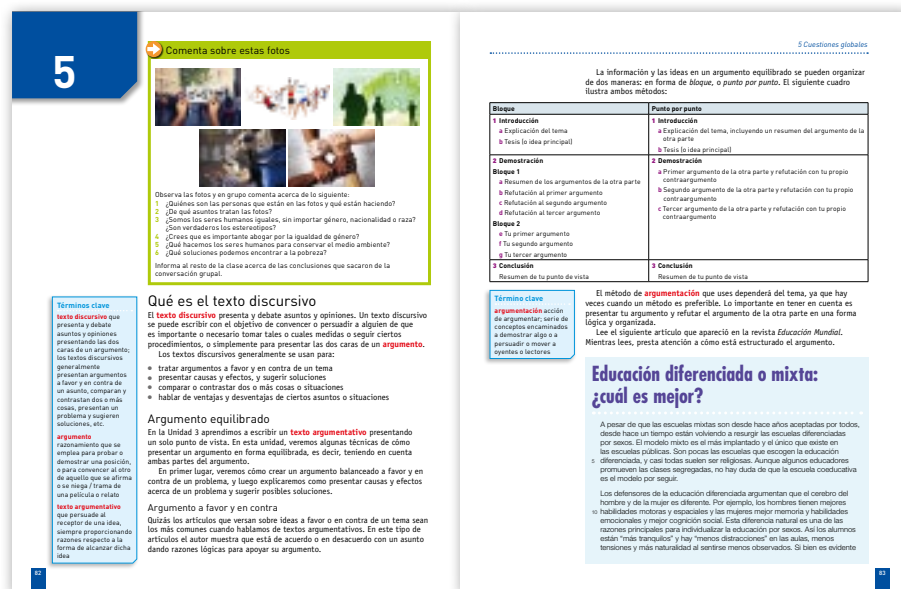
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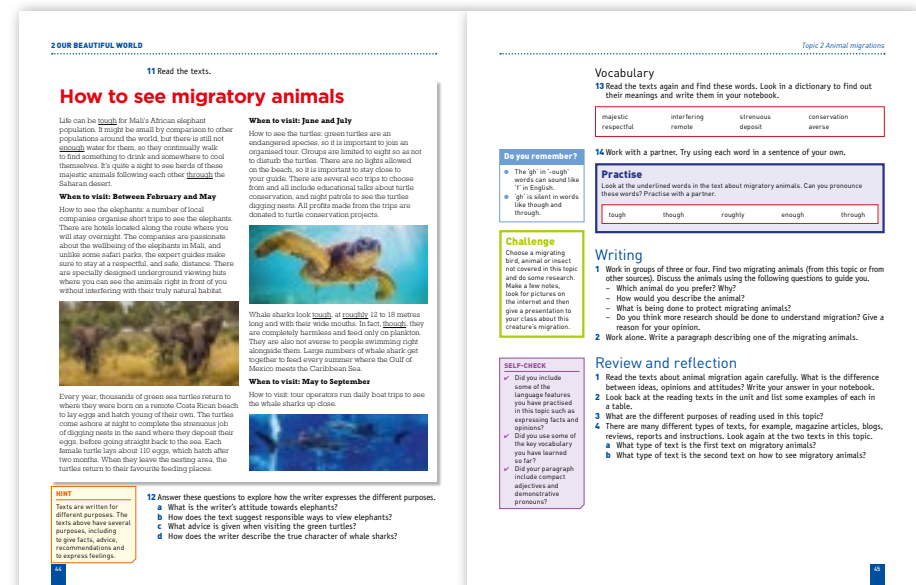
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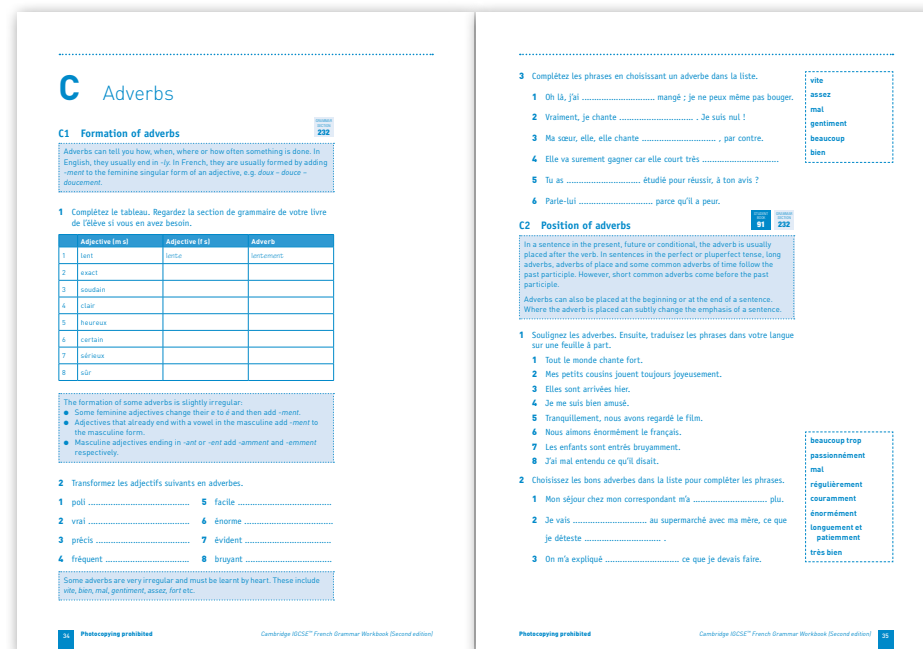
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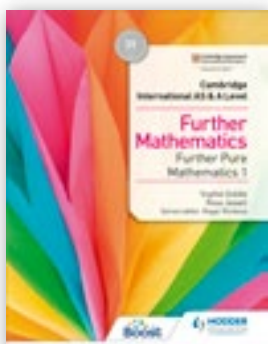
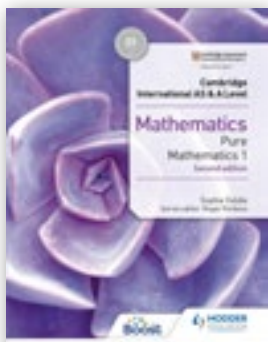
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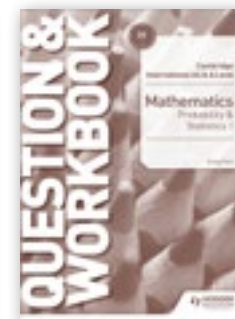
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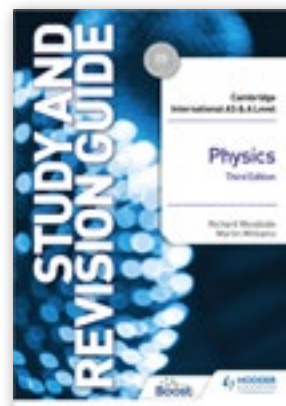
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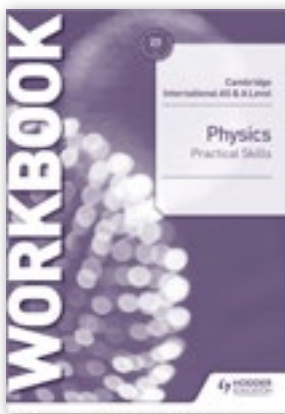
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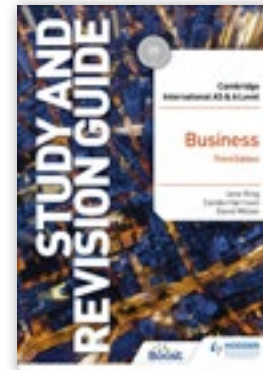
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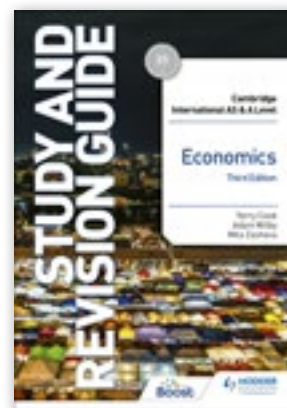
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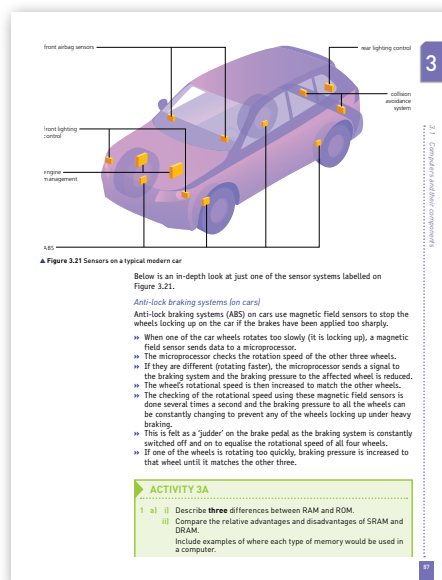


Figure 3.21 Sensors on a typical modern car

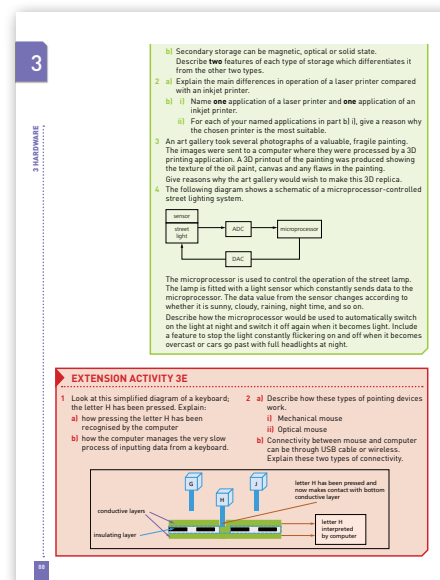
Below is an in-depth look at just one of the sensor systems labelled on Figure 3.21.

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- Anti-lock braking systems (ABS) on cars use magnetic field sensors to stop the wheels locking up on the car if the brakes have been applied too sharply.
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ACTIVITY 3A

- 1 a) i) Describe **three** differences between RAM and ROM.
ii) Compare the relative advantages and disadvantages of SRAM and DRAM.
Include examples of where each type of memory would be used in a computer.

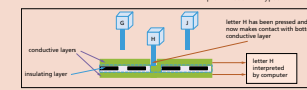


- b) Secondary storage can be magnetic, optical or solid state. Describe **two** features of each type of storage which differentiates it from the other two types.
- 2 a) Explain the main differences in operation of a laser printer compared with an inkjet printer.
b) i) Name **one** application of a laser printer and **one** application of an inkjet printer.
ii) For each of your named applications in part b) i), give a reason why the chosen printer is the most suitable.
- 3 An art gallery took several photographs of a valuable, fragile painting. The images were sent to a computer where they were processed by a 3D printing application. A 3D printout of the painting was produced showing the texture of the oil paint, canvas and any flaws in the painting. Give reasons why the art gallery would wish to make this 3D replica.
- 4 The following diagram shows a schematic of a microprocessor-controlled street lighting system.

The microprocessor is used to control the operation of the street lamp. The lamp is fitted with a light sensor which constantly sends data to the microprocessor. The data value from the sensor changes according to whether it is sunny, cloudy, raining, night time, and so on. Describe how the microprocessor would be used to automatically switch on the light at night and switch it off again when it becomes light. Include a feature to stop the light constantly flickering on and off when it becomes overcast or cars go past with full headlights at night.

EXTENSION ACTIVITY 3E

- 1 Look at this simplified diagram of a keyboard; the letter H has been pressed. Explain:
a) how pressing the letter H has been recognised by the computer
b) how the computer manages the very slow process of inputting data from a keyboard.
- 2 a) Describe how these types of pointing devices work:
i) Mechanical mouse
ii) Optical mouse
b) Connectivity between mouse and computer can be through USB cable or wireless. Explain these two types of connectivity.



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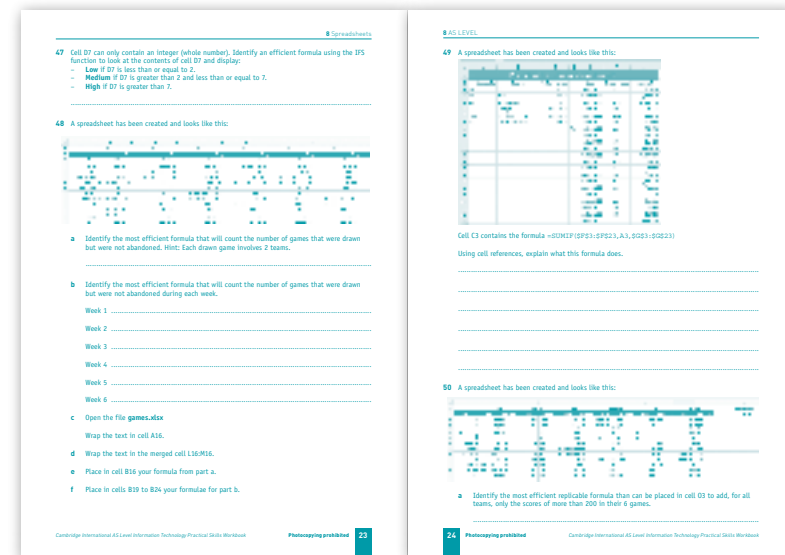
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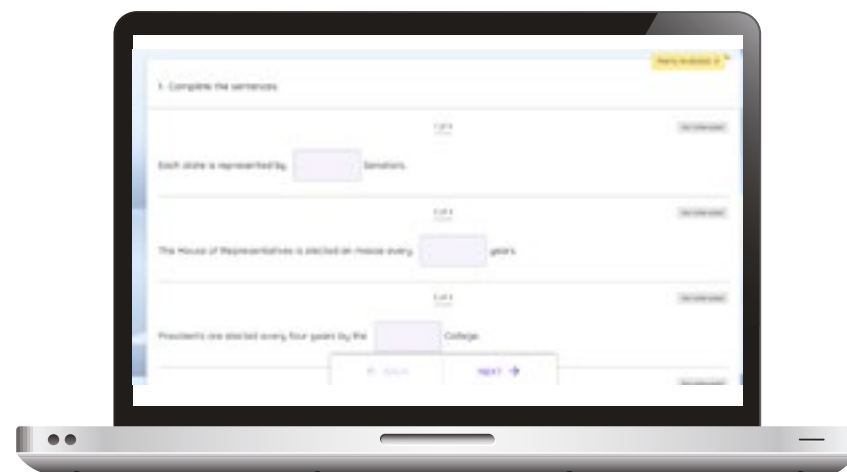
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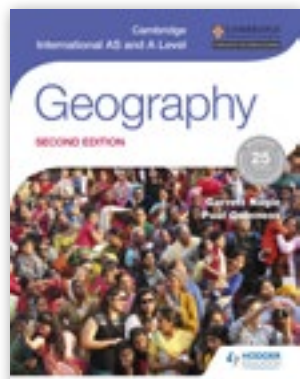


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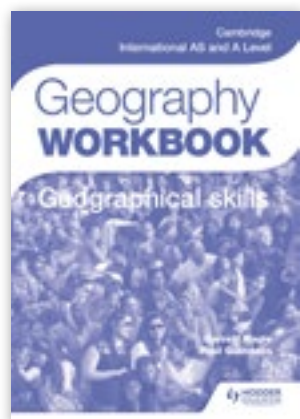
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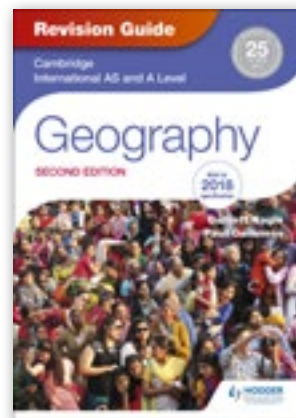
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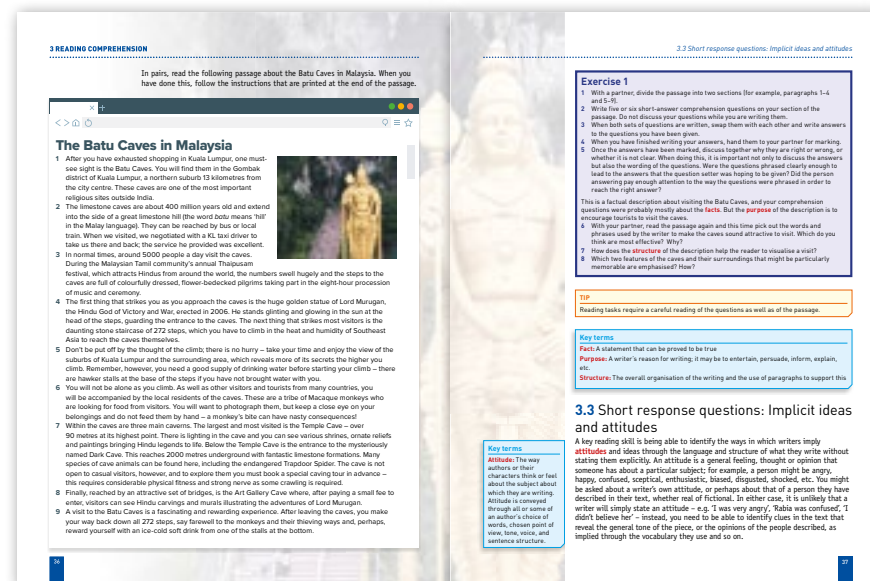
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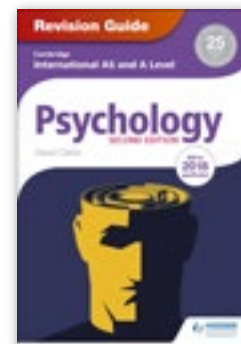
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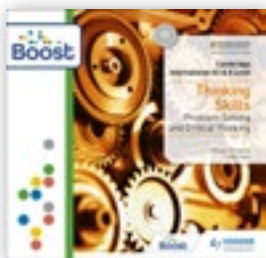
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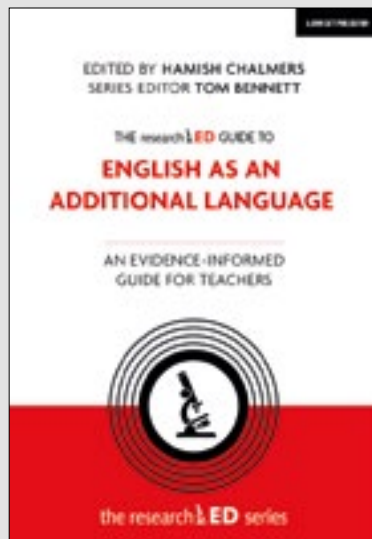
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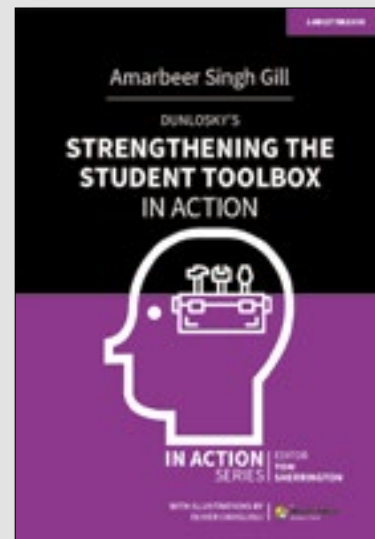
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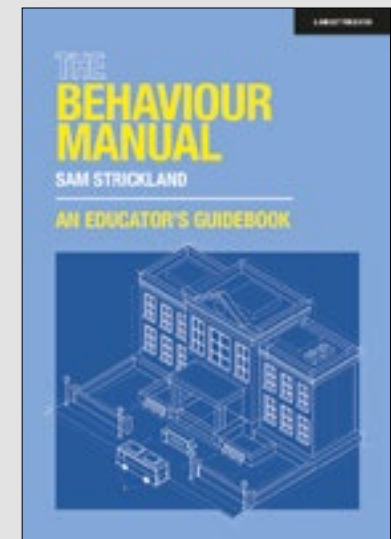
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