| REGISTRATION CENTRE NUMBER | CENTRE NAME |
|---|---|

| CANDIDATE'S FULL NAMES | | |
|---|---|---|

| CANDIDATE IDENTIFICATION NUMBER | SUBJECT CODE 0595 | PAPER NUMBER 3 Group One |
|---|---|---|

**FOR OFFICIAL USE ONLY**
(Candidate Random CODE): ▶

## CAMEROON GENERAL CERTIFICATE OF EDUCATION BOARD
## ORDINARY LEVEL EXAMINATION

| SUBJECT TITLE COMPUTER SCIENCE | SUBJECT CODE 0595 | PAPER NUMBER 3 Group One |
|---|---|---|

EXAMINATION DATE: **JUNE 2016**

### Two and a half hours

Enter the information required in the shaded boxes.

*For your guidance, the approximate mark for each part of a question is indicated in brackets.*

*You are reminded of the necessity for good English and orderly presentation in your answers.*

*In calculations, you are advised to show all the steps in your working, giving your answer at each stage.*

*All written answers should be provided in the spaces provided in this question booklet.*

*Calculators are NOT allowed.*

*Do all the tasks (Task I – Task III) specified in this Question Paper*

----------- *TURN OVER*

| FOR EXAMINERS' USE ONLY | *SCORE* |
|---|---|
| *Marked by:* .................... | |
| *Signature:* ........... ............... *Date:* ...................... | |
| *Checked by:* ........................ | |
| *Signature:* ........ ............... *Date:* ................... | |

Gα/0595/3/C/G1
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## Task I (15 marks)

### The Young Sprinter

For a long period the Young Sprinter, as he was commonly called, seemed invincible and at one particular end-of-year awards event his father collected his junior athlete of the year prize (his son was training in Yaounde for the National Athletics Competition) and told the strong audience of athletes that he would make the Olympic podium one day.

Certainly, he was a phenomenally exciting athlete to watch and during his heydays of 2003-2007, I used to joke with colleagues at the gym that we'd rather see a showdown between the Young Sprinter and one of his big rivals like Thomas than many of the elite senior head-to-heads hyped on television.

Ultimately, though, his performances began to slide, injuries took their toll and he failed to make the London Olympics. Some would argue it was inevitable. Where is there "to go" training-wise, for example, when you are going to warm-weather camps in your early teens?

Figure1

1. State the name of the word processor installed in your computer                                    **(1mark)**

2. Type the text given in Figure 1. You are not required to draw the border around the text.      **(5 marks)**

3. Insert the picture Sprinter (from the **Resource** folder found in your **Examination** folder on the desktop) at the bottom left of your text.                                                                              **(2 marks)**

4. On the second page, enter the following table. The table should be centered between the left and right margins of the page.                                                                                                        **(5 marks)**
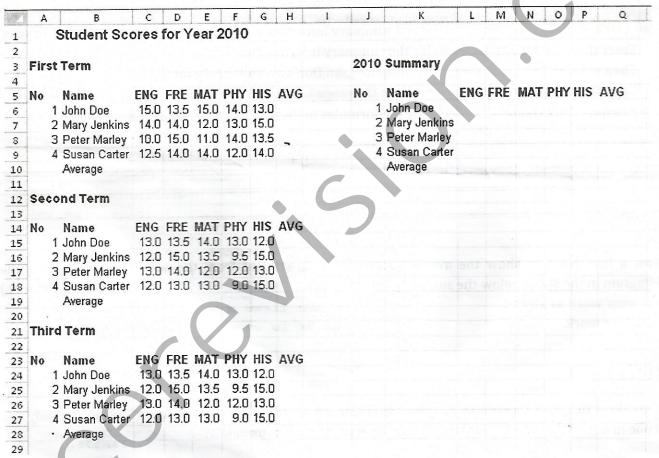
| Item | January | | | February | | |
|---|---|---|---|---|---|---|
| | Qty | Unit Cost | Total | Qty | Unit Cost | Total |
| Stationery (per week) | 2 | 5,000 | 10,000 | 2 | 2,500 | 5,000 |
| Rents (per month) | 1 | 20,000 | 20,000 | 1 | 20,000 | 20,000 |
| Travel (per day) | 20 | 500 | 10,000 | 15 | 1,000 | 15,000 |
| Communication | 5 | 2,000 | 10,000 | 5 | 2,000 | 10,000 |

5. Use your word processor's page numbering facility to put page numbers centered horizontally at the bottom of the page.                                                                          **(2 marks)**

6. Save your work as Task1

7. Print your work.

## Task II   (20 marks)

The workbook in Figure 2 is used to track performance scores for students and subjects.

|  | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Student Scores for Year 2010 | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | First Term | | | | | | | | | 2010 Summary | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | |
| 5 | No | Name | ENG | FRE | MAT | PHY | HIS | AVG | | No | Name | | ENG | FRE | MAT | PHY HIS | AVG |
| 6 | 1 | John Doe | 15.0 | 13.5 | 15.0 | 14.0 | 13.0 | | | 1 | John Doe | | | | | | |
| 7 | 2 | Mary Jenkins | 14.0 | 14.0 | 12.0 | 13.0 | 15.0 | | | 2 | Mary Jenkins | | | | | | |
| 8 | 3 | Peter Marley | 10.0 | 15.0 | 11.0 | 14.0 | 13.5 | | | 3 | Peter Marley | | | | | | |
| 9 | 4 | Susan Carter | 12.5 | 14.0 | 14.0 | 12.0 | 14.0 | | | 4 | Susan Carter | | | | | | |
| 10 | | Average | | | | | | | | | Average | | | | | | |
| 11 | | | | | | | | | | | | | | | | | |
| 12 | Second Term | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | |
| 14 | No | Name | ENG | FRE | MAT | PHY | HIS | AVG | | | | | | | | | |
| 15 | 1 | John Doe | 13.0 | 13.5 | 14.0 | 13.0 | 12.0 | | | | | | | | | | |
| 16 | 2 | Mary Jenkins | 12.0 | 15.0 | 13.5 | 9.5 | 15.0 | | | | | | | | | | |
| 17 | 3 | Peter Marley | 13.0 | 14.0 | 12.0 | 12.0 | 13.0 | | | | | | | | | | |
| 18 | 4 | Susan Carter | 12.0 | 13.0 | 13.0 | 9.0 | 15.0 | | | | | | | | | | |
| 19 | | Average | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | |
| 21 | Third Term | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | | |
| 23 | No | Name | ENG | FRE | MAT | PHY | HIS | AVG | | | | | | | | | |
| 24 | 1 | John Doe | 13.0 | 13.5 | 14.0 | 13.0 | 12.0 | | | | | | | | | | |
| 25 | 2 | Mary Jenkins | 12.0 | 15.0 | 13.5 | 9.5 | 15.0 | | | | | | | | | | |
| 26 | 3 | Peter Marley | 13.0 | 14.0 | 12.0 | 12.0 | 13.0 | | | | | | | | | | |
| 27 | 4 | Susan Carter | 12.0 | 13.0 | 13.0 | 9.0 | 15.0 | | | | | | | | | | |
| 28 | | Average | | | | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | | | | | | |

**Figure 2.**

1.     Carry out the following activities                                                            **(5 marks)**

   - Set the font of the cells that carry data to Arial
   - Key in the title and the information for the First Term
   - Use a font size of 14 for the text in Cell A1, font size of 12 for text in Cell A3, and font size of 11 for the rest of the data for the First Term.

2.   Enter a formula to compute the average score for John Doe in Cell H6. Then copy the formula to adjacent cells to compute the average scores for the other students. Examine Cell H6, and copy the formula in that cell in the space provided below.                                               **(2 marks)**

_____

_____

3.   Enter a formula to compute the average score for ENG in Cell C10. Then copy the formula to adjacent cells to compute the average scores for the other subjects. Examine Cell C10, and copy the formula in that cell in the space provided below.                                           **(2 marks)**

_____

_____

4.   Now key in the information for the Second and Third Terms. Do not forget to compute the averages.                                                                                               **(2 marks)**

5.   Now, carry out the activities below for the summary information                               **(4 marks)**
   • Enter the information provided for the summary information.
   • Then enter in Cell L6, a formula to compute John Doe's average score for ENG.
   • Copy the formula to all the other cells in the range L6:Q10.
   • Examine Cells L6 and Q10, and copy the formulas in these cell to the space provided below.

_____

_____

_____

6.   Draw a histogram to show the average score for each student from the summary table. Place the histogram in the space below the summary information.                                   **(5 marks)**

7.   Save your work as **Task 2**.

8.   Print your work.

## Task III (15 marks)

Figure 3a shows a program written in Pascal, and Figure 3b an equivalent program written in C. Study the program code in any of the languages carefully and answer the questions below.

5

## Figure 3a: Pascal Code

```pascal
Program ArithmeticGame;
 var
    x:integer;
 BEGIN
    write('Enter a number: ');
    readln(x);
    if (x < 100) then
        Begin
            writeln(x, ' is small number');
            writeln('The square of ', x, ' is ', x*x);
        End
    else
        Begin
            writeln(x, ' is big number');
            writeln('Two times ', x, ' is ', 2*x);
        End;
    readln;
END.
```

## Figure 3b: C Code

```c
#include <stdio.h>
int main(void) {
    int x;
    printf("Enter a number: ");
    scanf("%d",&x);
    if (x < 100) {
        printf("%d is a small number\n", x);
        printf("The square of %d is\n", x*x);
    }
    else {
        printf("%d is a big number\n", x);
        printf("Two times %d\n", 2*x);
    }
    getchar();
}
```

1.  Carry out the following tasks                                            **(5 marks)**
    *   Launch either a C or Pascal program development environment and type the corresponding program.
    *   Keep compiling and correcting the program until no errors are reported.
    *   Save your work as Task 3.
    *   Make a screen capture of your program. Then launch your word processor and paste your screen capture on the blank word processor screen. Save as Task 4. Print Task 4.

_____ Turn Over

2.    Run the program and type 10 when asked for a number. Write the output in the space below.
      Run the program again and type 200 when asked for a number. Again write the output in the space below.                                                                     **(5 marks)**

_____
_____
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3.    Explain briefly what the program does.                                    **(5 marks)**

_____
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