

UNIVERSITY OF MALTA

THE MATRICULATION CERTIFICATE EXAMINATION

INTERMEDIATE LEVEL

COMPUTING

May 2012

EXAMINERS' REPORT

MATRICULATION AND SECONDARY EDUCATION

CERTIFICATE EXAMINATIONS BOARD

Computing
Intermediate Level
May 2012

Part 1: Statistical Information

The distributions of grades awarded in the May 2012 session are given in the table below.

GRADE	A	B	C	D	E	F	Abs	Total
Number	9	24	45	30	18	15	1	142
% of Total	6.34	16.90	31.69	21.13	12.68	10.56	0.7	100

Part 2: Comments regarding candidate's performance

A1: Most of the candidates answered part (a – i and ii) correctly, with the exception of a few who could not identify the two major classes of software. Very few candidates knew the meaning of the term *authoring software*. As regards to part (b), very few could define *process control*. Most of the students named and explained the use of process control.

A2: Most candidates knew what EFT stands for, although some had no idea and so they could not define EFT. With regards to question (b), most candidates defined remote access properly, but very few knew the method used to provide it. Nearly all candidates answered part (iii) correctly.

A3: About half the students answered correctly part (a). Very few knew how to convert a decimal number to binary. Most of the students gave good differences between a compiler and an interpreter.

A4: All the students replied to this question with approximately half of them getting full marks while the remaining half got the second part partially correct because they failed to simplify the expression all the way to 2 logic gates only.

A5: The majority of the candidates got the first three parts of this question correct but most failed to specify that a wider data bus means better performance.

A6: While most students could define *batch* and *network* OSs, very few defined well *online* OS. Most of the students mentioned one good characteristic of a real time system (not two), but then they gave a good example overall.

A7: The majority of the candidates knew exactly what an Assembler is used for but few failed to specify translation from Assembly language to Machine code. Similarly few failed to identify 3 correct instructions. Finally approximately half the students failed to distinguish between Immediate & Direct addressing mode.

A8: More than half the students failed to identify 3 paradigms and the associated programming languages. A number of students even named HTML as a programming language. The rest of this question about Looping constructs was answered correctly by the majority of the candidates.

A9: Approximately 75% of the candidates answered the part about cache correctly, while some others failed to answer to explain Memory store protection. Nearly all the students answered the second part of this question correctly.

A10: Most candidates answered this question correctly. Most of those who did not, gave a totally wrong answer.

B1: Very few candidates chose to reply to this question and those who did fared very well with the main issues being some confusion between a data structure and a data type thereby getting no marks for the first two parts, but like all others who chose this question did very well on the search flow chart/pseudo code.

B2: The majority of the students opted for this question in section B. Most of the students answered correctly question (a) both for the advantages and the DBAs responsibilities. For question (b), many defined a relational db properly. However, very few could name and describe the main components used in a relational database model. In the scenario section, most candidates gave the correct fieldnames even if some of the candidates did not give all the correct data types. About half of the candidates did not know the relationships between the tables and their primary key.

**Chairperson
Board of Examiners
July 2012**