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“

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Cambridge Assessment International Education

”



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pages 5-6
to find out more

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John Dabell, Teaching Secondary

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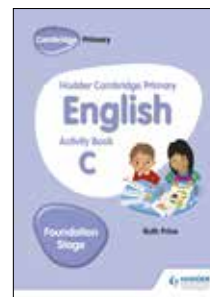
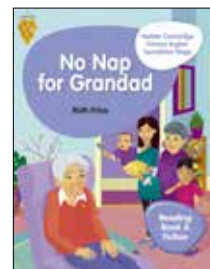
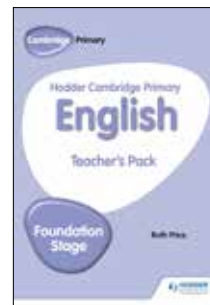
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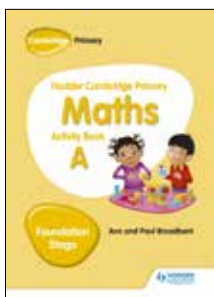
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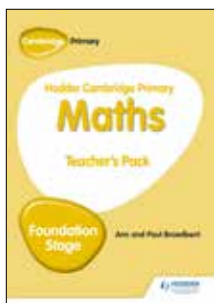
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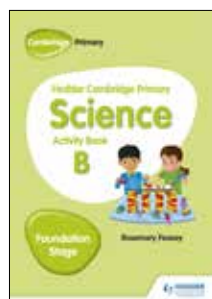
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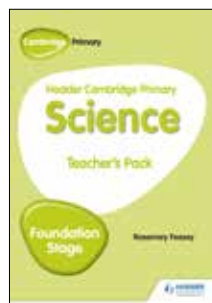
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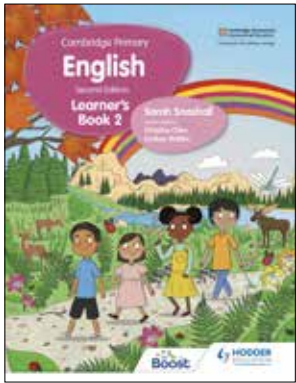
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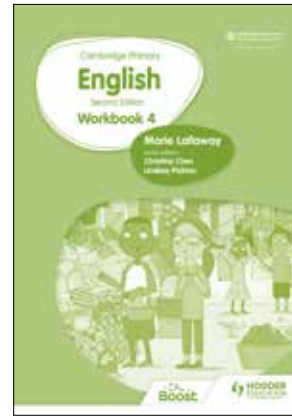
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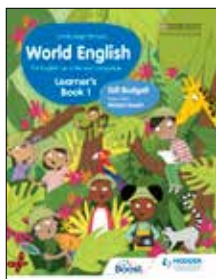
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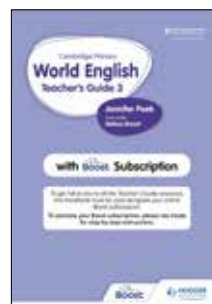
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Newspaper reports

Do you remember?

- Apostrophes for omission show you where a letter is missing. For example:
- I am** becomes **I'm**.
 - We do not** becomes **We don't**.
 - She will not** becomes **She won't**.
 - They would** becomes **They'd**.
- Apostrophes are also used to show that something belongs to someone or something. This is called **apostrophe for possession**.
- For example:
- Bella's new bike** was shiny blue.
 - The cat's claws** were sharp.
 - James' bike** and **the twins' bikes** are green.

Learn

News reports can be found in newspapers and online. After an introduction, which gives a summary of the news, they recount events in chronological order. News reports usually include:

- headline
- sub-headings
- photographs
- introduction – briefly tells you the most important news, usually tells you what has happened, when and where it happened
- columns
- captions
- direct speech – quotations about the event from people who were there, or who have an opinion about what happened.

THE DAILY NEWS

1 MAN RESCUED FROM CLIFFTOP!

Amazing rescue operation saves man's life

Yesterday, 27-year-old Victor Ansoat was winched to safety by helicopter after being trapped on a crumbling cliff top.

Ansoat, an experienced climber, became trapped on the coastal cliff at Portloman. As he neared the top of the cliff, a landslide caused the cliff to crumble away and he was left stranded. After two hours, a helicopter arrived from Southsea Coastal Rescue Station. A Coastguard winch lowered down from the chopper to attach Ansoat and take him back up to safety.



SCRS saw the day

Get started!

1 Read this newspaper report from 1969 about the first person to step onto the moon.

MEN ARE ON THE MOON

At 3:56 this morning, Neil Armstrong stepped from the lunar module and set foot on the moon. It was the dream which humans have shared since the beginning of recorded history coming true. Aldrin followed his commander down the steps of the ladder 19 minutes later.



Neil Armstrong

Armstrong's first words on the moon were: "That's one small step for man. One giant leap for mankind." The first television view millions on Earth saw was Armstrong's foot descending slowly. Then there was his full figure.

2 Write the answers to these questions.

- What happened?
- When did it happen?
- Where did it happen?

3 With a partner, find these features in the news report:

- headline
- caption
- introduction
- photograph
- direct speech
- column.

4 What does the newspaper report include that the letter or diary entry do not?

Glossary
lunar module: the spacecraft that landed on the moon
commander: the person in charge
crater: a hole on the surface of the moon
tension: excitement and fear
mission controller: the person on earth who was in charge of the moon landing

Unit 3 Bugs big and small!



Let's talk

Look at the picture. How many bugs do you know? Can you name them? Which bug is your favourite? Why?

Listening and speaking

Bug names

Learn

There are many different types of bugs.



Practise

Listen and point. Say each word in the Learn box. Then point to it on page 38.

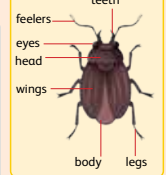
Let's talk

Learn this poem and the actions. Teach it to a friend or family member who is younger than you.

Incy Wincy Spider
 Incy Wincy Spider
 Is climbing up the spout.
 Down comes the rain
 And washes the spider out.
 Out comes the sunshine
 And dries up all the rain.
 So, Incy Wincy Spider
 Climbs up the spout again.

Learn

These are the names of the body parts of bugs.



Practise

Draw a bug and label its body parts.

Pages taken from Cambridge Primary English Learner's Book 1

Pages taken from Cambridge Primary World English Learner's Book 4

2 Addition and subtraction

One more, one less

Explore

Look at this tree. Say what you see.

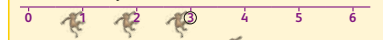


Maths words

more
more than
less than

Learn

There are 3 monkeys on this number line.



1 more monkey climbs on.

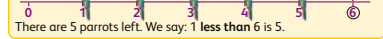


There are now 4 monkeys. We say: 1 more than 3 is 4.

There are 6 parrots on this number line.



1 parrot flies away.



There are 5 parrots left. We say: 1 less than 6 is 5.

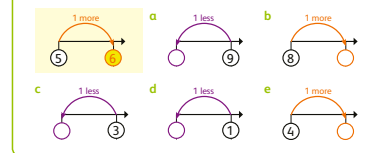
Practise

1 Look at the shapes on this number line.



- Which number is 1 less than the ●?
- Which number is 1 less than the ■?
- Which number is 1 more than the ▲?
- Which shape is 1 less than 6?

2 Find the missing numbers to show 1 more or 1 less.



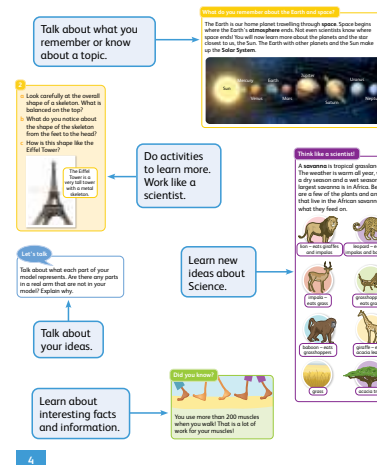
Try this

David thinks of a number but says the number that is 1 less. Maris thinks of a number but says the number that is 1 more. Both David and Maris say the same number. What number are they both thinking of? Tell a partner how you know.

Pages taken from Cambridge Primary Mathematics Learner's Book 4

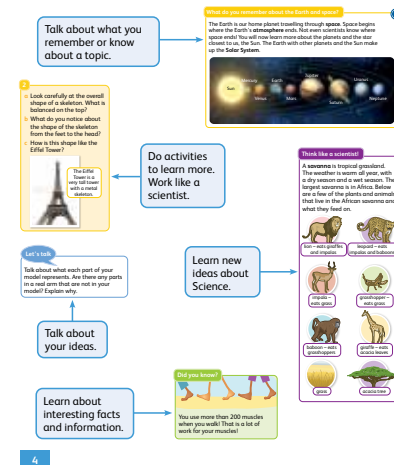
How to use this book

This book will help you learn about Science in different ways



How to use this book

This book will help you learn about Science in different ways



Pages taken from Cambridge Primary Science Learner's Book 4



Cambridge Primary Mathematics Learner's Books Stages 1-6

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Authors: Catherine Casey, Josh Lury, Steph King

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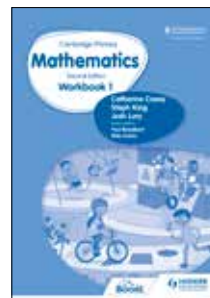
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Authors: Roland Birbal, Carissa Gookool, Michelle Koon Koon, Nazreen Mohammed, Michele Taylor

Help learners develop essential computing skills with an approach that uses real-life examples, reinforces key vocabulary and provides opportunities to learn, practise and apply throughout.

- Encourage learners to become confident in working with information and ideas of their own and those of others with discussion tasks, as well as with 'What can you do?' panels at the end of each unit for self-assessment.
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July - December 2022 For Teacher's Guides ISBNs 1-6 and individual publication dates see order form
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Unit 1: Scratch: Be a loop hero

Go further

1 Create a program using the forever loop and the repeat loop with the following criteria:

- A butterfly sprite starts on the right and moves to left side of the screen.
- Then it glides for 2 seconds to the right side of the screen.
- Repeat actions 1 and 2 four times.
- As the butterfly glides, its wings flap.
- Finally, the butterfly remains on the right side of the screen flapping its wings continuously.

Which loop will you use for steps 3 and 5? Tell a partner.

2 Create the 1st set of code to make the butterfly move across the screen:

- Search for the **Butterfly 2** sprite and click to select it.
- Search for the **Blue Sky** backdrop and click to select it.
- Include an event to start the program. Under the **Events** group of blocks, select the block **when clicked** to start the program.
- Under the **Control** group of blocks, select the **repeat** block and change the value from **10** to **4**.
- Set the butterfly to start at the left side of the screen. Go to the **Motion** group of blocks and select the following:

The values of **x: 28** and **y: -7** show the current location of the sprite on the screen.

Change the value for **x** to **-160** and the value for **y** to **100**. The sprite will move to the left side of the screen.

The **x** value moves the sprite from left to right. The **y** value moves the sprite from top to bottom.

Unit 1: Scratch: Be a loop hero

f Set the butterfly to glide for **2** seconds across the screen from left to right. In the **motion** group of blocks, select the following:

Change the value for **glide** to **2** seconds, the value of **x** to **160** and the value of **y** to **100**. The sprite will move to the right side of the screen.

g Connect the blocks for this 1st set of code.

h Try your code by clicking the **green flag** to start.

What do you notice when the **green flag** is selected? Does the butterfly glide correctly? If not, correct your code.

Computational thinking

You can create a 2nd set of code to make the butterfly flap its wings. Before programming this code, decompose it into an algorithm (a step-by-step list) to help you. For example:

- Start the program when the **green flag** is selected.
- Include a **forever loop**.
- Switch the butterfly between **costume a** and **costume b** (so that it appears to be flapping its wings).
- Include a delay of **0.1** second to show the change between costumes.
- Connect the blocks by adding steps 3 and 4 into the **forever loop**.
- Stop the program only when the **stop** button is selected.

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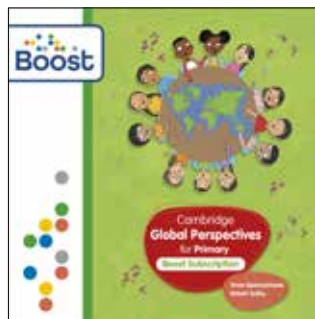
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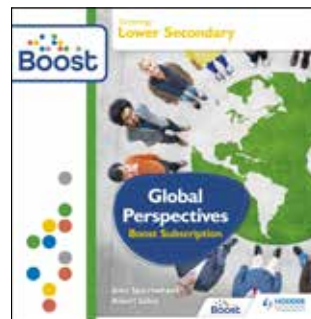
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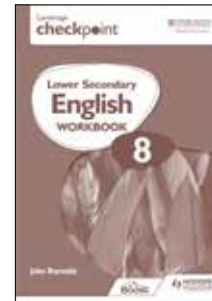
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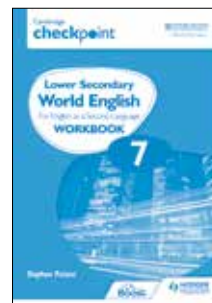
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5 It's tradition!

Reading

- Folk tales
- Ballads

Speaking and listening

- Listening to a folk tale
- Retelling traditional tales
- Listening to a ballad
- Delivering a presentation on an interesting person

Writing

- A folk tale
- Using direct speech in your writing

Key skills

- Revising hyphens and compound sentences
- Rhythm

LET'S TALK

- Which folk tales do you know?
- How do folk tales differ from short stories or novels?
- How are folk tales passed down through generations? What features made them easy to pass down this way?
- How do folk tales differ from short stories or novels?
- What makes a good storyteller?

KEY WORDS

Folk tales stories that are handed down from generation to generation, usually in spoken form.

Genre a particular type of literature or other art form, e.g. novel, poetry, science fiction.

Oral storytelling a story in spoken form.

onomatopoeia when the sound of a word echoes its meaning, e.g. boom.

Reading

Folk tales

Activity 5.1

- Work in a group. Tell your group your favourite (or least favourite) folk tale. Briefly say what the folk tale is about and why you like it or don't like it.
- Skim-read the following extract and discuss what it is about.

Extract: Traditional folk tales

How old are folk tales?

Folk tales are one of the earliest genres of storytelling. Many of them were originally made up centuries ago before writing and printing were in common use. The stories were handed down from generation to generation, usually in spoken form. Over the years, the different tellers of the original stories added their own details and adapted the stories to their particular listeners. Eventually, many of these traditional stories were collected into books by folklorists (people who study the traditions and culture of the past) and preserved for future readers. In some parts of the world, the tradition of oral storytelling continues today. Some stories are long forgotten but many stories have survived.

Nature

Many folk tales use nature to tell a story, for example, about the relationship between humans and nature, or people's negative or positive behaviour towards nature, or to try to explain natural phenomena. Ask why the moon is in the sky or why a leopard has spots.

Morals and lessons

Many of the original folk tales contain a moral or a lesson and many of these early stories form the basis of the plots of more sophisticated stories and novels nowadays. Folklorists have found that many of the basic plots are common to more than one culture and can be found in a wide range of countries from different continents.

They use characters that the audience can easily relate to, who are either good or bad. Very often the characters are animals. They usually end with good triumphing over evil.

Oral tradition

A story that is told orally is spoken out loud. Stories that are part of the oral tradition usually contain quite a lot of repeated details and vocabulary. This is a deliberate attempt on the storyteller's part to make sure that the listeners can remember what has happened as they do not have printed copies of the story in which they can turn back a few pages to check details. These stories often use dialogue (direct speech) as well as literary devices such as onomatopoeia, similes and metaphors to keep the attention of listeners.

Pages taken from Checkpoint English Student's Book 7

3 Data collection and sampling methods

LET'S TALK

Although the students are randomly placed, hair colour and eye colour do not appear to be random. Discuss why this might be the case.

KEY INFORMATION

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

Remember: Categorical data are data which can be put into groups or categories.

Reading

Data collection and sampling methods

- Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- Understand the advantages and disadvantages of different sampling methods.

Section 1

They include the following data as shown in the example:

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

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			

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, hair colour, eye colour, height? Justify your answer.

LET'S TALK

Can you name at least two examples of data for each of the three types mentioned?

KEY INFORMATION

Collecting accurate data is an important area of mathematics and is used a lot in the modern world. Data for medical research can tell doctors how effective a cancer treatment is. Data for the masses of children at different stages of growth can identify children who might be under- or overweight. Data for CO₂ emissions can help scientists model the effects of climate change in the future.

When data are collected, it is unlikely that a whole population will be included. Usually a sample of the population is used. The important thing is that the sample should be representative of the whole population. A representative sample should give similar results to the whole population.

To do this several different types of sampling have been developed. In this section, you will trial some of these methods and decide whether they are representative. You will need the resource sheet containing details for 30 students from your teacher.

Pages taken from Checkpoint Mathematics Student's Book Stage 8

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 total forces on earth are a result of the gravitational attraction between the Earth, Moon and Sun
- how solar and lunar eclipses happen.

Do you remember?

- Name the planets of the solar system.
- What else is in the solar system besides the planets?
- Describe how the Earth moves through the solar system.

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

- Look at Figure 15.1 and read again the text about planet formation.
- 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.
- Discuss your idea with your class and your teacher, and work out a way you might model the formation of a planet.
- 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 cloud 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.

Gravity and planet formation

There is a force of attraction between any two objects in the universe, called gravity. The objects may be small, such as an ant and a pebble, or they may be very large, such as a star and a planet.

When a star forms, a cloud of gas and dust also forms around it. The objects in the gas and dust clouds are very, very small, but the force of gravity exists between them and, in time, pulls them together. Dust particles are pulled together by gravity and, when they touch, they stick together 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.

Pages taken from Checkpoint Science Student's Book 7

1 FRIENDS

Use of English

Pronouns

Do you remember?

Can you identify all the pronouns in the following sentences?

- This is my friend Maria. She is called Super-Maria by her friends. She has long hair. I sit next to her in class. We enjoy ourselves.
- Who is he? Is he your cousin?

Discuss why pronouns are useful and when we can use them.

Passive voice

Do you remember?

Look at the verbs in these two sentences:

- I was named after my grandfather.
- I name you Paul, after your grandfather.

- What is the difference?
- Are they both in the same tense?
 - If not, what tense are they? Present or past?
- Are the verbs formed in the same way?
- Does the auxiliary 'was' make a difference?
 - Which sentence is in the passive voice?

We can use the active voice or the passive voice to describe present actions. For example:

Active voice	Passive voice
They name him after his father.	He is named after his father.
They book the students into a new school.	The students are booked into a new school.

Work in pairs. Complete this sentence about how we form the passive: To form the passive voice, we use a form of the verb 'to' with the _____ participle.

2 Use the verb in each sentence in the present passive voice and say the sentence aloud.

- I (name) after my mother.
- He (call) 'the thinker' by his friends.
- The students (call) to a meeting.
- They (sign up) at the football club.
- The concert (enjoy) by all our parents and friends.
- The meal (share) between the friends.

Try this

Read this dialogue aloud. Use pronouns instead of the underlined nouns.

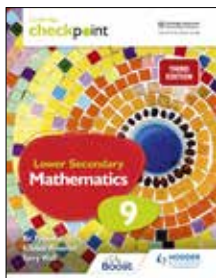
Malik: Hi Tyrone. Can Tyrone show Malik where the computer room is?

Tyrone: Hiya. Of course Tyrone can. The computer room is next to the office, isn't it?

Malik: Thanks. Can Malik and Tyrone walk there together?

Tyrone: Yes. Let Tyrone get Tyrone's books and Malik and Tyrone can go.

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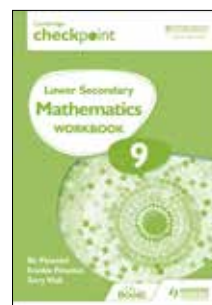
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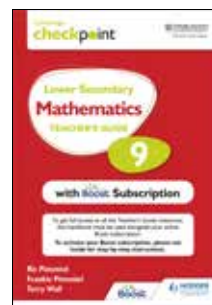
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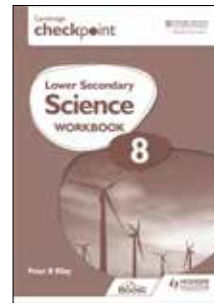
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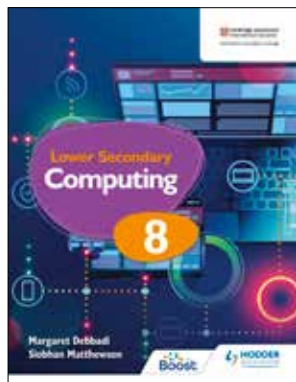
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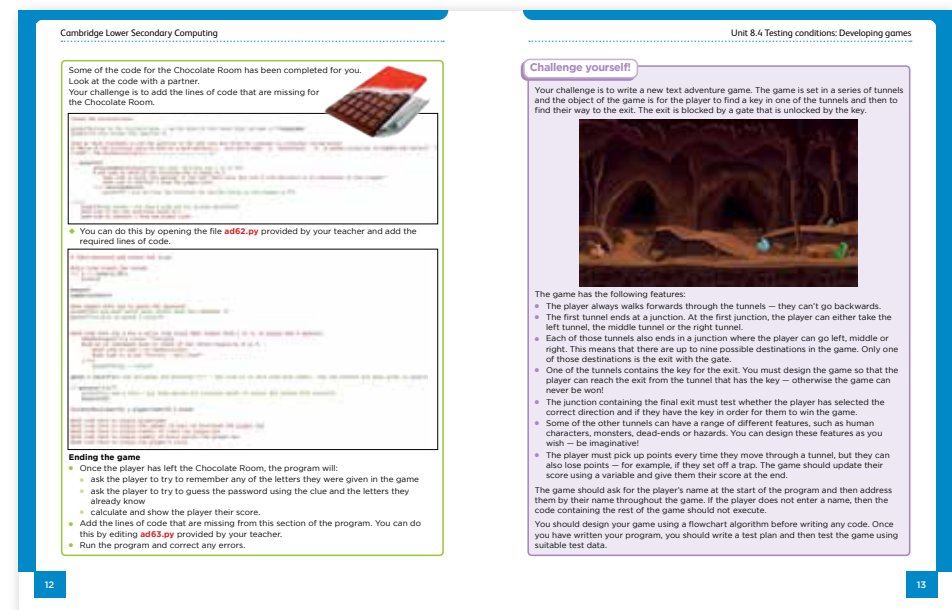
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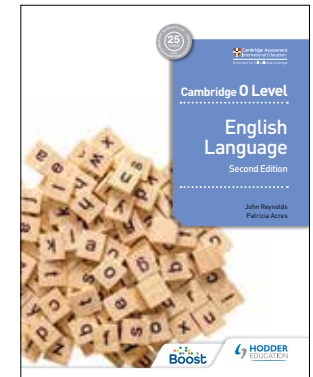
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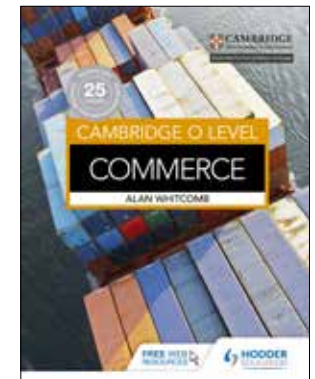
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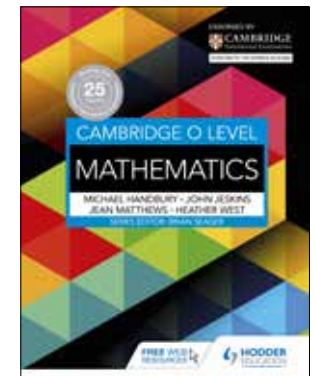
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1 States of matter

FOCUS POINTS

- What is the structure of matter?
- What are the three states of matter?
- How does kinetic particle theory help us understand how matter behaves?

In this first chapter you will look at the three states of matter: solids, liquids and gases. The structure of these states of matter and how the structures can be changed from one to another is key to understanding the states of matter.

You will use the kinetic particle theory to help explain how matter behaves, so you can understand the difference in the properties of the three states of matter and how the properties are linked to the strength of bonds between the particles they contain. Why, for example, can you compress gases but cannot compress a solid? By the end of this chapter you should be able to answer this question, and use the ideas involved to help you to understand many everyday observations, such as why car windows mist up on a cold morning or why dew forms on grass at night.

1.1 Solids, liquids and gases

Chemistry is about what matter is like and how it behaves, and our explanations and predictions of its behaviour. What is matter? This word is used to cover all the substances and materials from which the physical universe is composed. There are many millions of different substances known, and all of them can be categorised as solids, liquids or gases (Figure 1.1). These are what we call the three states of matter.

Figure 1.1 Water in three different states.

1 STATES OF MATTER

A solid, at a given temperature, has a definite volume and shape which may be affected by changes in temperature. Solids usually increase slightly in size when heated, called expansion (Figure 1.2), and usually decrease in size if cooled, called contraction.

A liquid, at a given temperature, has a fixed volume and will take the shape of any container into which it is poured. Like a solid, a liquid's volume is slightly affected by changes in temperature.

A gas, at a given temperature, has neither a definite shape nor a definite volume. It will take the shape of any container into which it is placed and will spread evenly within it. Unlike solids and liquids, the volumes of gases are affected greatly by changes in temperature.

Liquids and gases, unlike solids, are compressible. This means that their volume can be reduced by the application of pressure. Gases are much more compressible than liquids.

The main points of the theory are:

- All matter is composed of tiny, moving particles, invisible to your eye. Different substances have different types of particles (atoms, molecules or ions) of varying sizes.
- The particles move all the time. The higher the temperature, the faster they move on average.
- Heavier particles move more slowly than lighter ones at a given temperature.

The kinetic particle theory can be used as a scientific model to explain how the arrangement of particles relates to the properties of the three states of matter.

Explaining the states of matter

In a solid the particles attract one another. There are attractive forces between the particles which hold them close together. The particles have little freedom of movement and can only vibrate about a fixed position. They are arranged in a regular manner, which explains why many solids form crystals.

It is possible to model such crystals by using spheres to represent the particles. For example, Figure 1.3a shows spheres built in a regular way to represent the structure of a chrome alum crystal. The shape is very similar to that of a part of an actual chrome alum crystal (Figure 1.3b).

Figure 1.2 Without expansion gaps between the rails, the track would bend when expanded in hot weather.

1.2 The kinetic particle theory of matter

The kinetic particle theory helps to explain the way that matter behaves. It is based on the idea that all matter is composed of tiny particles. This theory explains the physical properties of matter in terms of the movement of the particles from which it is made.

Figure 1.3 (a) A model of a chrome alum crystal.

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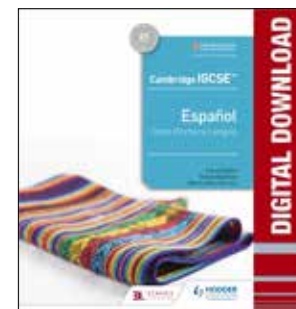
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Topic 2: Animal migrations


Reading
Read the following texts about animals migrating.

Migrating animals

Migration is when animals travel from one habitat to another. Migration is seasonal, and depends on the animals' needs for different habitats at different times – whether for food and water, or for breeding or some other reason. Every year, the animals return to their original place. Many different species of animals migrate by land, sea or air, often crossing vast distances and in large groups.



In Tanzania, around one and a half million wildebeest migrate annually in huge herds. They are looking for much-needed fresh grass and water, which are hard to find during the dry season. The wildebeest follow the rainfall, as in this way they are guaranteed food and can feed themselves and their young offspring. Seeing these enormous herds on the move is an incredible sight.



Some animals migrate because of the climate or seasons. Monarch butterflies cannot survive freezing winter temperatures, so they fly up to 3,000 miles from Canada to Mexico. These stunning butterflies huddle together to keep warm over winter. When the days start getting longer again, they start their return journey, laying their eggs along the route back. They use the sun to navigate their way back. On their return they can take a well-earned rest and enjoy the long-anticipated warmer temperatures.



Finally, some animals migrate to find a mate or raise their young. There are approximately fifty million red crabs living up in the forests on Christmas Island. But every October to December, they make the jaw-dropping journey down to the ocean to reproduce. It is essential for the female crabs to lay their eggs in the water for the young to survive. The hard-working female crabs protect the eggs for two weeks, before dropping them into water. The females then return to the forest. When the tiny crabs have hatched, they too make the intrepid journey to the forest. At this time, the island looks like it's covered in a red carpet, and the kind-hearted human inhabitants on the island help the crabs to complete their journey safely by closing roads and creating tunnels and bridges.

Scientists are keen to understand more about migration and how animals know where to go and when to leave. For example, how do the newly-hatched red crabs instinctively know the route to the forest? It is believed that animals use sunlight, the Earth's magnetic field and chemical cues, to find their way.

Did you know?

- Bar-headed geese are the highest-flying migratory birds, regularly reaching altitudes of up to five and a half miles above sea level while flying over the Himalayas in India.
- The whale that migrates the longest distance is the grey whale.
- The insect that migrates the longest distance is the desert locust.
- The land animal that migrates the longest distance is the caribou.

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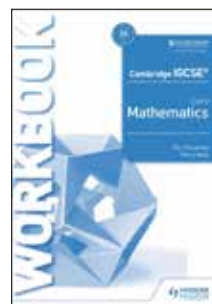
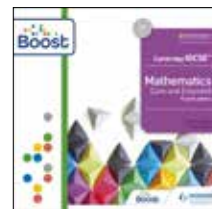
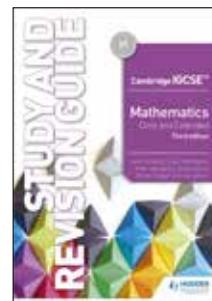
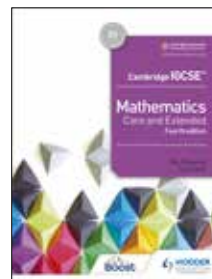
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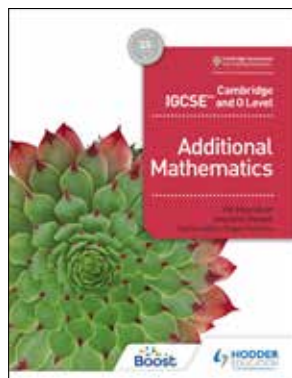
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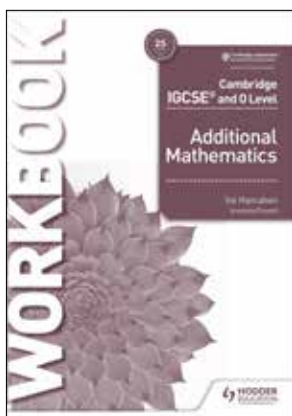
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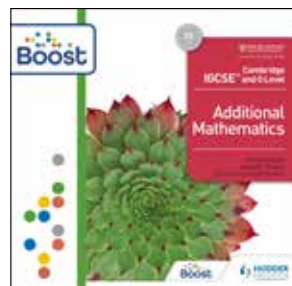
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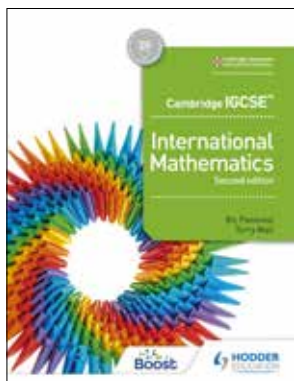
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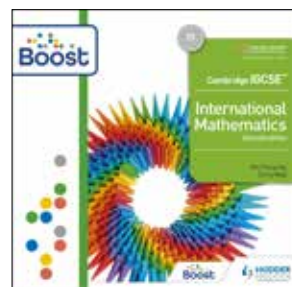
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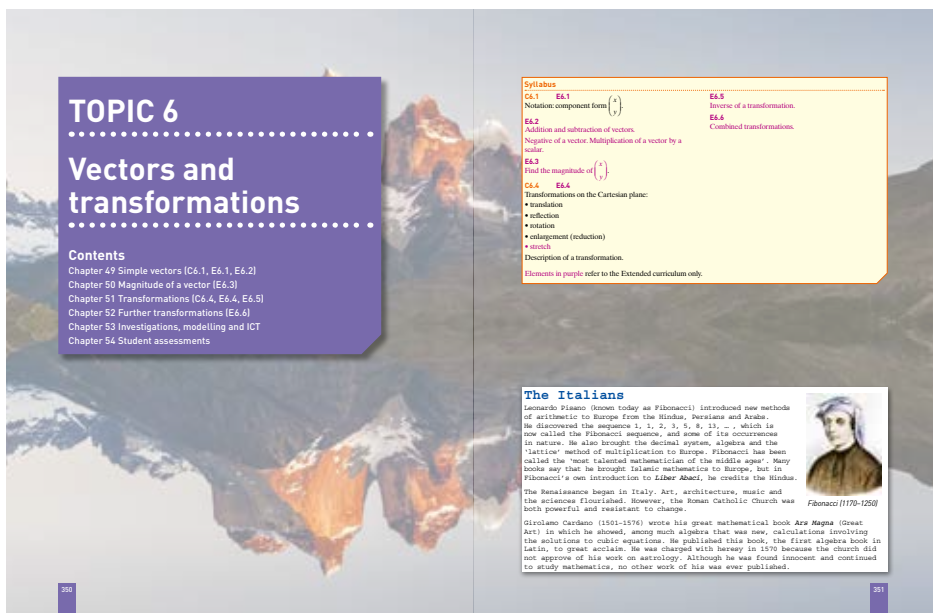
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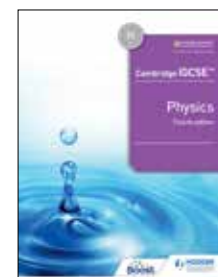
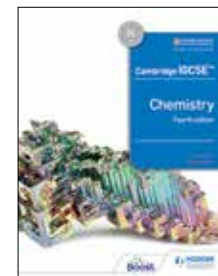
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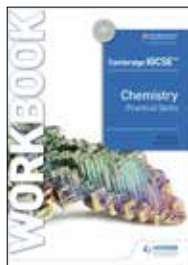
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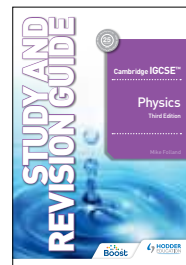
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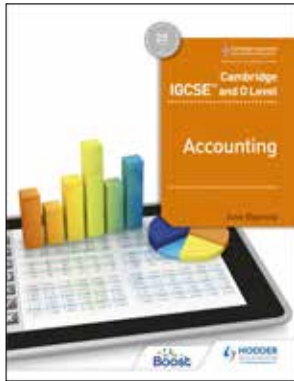
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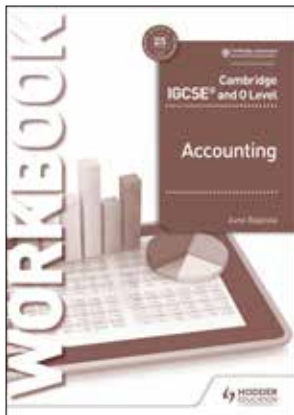
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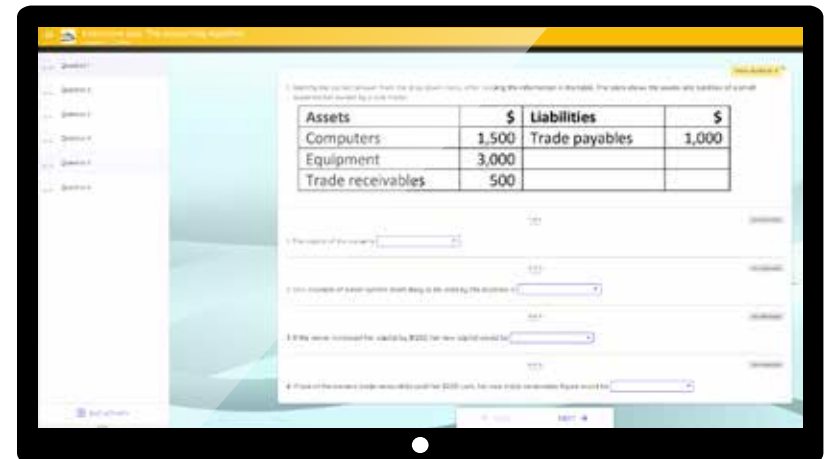
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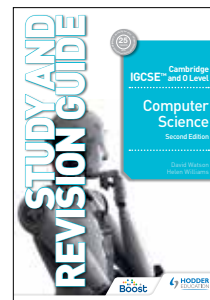
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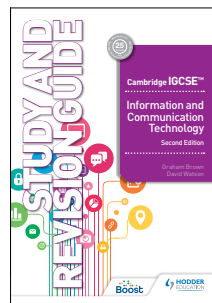
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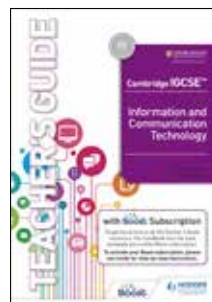
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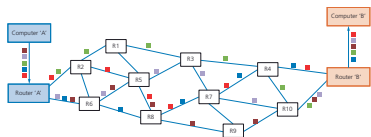
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2 DATA TRANSMISSION

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.

The drawbacks of packet switching include:

- ▶ 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.

Sometimes it is possible for packets to get lost because they keep 'bouncing' around from router to router and never actually reach their destination. Eventually the network would just grind to a halt as the number of **lost packets** mount up, clogging up the system. To overcome this, a method called **hopping** is used. A **hop number** is added to the header of each packet, and this number is reduced by 1 every time it leaves a router (Figure 2.6).



▲ Figure 2.6 Hop numbers between routers

Advice

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

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.

2.1 Types and methods of data transmission

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:



▲ Figure 2.7

Describe:

- 1 any potential problems with sound and video quality
- ii how these problems could be caused.
- 2 Explain how packet switching could be used to download a large web page from a website.
- 3 a The trailer in a packet will use one form of error checking. Explain what is meant by a cyclic redundancy check.
- b The payload contains the following data:
11110000 10000011 00110011 00111111 11111110 11100011
- 4 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, computer 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).

These factors are usually considered by a communication protocol.

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7 The systems life cycle

- In this chapter you will learn about the:
- analysis stage:
 - methods of analysing 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:
 - test 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.

In this chapter we will consider the stages and processes involved when replacing computer systems, from analysis of an existing system right through to evaluation of the new 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.

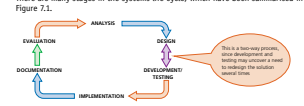
There could be many more reasons.

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**.

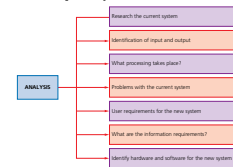
There are many stages in the systems life cycle, which have been summarised in Figure 7.1.



▲ Figure 7.1 Systems life cycle

7.1 Analysis

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



▲ Figure 7.2 Analysis stage

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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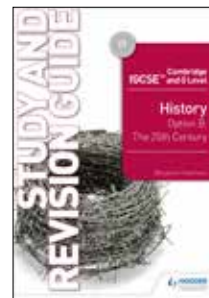
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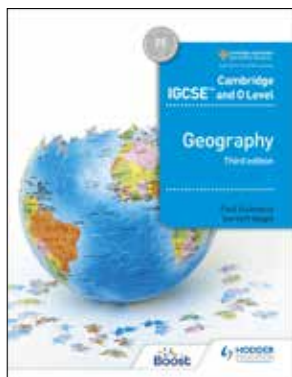
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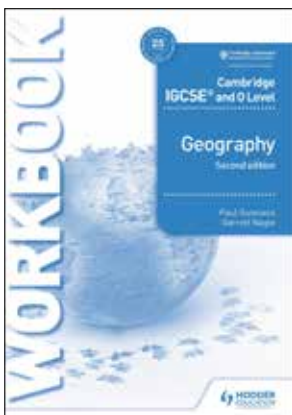
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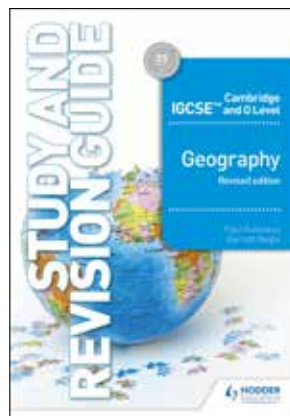
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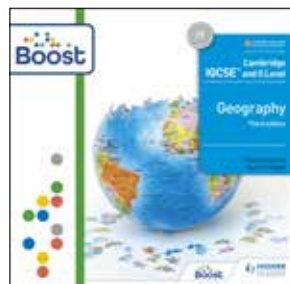
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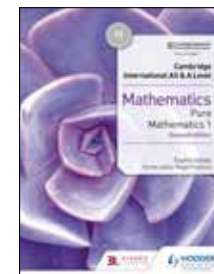
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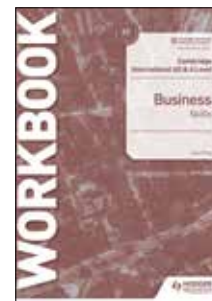
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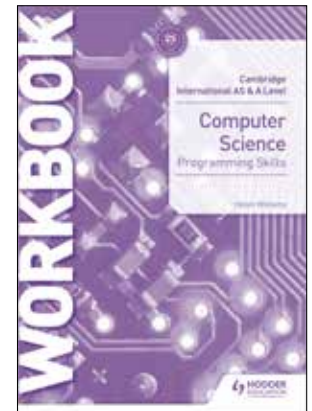
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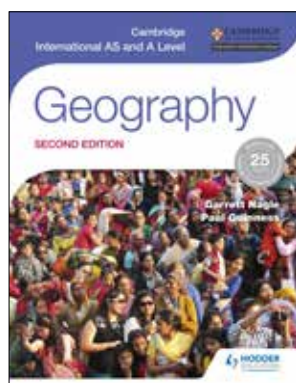
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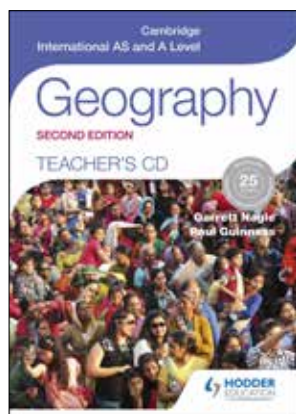
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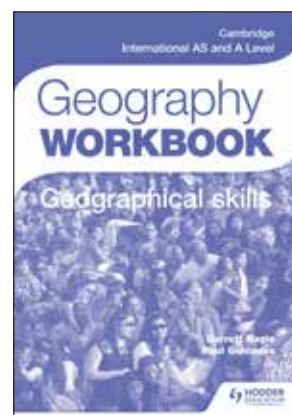
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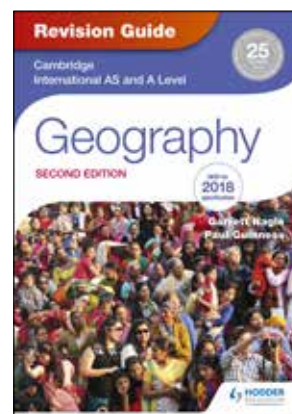
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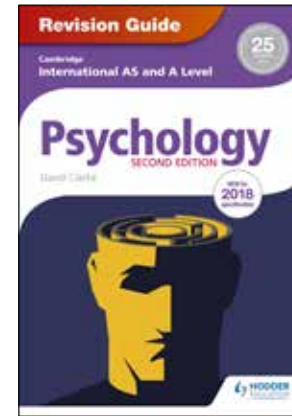
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