


☐

I'm not robot


reCAPTCHA

Continue

There is one two-hour written document with 100 stamps and an internal evaluation of 100 stamps. The document is divided into two sections: A and B. Section A (Mandatory - 40 marks) consists of mandatory short answer questions covering the entire curriculum. Section B (60 marks) consists of questions that require detailed answers and there is a choice of questions in this section. 1. Operating System (i) Introduction to the operating system The need for the operating system, the functions and functions of the operating system and familiarity with the installation and installation of the software. Operating system features and functions (examples of one user and multiple users) introduce students to the installation and un-installation of connected peripherals and other related programs such as dictionaries, encyclopedias, etc. (ii) Graphic user interface Working with the graphical user interface (GUI), GUI elements, processing files and directories under the graphical interface, managing the desktop. The concept of an active window. Familiarity with icons, buttons and bar tasks. The size of the window. Processing multiple windows. Create folders. Copying items. Moving the items. Removing items. Set up the attributes of the items. Create shortcuts on your desktop, organize folders on your desktop. 2. Internet, email, WWW, modem and related protocols. Working online, creating an email account, sending and receiving email, web servers, search engines to perform a simple search and Boolean search operators fine-tuning search, basic modem work (modulation and demodulation) through block charts only. Protocols and their need (FTP, HTTP, IMAP, POP, SMTP). Downloading information. 3. Computing and ethical issues in computing. Intellectual property rights; Protecting the human right to privacy; Protecting data on the Internet Spam protection software piracy, cybercrime, hacking, protection from malicious intent and malicious code. Stress should be on good etiquette and ethical practices. 4. Office Application Software Word processor, multimedia presentation and tables. Discuss the following features for Word Processor, Multimedia Presentation and Tables: Opening and Closing, Saving, Editing, Formating, Printing, Spell Check, Grammar and Title/Footer. Features: Word Processor - table insertion and tablework. Multimedia Presentation - Students should be able to create a presentation using images/images, sound, video and custom animation. Students should be able to import materials from word processors, spreadsheets, databases and the Internet. Tables - Using formula functions (mathematical) with ranges, graphs and diagrams. The difference between absolute and relative references. 5. Database Packages Need database management; Create and maintain a database Editing by Editing by The database Calculations Changing the structure of the database Sorting, indexing Request Generation report. Dealing with multiple databases, linking objects and embedding, creating applications. The need to manage databases to process a huge amount of data - storage, sorting, generalization, classification and extraction quickly. Identify the structure of the database, enter data of different types, keep it in the appropriate area. Adding, deleting and modifying records, global editing. Calculations on one record or record group. Change the structure of the database by inserting, deleting, or changing fields. Sorting on one field/multiple fields, sorting selected entries/all entries. Indexing on one field/multiple fields. The need to re-index. Sorting versus indexing. Set up the state of the query, relational and logical operators, set up the request using multiple conditions. Create detailed or concise reports. Work with multiple databases and explain relationships (one to one, one for many, many to one and many for many) through real life examples. Linking objects/embedding objects, linking and embedding. Create database applications based on the user's requirement. 6. Elementary concept of entities and ities modeling objects and their behavior by objects; Class as a specification for objects and as an object factory; calculation as message calls/function between objects (many examples need to be done to illustrate this). Objects encapsulate state (attributes) and have behavior (functions). Class as a specific type of user. The class can be seen as an object creation plan. It can be seen as a factory that produces such objects. The class can also be seen as a new type of data created by a user who has its own functionality. All four features of object-oriented programming must be defined and explained by real-life examples. Analyze each object and show how each one contains attributes and responds to specific messages or authorizes certain operations. Emphasize that the object is a class copy. One object is just a set of values, one for each attribute in the class. Values and types of tokens and their types, primitive types, operations on primitive values, expressions, purpose (destination is also an expression). Introduce the primitive types and range of values that each represents. Discuss all the operations that can be done with primitive types, namely mathematical, relational and logical. Discuss the priority and association of operators. Introduce the concept of casting type. Enter System.out.println and System.out.print, for a simple conclusion. Discuss different types that occur when the program is executed and compiled (syntax errors, time errors, and logical errors). 8. Conditional and non-invested cycles Application, if still, if if if the ladder, the switch-case (default, break). A fixed number of iterations is for the cycle. An unknown number of iterations - while the cycle does while the cycle. Conditional/ternar operator (?:) should be entered at this point. Loops are fundamental to computing, and their need should be shown in examples. Examples: various problem-based numbers: simple numbers, composite numbers, ideal numbers, fibonacci numbers, etc. Section:1Prins of object-oriented programming Section:1Inroduction to object-oriented concept programming concepts computer applications class 9 icse solutions. computer applications class 9 icse pdf. computer applications class 9 icse sample paper. computer applications class 9 icse pdf download. computer applications class 9 icse book pdf. computer applications class 9 icse syllabus. computer applications class 9 icse dn publications. total computer applications class 9 icse answers

[normal_5f8814624dd77.pdf](#)
[normal_5f87203eba0b2.pdf](#)
[normal_5f876774b1de2.pdf](#)
[normal_5f87587874ea0.pdf](#)
[normal_5f8750a51f359.pdf](#)
[pokemon quest hack switch](#)
[actuarial outpost fa grading spreadsheet](#)
[refraction of light at plane surfaces class 10 pdf](#)
[exp\(a\)- exp\(b\)](#)
[rainforest word whizzle answers](#)
[baseball ballerina pdf](#)
[how to use mendeley in wps](#)
[sop accounting and finance pdf](#)
[big george rotisserie manual](#)
[lego mech head instructions](#)
[fnaf 2 free download unblocked](#)
[normal_5f876046d47fb.pdf](#)
[normal_5f87f63daea56.pdf](#)
[normal_5f878787d4279.pdf](#)
[normal_5f883a5e64b50.pdf](#)
[normal_5f873f11137fd.pdf](#)