

# G.C.E.(A/L) Examination - 2013

NATIONAL EVALUATION & TESTING SERVICE  
DEPARTMENT OF EXAMINATION - SRI LANKA

## 20 - Information & Communication Technology

### Marking Scheme

R.M.K. Jayasinghe

AL/N/20/S/10

3423

ரஹஸ்யம்

அந்தரங்கமானது

# ஸ்ரீ லக்ஷ்மி விநாயக டீபார்ட்மென்ட்

இலங்கைப் பரீட்சைத் திணைக்களம்

## சூனிக் அடிக்ஷி னா பரீக்ஷை ஸீலா

தேசிய மதிப்பீட்டிற்கும் பரீட்சித்தலுக்குமான சேவை

அ.பா.க. (உ.பா.) விநாயக 2013

க.பா.த.(உ.தர)ப் பரீட்சை 2013

வினா } பாடம் } ..... ICT ..... வினா } பாட } ..... 20 .....  
அகக் } இலக்கம் }

### புள்ளி டீபார்ட்மென்ட் - I பகுதி புள்ளி வழங்கும் திட்டம் - பத்திரம் I

| பிள்ளை அகக் |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| வினா இல     | விடை        |
| 01.         | 4           | 11.         | 3           | 21.         | 4           | 31.         | 2           | 41.         | 5           |
| 02.         | 1           | 12.         | 2           | 22.         | 4           | 32.         | 5           | 42.         | 2           |
| 03.         | 1           | 13.         | 4           | 23.         | 3           | 33.         | 1           | 43.         | 3           |
| 04.         | 4           | 14.         | 4           | 24.         | 4           | 34.         | 3           | 44.         | 2           |
| 05.         | 4           | 15.         | 3           | 25.         | 2           | 35.         | 5           | 45.         | 3           |
| 06.         | 2           | 16.         | 4           | 26.         | 5           | 36.         | 1           | 46.         | 4           |
| 07.         | 1           | 17.         | 2           | 27.         | 5           | 37.         | 2           | 47.         | 3           |
| 08.         | 2           | 18.         | 1           | 28.         | 2           | 38.         | 1           | 48.         | 2           |
| 09.         | 3           | 19.         | 2           | 29.         | 5           | 39.         | 2           | 49.         | 1           |
| 10.         | 2           | 20.         | 3           | 30.         | 2           | 40.         | 4           | 50.         | 4           |

வினா பகுதி }  
வினா அறிவுறுத்தல் }

பிள்ளை அகக் }  
ஒரு சரியான விடைக்கு }

01

வினா }  
புள்ளி வீதம் }

ஒரு பகுதி 01 X 50 = 50

**GCE AL Examination, August 2013 (AL/2013/20/E-II) – MCQ**

**(Model Answers)**

Q No.	Answer								
1.	4	11.	3	21.	4	31.	2	41.	5
2.	1	12.	2	22.	4	32.	5	42.	2
3.	1	13.	4	23.	3	33.	1	43.	3
4.	4	14.	4	24.	4	34.	3	44.	2
5.	4	15.	3	25.	2	35.	5	45.	3
6.	2	16.	4	26.	5	36.	1	46.	4
7.	1	17.	2	27.	5	37.	2	47.	3
8.	2	18.	1	28.	2	38.	1	48.	2
9.	3	19.	2	29.	5	39.	2	49.	1
10.	2	20.	3	30.	2	40.	4	50.	4

(Model Answers)

Q No	Section	Model Answer	Marks																																									
			Break down	Total																																								
1	(a) i	<p>Smoke detector: S1 Flame detector: S2 Heat detector: S3 Output: Q</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>S2</td> <td>S3</td> <td>Q</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Note:                      8 correct rows: 4 marks                      7 or 6 correct rows: 3 marks                      5 or 4 correct rows: 2 marks                      3 or 2 correct rows: 1 mark</p> <p><math>F = \bar{A}BC + A\bar{B}C + AB\bar{C} + ABC</math>  <math>F = AB + BC + CA</math></p>	A	B	C	F	S1	S2	S3	Q	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	4	4
A	B	C	F																																									
S1	S2	S3	Q																																									
0	0	0	0																																									
0	0	1	0																																									
0	1	0	0																																									
0	1	1	1																																									
1	0	0	0																																									
1	0	1	1																																									
1	1	0	1																																									
1	1	1	1																																									
	(a) ii	<p><math>Q = S1'.S2.S3 + S1.S2'.S3 + S1.S2.S3' + S1.S2.S3</math>  <math>Q = S1.S2 + S2.S3 + S3.S1 \leftarrow (K-map)</math></p>	1	1																																								
	(b) i	<p><math>Q = A.B.C. + A'.B.C + A.B.C'</math>                      = .....working                      = B.(A + C)</p> <p>} K-map for 2 marks                      Uses P for 2 marks</p> <p>Mention of at least two algebraic rules</p> <p>Note:                      If the simplification is stopped one step above or gone one more step further, only 3 marks out of 4</p>	1 4 2	7																																								

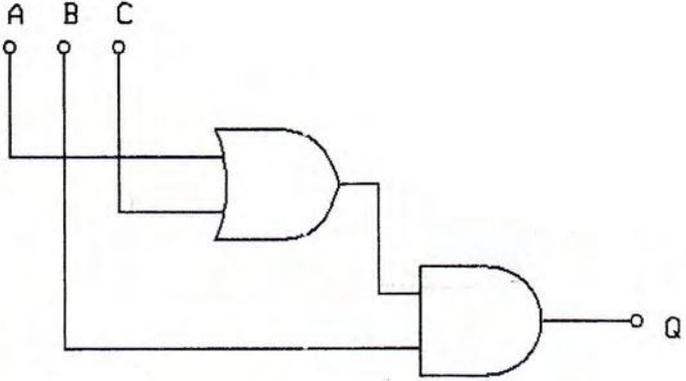
$$\begin{aligned}
 Q &= (A + \bar{A})BC + AB\bar{C} \\
 &= 1 \cdot BC + AB\bar{C} \\
 &= B(C + A\bar{C}) \\
 &= B \cdot (C + A) \cdot (C + \bar{C}) \\
 &= B \cdot (C + A) \cdot 1 \\
 &= B(A + C)
 \end{aligned}$$

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$$\begin{aligned}
 Q &= ABC + \bar{A}BC + AB\bar{C} \\
 &= ABC + \bar{A}BC + AB\bar{C} + ABC \\
 &= B[C(A + \bar{A}) + A \cdot (C + \bar{C})] \\
 &= B[(C \cdot 1) + A \cdot 1] \\
 &= B(A + C)
 \end{aligned}$$

Identity Law

(Model Answers)

Q No	Section	Model Answer	Marks																									
			Break down	Total																								
1.	(b) ii	 <p>Note:</p> <ol style="list-style-type: none"> <li>The 3 marks should be given only when the simplification has given at least 3 marks out of 4.</li> <li>The diagram is drawn to the final simplification expression.</li> </ol>	3 Or 0	3																								
2	(a) i	<table border="0"> <tr> <td>Speed:</td> <td>ISDN Upload and download are same</td> <td>ADSL faster download speeds than upload speeds.</td> <td>1</td> </tr> <tr> <td>Connectivity:</td> <td>end-to-end</td> <td>point-to-point</td> <td>(Contrast)</td> </tr> <tr> <td>Multiple acces:</td> <td></td> <td>Single access</td> <td></td> </tr> <tr> <td></td> <td>Synchronous</td> <td>Asynchronous</td> <td></td> </tr> <tr> <td></td> <td>Low speed data</td> <td>High speed data</td> <td></td> </tr> <tr> <td>Signal type:</td> <td colspan="2">Both provide digital communication (data and voice)</td> <td>1</td> </tr> </table> <p>Notes for teachers:</p> <p>ISDN - Integrated Services Digital Network: provides end-to-end (circuit switched) connectivity through a 64 kbps digital circuit.</p> <p>ADSL – Asymmetric digital subscriber line: provides faster data transmission over copper telephone lines. The technology provides faster download speeds than upload speeds.</p>	Speed:	ISDN Upload and download are same	ADSL faster download speeds than upload speeds.	1	Connectivity:	end-to-end	point-to-point	(Contrast)	Multiple acces:		Single access			Synchronous	Asynchronous			Low speed data	High speed data		Signal type:	Both provide digital communication (data and voice)		1	(Similarity)	2
Speed:	ISDN Upload and download are same	ADSL faster download speeds than upload speeds.	1																									
Connectivity:	end-to-end	point-to-point	(Contrast)																									
Multiple acces:		Single access																										
	Synchronous	Asynchronous																										
	Low speed data	High speed data																										
Signal type:	Both provide digital communication (data and voice)		1																									

**(Model Answers)**

Q No	Section	Model Answer	Marks																																									
			Break down	Total																																								
2	(a) ii	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Channels:</td> <td style="width: 30%;">CDMA Single</td> <td style="width: 30%;">GSM Multiple</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%;"></td> </tr> <tr> <td>Data transmission rate</td> <td>Fast</td> <td>Slow</td> <td></td> <td></td> </tr> <tr> <td>Security of data</td> <td>More</td> <td>Less</td> <td></td> <td></td> </tr> <tr> <td>Encoding</td> <td>Digital</td> <td>Digital</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Signal</td> <td>Radio/Wireless</td> <td>Radio/wireless</td> <td></td> <td></td> </tr> <tr> <td></td> <td>3G</td> <td>3G</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Voice and data both</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Medium of transmission</td> <td>Both wireless</td> <td></td> <td></td> </tr> </table> <p>Notes for teachers:  <b>CDMA - Code division multiple access:</b> allows several transmitters to send information simultaneously over a single communication channel. Each transmitter is assigned a code to allow multiple users to be multiplexed over the same physical channel.   <b>GSM - Global System for Mobile Communications:</b> is an open, digital cellular technology used for transmitting mobile voice and data services. In this technology, mobile phones make the connections by searching for cells in the immediate vicinity.</p>	Channels:	CDMA Single	GSM Multiple	1		Data transmission rate	Fast	Slow			Security of data	More	Less			Encoding	Digital	Digital	1		Signal	Radio/Wireless	Radio/wireless				3G	3G				Voice and data both					Medium of transmission	Both wireless			1	2
Channels:	CDMA Single	GSM Multiple	1																																									
Data transmission rate	Fast	Slow																																										
Security of data	More	Less																																										
Encoding	Digital	Digital	1																																									
Signal	Radio/Wireless	Radio/wireless																																										
	3G	3G																																										
	Voice and data both																																											
	Medium of transmission	Both wireless																																										
	(b) i	Web server – <u>serves web pages</u> stored in the server to client computers <i>handles/manages</i>	1	1																																								
	(b) ii	Mail server – <u>provides email facilities</u> to client computers	1	1																																								
	(b) iii	Proxy server – <u>allows a local network to access the Internet through a single public IP address</u> (sharing a single Internet connection)	1	1																																								
	(b) iv	DHCP server – <u>assigns IP addresses dynamically</u> to computers connected to the network	1	1																																								

**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
2	(c) i	<p>DHCP with at least one line   - 1 mark</p> <p>Note: Without DHCP 1 mark to computers with switch - 1 mark</p>	2	2
	(c) ii	<p>Note: <u>Without internet 1 mark</u></p>	2	2

(Model Answers)

Q No	Section	Model Answer	Marks	
			Break down	Total
2	(c) iii	<p>The diagram shows a network topology. At the top is an oval labeled 'Internet'. Below it is a 'switch' connected to the Internet. This switch is also connected to a 'Web server' and an 'Email server'. Below this switch is a 'proxy server'. Below the proxy server is another 'switch' which has several lines radiating from it, with the handwritten note '10 pc' below. To the right of this second switch is a 'DHCP server' connected to it. Handwritten red annotations include: a bracket on the right side of the top switch and proxy server labeled '1'; a bracket on the right side of the bottom switch and DHCP server labeled '1'; the text '10 pc' under the bottom switch; and the text 'All connected' near the DHCP server with a '1' next to it.</p>	3	3
		<p>Note:</p> <ol style="list-style-type: none"> <li>Without proxy: no marks.</li> <li>Proxy without two network connections: 2 marks only</li> <li>Proxy server without two switches: 1 mark only (two network connections)</li> </ol>		

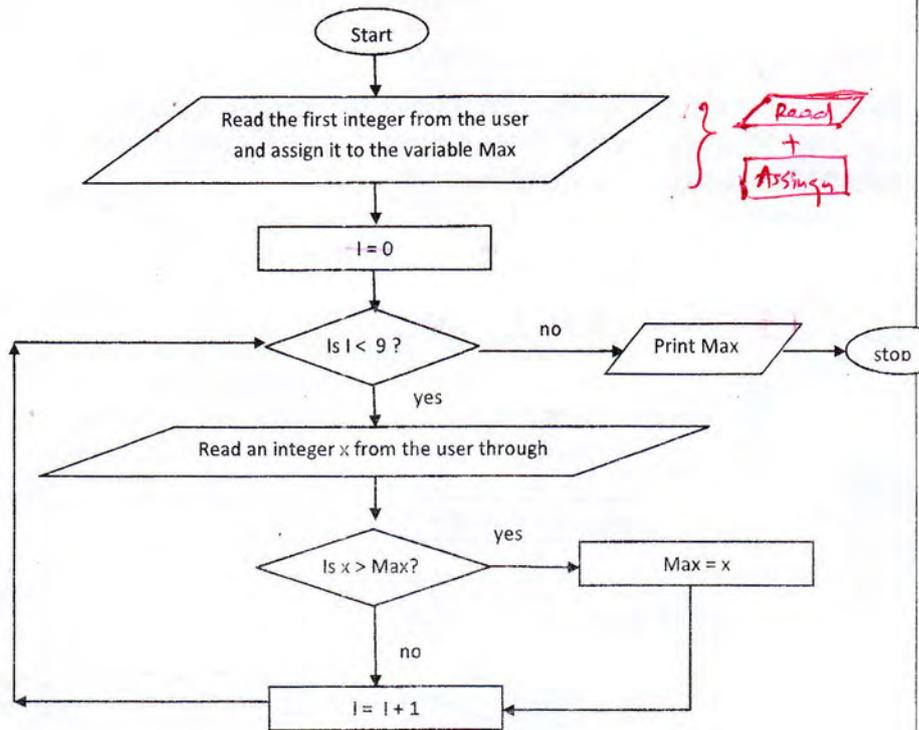
**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
3	(a)	1. Accuracy (data duplication) explanation 2. Efficiency explanation	1 1 1 1	4
	(b)	1. Privacy of patients Justification 2. Safety of patients Justification	1 1 1 1	4
	(c)	No. Discussion of 1. Saving of money 2. Increase of efficiency 3. Increase of transparencies in state sector	1 1 1 1	4
	(d)	Not a good decision Reasons (b) <i>Privacy &amp; Safety</i>	1 1 (each)	3
4	(a)	a = 4 Acquires storage to store an <b>integer</b> value, assigns the label "a" and <b>store</b> (assign) the vale 4 at that location.  b = 4.7 Acquires storage to store a <b>floating point</b> value, assigns the label "b" and <b>store</b> (assign) the vale 4.7 at that location.  c = a + b <i>getting of a and b</i> <b>Retrieves the value</b> stored at the location (with the label) a, <b>converts</b> it to type float, retrieves the value stored at the location (with the label) b, <b>add</b> them together, Acquires storage to store a <b>floating point</b> value , assigns the label c, and <b>stores</b> (assigns) the result of the addition at that location.	1  1  2	4

(Model Answers)

Q No	Section	Model Answer	Marks	
			Break down	Total
4	(b)	<p><u>Reads a set of values</u> from the user <u>through the keyboard/Console</u>, <u>one at a time</u>, <u>till 0 or a negative value is entered</u>, <u>sum the values read</u> except the last value, and <u>print the result</u>.</p> <p>Notes: <b>(1 Mark for all 4 essential components)</b>  <b>(1 additional Mark for each other component)</b>  <i>1 for each bold underlined</i></p>	4	4
4	(c) i	<div style="text-align: center;"> <pre> graph TD     Start([Start]) --&gt; Init[Max = very small value]     Init --&gt; I0[I = 0]     I0 --&gt; Loop{Is I &lt; 10?}     Loop -- no --&gt; Print[/Print Max/]     Print --&gt; Stop([stop])     Loop -- yes --&gt; Read[/Read an integer x from the user through/]     Read --&gt; Compare{Is x &gt; Max?}     Compare -- yes --&gt; Update[Max = x]     Update --&gt; Iinc[I = I + 1]     Compare -- no --&gt; Iinc     Iinc --&gt; Loop                     </pre> </div> <p>Or</p>		4

(Model Answers)



Note:

- All correct: 4 marks
- Reading 10 numbers: 1 mark
- Logic to compute max: 1 mark
- Print: 1 mark
- Termination: 1 mark

Loop

**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
4	(c) ii	<p>Essential parts are in bold typeface</p> <pre> <b>max = -1000</b> # max should be assigned a value smaller than any value expected . <b>for i in range(0,10):</b> # range(x,y) should generate any list of 10 items   x = <b>int(input(str(i+1) + " Enter a value : " ))</b>   <b>if x &gt; max:</b>     <b>max = x</b> <b>print("Maximum value is : ",max)</b>  <b>or</b>  max = -1000 i = 0 while i &lt; 10:   x = int(input())   if x &gt; max:     max = x   i = i + 1 print (max)  <b>or</b>  maximum = int(input("Input a number: ")) for i in range(0, 9):   maximum = max(input("Input a number: ", maximum) print("Maximum value is: ", maximum)  Note: All correct:          3 marks Reading 10 numbers:  1 mark Logic to compute max: 1 mark Print:                1 mark                     </pre> <p><i>Case sensitive is not consider, but indentation is essential</i></p> <p><i>print(max) within while loop or outside loop consider</i></p>		3

(Model Answers)

Q No	Section	Model Answer	Marks	
			Break down	Total
5		<pre> erDiagram     Company   --o{ Register : "1"     Company   --o{ Hire : "1"     CarOwner   --o{ Register : "n"     CarOwner   --o{ Rent : "1"     Car   --o{ Register : "n"     Car   --o{ Rent : "n"     Car   --o{ Request : "m"     Car   --o{ Drives : "n"     Customer   --o{ Request : "n"     Driver   --o{ Hire : "m"     Driver   --o{ Drives : "m"      Register }o..o{     Hire }o..o{     Rent }o..o{     Request }o..o{     Drives }o..o{      Company PK OwnerID     CarOwner PK OwnerID     Car PK carID     Customer PK custID     Driver PK driverID             </pre>		

**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
		<p><u>Entities</u></p> <p>1. Car owner 2. Car 3. Driver 4. Customer 5. Company</p> <p><u>Relationship with degrees</u></p> <p>Rent Request Drives Note: No marks for the other relationships with Company entity.</p> <p>Primary keys</p> <p>Attributes of customer</p> <p><i>x. Consider customer attributes</i> <i>x. Cardinality is not consider</i></p>	<p>1 each</p> <p>1 each</p> <p>1 each</p> <p>1 each</p>	<p>5</p> <p>3</p> <p>4</p> <p>3</p>
6	(a)	<p>1. System <u>shall</u> (should) be able to sort items 2. System <u>shall</u> (should) be able to put items into the correct delivery van 3. System <u>shall</u> (should) be able to read bar code</p> <p>Note: <u>1 mark for the function and 1 mark for the justification</u></p>	<p>2 each <i>(2+2)</i></p>	4
	(b)	<p>1. Accuracy 2. Efficiency Justification</p> <p>Note: <u>Without justification 1 marks each.</u></p>	<p>2 2 2 each <i>(2+2)</i></p>	8
	(c)	<p>Correct Reasons (answer (b))</p>	<p>1 1 each <i>(1+1)</i></p>	3

**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
1		<pre> &lt;head&gt;   &lt;title&gt;Test Cricket&lt;/title&gt; &lt;/head&gt; &lt;body&gt;   &lt;h1&gt;Sri Lankan Test cricket records&lt;/h1&gt; (or h2)   &lt;hr/&gt;   &lt;p&gt;The &lt;a href = "team.html"&gt;     Sri Lankan national cricket team&lt;/a&gt;     played their first Test match on 17 February 1982 against     England.   &lt;/p&gt;   &lt;p&gt;&lt;b&gt;Record Groups&lt;/b&gt;&lt;/p&gt;   &lt;ul&gt;     &lt;li&gt;Team records&lt;/li&gt;     &lt;li&gt;Individual records&lt;/li&gt;     &lt;li&gt;Partnership records&lt;/li&gt;   &lt;/ul&gt;   &lt;h2&gt;Partnership records&lt;/h2&gt; (or h3)   &lt;p&gt;&lt;img src = "cricket.jpg" alt = "cricket."/&gt;     Sri Lanka holds the most number of partnership     records in Test cricket,     with the records for the second, third, fourth, and     sixth wickets.     South Africa and Pakistan are ranked second with two     records each.   &lt;/p&gt;   &lt;table border = "1"&gt;     &lt;caption&gt;Highest wicket partnerships&lt;/caption&gt;     &lt;tr&gt;       &lt;th&gt;Runs&lt;/th&gt;       &lt;th&gt;Wicket&lt;/th&gt;       &lt;th colspan = "2"&gt;Partners&lt;/th&gt;     &lt;/tr&gt;     &lt;tr&gt;       &lt;td&gt;335&lt;/td&gt;       &lt;td&gt;1st wicket&lt;/td&gt;       &lt;td&gt;Marvan Atapattu&lt;/td&gt;       &lt;td&gt;Sanath Jayasuriya&lt;/td&gt;     &lt;/tr&gt;           </pre>	<p>1</p>	10

**(Model Answers)**

		<pre> &lt;tr&gt;   &lt;td&gt;576&lt;/td&gt;   &lt;td&gt;2nd wicket&lt;/td&gt;   &lt;td&gt;Sanath Jayasuriya&lt;/td&gt;   &lt;td&gt;Roshan Mahanama&lt;/td&gt; &lt;/tr&gt; &lt;/table&gt; &lt;/body&gt; &lt;/html&gt; </pre> <p>Notes:          &lt;hr/&gt; or &lt;hr&gt; is considered as correct answer.          &lt;img src = "cricket.jpg" alt = "Cricket."/&gt; or          &lt;img src = "cricket.jpg" alt = "Cricket."&gt; is considered as correct answer.</p>		
2	(a)	<p>Address space = <math>2^{32}</math>                  Maximum usable size of memory = <math>2^{32}</math> bytes  <math>= 2^2 \times 2^{30}</math> bytes = <math>2^2 / 2^{20}</math> GB  <math>= 4</math> GB = 4 GB</p> <p><i>only one unit consider bytes / GB (at least one unit GB/byte)</i></p>	1 1 1	3
	(b)	<p>Process is a program in execution - <i>කටයුතු වන ප්‍රොග්‍රෑමක් එක් ප්‍රොසස් එකකි.</i>                  Program can have multiple processes</p>	1 1	2
	(c)	<p><i>Virtual memory</i>                  To <u>suspend a process temporary</u> to the <u>hard disk</u> in order to <u>free the memory</u> (memory full), <u>to place another process in the main memory.</u></p> <p>Note:</p> <ol style="list-style-type: none"> <li>suspend a process</li> <li>temporary</li> <li>hard disk <i>or virtual memory</i></li> <li>free the memory (memory full)</li> <li>to place another process in the main memory.</li> </ol>	1 1 1 1 1	5

**(Model Answers)**

Q No	Section	Model Answer	Marks				
			Break down	Total			
3	(a) i	$13_{10} - 00001101$ $-19_{10} - 11101101$ <i>Consider 8 bits</i>	1 2	3			
	(a) ii	$13_{10} - 19_{10} =$ <table style="display: inline-table; vertical-align: middle;"> <tr><td>00001101</td></tr> <tr><td><u>11101101</u></td></tr> <tr><td>11111010</td></tr> </table>	00001101	<u>11101101</u>	11111010	1	1
00001101							
<u>11101101</u>							
11111010							
	(a) iii	<p>Identify the sign of the final decimal number by most significant bit (both positive and negative)</p> <p><i>and</i></p> <p>Most significant digit is 0 → positive convert to decimal</p> <p>Most significant digit is 1 → negative Take the sign as negative Get binary number Invert bit values Add 1 to least significant bit Convert the number to decimal</p> <p>Or</p> <p>Apply the reverse process of two's complement (<u>explanation</u>) Convert the number to decimal</p>	1  1	2			
	(b)	<p>Examples having following features</p> <p>B2B: Purchase &amp; sale between 2 companies through Internet Mutual agreement Consumers are not involved</p> <p>B2C: Products and services sold through Internet Business to consumers Consumer to consumed (Amazon.com)</p> <p>C2C: Sale of goods across Internet Consumer to consumer</p> <p>C2B: Consumer acts as the seller and business as the buyer through Internet <del>Consumer is made payment for the service provided</del></p>	1 each	4			

**(Model Answers)**

Q No	Section	Model Answer	Marks	
			Break down	Total
4	(a)	<p>Primary key of a <b>table</b> and foreign key of <b>another table</b> establish the <b>relationship</b> in a database.</p> <p>Note:</p> <p>1. When only the foreign key definition is given: 1 mark only                      2. Given the relationship: 2 marks</p> <p>Notes for teachers:  <u>Primary Key</u>: Identify each record in a database table uniquely. (This removes data duplication.)  <u>Foreign key</u>: Foreign key of a table is a primary key of another table.</p>	2	2
	(b)	<p>1. student(studentId, name)                      2. sport(sportId, name)                      3. studentSport(studentId, sportId, year, capacity)</p> <p>Note:</p> <p>1. Three tables to represent student, sport and participate: 1 mark                      2. Relating participate relation with other two tables: 1 mark                      3. Proper attributes in each table: with primary key identified 1 mark</p>		3
	(c) i	<p>Select <del>distinct</del> sportId from studentSport                      where capacity &lt;&gt; "captain"</p> <p>Note:                      Reduce 1 mark if distinct is not specified.                      where NOT(capacity = 'captain')</p>	3	3 3/2/0
	(c) ii	<p>Select student.studentId, student.name from student, studentSport                      Where student.studentId = studentSport.studentId and                      studentSport.capacity = "captain"</p>	2	2

(c) i - Select distinct name  
 from studentSport A, Sport B  
 where capacity <> 'captain' AND NOT (capacity = 'captain')  
 - join - A.sportId = B.sportId  
 order by name

