

1. Types and Components of Computer Systems

1.1. Hardware & Software

Hardware

- Tangible physical components of a computer system
- You can feel it or touch it
- **Internal Hardware Devices:**
 - Processor
 - Motherboard
 - RAM & ROM
 - Video & Sound Cards
 - Internal Hard Disk Drives
- **External Hardware Devices:**
 - Monitor
 - Keyboard
 - Mouse
 - Printer
 - External Storage Devices

Software

- Programs that control computer systems
- Set of instructions that make computer do something
- You cannot physically touch software
- Relates to ideas & instructions for using physical objects

Two types of software:

- **Application software:**
 - Programs that allow the user to do specific task
 - Design to carry out tasks
 - Can be general purpose software or custom-made software (specialist software)
 - E.g. Spread sheets, databases, word processing
- **System Software:**
 - Programs that allow the hardware to run properly
 - Control computer's hardware and application program
 - Communicate with user
 - E.g. Operating system, device drivers, compilers

1.2. The Main Components of Computer Systems

CPU

- Processing done by central processing unit
- Three main components:
 - Control unit - coordinates input and output devices and carries out program instructions

- Arithmetic and Logical Unit (ALU) - performs calculations and logical comparison: $A < B?$
- Immediate access store (IAS) - holds data and program instruction in current use
- **Microprocessor:**
 - Used instead of CPU
 - Single integrated circuit

Internal/Main Memory

- Stores all data: application software, operating system, data files
- Consists of ROM and RAM
- Both RAM and ROM are integrated chips
- **RAM:**
 - Random access memory (RAM) is an internal chip where data is stored temporarily
 - Memory can be written to and read from
 - $RAM > ROM$ (usually, except washing machines)
 - Stores anything that needs to be changed
 - All program and data being used are on RAM
 - Contents lost when computer is turned off
 - Referred to as volatile memory
- **ROM:**
 - Read only memory (ROM) is memory used to store permanent information
 - Used to contain configuration data for a computer etc.
 - Chips cannot be altered, only read from
 - Data not lost when computer is turned off
 - Referred to as non-volatile memory
- **BIOS:**
 - ROM contains boot file, referred to as BIOS (basic input/output system)
 - Tells computers what to do when it first starts
 - Does hardware check when computer is turned on
 - Then it loads operating system into RAM
 - BIOS stores date, time and system configuration

Input & Output Devices

- **Input devices:**
 - Purpose is to provide data for processing
 - Data is raw facts which alone have no meaning
 - Examples: keyboard, mouse
- **Output devices:**
 - Displays result of processing
 - Information is processed data which has been given meaning
 - Examples: monitor, printer

Secondary/Backing Storage

- Stores data/information & programs not being used at current time

Theory Notes Igcse Ict

Arthur James Wells



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EAL Research for the Classroom Gavin Brooks,Jon Clenton,Simon Fraser,2023-06-27 With an estimated 1.6 million English as an Additional Language EAL learners in the UK and over 5 million in the USA EAL research is urgently needed to inform practice This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas including linguistic ability influences on subject specific skills integrating learners home languages into classroom environments and the importance of supporting EAL teachers in the classroom In doing so the contributors provide an international perspective on the emerging field of EAL research The research based chapters detail fundamental concerns related to EAL learner education The text is composed of five parts Part I explores the question of what is EAL and how a definition can shape policy construction Part II examines the challenges EAL learners face in the classroom including the use of first languages and the relative impact learner language proficiency has on subject specific classes Part III discusses the challenges involved with preparing learners to study in an EAL environment Part IV investigates concerns relating to supporting EAL teachers in the classroom and Part V brings together the insights from the previous chapters and provides a road map for future research in the field The volume draws on researcher expertise from a variety of universities and institutions worldwide It explores diverse language backgrounds in multilingual contexts It covers empirical studies with pedagogical policy and further research implications The volume represents a single resource invaluable for EAL teachers trainers and trainees as well as researchers in education language learning and teaching bilingualism and multilingualism and second language acquisition

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technique these books send them into their exam with the confidence to aim for the best grades Enables students to avoid common misconceptions and mistakes by highlighting them throughout Builds students skills constructing and writing answers as they progress through a range of practice questions Allows students to mark their own responses and easily identify areas for improvement using the answers in the back of the book Helps students target their revision and focus on important concepts and skills with key objectives at the beginning of every chapter Ensures that students maximise their time in the exam by including examiner s tops and suggestions on how to approach the questions This title has not been through the Cambridge International Examinations endorsement process **Cambridge IGCSE® ICT**. Colin Stobart,2017
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Cambridge Igcse Ict 2Nd Edition South Asia Edition Brian Sargent,Dave Watson,Graham Brown,2014-08-29

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