



CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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0478/23

May/June 2021

1 hour 45 minutes

You must answer on the question paper.

No additional materials are needed.

- Answer **all** questions.
- **Do not attempt Tasks 1, 2 and 3** in the copy of the pre-release material on page 2; these are for information only.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Calculators must **not** be used in this paper.

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- No marks will be awarded for using brand names of software packages or hardware.

This document has **12** pages.

Section A

You are advised to spend no longer than 40 minutes answering this section.

Here is a copy of the pre-release material.

DO NOT attempt Tasks 1, 2 and 3 now.

Use the pre-release material and your experience from attempting the tasks before the examination to answer Question 1.

Pre-release material

A school would like a system to allow students and staff to show their preference on matters relating to the school, such as a proposal for changing the start and finish times of the school day.

Option	Proposed start and finish times of the school day
A	Start: 08:00 – Finish: 15:00
B	Start: 08:20 – Finish: 15:20
C	Start: 08:40 – Finish: 15:40
D	Start: 09:00 – Finish: 16:00
E	Start: 09:30 – Finish: 16:30

The school has 150 students and 20 members of staff. The system is required to accept preferences, and count and report the results to show student preferences, staff preferences and overall results.

Write and test a program or programs for the system.

- Your program or programs must include appropriate prompts for the entry of data; data must be validated on entry.
- Error messages and other output need to be set out clearly and understandably.
- All variables, constants and other identifiers must have meaningful names.

You will need to complete these **three** tasks. Each task must be fully tested.

Task 1 – Setting up the system and recording preferences.

Set up a system to allow preferences to be recorded for each of five different options, labelled A to E.

- Allow a description for each option to be entered.
- Allow students and staff to enter their unique number before their preferences can be entered (everyone is given a unique number by the school).
- Check if the unique number has already been used:
 - if so, supply a suitable message and do not allow preferences to be entered
 - if not:
 - record that the entered unique number has been used
 - allow preferences from 1 to 5 to be entered for each option (1 is 'strongly agree' and 5 is 'strongly disagree')
 - store the preferences in suitable data structures, keeping student and staff preferences separate.

Task 2 – Totalling the preferences and reporting the results.

Extend **Task 1** to achieve the following:

- Allow the preferences for each of the options to be totalled, keeping student and staff preferences separate.
- Display the results as a list of the options, with the totals given for each one as:
 - student results
 - staff results
 - combined results.

Task 3 – Changing the program to include a counting method.

Extend **Task 2** to achieve the following:

- Count the number of times the preference 1, 'strongly agree', was given for each option, counting student and staff preferences separately.
- Display the results as a list of the options, with the number of times preference 1 was given for each option as:
 - student results
 - staff results
 - combined results.

1 (a) All variables, constants and other identifiers must have meaningful names.

- (i) Identify **one** constant you could have used for **Task 1**. Give the value that would be assigned to the constant and explain its use.

Constant

Value

Use

.....

.....

[3]

- (ii) Identify **one** variable you could have used for **Task 1** and explain its use.

Variable

Use

.....

.....

[2]

- (iii) Describe **one** array you could have used for **Task 1**. Include the name, data type, length, sample data and use for that array.

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[4]

- (b) Write an algorithm for **Task 2**, using pseudocode, programming statements **or** a flowchart. It is not necessary to show details completed in **Task 1**.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- (c) Explain how you could change your program in **Task 1** to allow the number of options available to be increased to six.

[2]

- (d) Explain how your program counts the number of times students enter preference 1 ('strongly agree') for each option (A to E), part of **Task 3**. Any programming statements used in your answer must be fully explained.

[3]

Section B

- 2 Draw a line to connect each **Data Type** to the most appropriate **Description**.

Data Type	Description
Real	Must be a whole number
String	Must be one of two values
Integer	May be any number
Boolean	May contain any combination of characters

[3]

- 3 Identify a suitable validation check that could be used for each piece of normal test data and describe how it would be used. Each validation check must be different.

Test data for entering an email address: **id27@cambridgeuniversity.com**

Validation check name

Description of use

.....

Test data for entering a year: **2021**

Validation check name

Description of use

.....

Test data for entering a name: **Ericson-Bower**

Validation check name

Description of use

.....

[6]

- 4 The pseudocode algorithm should allow a user to input the number of scores to be entered and then enter the scores. The scores are totalled, the total is output and the option to enter another set of scores is offered.

```

1  Count ← 0
2  REPEAT
3    FullScore ← 20
4    INPUT Number
5    FOR StoreLoop ← 1 TO Number
6      INPUT Score
7      FullScore ← FullScore
8    UNTIL StoreLoop = Number
9    OUTPUT "The full score is ", FullScore
10   OUTPUT "Another set of scores (Y or N)?"
11   OUTPUT Another
12   IF Another = "N"
13     THEN
14       Count ← 1
15   ENDIF
16 UNTIL Count = 1

```

- (a) Identify the **four** errors in the pseudocode and suggest a correction for each error.

Error 1

Correction

.....

Error 2

Correction

.....

Error 3

Correction

.....

Error 4

Correction

.....

[4]

- (b) Show how you could change the algorithm to store the individual scores in the array `ScoreArray[]`, then find and print the average score once the scores have all been entered.

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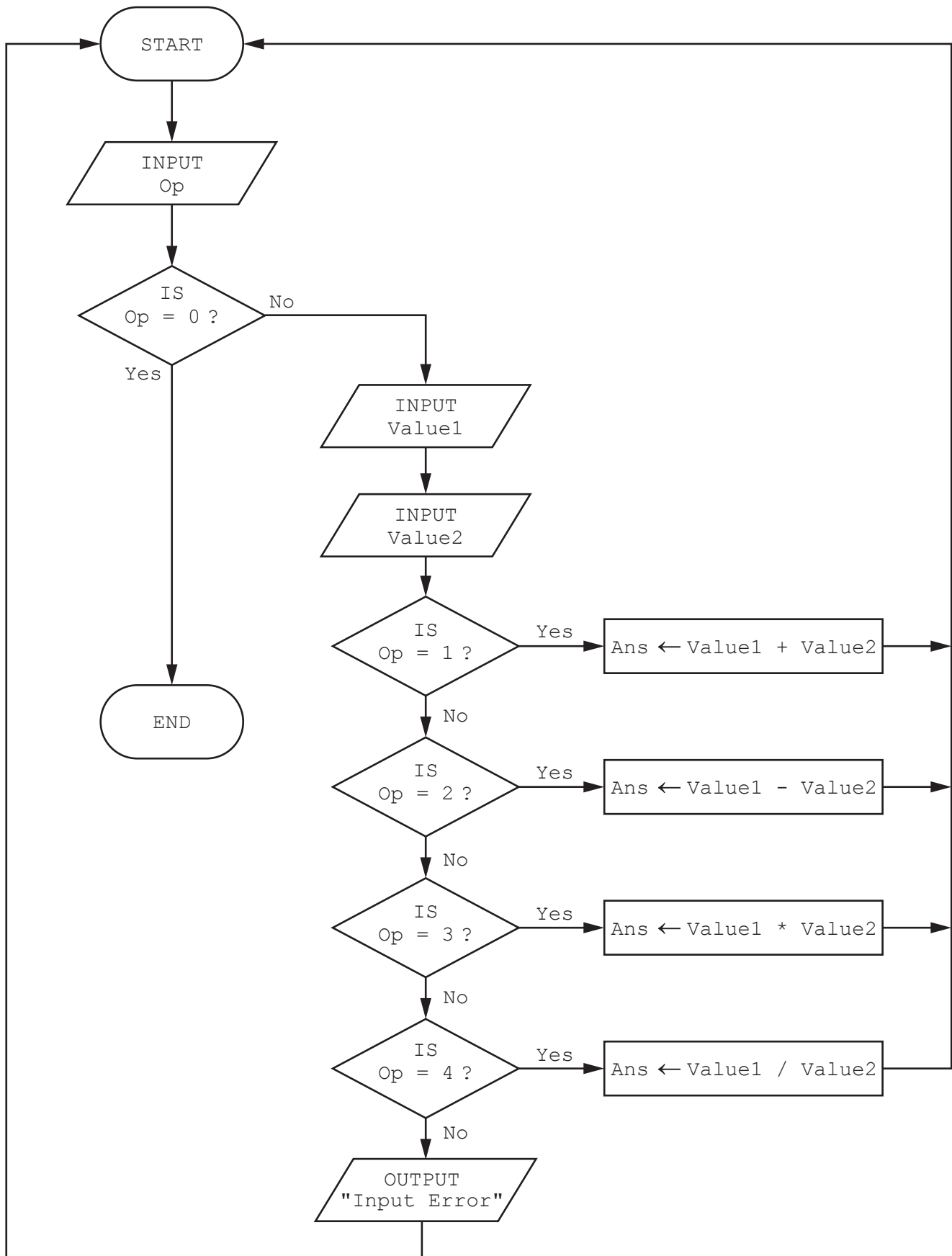
.....

.....

..... [4]

5 The flowchart represents an algorithm.

The algorithm will terminate if 0 is entered at the Op input.



(a) Complete the trace table for the algorithm using this input data:

1, 87, 14, 3, 2, 30, 5, 10, 6, 4, 10, 2, 0, 2, 90, 6

Op	Value1	Value2	Ans	OUTPUT

[5]

(b) State the purpose of the algorithm.

.....

.....

.....

..... [1]

(c) Suggest an addition that could be made to the algorithm to make it more useful.

.....

.....

..... [1]

- 6 A car hire company uses a database table, TREAD, to store details of the cars. The table has fields to represent each car's licence number, mileage, and the tread depth of each of its four tyres.

(a) Suggest suitable names for each of the fields described.

Field name

[2]

(b) Complete the query-by-example grid to display cars where all four tyres have a tread depth of less than 2. Display all the fields, using the field names you created in **part (a)**. The output should be sorted by licence number.

Field:					
Table:					
Sort:					
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:					
or:					

[4]

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Cambridge IGCSE™

COMPUTER SCIENCE

0478/23

Paper 2

May/June 2021

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **17** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Please note the following further points:

The words in **bold** in the mark scheme are important text that needs to be present, or some notion of it needs to be present. It does not have to be the exact word, but something close to the meaning.

If a word is underlined, this **exact** word must be present.

A single forward slash means this is an alternative word. A double forward slash means that this is an alternative mark point.

Ellipsis (...) on the end of one-mark point and the start of the next means that the candidate **cannot** get the second mark point without being awarded the first one. If a MP has ellipsis at the beginning, but there is no ellipsis on the MP before it, then this is just a follow-on sentence and **can** be awarded **without** the previous mark point.

Question	Answer	Marks
Section A		
1(a)(i)	One mark per bullet point <ul style="list-style-type: none"> • Constant NumberofOptions • Value 5 • Use Storing the maximum number of options (for the referendum) 	3
1(a)(ii)	One mark per bullet point <ul style="list-style-type: none"> • Variable UniqueNumber • Use Storing/inputting the voter's unique identification number 	2
1(a)(iii)	One mark for each valid mark point (Max 4) <ul style="list-style-type: none"> • Suitable name e.g. IdNumber • Suitable data type e.g. Integer • Suitable array length e.g. 170 (elements) • Suitable sample data e.g. 100 • Suitable use e.g. to store the unique numbers 	4

Question	Answer	Marks
1(b)	<p>Any six from:</p> <p>MP1 Initialisation of totalling variables</p> <p>MP2 Loop to cycle through all the data</p> <p>MP3 Totalling the votes for at least one of the options</p> <p>MP4 Totalling the votes for all five options</p> <p>MP5 Separate totals for students and staff</p> <p>MP6 Output to show one set of results</p> <p>MP7 Output to show more than one set of results with messages</p> <p>MP8 Comprehensive output to show student, staff and combined results, with messages</p> <p>Example answers</p> <p>Version 1</p> <pre> TotalAS ← 0; TotalBS ← 0; TotalCS ← 0; TotalDS ← 0; TotalsES ← 0; TotalAF ← 0; TotalBF ← 0; TotalCF ← 0; TotalDF ← 0; TotaleF ← 0 FOR Count ← 0 TO 150 TotalAS ← TotalAS + StudentA[Count] TotalBS ← TotalBS + StudentB[Count] TotalCS ← TotalCS + StudentC[Count] TotalDS ← TotalDS + StudentD[Count] Totales ← Totales + StudentE[Count] NEXT Count FOR Count = 0 TO 20 TotalAF ← TotalAF + StaffA [Count] TotalBF ← TotalBF + StaffA [Count] TotalCF ← TotalCF + StaffA [Count] TotalDF ← TotalDF + StaffA [Count] TotaleF ← TotaleF + StaffA [Count] NEXT Count OUTPUT "Option Students Staff Total" OUTPUT "A ", TotalAS, TotalAF, (TotalAS + TotalAF) OUTPUT "B ", TotalBS, TotalBF, (TotalBS + TotalBF) OUTPUT "C ", TotalCS, TotalCF, (TotalCS + TotalCF) OUTPUT "D ", TotalDS, TotalDF, (TotalDS + TotalDF) OUTPUT "E ", Totales, TotaleF, (Totales + TotaleF) </pre>	6

Question	Answer	Marks
1(b)	<p>Version 2</p> <p>TotalAS \leftarrow 0; TotalBS \leftarrow 0; TotalCS \leftarrow 0; TotalDS \leftarrow 0; TotalesES \leftarrow 0; TotalAF \leftarrow 0; TotalBF \leftarrow 0; TotalCF \leftarrow 0; TotalDF \leftarrow 0; TotaleEF \leftarrow 0 OUTPUT "Are you a student? (Y or N)" INPUT Student IF Student = "Y" THEN OUTPUT "Enter your number" INPUT Number IF Students[Number] = 0 THEN REPEAT OUTPUT "Enter preference for A" INPUT Vote UNTIL Vote \geq 1 and Vote \leq 5 TotalAS \leftarrow TotalAS + Vote REPEAT OUTPUT "Enter preference for B" INPUT Vote UNTIL Vote \geq 1 and Vote \leq 5 TotalBS \leftarrow TotalBS + Vote REPEAT OUTPUT "Enter preference for C" INPUT Vote UNTIL Vote \geq 1 and Vote \leq 5 TotalCS \leftarrow TotalCS + Vote REPEAT OUTPUT "Enter preference for D" INPUT Vote UNTIL Vote \geq 1 and Vote \leq 5 TotalDS \leftarrow TotalDS + Vote REPEAT OUTPUT "Enter preference for E" INPUT Vote UNTIL Vote \geq 1 and Vote \leq 5 TotalesES \leftarrow TotalesES + Vote</p>	

Question	Answer	Marks
1(b)	<pre> Student[Number] ← 1 ELSE OUTPUT "Enter your number" INPUT Number IF staff[number] = 0 THEN REPEAT OUTPUT "Enter preference for A" INPUT Vote UNTIL Vote >= 1 and Vote <= 5 TotalAS ← TotalAS + Vote REPEAT OUTPUT "Enter preference for B" INPUT Vote UNTIL Vote >= 1 and Vote <= 5 TotalBS ← TotalBS + Vote REPEAT OUTPUT "Enter preference for C" INPUT Vote UNTIL Vote >= 1 and Vote <= 5 TotalCS ← TotalCS + Vote REPEAT OUTPUT "Enter preference for D" INPUT Vote UNTIL Vote >= 1 and Vote <= 5 TotalDS ← TotalDS + Vote REPEAT OUTPUT "Enter preference for E" INPUT Vote UNTIL Vote >= 1 and Vote <= 5 TotaleS ← TotaleS + Vote Staff[Number] ← 1 ENDIF </pre>	

Question	Answer	Marks
1(b)	OUTPUT "Option Students Staff Total " OUTPUT "A ", TotalAS, TotalAF, (TotalAS + TotalAF) OUTPUT "B ", TotalBS, TotalBF, (TotalBS + TotalBF) OUTPUT "C ", TotalCS, TotalCF, (TotalCS + TotalCF) OUTPUT "D ", TotalDS, TotalDF, (TotalDS + TotalDF) OUTPUT "E ", TotalES, TotalEF, (TotalES + TotalEF)	
1(c)	Any two from: MP1 Change the maximum preferences constant to 6 MP2 Change the input prompt to show six options MP3 Change the loop counter MP4 Change the number of inputs for each person to six MP5 Add another array/variable to store/total the new option votes	2
1(d)	Explanation Any three from: MP1 Initialise count variables/array for each option MP2 Using a conditional statement to identify preference 1 in at least one option (in the input/stored data) MP3 ... identify preference 1 in all options MP4 ... and adding 1 to the appropriate option count in at least one option MP5 ... for students only MP6 ... using a loop to cycle through the whole array/set of inputs for each option	3

Question	Answer	Marks
Section B		
2	<p>Three marks for three or four correct Two marks for two correct One mark for one correct</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Data Type</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Real</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">String</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Integer</div> <div style="border: 1px solid black; padding: 5px;">Boolean</div> </div> <div style="text-align: center;"> <p>Description</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Must be a whole number</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Must be one of two values</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">May be any number</div> <div style="border: 1px solid black; padding: 5px;">May contain any combination of characters</div> </div> </div>	3

Question	Answer	Marks
3	<p>One mark per mark point for each piece of test data (3 × two marks)</p> <ul style="list-style-type: none"> • Correct validation check name • Correct use identified <p>Example answers</p> <p>ld27@cambridgeuniversity.com</p> <ul style="list-style-type: none"> • Validation check name Length (check) • Use Counts the number of characters in the data to make sure it isn't too long (max length 320 characters). <p>2021</p> <ul style="list-style-type: none"> • Validation check name Range (check) • Use Checks that the number entered fits within given parameters <p>Ericson-Bower</p> <ul style="list-style-type: none"> • Validation check name Type (check) • Use Checks the type of data entered (in this case) to make sure no numbers are present 	6

Question	Answer	Marks
4(a)	<p>One mark for error identified and suggested correction</p> <p>Line 3 – should be <code>FullScore ← 0</code> Line 7 – should be <code>FullScore ← FullScore + Score</code> Line 8 – should be <code>NEXT Allow ENDFOR //</code> alternatively Line 5 could be <code>REPEAT</code> with <code>StoreLoop ← 0</code> just above it and <code>StoreLoop ← StoreLoop + 1</code> between lines 7 and 8. Line 11 – should be <code>INPUT Another</code></p> <p>Correct Algorithm 1</p> <pre> 1 Count ← 0 2 REPEAT 3 FullScore ← 0 4 INPUT Number 5 FOR StoreLoop ← 1 TO Number 6 INPUT Score 7 FullScore ← FullScore + Score 8 NEXT 9 OUTPUT "The full score is ", FullScore 10 OUTPUT "Another set of scores (Y or N)?" 11 INPUT Another 12 IF Another = "N" 13 THEN 14 Count ← 1 15 ENDIF 16 UNTIL Count = 1 </pre>	4

Question	Answer	Marks
4(a)	<p>Correct Algorithm 2</p> <pre> 1 Count ← 0 2 REPEAT 3 FullScore ← 0 4 INPUT Number StoreLoop ← 0 5 REPEAT 6 INPUT Score 7 FullScore ← FullScore + Score StoreLoop ← StoreLoop + 1 8 UNTIL StoreLoop = Number 9 OUTPUT "The full score is ", FullScore 10 OUTPUT "Another set of scores (Y or N)?" 11 INPUT Another 12 IF Another = "N" 13 THEN 14 Count ← 1 15 ENDIF 16 UNTIL Count = 1 </pre>	

Question	Answer	Marks
4(b)	<p>One mark per mark point (Max 4)</p> <p>MP1 After line 6 // replace line 6</p> <p>MP2 <code>ScoreArray[StoreLoop] ← Score //</code> <code>INPUT ScoreArray[StoreLoop]</code></p> <p>MP3 between lines 8 and 10</p> <p>MP4 <code>AverageScore ← FullScore/Number</code></p> <p>MP5 <code>OUTPUT "The average score is ", AverageScore</code></p> <p>Example correct algorithm for reference from part 4(a)</p> <pre> 1 Count ← 0 2 REPEAT 3 FullScore ← 0 4 INPUT Number 5 FOR StoreLoop ← 1 TO Number 6 INPUT Score 7 FullScore ← FullScore + Score 8 NEXT 9 OUTPUT "The full score is ", FullScore 10 OUTPUT "Another set of scores (Y or N)?" 11 INPUT Another 12 IF Another = "N" 13 THEN 14 Count ← 1 15 ENDIF 16 UNTIL Count = 1 </pre>	4

Question	Answer	Marks																																																																																															
5(a)	<p>One mark for each correct column</p> <table><tr><th>Op</th><th>Value1</th><th>Value2</th><th>Ans</th><th>OUTPUT</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>87</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>14</td><td>101</td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>2</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>30</td><td>60</td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>10</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>6</td><td></td><td>Input Error</td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>10</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>2</td><td>5</td><td></td></tr><tr><td>0</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Op	Value1	Value2	Ans	OUTPUT	1						87						14	101		3						2						30	60		5						10						6		Input Error	4						10						2	5		0																														5
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Question	Answer	Marks
5(b)	To work as a calculator // to add, subtract, multiply or divide a pair of numbers	1
5(c)	To output/store the result/the value of <code>Ans</code> // Adding prompts for data entry.	1

Question	Answer	Marks							
6(a)	<p>Two marks for six correct field names One mark for at least three correct field names</p> <table><tr><th>Field name</th></tr><tr><td>LicenceNo</td></tr><tr><td>Mileage</td></tr><tr><td>TyreFLft</td></tr><tr><td>TyreFRgt</td></tr><tr><td>TyreRLft</td></tr><tr><td>TyreRRgt</td></tr></table>	Field name	LicenceNo	Mileage	TyreFLft	TyreFRgt	TyreRLft	TyreRRgt	2
Field name									
LicenceNo									
Mileage									
TyreFLft									
TyreFRgt									
TyreRLft									
TyreRRgt									

Question	Answer	Marks																																										
6(b)	<p>One mark for correct fieldnames One mark for correct table names and show fields One mark for correct sort One mark for correct search criteria in all columns</p> <table><tr><td>Field:</td><td>LicenceNo</td><td>Mileage</td><td>TyreFLft</td><td>TyreFRgt</td><td>TyreRLft</td><td>TyreRRgt</td></tr><tr><td>Table:</td><td>TREAD</td><td>TREAD</td><td>TREAD</td><td>TREAD</td><td>TREAD</td><td>TREAD</td></tr><tr><td>Sort:</td><td>Ascending</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Show:</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td>Criteria:</td><td></td><td></td><td><2</td><td><2</td><td><2</td><td><2</td></tr><tr><td>or:</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Field:	LicenceNo	Mileage	TyreFLft	TyreFRgt	TyreRLft	TyreRRgt	Table:	TREAD	TREAD	TREAD	TREAD	TREAD	TREAD	Sort:	Ascending						Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Criteria:			<2	<2	<2	<2	or:							4
Field:	LicenceNo	Mileage	TyreFLft	TyreFRgt	TyreRLft	TyreRRgt																																						
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Sort:	Ascending																																											
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