

UNIT 2.5 TRANSLATORS AND FACILITIES OF LANGUAGES – LESSON 1

Question 1: Machine code is used in which generation of a programming language? (1-3)		✓
1st Generation		
2nd Generation		
3rd Generation		
4th Generation		
Question 2: Which language translator is needed for the 1st Generation? (1-3)		✓
Compiler		
Interpreter		
No Translator		
Assembler		
Question 3: Which of these is an example of a Low Level language? (4-6)		✓
Delphi		
LMC		
Basic		
C#		
Question 4: Which language translator is used with the 2nd Generation? (4-6)		✓
Compiler		
Interpreter		
No Translator		
Assembler		
Question 5: Which language translator is used with the 3rd Generation? (4-6)		✓
Compiler		
Interpreter		
No Translator		
Assembler		
Question 6: Which generation would create the fastest code to execute? (7-9)		✓
1st Generation		
2nd Generation		
3rd Generation		
4th Generation		
Question 7: Which generation would be easier to program for a programmer? (4-6)		✓
1st Generation		
2nd Generation		
3rd Generation		
4th Generation		

MCQS

Question 8: An advantage of programming in Low Level programming is: (7-9)	✓
Easier to understand	
Takes up less code	
Produce programs that require small file sizes	
Easier to de-bug	
Question 9: An advantage of programming in a High Level programming language is: (7-9)	✓
Easier to understand	
Useful for device drivers	
Programs require smaller file sizes	
Programs execute faster than other generations	
Question 10: What sort of relationship are Low Level Languages said to have with High Level Languages? (7-9)	✓
One to One (One high level instruction is equivalent to one low level)	
One to Two (For every high level instruction there are two low level instructions)	
One to many (For every high level instruction there are many low level instructions)	
Many to One (Many high level instructions translate into one low level instruction)	

MCQS ANSWERS

Question 1: Machine code is used in which generation of a programming language? (1-3)	✓
1st Generation	
2nd Generation	
3rd Generation	
4th Generation	
Question 2: Which language translator is needed for the 1st Generation? (1-3)	✓
Compiler	
Interpreter	
No Translator	
Assembler	
Question 3: Which of these is an example of a Low Level language? (4-6)	✓
Delphi	
LMC	
Basic	
C#	
Question 4: Which language translator is used with the 2nd Generation? (4-6)	✓
Compiler	
Interpreter	
No Translator	
Assembler	
Question 5: Which language translator is used with the 3rd Generation? (4-6)	✓
Compiler	
Interpreter	
No Translator	
Assembler	
Question 6: Which generation would create the fastest code to execute? (7-9)	✓
1st Generation	
2nd Generation	
3rd Generation	
4th Generation	
Question 7: Which generation would be easier to program for a programmer? (4-6)	✓
1st Generation	
2nd Generation	
3rd Generation	
4th Generation	

MCQS ANSWERS

Question 8: An advantage of programming in Low Level programming is: (7-9)	✓
Easier to understand	
Takes up less code	
Produce programs that require small file sizes	
Easier to de-bug	
Question 9: An advantage of programming in a High Level programming language is: (7-9)	✓
Easier to understand	
Useful for device drivers	
Programs require smaller file sizes	
Programs execute faster than other generations	
Question 10: What sort of relationship are Low Level Languages said to have with High Level Languages? (7-9)	✓
One to One (One high level instruction is equivalent to one low level)	
One to Two (For every high level instruction there are two low level instructions)	
One to many (For every high level instruction there are many low level instructions)	
Many to One (Many high level instructions translate into one low level instruction)	

We'd like to know your view on the resources we produce. By clicking on '[Like](#)' or '[Dislike](#)' you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: the small print

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk