

Savage et al (2001) presented an approach to the traceback problem that addresses the needs of both victims and network operators. The possibility of tracing flooding attacks by "marking" packets, either probabilistically or deterministically, with the addresses of the routers they traverse. The victim uses the information in the marked packets to trace an attack back to its source. A router "marks" one or more packets by augmenting them with additional information about the path they are travelling. The victim attempts to reconstruct the at-tack path using only the information in the marked packets. It allows a victim to identify the network path(s) traversed by attack traffic without requiring interactive operational support from Internet Service Providers (ISPs).

Belenky et al (2003) proposed a Deterministic Packet Marking (DPM), a new approach to IP traceback. The 16-bit Packet ID Field and 1-bit Reserved Flag (RF) in the IP header will be used to mark packets. The packet is marked by the interface closest to the source of the packet. A general principle in handling DDoS attacks is to rely only on the information transferred in the DPM mark. The DPM Mark can be used to not only transfer the bits of the ingress address but also some other information. This additional information should enable the destination to determine which ingress address segments be-long to which ingress address. At the victim, a table matching the source addresses to the ingress addresses is maintained. The reconstruction procedure utilizes the data structure called Reconstruction Table (RecTbl), in which the destination would first put the address segments. After segments corresponding to the same ingress address have arrived to the destination, the ingress address for a given source address becomes avail-able to the victim.

Xiang et al (2009) presented a Flexible Deterministic Packet Marking (FDPM) which provides a defense system with the ability to find out the real sources of attacking packets that traverse through the network. The FDPM scheme utilizes various bits (called marks) in the IP header. The mark has flexible lengths depending on the network protocols used, which is called flexible mark length strategy. The flexibility of FDPM is twofold. First, it can use flexible mark length according to the network protocols that are used in the network. This characteristic of FDPM gives it much adaptability to current heterogeneous networks. Second, FDPM can adaptively adjust its marking process to obtain a flexible marking rate. This characteristic prevents a traceback router from the overload problems. It has been used to not only trace DDoS attacking packets but also enhance filtering attacking traffic.

Etwjec 20marking Scheme

Judy Gardiner



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revision engaging and help to consolidate knowledge **The Media Teacher's Handbook** Elaine Scarratt, Jon Davison, 2012-03-15 The Media Teacher's Handbook is an indispensable guide for all teachers both specialist and non specialist delivering Media Studies and media education in secondary schools and colleges It is the first text to draw together the three key elements of secondary sector teaching in relation to media study the theoretical the practical and the professional in order to support media teachers throughout their careers Section One Contexts explores the history of rationale for and justification of studying the media from 1900 to the present day and considers the tensions implicit in the subject caused by opposing views of culture Section Two Curriculum comprises seven chapters that focus on studying the media from Key Stages 3 and 4 in English through GCSE and A Level Media Studies It also explores approaches to teaching the Creative and Media Diploma media and citizenship and practical media production Section Three Career Development is designed to support those establishing and leading Media Studies departments and those who are charged with the initial preparation and professional development of teachers Written by experts involved in the teaching training and examination of Media Studies this one stop resource is packed with illustrative case studies and exemplar schemes of work which can be easily adapted for your own needs Suggested Reading and Recommended Resources sections at the end of each chapter list additional books films DVDs groups agencies organisations contact details websites and other materials which will support your teaching even further The Media Teacher's Handbook is an essential guide to the theory pedagogy and practice of media education that will enable you to teach your subject expertly and with confidence **WJEC/Eduqas A-level**

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course book and the stories may also be used simply as a graduated Latin reader if desired Also available from Bloomsbury Latin Language Tests by Mark Schemes 9781853997525 *My Revision Notes: WJEC Eduqas GCSE (9-1) English Language* Jane Sheldon,2018-01-15 Exam board WJEC Level GCSE Subject English First teaching September 2015 First exams Summer 2017 Target success in WJEC Eduqas GCSE 9 1 English Language with this proven formula for effective structured revision clear guidance is combined with exam style tasks and practical tips to create a revision guide that students can rely on to review strengthen and test their skills With My Revision Notes every student can Plan and manage a successful revision programme using the topic by topic planner Practise the skills needed for each question type and identify areas for improvement with regular tasks Test Yourself sections and answers Understand what the examiner is looking for by comparing answers to the annotated and graded sample responses and student friendly mark schemes Improve exam technique through expert tips exam preparation advice and examples of typical mistakes to avoid Build on learning from the WJEC Eduqas GCSE English Language Student Book as both books work alongside each other *WJEC/Eduqas A-level Geography Student Guide 5: Global Governance: Change and challenges; 21st century challenges* Simon Oakes,2017-09-18 Exam Board WJEC Eduqas Level AS A level Subject Geography First Teaching September 2016 First Exam Summer 2017 Reinforce students geographical understanding throughout their course clear topic summaries with sample questions and answers help students improve their exam technique and achieve their best Written by teachers with extensive examining experience this guide Helps students identify what they need to know with a concise summary of the topics examined at AS and A level Consolidates understanding through assessment tips and knowledge check questions Offers opportunities for students to improve their exam technique by consulting sample graded answers to exam style questions Develops independent learning and research skills Provides the content students need to produce their own revision notes WJEC A-level History Student Guide Unit 5: Historical Interpretations (non-examination assessment) Phil Star,2019-10-14 Exam board WJEC Level AS A level Subject History First teaching September 2015 First exams Summer 2016 AS Summer 2017 A level Maximise your chance of coursework success with this step by step guide to the WJEC A level History NEA Explains how to understand approach and successfully answer the question essay title with tips to highlight important information and common pitfalls Develops students skills in analysing and evaluating primary source material Teaches students how to identify and test the validity of historical interpretations Offers extensive advice on essay writing including drafting an effective introduction and conclusion Provides one complete example of the NEA with annotations commentary that show how it could be improved Keeps students on track as they complete activities that help to structure their progress

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