

**General Certificate of Education (A-level) January 2011** 

Statistics SS02

(Specification 6380)

**Statistics 2** 

Mark Scheme

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## **Key to mark scheme abbreviations**

| M                       | mark is for method   |
|-------------------------|--|
| m or dM                 | mark is dependent on one or more M marks and is for method         |
| A                       | mark is dependent on M or m marks and is for accuracy              |
| В                       | mark is independent of M or m marks and is for method and accuracy |
| E                       | mark is for explanation  |
| $\checkmark$ or ft or F | follow through from previous incorrect result                      |
| CAO                     | correct answer only  |
| CSO                     | correct solution only  |
| AWFW                    | anything which falls within  |
| AWRT                    | anything which rounds to   |
| ACF                     | any correct form   |
| AG                      | answer given   |
| SC                      | special case   |
| OE                      | or equivalent  |
| A2,1                    | 2 or 1 (or 0) accuracy marks                                       |
| –x EE                   | deduct x marks for each error                                      |
| NMS                     | no method shown  |
| PI                      | possibly implied   |
| SCA                     | substantially correct approach                                     |
| c                       | candidate  |
| sf                      | significant figure(s)  |
| dp                      | decimal place(s)   |

## No Method Shown

Where the question specifically requires a particular method to be used, we must usually see evidence of use of this method for any marks to be awarded.

Where the answer can be reasonably obtained without showing working and it is very unlikely that the correct answer can be obtained by using an incorrect method, we must award **full marks**. However, the obvious penalty to candidates showing no working is that incorrect answers, however close, earn **no marks**.

Where a question asks the candidate to state or write down a result, no method need be shown for full marks.

Where the permitted calculator has functions which reasonably allow the solution of the question directly, the correct answer without working earns **full marks**, unless it is given to less than the degree of accuracy accepted in the mark scheme, when it gains **no marks**.

Otherwise we require evidence of a correct method for any marks to be awarded.

## **SS02**

| Q       | Solution   | Marks | Total | Comments                                   |
|---------|--|-------|-------|--|
| 1(a)    | $E(X) = 99 \times 0.5 + 125 \times 0.3 + 144 \times 0.2$                   | M1    |       | B2 115.8 ( 115.5 ~ 116 )                   |
|         | = 115.8  | A1    |       | or M1 A1                                   |
|         | T(T) 202 0 5 1 1052 0 2 1142 0 2   |       |       |  |
|         | $E(X^2) = 99^2 \times 0.5 + 125^2 \times 0.3 + 144^2 \times 0.2 = 13735.2$ | N/1   |       | D2 10 04 (10 10 1)                         |
|         | 13/33.2  | M1    |       | B2 18.04 (18 ~ 18.1)<br>or M1A1            |
|         | $V(X) = 13735.2 - 115.8^2 = 325.56$  |       |       | OI WITAT                                   |
|         | s.d. = $\sqrt{325.56}$ = 18.04   | A1    | 4     |  |
|         |  |       |       |  |
| (b)(i)  | $E(Y) = 79 \times 0.25 + 99 \times 0.375 +$                                | M1    |       | M1 method                                  |
|         | $125 \times 0.225 + 144 \times 0.15 =$                                     |       | 2     | A1 107 ag                                  |
|         | 106.6  | A1    | 2     |  |
| (ii)    |  | M1    |       | M1 Any calculation which could be          |
|         |  | 1,11  |       | helpful in answering the question          |
|         | $106.6 \times 1.2 = 127.92 > 115.8$ hence                                  | m1    |       | m1 attempt at a valid comparison           |
|         | increase in customers will mean increase                                   | A1    | 3     | A1 correct conclusion based on correct     |
|         | in the total takings on tea bags despite the                               |       |       | calculations — allow use of 107 for $E(Y)$ |
|         | lower mean.  |       |       |  |
| (c)     | Extra customers in shop for cheap teabags                                  | E1    | 1     | E1 Any sensible point                      |
| (0)     | may make additional purchases.   | 21    | 1     | 21 my sensione point                       |
|         | Total  |       | 10    |  |
| 2(a)(i) | P(2  or fewer) = 0.5184  | B1    | 1     | B1 0.518 ( 0.518 ~ 0.519 )                 |
| (**)    | D(> 2) 1 D(2 C )   | 3.61  |       | M1 d 1                                     |
| (ii)    | P(>3) = 1 - P(3  or fewer)<br>= 1 - 0.7360                                 | M1    |       | M1 method                                  |
|         | = 0.264  | A1    | 2     | A1 0.264 ( 0.2635 ~ 0.2645 )               |
|         |  |       |       |  |
| (iii)   | P(4) = P(4  or fewer) - P(3  or fewer)                                     | M1    |       | M1 method                                  |
|         | = 0.8774 - 0.7360  |       | 2     | 1101414 (0141 0142)                        |
|         | =0.1414  | A1    | 2     | A1 0.1414 ( 0.141 ~ 0.142 )                |
| (b)     | Poisson mean 13  | B1    |       | B1 poisson mean 5×2.6                      |
|         | P(15 or fewer) – P(9 or fewer)   | M1    |       | M1 method — generous                       |
|         | = 0.7636 - 0.1658  | m1    |       | m1 correct method                          |
|         | = 0.598  | A1    | 4     | A1 0.598 ( 0.597 ~ 0.6 )                   |
|         | Total  |       | 9     |  |

| SS02(cont) |   |            |       |   |
|------------|---|------------|-------|---|
| Q          | Solution  | Marks      | Total | Comments  |
| 3(a)       | 1574.25 1578.5  | M1<br>A1   |       | M1 4-point m.a. attempted<br>A1 1574 (1570 ~ 1575 ) and 1578.5<br>(1578 ~ 1580 )                          |
|            | graph +   | A1         | 3     | A1 both points plotted accurately   |
| <b>(b)</b> | on graph  | B1         | 1     | B1 trend line — generous  |
| (c)        | on graph  | M1<br>A1   | 2     | M1 method A1 reasonably accurate plot by eye  |
| (d)        | Estimate of seasonal effect for Q1  | M1         |       | M1 attempt to find deviations from trend line or centred m.a.   |
|            | (-295 - 275)/2 = -285   | m1         |       | m1 mean of 2 or 3 deviations — ignore sign  |
|            |   | A1         | 3     | A1 -285 (-265 ~ -295)   |
| (e)        | 1700 - 285 = 1415   | B1<br>M1   |       | B1 1700 ( 1675 ~ 1725 )<br>M1 method — their figures ( must be below trend line )                         |
|            |   | <b>A</b> 1 | 3     | A1 1415 ( 1390 ~ 1440 )   |
| <b>(f)</b> | Method appears to be effective  | E1         | 1     | E1 method effective   |
| (g)        | The further ahead the forecast the less accurate/effective the forecast is likely to be.  | E1         |       | E1 the further ahead the forecast the less accurate it is likely to be                                    |
|            | The worldwide recession in 2009 means that projecting an upward trend in expenditure into the future is unlikely to provide a good forecast | E1         | 2     | E1 expenditure on shoes cannot continue to increase indefinitely/effect of recession/any sensible comment |
|            | Total   |            | 15    |   |

SS02 (cont)

| SS02 (cont) |  |       |       |   |
|-------------|--|-------|-------|---|
| Q           | Solution   | Marks | Total | Comments  |
| 4(a)        | $H_0$ : $\mu = 25$ $H_1$ : $\mu < 25$  | B1B1  |       | B1 one correct hypothesis B1 both hypotheses correct          |
|             | $\bar{x} = 23.4875$  | B1    |       | B1 23.4875 ( 23.48 ~ 23.5)                                    |
|             | $z = (23.4875 - 25)/(2.3/\sqrt{8}) =$  | M1m1  |       | M1 Use of $2.3/\sqrt{8}$ m1 method for $z$ — ignore sign      |
|             | -1.86  | A1    |       | A1 -1.86 ( -1.85 ~ -1.87 )                                    |
|             | c.v1.6449  | B1    |       | B1 -1.6449 — ignore sign                                      |
|             | Reject H <sub>0</sub>  | A1√   |       | A1√ conclusion — must be compared with correct tail of normal |
|             | Conclude that there is significant evidence that the mean % by which the contents exceed the nominal quantity is less than 25. | A1√   | 9     | A1√ in context  |
| (b)         | A Type 1 error would be to conclude the mean increase in contents was less than  | E1    |       | E1 idea of Type 1 error                                       |
|             | 25% when in fact it was equal to 25%   | E1    | 2     | E1 in context   |
| (c)         | Risk of Type 1 error is set at any required level and is not affected by the sample  | E1    |       | E1 claim incorrect E1 risk of Type 1 error unaffected by      |
|             | size.  | E1    | 2     | sample size   |
|             | Total  |       | 13    |   |

SS02 (cont)

| SS02 (cont) |   |       |       |   |
|-------------|---|-------|-------|---|
| Q           | Solution                                    | Marks | Total | Comments                                  |
| 5(a)        | Number medical staff from 000 to 389.       | E1    |       | E1 valid numbering of one strata          |
|             | Choose 3-digit random numbers.              | E1    |       | E1 3-digit random numbers                 |
|             | Ignore repeats and > 389                    | E1    |       | E1 ignore repeats                         |
|             | Continue until 39 obtained.                 | E1    |       | E1 ignore > 389                           |
|             | Choose corresponding medical staff.         |       |       | or equivalent for another strata          |
|             | In the same way select 22 ancillary staff,  | E1    |       | E1 similarly for other strata             |
|             | 14 administrative staff and 7 managers.     | E1    | 6     | E1 39,22,14,7                             |
| (b)(i)      | Number medical staff 000 to 389,            |       |       |   |
| (b)(i)      | ancillary staff 390 to 609, administrative  | E1    |       | E1 valid numbering                        |
|             | staff 610 to 749 and managers 750 to 819    | LI    |       | ET vand humbering                         |
|             | Select a random number between 000 and      | E1    |       | E1 choose random starting point (not      |
|             | 027.  | LI    |       | necessarily in range 000 to 027)          |
|             | 027.  | E1    |       | E1 idea of systematic sampling            |
|             | Choose this number and every 8th number     | D1    |       | 21 faca of systematic sampling            |
|             | thereafter until 100 have been selected.    | E1    |       | E1 choose every 8th                       |
|             | Choose corresponding staff.                 |       |       |   |
|             | 1 &   |       |       |   |
| (ii)        | Because 820 is not exactly divisible by     |       |       |   |
|             | 100. (In the sample described above         |       |       | E1 820 not exactly divisible by 100 or    |
|             | numbers 000 to 027 have different           | E1    | 5     | equivalent                                |
|             | chances of being selected the rest have a 1 |       |       | equivalent                                |
|             | in 8 chance.)                               |       |       |   |
| (a)         | Other survey suggests that there is no      |       |       |   |
| (c)         | point in stratifying by employment          |       |       |   |
|             | category as all categories have similar     |       |       | E1 stratifying by category pointless      |
|             | views.                                      |       |       |   |
|             | A sample stratified by sex would be the     |       |       | E1 representative proportion of each sex  |
|             | best.                                       | E1    |       | desirable                                 |
|             | Neither the stratified sample above nor the |       |       |   |
|             | systematic sample necessarily contain a     | E1    |       | E1 stratified by category not necessarily |
|             | representative proportion of each sex.      |       |       | representative of sexes                   |
|             |   | E1    | 3     | E1 systematic not necessarily             |
|             |   |       |       | representative of sexes                   |
|             |   |       |       | maximum 3                                 |
|             | Total                                       |       | 14    |   |

SS02 (cont)

| SS02 (cont) |   |       |       |  |
|-------------|---|-------|-------|--|
| Q           | Solution  | Marks | Total | Comments   |
| 6(a)        | 9000  | B1B1  | 2     | B1 9<br>B1 thousand  |
| (b)         | The population of England is about 10 times as large as that of Scotland.   | E1    |       | E1 There are more part-time than full-time students in each country.           |
|             | However there are about 20 times as many full-time students in England as in Scotland                                     | E1    |       | E1 Scotland has a smaller proportion of population in full-time education      |
|             | The proportion of part-time students to the population is similar in both countries.                                      | E1    | 3     | E1 Scotland has a similar proportion of the population in part-time education. |
| (c)(i)      | $22.5 + 1.5 \times (22.5 - 16.8) = 31.05$ older than 31.05 years  | B1    | 1     | B1 31.05 ( 31 ~ 31.1 ) allow 32  |
| (ii)        | The ages of individual students are not known.  | E1    | 1     | E1 exact ages not known  |
|             | There are so many outliers that all the *s would be superimposed on one another   |       |       | E1 too many outliers   |
|             |   |       |       | maximum 1 mark   |
| (d)(i)      | Total, thousands, full-time students in Scotland 45.1.<br>$45.1 \div 2 = 22.55$<br>1.5 + 8.7 + 9.7 = 19.9 aged 17 or less | M1    |       | M1 attempt to compare cumulative frequency with 45.1/2                         |
|             | ( ie < 18.0)<br>19.9 < 22.55<br>19.9 + 6.9 = 26.8 aged 18 or less   | M1    |       | M1 a correct method  |
|             | (ie < 19.0)<br>26.8 > 22.55.<br>Hence median lies between 18.0 and 19.0   | A1    | 3     | A1 Correct conclusion based on correct calculations. ag                        |
| (ii)        | on figure 2   | M1A1  | 2     | M1 method for box and whisker — generous A1 reasonably accurate plot           |
| (iii)       | Similar   |       |       |  |
|             | Both positive skew<br>Scotland slightly lower variability as  | E1    |       | E1 any valid comment   |
|             | measured by interquartile range. Scotland slightly higher median  | E1    | 2     | E1 any further valid comment   |
|             | Total   |       | 14    |  |
|             | TOTAL   |       | 75    |  |