



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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**Statistics**

Unit 1

Foundation Tier

[GST11]

**THURSDAY 13 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

The mark scheme normally provides the most popular solution to each question. Other solutions given by candidates are evaluated and credit given as appropriate; these alternative methods are not usually illustrated in the published mark scheme.

The marks awarded for each question are shown in the right hand column and they are prefixed by the letters **M**, **A** and **MA** as appropriate. The key to the mark scheme is given below:

**M** indicates marks for correct method.

**A** indicates marks for accurate working, whether in calculation, readings from tables, graphs or answers.

**MA** indicates marks for combined method and accurate working.

The solution to a question gains marks for correct method and marks for an accurate working based on this method. Where the method is not correct no marks can be given.

A later part of a question may require a candidate to use an answer obtained from an earlier part of the same question. A candidate who gets the wrong answer to the earlier part and goes on to the later part is naturally unaware that the wrong data is being used and is actually undertaking the solution of a parallel problem from the point at which the error occurred. If such a candidate continues to apply correct method, then the candidate's individual working must be **followed through** from the error. If no further errors are made, then the candidate is penalised only for the initial error. Solutions containing two or more working or transcription errors are treated in the same way. This process is usually referred to as "follow-through marking" and allows a candidate to gain credit for that part of a solution which follows a working or transcription error.

It should be noted that where an error trivialises a question, or changes the nature of the skills being tested, then as a general rule, it would be the case that not more than half the marks for that question or part of that question would be awarded; in some cases the error may be such that no marks would be awarded.

### Positive marking

It is our intention to reward candidates for any demonstration of relevant knowledge, skills or understanding. For this reason we adopt a policy of **following through** their answers, that is, having penalised a candidate for an error, we mark the succeeding parts of the question using the candidate's value or answers and award marks accordingly.

Some common examples of this occur in the following cases:

- (a) a numerical error in one entry in a table of values might lead to several answers being incorrect, but these might not be essentially separate errors;
- (b) readings taken from candidates' inaccurate graphs may not agree with the answers expected but might be consistent with the graphs drawn.

When the candidate misreads a question in such a way as to make the question easier only a proportion of the marks will be available (based on the professional judgement of the examiner)

			AVAILABLE MARKS
<b>1</b>	<b>(a)</b> 50	MA1	5
	<b>(b)</b> $\frac{13}{50} = 26\%$	MA1 A1	
	<b>(c)</b> Any advantage, e.g. easy to interpret, modal category easily identified, etc.	A1	
	Any disadvantage, e.g. frequencies have to be calculated from a key	A1	
<b>2</b>	<b>(a) (i)</b> 19	MA1	10
	<b>(ii)</b> 29	MA1	
	<b>(iii)</b> 50	MA1	
	<b>(b) (i)</b> Agree, because 31 adults visited the library compared to 19 children.	A2	
	<b>(ii)</b> Agree, because 21 males visited the library compared to 29 females.	A2	
	<b>(c) (i)</b> Maybe	A1	
	<b>(ii)</b> It is not possible to predict the pattern of visitors from one week to the next based on the results from just one morning.	A2	

Number of children	Tally	Frequency
0		2
1	<del>    </del>	6
2		4
3		2
4		1
5		0
6		1

A2

(b) (i) Yes

A1

(ii) The data is discrete

A1

(c) (i) Mean =  $\frac{30}{16}$

MA1

$$= 1.875$$

A1

(ii) Range =  $6 - 0 = 6$

MA1

(d) Families in Magherafelt have, on average, more children since they have a larger mean.

A2

There is more dispersion among the number of children in families in Newtownards since their range is larger.

A2

11

4 (a)  $\frac{3}{5}$

A1

(b)  $\frac{1}{2}$

MA1

(c) (i) Expected frequency =  $\frac{3}{5} \times 50$

MA1

$$= 30$$

A1

(ii) Expected frequency = 20

MA1

5

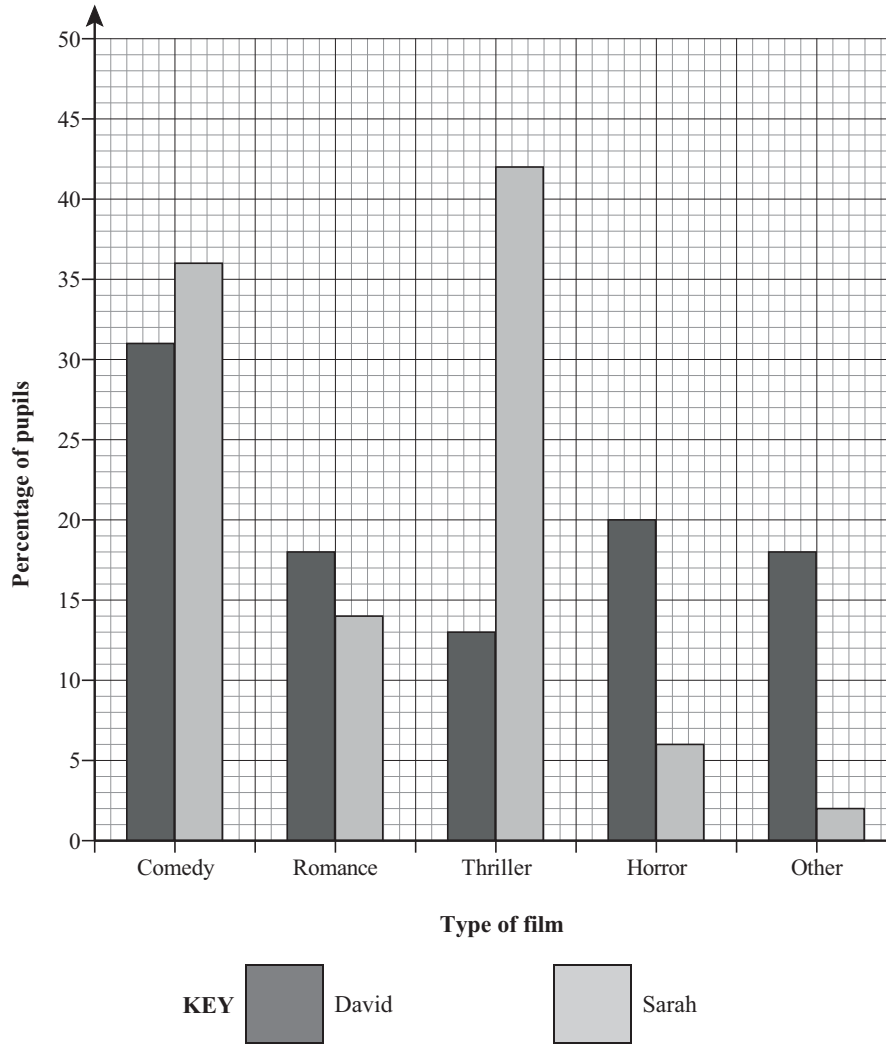
AVAILABLE  
MARKS

5 (a)

Type of film	Number of pupils		Percentage of pupils (%)	
	David	Sarah	David	Sarah
Comedy	14	18	31	36
Romance	8	7	18	14
Thriller	6	21	13	42
Horror	9	3	20	6
Other	8	1	18	2

A2

(b)



MA4

(c) There is less variation in the percentages for each category of film for David's data.

A1

(d) Categorical

A1

8

AVAILABLE MARKS



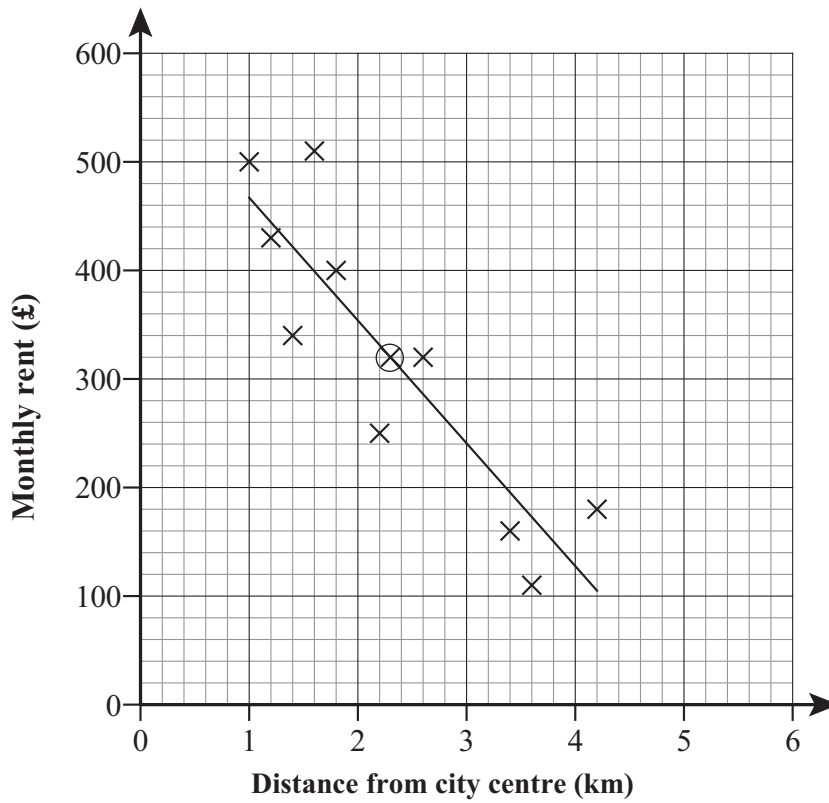
9 (a) Mean =  $\frac{1.0 + 1.2 + 1.4 + 1.6 + 1.8 + 2.2 + 2.6 + 3.4 + 3.6 + 4.2}{10}$

= 2.3 km

MA1

A1

(b)



MA2

(c) (i) Negative correlation

A1

(ii) Apartments further away from the city centre have cheaper rent.

A1

(d) (i) Yes

A1

(ii) The given distance falls within the range of values for which the line of best fit was drawn.

A1

AVAILABLE  
MARKS

8

			AVAILABLE MARKS
<b>10 (a)</b>	Obtain a list of all pupils in the school. Start at a random place on the list. Select every $\frac{1400}{50} = 28^{\text{th}}$ name.	A3	
<b>(b)</b>	Opportunity sampling	A1	
<b>(c) (i)</b>	$8 \leq t < 11$	MA1 A1	
<b>(ii)</b>	$11 \leq t < 14$	A1	
<b>(d)</b>	Helen's results follow a more uniform distribution than Peter's. The modal class for the results in Helen's sample was greater than the modal class for the results in Peter's sample.	A2	
<b>(e) (i)</b>	Peter	A1	
<b>(ii)</b>	The results from Peter's sample are more likely to be representative of the whole school.	A1	11
		<b>Total</b>	<b>80</b>