

Statistics (MEI)

Advanced Subsidiary GCE

Unit **G242**: Statistics 2 (Z2)

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.




All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations and abbreviations

Annotation in scoris	Meaning
 and 	
BOD	Benefit of doubt
FT	Follow through
ISW	Ignore subsequent working
M0 M1	Method mark awarded 0, 1
A0 A1	Accuracy mark awarded 0, 1
B0 B1	Independent mark awarded 0, 1
SC	Special case
	Omission sign
MR	Misread
Highlighting	

Other abbreviations in mark scheme	Meaning
E1	Mark for explaining
U1	Mark for correct units
G1	Mark for a correct feature on a graph
M1 dep*	Method mark dependent on a previous mark, indicated by *
cao	Correct answer only
oe	Or equivalent
rot	Rounded or truncated
soi	Seen or implied
www	Without wrong working

Subject-specific Marking Instructions for GCE Mathematics (MEI) Statistics strand

- a. Annotations should be used whenever appropriate during your marking.

The A, M and B annotations must be used on your standardisation scripts for responses that are not awarded either 0 or full marks. It is vital that you annotate standardisation scripts fully to show how the marks have been awarded.

For subsequent marking you must make it clear how you have arrived at the mark you have awarded.

- b. An element of professional judgement is required in the marking of any written paper. Remember that the mark scheme is designed to assist in marking incorrect solutions. Correct *solutions* leading to correct answers are awarded full marks but work must not be judged on the answer alone, and answers that are given in the question, especially, must be validly obtained; key steps in the working must always be looked at and anything unfamiliar must be investigated thoroughly.

Correct but unfamiliar or unexpected methods are often signalled by a correct result following an *apparently* incorrect method. Such work must be carefully assessed. When a candidate adopts a method which does not correspond to the mark scheme, award marks according to the spirit of the basic scheme; if you are in any doubt whatsoever (especially if several marks or candidates are involved) you should contact your Team Leader.

- c. The following types of marks are available.

M

A suitable method has been selected and *applied* in a manner which shows that the method is essentially understood. Method marks are not usually lost for numerical errors, algebraic slips or errors in units. However, it is not usually sufficient for a candidate just to indicate an intention of using some method or just to quote a formula; the formula or idea must be applied to the specific problem in hand, eg by substituting the relevant quantities into the formula. In some cases the nature of the errors allowed for the award of an M mark may be specified.

A

Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. Accuracy marks cannot be given unless the associated Method mark is earned (or implied). Therefore M0 A1 cannot ever be awarded.

B

Mark for a correct result or statement independent of Method marks.

E

A given result is to be established or a result has to be explained. This usually requires more working or explanation than the establishment of an unknown result.

Unless otherwise indicated, marks once gained cannot subsequently be lost, eg wrong working following a correct form of answer is ignored. Sometimes this is reinforced in the mark scheme by the abbreviation isw. However, this would not apply to a case where a candidate passes through the correct answer as part of a wrong argument.

- d. When a part of a question has two or more 'method' steps, the M marks are in principle independent unless the scheme specifically says otherwise; and similarly where there are several B marks allocated. (The notation 'dep *' is used to indicate that a particular mark is dependent on an earlier, asterisked, mark in the scheme.) Of course, in practice it may happen that when a candidate has once gone wrong in a part of a question, the work from there on is worthless so that no more marks can sensibly be given. On the other hand, when two or more steps are successfully run together by the candidate, the earlier marks are implied and full credit must be given.
- e. The abbreviation ft implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A and B marks are given for correct work only — differences in notation are of course permitted. A (accuracy) marks are not given for answers obtained from incorrect working. When A or B marks are awarded for work at an intermediate stage of a solution, there may be various alternatives that are equally acceptable. In such cases, exactly what is acceptable will be detailed in the mark scheme rationale. If this is not the case please consult your Team Leader.

Sometimes the answer to one part of a question is used in a later part of the same question. In this case, A marks will often be 'follow through'. In such cases you must ensure that you refer back to the answer of the previous part question even if this is not shown within the image zone. You may find it easier to mark follow through questions candidate-by-candidate rather than question-by-question.

- f. Wrong or missing units in an answer should not lead to the loss of a mark unless the scheme specifically indicates otherwise.

Candidates are expected to give numerical answers to an appropriate degree of accuracy. 3 significant figures may often be the norm for this, but this always needs to be considered in the context of the problem in hand. For example, in quoting probabilities from Normal tables, we generally expect *some* evidence of interpolation and so quotation to 4 decimal places will often be appropriate. But even this does not always apply – quotations of the standard critical points for significance tests such as 1.96, 1.645, 2.576 (maybe even 2.58 – but not 2.57) will commonly suffice, especially if the calculated value of a test statistic is nowhere near any of these values. Sensible discretion *must* be exercised in such cases.

Discretion must also be exercised in the case of small variations in the degree of accuracy to which an answer is given. For example, if 3 significant figures are expected (either because of an explicit instruction or because the general context of a problem demands it) but only 2 are given, loss of an accuracy ("A") mark is likely to be appropriate; but if 4 significant figures are given, this should not normally be penalised. Likewise, answers which are slightly deviant from what is expected in a very minor manner (for example a Normal probability given, after an attempt at interpolation, as 0.6418 whereas 0.6417 was expected) should not be penalised. However, answers which are *grossly* over- or under-specified should normally result in the

loss of a mark. This includes cases such as, for example, insistence that the value of a test statistic is (say) 2.128888446667 merely because that is the value that happened to come off the candidate's calculator. Note that this applies to answers that are given as final stages of calculations; intermediate working should usually be carried out, and quoted, to a greater degree of accuracy to avoid the danger of premature approximation.

The situation regarding any particular cases where the accuracy of the answer may be a marking issue should be detailed in the mark scheme rationale. If in doubt, contact your Team Leader.

g. Rules for replaced work

If a candidate attempts a question more than once, and indicates which attempt he/she wishes to be marked, then examiners should do as the candidate requests.

If there are two or more attempts at a question which have not been crossed out, examiners should mark what appears to be the last (complete) attempt and ignore the others.

NB Follow these maths-specific instructions rather than those in the assessor handbook.

h. Genuine misreading (of numbers or symbols, occasionally even of text) occurs. If this results in the object and/or difficulty of the question being considerably changed, it is likely that all the marks for that question, or section of the question, will be lost. However, misreads are often such that the object and/or difficulty remain substantially unaltered; these cases are considered below.

The simple rule is that *all* method ("M") marks [and of course all independent ("B") marks] remain accessible but at least some accuracy ("A") marks do not. It is difficult to legislate in an overall sense beyond this global statement because misreads, even when the object and/or difficulty remains unchanged, can vary greatly in their effects. For example, a misread of 1.02 as 10.2 (perhaps as a quoted value of a sample mean) may well be catastrophic; whereas a misread of 1.6748 as 1.6746 may have so slight an effect as to be almost unnoticeable in the candidate's work.

A misread should normally attract *some* penalty, though this would often be only 1 mark and should rarely if ever be more than 2. Commonly in sections of questions where there is a numerical answer either at the end of the section or to be obtained and commented on (eg the value of a test statistic), this answer will have an "A" mark that may actually be designated as "cao" [correct answer only]. This should be interpreted *strictly* – if the misread has led to failure to obtain this value, then this "A" mark must be withheld even if all method marks have been earned. It will also often be the case that such a mark is implicitly "cao" even if not explicitly designated as such.

On the other hand, we commonly allow "fresh starts" within a question or part of question. For example, a follow-through of the candidate's value of a test statistic is generally allowed (and often explicitly stated as such within the marking scheme), so that the candidate may exhibit knowledge of how to compare it with a critical value and draw conclusions. Such "fresh starts" are not affected by any earlier misreads.

A misread may be of a symbol rather than a number – for example, an algebraic symbol in a mathematical expression. Such misreads are more likely to bring about a considerable change in the object and/or difficulty of the question; but, if they do not, they should be treated as far as possible in the same way as numerical misreads, *mutatis mutandis*. This also applied to misreads of text, which are fairly rare but can cause major problems in fair marking.

The situation regarding any particular cases that arise while you are marking for which you feel you need detailed guidance should be discussed with your Team Leader.

Note that a miscopy of the candidate's own working is not a misread but an accuracy error.

Question		Answer	Marks	Guidance
1	(i)	$\Sigma fx \div \Sigma f = 360 \div 300$ Variance = $1.03^2 = 1.0609$ Mean is approximately equal to variance	M1 A1 E1 [3]	(=1.2 answer given) Allow if calculation shown in full NB clear comparison with variance
1	(ii)	Using $X \sim \text{Poisson}(1.2)$ $P(X = 0) = e^{-1.2}$ $= 0.3012$ 0.3012×300 (= 90.36 A.G.)	M1 A1 B1 [3]	for attempt at $P(X = 0)$ using Poisson pdf or tables Do not allow $300 - \Sigma \text{others}$
1	(iii)	H_0 : The Poisson model is suitable H_1 : The Poisson model is not suitable Test statistic = 2.0464 Number of degrees of freedom = 3 Critical value = 7.815 $2.0464 < 7.815$ Result is not significant. The evidence does not suggest that this Poisson model is not a good fit to these data	B1 M1 A1 A1 B1 B1 M1 A1 E1 [9]	Allow "the Poisson distribution is suitable" Attempt at $(f_o - f_e)^2 \div f_e$ Contributions (approx): 0.2102 0.0017 1.2291 0.1573 0.4481 Test statistic in range 2.04 – 2.05 $5 - 1 - 1$ No further marks if critical value incorrect

Question		Answer	Marks	Guidance	
2	(i)	Sample too small to base CI on Normal distribution Variance unknown Assume Normality of underlying population	E1 E1 E1* E1dep* [4]		Condone underlying Normal distribution Do not allow "... of the data"
2	(ii)	Sample mean = 50.4 Sample standard deviation = 0.568 (3 s.f.) $50.4 \pm 2.365 \times \frac{0.5682..}{\sqrt{8}}$ (49.92, 50.88)	B1 B1 M1 B1 M1 A1 A1 [7]	Centred on 50.4 2.2365 Structure Max 3 d.p.	Including value from <i>t</i> tables.
2	(iii)	As the CI contains 50, it appears that the manufacturer may have been successful in its aim.	E1* E1dep* [2]	Allow other sensible comments	

Question	Answer	Marks	Guidance
4 (i)	<p>Assume that the underlying population [of differences] is distributed symmetrically and the sample is random.</p> <p>H_0: population median = 13 H_1: population median \neq 13</p> <p>Actual differences 12 -10 -9 4 5 -2 6 1 7 11 Associated ranks 10 8 7 3 4 2 5 1 6 9</p> <p>$T^- = 8 + 7 + 2 = 17$</p> <p>$\therefore T = 17$</p> <p>From $n = 10$ tables – at the 5% level of significance in a two-tailed Wilcoxon single sample test, the critical value of T is 8</p> <p>$17 > 8 \therefore$ the result is not significant</p> <p>The evidence does not suggest that there has been a change in the average of the difference between the number of bottles delivered and the number of bottles collected each day.</p>	<p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>[13]</p>	<p>If “population” not stated then B0B1.</p> <p>M1 for valid attempt at ranking</p> <p>M1 for finding sum of ranks</p> <p>Use of $n = 10$</p> <p>No further marks if cv incorrect.</p> <p>Non-assertive conclusion, in context.</p> <p>$T^+ = 10 + 3 + 4 + 5 + 1 + 6 + 9 = 38$</p> <p>Condone “suggests that the population median is 13”</p>
4 (ii)	<p>e.g. there are not enough data to see whether the underlying distribution could be symmetrical. e.g. sample not random as all observations were made on consecutive days.</p>	<p>E1</p> <p>E1</p> <p>[2]</p>	<p>Sensible comment relating to shape of distribution.</p> <p>Sensible comment relating to the randomness of the sample.</p>

Question	Answer	Marks	Guidance																																				
5 (i)	<p>H_0: No association between sea condition and punctuality. H_1: There is an association between sea condition and punctuality.</p> <table border="1" data-bbox="315 347 1010 528"> <thead> <tr> <th colspan="2" data-bbox="315 347 689 387">Expected frequencies</th> <th colspan="2" data-bbox="689 347 1010 387">Punctuality</th> </tr> <tr> <td colspan="2"></td> <th data-bbox="689 387 835 427">Not late</th> <th data-bbox="835 387 1010 427">Late</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 427 510 459" rowspan="3">Sea condition</td> <td data-bbox="510 427 689 459">Rough</td> <td data-bbox="689 427 835 459">41.040</td> <td data-bbox="835 427 1010 459">6.960</td> </tr> <tr> <td data-bbox="510 459 689 491">Moderate</td> <td data-bbox="689 459 835 491">88.065</td> <td data-bbox="835 459 1010 491">14.935</td> </tr> <tr> <td data-bbox="510 491 689 528">Slight</td> <td data-bbox="689 491 835 528">41.895</td> <td data-bbox="835 491 1010 528">7.105</td> </tr> </tbody> </table> <table border="1" data-bbox="315 560 1010 740"> <thead> <tr> <th colspan="2" data-bbox="315 560 689 632">Contributions to the test statistic</th> <th colspan="2" data-bbox="689 560 1010 600">Punctuality</th> </tr> <tr> <td colspan="2"></td> <th data-bbox="689 600 835 632">Not late</th> <th data-bbox="835 600 1010 632">Late</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 632 465 663" rowspan="3">Sea condition</td> <td data-bbox="465 632 689 663">Rough</td> <td data-bbox="689 632 835 663">0.6189</td> <td data-bbox="835 632 1010 663">3.6497</td> </tr> <tr> <td data-bbox="465 663 689 695">Moderate</td> <td data-bbox="689 663 835 695">0.0978</td> <td data-bbox="835 663 1010 695">0.5768</td> </tr> <tr> <td data-bbox="465 695 689 740">Slight</td> <td data-bbox="689 695 835 740">0.1058</td> <td data-bbox="835 695 1010 740">0.6236</td> </tr> </tbody> </table> <p>$X^2 = 5.673$</p> <p>2 degrees of freedom Critical value for 5% significance level is 5.991</p> <p>As $5.673 < 5.991$ the result is not significant</p> <p>There is no evidence to suggest an association between sea condition and punctuality.</p>	Expected frequencies		Punctuality				Not late	Late	Sea condition	Rough	41.040	6.960	Moderate	88.065	14.935	Slight	41.895	7.105	Contributions to the test statistic		Punctuality				Not late	Late	Sea condition	Rough	0.6189	3.6497	Moderate	0.0978	0.5768	Slight	0.1058	0.6236	<p>B1</p> <p>M1 A1</p> <p>M1 A1</p> <p>A1</p> <p>B1 B1</p> <p>M1 A1</p> <p>A1</p> <p>[11]</p>	<p>No FT from here if incorrect.</p> <p>Condone “the evidence suggests that there is no association between sea condition and punctuality”.</p>
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5 (ii)	<p>Attempt to find $P(\text{sailing time} < 165)$</p> $P(\text{sailing time} < 165) = P\left(Z < \frac{165 - 160}{5.5}\right)$ $= P(Z < 0.9091)$ $= \Phi(0.9091)$ $= 0.8182$	<p>B1</p> <p>M1*</p> <p>A1</p> <p>M1dep*</p> <p>A1</p> <p>[5]</p>	<p>Standardising</p> <p>For 0.9091</p> <p>Correct use of Normal tables</p> <p>Allow 0.8184 and 0.8183</p>																																				

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Head office
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Facsimile: 01223 552553

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