

# General Certificate of Education (A-level) June 2011 

## Statistics

SS06
(Specification 6380)
Statistics 6

## Final

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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 |
| B | mark is independent of M or m marks and is for method and accuracy |
| E | mark is for explanation |
| Jor 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 <br> SCA |
| substantially correct approach |  |
| cf | candidate |
| dp | significant figure(s) |
| 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.

| Q | Solution | Marks | Total | Comments |
| :---: | :---: | :---: | :---: | :---: |
| 1(a) <br> (i) | Each child was allocated to take the amoxicillin or the placebo in a random manner, as if by chance alone. | E1 |  | Need idea of allocation to drug/treatment Disallow 'same chance’ unless ref to being allocated Allow 'allocated with no pattern' or 'no order' |
| (ii) | A harmless substance that looks like real medication but does not contain any drug. | E1 |  | Allow 'has no effect', 'fake' treatment, 'looks same but doesn't do same thing' |
| (iii) | Neither the medical staff involved nor the children and their parents know whether the child is receiving the amoxicillin or the placebo. | E1 | 3 | Must make clear that neither group knows which treatment |
| (b) <br> (i) | To avoid parents/children anticipating a slow recovery simply because no drug treatment is offered. All children will appear to be taking the same medication if the placebo is used. | E1 |  | (b) answers do not need to be in context of this trial <br> Child/parent 'Not knowing' which drug so won't know what to expect. |
| (ii) | To avoid expections by children and parents or by medical staff, of success/failure of the treatment outcome due to a knowledge of whether an active drug or a placebo was given, influencing the outcome. | E1 | 2 | Doctors and child/parent have no particular expectations due to knowledge of treatment Disallow 'Fair', 'reduces bias', 'reduces experimental error’ |
|  | Total |  | 5 |  |







\begin{tabular}{|c|c|c|c|c|}
\hline \begin{tabular}{l}
6(a) cont. \\
(ii)
\end{tabular} \& \begin{tabular}{l}
part (i) indicates a significant difference between at least two advertising approaches. \\
Means are
\[
\overline{\bar{X}_{\text {Con }}=564.2} \bar{X}_{\text {Qual }}=656.8 \bar{X}_{\text {Cost }}=609.9
\] \\
and \(\bar{X}_{\text {Health }}=543.1\) \\
Quality clearly has the highest mean sales. \\
Chose Quality approach
\end{tabular} \& M1

A1 \& 2 \& | Use of means or totals for comparisons |
| :--- |
| Quality chosen | <br>

\hline (b)(i) \& There is no interaction between the two factors. \& E1 \& 1 \& For no interaction <br>
\hline (ii) \& There is no particular reason why one advertising approach should be more or less suited to one media type rather than any other. \& E1 \& \& General idea of assumption that each advertising approach has the same effect no matter whast media type is used <br>
\hline \& \& E1 \& 2 \& Explained precisely <br>
\hline \& Total \& \& 18 \& <br>
\hline \& TOTAL \& \& 75 \& <br>
\hline
\end{tabular}

