



GCSE STATISTICS 8382/1F

Foundation Tier Paper 1

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Glossary for Mark Schemes

GCSE examinations are marked in such a way as to award positive achievement wherever possible. Thus, for GCSE Statistics papers, marks are awarded under various categories.

If a student uses a method which is not explicitly covered by the mark scheme the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt.

M	Method marks are awarded for a correct method which could lead to a correct answer.
A	Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied.
B	Marks awarded independent of method.
ft	Follow through marks. Marks awarded for correct working following a mistake in an earlier step.
SC	Special case. Marks awarded for a common misinterpretation which has some mathematical worth.
M dep	A method mark dependent on a previous method mark being awarded.
B dep	A mark that can only be awarded if a previous independent mark has been awarded.
oe	Or equivalent. Accept answers that are equivalent. eg accept 0.5 as well as $\frac{1}{2}$
[a, b]	Accept values between a and b inclusive.
[a, b)	Accept values $a \leq \text{value} < b$
3.14...	Accept answers which begin 3.14 eg 3.14, 3.142, 3.1416
Use of brackets	It is not necessary to see the bracketed work to award the marks.

Examiners should consistently apply the following principles

Diagrams

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

Responses which appear to come from incorrect methods

Whenever there is doubt as to whether a student has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the student. In cases where there is no doubt that the answer has come from incorrect working then the student should be penalised.

Questions which ask students to show working

Instructions on marking will be given but usually marks are not awarded to students who show no working.

Questions which do not ask students to show working

As a general principle, a correct response is awarded full marks.

Misread or miscopy

Students often copy values from a question incorrectly. If the examiner thinks that the student has made a genuine misread, then only the accuracy marks (A or B marks), up to a maximum of 2 marks are penalised. The method marks can still be awarded.

Further work

Once the correct answer has been seen, further working may be ignored unless it goes on to contradict the correct answer.

Choice

When a choice of answers and/or methods is given, mark each attempt. If both methods are valid then M marks can be awarded but any incorrect answer or method would result in marks being lost.

Work not replaced

Erased or crossed out work that is still legible should be marked.

Work replaced

Erased or crossed out work that has been replaced is not awarded marks.

Premature approximation

Rounding off too early can lead to inaccuracy in the final answer. This should be penalised by 1 mark unless instructed otherwise.

Continental notation

Accept a comma used instead of a decimal point (for example, in measurements or currency), provided that it is clear to the examiner that the student intended it to be a decimal point.

Q	Answer	Mark	Comments
1(a)	Unlikely	B1	
	Additional Guidance		
	May be on the diagram		
	Condone less likely		

Q	Answer	Mark	Comments
1(b)	Evens	B1	
	Additional Guidance		
	May be on the diagram		

Q	Answer	Mark	Comments
1(c)	More likely	B1	
	Additional Guidance		
	May be on the diagram		

Q	Answer	Mark	Comments
1(d)	Certain	B1	
	Additional Guidance		
	May be on the diagram		

Q	Answer	Mark	Comments
2	Any three errors from - ages are not exhaustive - the first tally is incorrect - frequency for 0 to 8 should be 6 - incorrect total	B3	oe B2 any two errors B1 any one error
	Additional Guidance		
	Do not award B3 with an incorrect statement		
	Two errors may be seen in one statement		
	Comments about omission of 15 from ages It goes from 9 to 14, then 16 and older (implies omission of 15) 15 is missing Age is not correct The gaps between the ages are different		B1 B1 B0 B0
	Comments about the first tally being incorrect The tally is wrong (which tally)		B0
	Comments about the frequency of 5 being incorrect The frequency is wrong (which frequency)		B0
	Comments about incorrect total Total should be 18 (frequencies added together) Total should be 19 (tallies added together)		B1 B1

Q	Answer	Mark	Comments
3	$(8 + 12 + 16 + 17 + 17) \div 5$ or $70 \div 5$	M1	allow one error or omission in the sum
	14	A1	SC1 56.4
	Additional Guidance		
	SC1 for incorrect order of operations		
	Condone $8 + 12 + 16 + 17 + 17 \div 5$, eg $8 + 12 + 16 + 17 + 17 \div 5$ answer 14 (recovered) $8 + 12 + 16 + 17 + 17 \div 5$ Answer 56.4 only		M1A1 M1 SC1

Q	Answer	Mark	Comments
4(a)	Qualitative or Primary or Raw	B1	
	Additional Guidance		
	Accept Categorical		B1

Q	Answer	Mark	Comments
4(b)(i)	3	B1	
	Additional Guidance		
	Check diagram		

Q	Answer	Mark	Comments
4(b)(ii)	11 or 6 or $5.5 - 3$ or 2.5	M1	oe eg $2 + 2 + 1$
	5	A1	
	Additional Guidance		
	Check diagram for working		

Q	Answer	Mark	Comments
4(c)	Alternative method 1: working with the number of friends		
	32 – 11 – 6 – their 3 or $32 - 2 \times (5.5 + 3 + 1.5)$ or 12	M1	oe implied by 6 whole circles added to pictogram
	their $12 \div (2 + 1)$ or 4 or 8	M1dep	
	2 circles for fruit and 4 circles for toffee	A1ft	ft their 3 from part (b)(i) SC2 for 4 circles for fruit and 2 circles for toffee
	Alternative method 2: working with the total number of circles		
	$32 \div 2 - 10$ or 6	M1	implied by 6 whole circles added to pictogram
	their $6 \div 3$ or 2 or 4	M1dep	
	2 circles for fruit and 4 circles for toffee	A1	SC2 for 4 circles for fruit and 2 circles for toffee
	Additional Guidance		
	SC2 for the number of circles reversed		
	Check diagram for working		
	Do not award A mark for a fully correct pictogram if one of the rows is vertically misaligned		
	Mark intention for size		
	Ignore any shading		

Q	Answer	Mark	Comments
4(d)	One valid reason	B1	eg other people's choices won't necessarily match those of the 32 or sample size is too small or sample may not be representative
	Additional Guidance		
	Other people may choose differently / Other people might have different tastes	B1	
	The pictogram will change if you ask more people	B1	
	It was only 32 people	B1	
	Jess only asked their friends (so sample may not be representative)	B1	
	Jess only asked one group of people (implies only asked friends)	B1	
	It depends on who you ask and their ages (so sample may not be representative)	B1	
	If Jess asked a different group of people the outcome might be different	B1	
	If Jess asked a different group of people the outcome will be different	B0	
	It could be different every day	B0	
	As the data will not stay the same / The trend will change	B0	
	It might be toffee tomorrow	B0	
	She only asked on one day (no reference to time period in the question)	B0	
	People's opinions change	B0	
	It depends on who you ask	B0	
	Not all friends were asked	B0	
	Not everyone was asked	B0	
	Results could be biased (no explanation as to why)	B0	

Q	Answer	Mark	Comments
5	3 appropriate responses, eg yes, maybe, no	B2	oe B1 yes, already voted, no or yes, not voting, no
	Additional Guidance		
	Accept perhaps, possibly, don't know, uncertain, etc for maybe		
	Award B2 for 3+ responses with yes, no and 1+ in between response, eg yes, undecided, no yes, likely, no yes, possibly, unlikely, no definitely, likely, maybe, unlikely, no		B2 B2 B2 B2
	Condone the use of the word other, eg yes, other, no yes, likely, no, other		B2 B2
	Condone prefer not to say, eg Yes, prefer not to say, no		B2
	Responses need to be appropriate, eg yes, not sure as need more information, no yes, need more information, no yes, tell me why I should, no		B2 B0 B0
	yes, already voted, not voting, no yes, already voted, not voting		B1 B0
	Two no responses with one yes response, eg yes, no as not voting, no Two yes responses with one no response, eg yes, yes already voted for you, no		B0 B0

Q	Answer	Mark	Comments
6(a)	A suitable hypothesis	B1	eg households in town A have more vehicles than households in town B
	Additional Guidance		
	There are more vehicles in the first town (per household)		B1
	Every household in town A has 1 car but every household in town B has 2		B1
	Both towns will have the same number of vehicles (per household)		B1
	Both towns will have a different number of vehicles (per household)		B1
	Anything phrased as a question		B0

Q	Answer	Mark	Comments
6(b)(i)	Systematic (sampling)	B1	

Q	Answer	Mark	Comments
6(b)(ii)	One valid reason	B1	eg if they are at the garage, they are more likely to have a car or van or you are more likely to be asking people in town A (as the garage is in town A)
	Additional Guidance		
	They are only asking people at a garage		B1
	Will get less data on households with no cars		B1
	Will not get data on households with no cars		B0
	Most people at a garage will have a car		B1
	Everyone at a garage will have a car		B0
	It might be a garage not many people use / It might be a small garage		B0
	It might be a garage for only one make of car		B0
	Some people might not be able to use that garage		B0
	You will be asking more people from town A		B1
	You will only be asking people from town A		B0
	Ben should ask everyone		B0
	They might not live in town A		B0

Q	Answer	Mark	Comments
6(c)(i)	One valid issue	B1	eg only asking people from town B or low response rate or time frame for returning or do not go to that supermarket or expensive to post or takes Ben a lot of time
	Additional Guidance		
	People might not have time to go the supermarket		B1
	People might take too long to respond		B1
	People might forget to return their questionnaire		B1
	People will forget to return their questionnaire		B0
	Nobody will fill it in		B0
	People might be on holiday		B0
	People might lie		B0

Q	Answer	Mark	Comments
6(c)(ii)	One valid suggestion	B1ft	ft their part (c)(i)
	Additional Guidance		
	If part (c)(i) is left blank, award the mark for part (c)(i) if a valid issue is mentioned in part (c)(ii)		
	Answer must be an appropriate way to reduce the effect of the issue identified in part (c)(i), eg		
	Answer to part (c)(i)	Valid suggestion	
	Only asking people from town B	Post some out to people who live in town A	
	Low response rate	Supply an envelope to post back Conduct interviews instead Send a reminder Offer a prize	
	Time frame for returning	Set a deadline	
	Do not go to that supermarket	Have multiple drop off places Supply an envelope to post back Allow returns by email	
	Expensive to post	Deliver by hand Ask someone at the house in person	
	Takes Ben a lot of time	Send the questionnaires by email	
	Ignore extra suggestions with a valid suggestion unless contradictory		
	Ask more people		B0

Q	Answer	Mark	Comments
6(d)	Both bars fully correct with correct heights and correct widths and position and correct shading	B2	B1 one bar fully correct or two bars, one at height 25, the other at height 13 tolerance half a small square
	Additional Guidance		
	Condone labelling of bars instead of shading		

Q	Answer	Mark	Comments
6(e)	(A =) 115 and (B =) 128	B2	B1 115 or 128

Q	Answer	Mark	Comments
6(f)(i)	False indicated and one valid reason	B1	eg (most common is) two vehicles
	Additional Guidance		
	False and not the tallest (white) bar		B1
	False and 1 = 40, 2 = 50		B1
	False and 40 (for 1 vehicle) is less than 88 (for all the other bars)		B0
	False can be implied, eg Not true, more had 2 vehicles (with no box ticked) Not true, most had 2 vehicles (with no box ticked)		B1 B0
	No values are needed but if seen must be correct, eg False and 50 for 2 vehicles compared to 40 for 1 vehicle False and 50 for 2 vehicles, 49 for 1 vehicle		B1 B0
	B1 can be awarded for Cannot tell indicated with a valid reason, eg Cannot tell and no data for four (or more) vehicles Cannot tell and only a sample		B1 B0

Q	Answer	Mark	Comments
6(f)(ii)	Cannot tell indicated and no numbers for those with 4 vehicles or False indicated and both towns have no households with 4 vehicles	B1	oe
	Additional Guidance		
	Cannot tell and no data		B1
	Cannot tell and not on the graph		B1
	Cannot tell and it does not show us		B1
	Cannot tell and there is no label for 4 vehicles		B1
	Cannot tell and extrapolation		B0

Q	Answer	Mark	Comments
6(g)(i)	$32560 \div 133480$ or $0.24(\dots) (\times 100)$	M1	oe
	$83770 \div 214732$ or $0.39(\dots) (\times 100)$	M1	oe
	$0.24(\dots)$ and $0.39(\dots)$ and Doncaster indicated	A1	oe
	Additional Guidance		
	Accept fractions with a common denominator, eg $\frac{24}{100}$ and $\frac{39}{100}$ and Doncaster		M1M1A1
	Accept inverted calculations, eg $133480 \div 32560$ or $4.09(\dots)$ $214732 \div 83770$ or $2.56(\dots)$ Doncaster indicated		M1 M1 A1

Q	Answer	Mark	Comments
6(g)(ii)	A valid reason for their answer in part (g)(i)	B1ft	eg public transport in Doncaster may not be as good (as in Manchester) ft their answer in part (g)(i)
	Additional Guidance		
	Ignore any non-contradictory or irrelevant statements		
	A smaller city does not have as good public transport		B1
	Less trains in a smaller city		B1
	More need to drive in a smaller city		B1
	More know how to drive in Doncaster		B1
	A smaller city doesn't have as many buses		B1
	More places to park a vehicle in Doncaster		B1
	The shops are further away to the houses in Doncaster		B1
	More people can afford a car in Doncaster		B1
	People in Doncaster care less about the environment		B1
	The roads are better in Doncaster		B1
	People in Doncaster are younger and more likely to drive		B1
	People in Doncaster are less active		B1
	People in Doncaster work further from home		B1
	Doncaster is the smaller city		B0
	Doncaster has less households or people		B0

Q	Answer	Mark	Comments
7	3 matched correctly	B3	B2 2 matched correctly B1 1 matched correctly
	Additional Guidance		
	<pre> graph LR A["The number of cups of tea you drink in a day"] --- D["Discrete"] B["How long you leave the tea bag in the cup"] --- C["Continuous"] C --- Biv["Bivariate"] D --- Qual["Qualitative"] </pre>		
	More than one line from a box on the left is choice for that box		

Q	Answer	Mark	Comments
8(a)(i)	(2016, 0.030) indicated	B1	

Q	Answer	Mark	Comments
8(a)(ii)	A valid explanation	B1	eg it was a much lower yield (than the other points)
	Additional Guidance		
	It is a long way from the other points		B1
	It is not near the other points (the correlation could be weak)		B0
	It is much lower than the others		B1
	It is lower than the others		B0
	It is the lowest point		B0
	It would not be on the line of best fit		B0
	It does not follow the pattern as it is much lower than the other values		B1
	It does not follow the trend / It does not fit (with the rest of the data)		B0
	It is not consistent (with the rest of the data) / It is the odd one out		B0
	Not in the same range		B0

Q	Answer	Mark	Comments
8(b)	One valid comment referencing yield	B1	eg yield is increasing over time
	Additional Guidance		
	Ignore any reference to strength of correlation		
	As the years go up, the yield goes up		B1
	Positive, yield is going up as time goes on		B1
	As time goes up, yield goes up		B1
	Nearer to now, the higher the yield		B1
	Yield increasing (over time)		B1
	Longer ago, the yield was lower (could be an individual point)		B0
	Every year it goes up except 2012 and 2016		B0
	Positive correlation		B0
	Increases		B0

Q	Answer	Mark	Comments
8(c)(i)	Appropriate single, straight line of best fit	B1	
	Additional Guidance		
	For a line of best fit to be appropriate it must extend across all points and be increasing with at least one point above and at least one point below, not including the outlier		

Q	Answer	Mark	Comments
8(c)(ii)	Correct reading using their line of best fit for 2013	B1ft	ft their line of best fit from part (c)(i) tolerance half a small square
	Correct reading using their line of best fit for 2017	B1ft	ft their line of best fit from part (c)(i) tolerance half a small square
	Correct difference for their two readings with at least one correct	B1ft	ft their line of best fit from part (c)(i)
	Additional Guidance		
	Their line of best fit must be a single increasing, intended straight line between 2013 and 2017		
	Accept answers given in standard form		
	Condone a negative answer		

Q	Answer	Mark	Comments
8(d)	One valid reason	B1	eg extrapolation
	Additional Guidance		
	The pattern might not have been the same then		B1
	Trend could change (in 2020)		B1
	Outside the data points		B1
	It is unreliable to predict after the data finishes		B1
	The last piece of data was 2018 (two years before 2020)		B1
	Not on the chart		B1
	The outlier could happen again		B0
	Covid/Lockdown		B0
	Yield might have been different		B0
	It is too late		B0
	We do not know what happened in 2020		B0
	Reference to an extraneous variable eg there might have been a drought in 2020		B0

Q	Answer	Mark	Comments
8(e)(i)	(Average) temperature	B1	oe
	Additional Guidance		
	Celsius or Fahrenheit (implies temperature)		B1
	Condone (the) heat		B1

Q	Answer	Mark	Comments
8(e)(ii)	Any extraneous variable that could affect the yield	B1	eg weather, drought, economic state, pollution, insects
	Additional Guidance		
	Covid/Lockdown (so farmers could not work for a number of days)		B1
	War		B1
	Famine		B1
	Brexit		B0

Q	Answer	Mark	Comments
9	Continuous data or Grouped data	B1	oe
	Additional Guidance		
	As you do not have to write the individual heights down		B0

Q	Answer	Mark	Comments
10(a)	3 in top right and 25 in top middle and 6 in bottom right	B3	B2 2 correct values correctly placed B1 1 correct value correctly placed

Q	Answer	Mark	Comments
10(b)	Alternative method 1: comparing numbers of people		
	$91 + 18 + 4$ or 113	M1	oe
	170×0.65 or 110.5	M1	oe accept 110 or 111 for 110.5
	113 and 110.5	A1	oe accept 110 or 111 for 110.5
	Alternative method 2: comparing proportions		
	$91 + 18 + 4$ or 113	M1	oe
	$\frac{\text{their } 113}{170} (\times 100)$ or $0.66(\dots)$	M1dep	oe
	$0.66(\dots)$ and 0.65 or $66(\dots)(\%)$	A1	oe fractions with common denominators
	Additional Guidance		
	Accept use of 66% in Alt 1, eg $170 \times 0.66 = 112.2$, $91 + 18 + 4 = 113$	M1M1A1	

Q	Answer	Mark	Comments
10(c)	$\frac{18}{170}$ or [0.1, 0.11]	B1	oe
	Additional Guidance		
	Ignore attempts to simplify or convert once correct fraction seen		
	Ignore probability words		

Q	Answer	Mark	Comments
10(d)	91 + 18 + their 25 or 157 – 23 or 134	M1	oe
	$\frac{134}{157}$ or [0.85, 0.854]	A1ft	oe ft their 25 from part (a)
	Additional Guidance		
	Ignore attempts to simplify or convert once correct fraction seen		
	134 : 23 or 134 : 157		M1A0

Q	Answer	Mark	Comments
11(a)	Two valid comments about the patterns in the data	B2	eg (on average the) income is rising (over time) or quarter 4 always has the highest (income for that year) or quarter 2 is always higher than quarter 1 or quarter 3 is higher each year B1 one valid comment with no other contradicting comment
	Additional Guidance		
	For marks to be awarded must reference income or quarters and not reference an individual point		
	Ignore any non-contradictory or irrelevant statements		
	Do not award B2 with an incorrect comment		
	First quarter is always lowest, last quarter is always highest		B2
	Income goes up (over time)		B1
	Income keeps changing / Income goes up and down (over time)		B0
	It always drops at the end of the year (end of the year could mean Q4)		B0
	Peaks in 4th quarters		B1
	Peaks in 4th quarter		B0
	The steepest line is always between Q3 and Q4		B1
	The biggest increase is always from Q3 to Q4		B1
	Condone it always increases between Q3 and Q4		B1
	Overall trend is increasing		B0
	Positive correlation between quarters and income		B0
	Gets higher and higher every year		B0
	Increasing		B0

Q	Answer	Mark	Comments
11(b)(i)	116 + 121 + 127 + 149 or 513	M1	oe
	their 513 ÷ 4 or 128.25	M1dep	oe
	128 (billion)	A1	
	Additional Guidance		
	Answer may be seen in table but answer line takes precedence		

Q	Answer	Mark	Comments
11(b)(ii)	Alternative method 1: calculating 2019 Quarter 4		
	$\frac{x + 75 + 89 + 96}{4} = 87$ or 88	M1	oe
	88 and No	A1	
	Alternative method 2: using 97 and comparing the moving average to 87		
	$(97 + 75 + 89 + 96) \div 4$ or 89.2(5) or 89.3	M1	oe
	89.2(5) or 89.3 and No	A1	accept 89 with M1 awarded
	Alternative method 3: calculating totals using 87 and 97		
	$87 \times 4 = 348$ and $97 + 75 + 89 + 96 = 357$	M1	oe
	348 and 357 and No	A1	
	Additional Guidance		
	Check table, working space takes precedence		
	Accept trial and improvement with a trial involving an income below 97 and a trial involving an income above 97 that both give moving averages above 87 eg $96 + 75 + 89 + 96$ with 89 and $98 + 75 + 89 + 96$ with 89.5 and No		M1A1
	$88 < 97$		M1A0

Q	Answer	Mark	Comments
11(c)	All 5 moving averages plotted correctly	B2ft	ft their moving average from part (b)(i) B1 3 or 4 moving averages plotted correctly or correct vertical heights for all points with incorrect but consistent horizontal plots tolerance half a small square
	Appropriate single straight trend line with at least 9 moving average points	B1ft	ft their plotted points
	Additional Guidance		
	For a trend line to be appropriate it must extend across all plotted moving average points and be increasing with at least one point above and at least one point below		

Q	Answer	Mark	Comments
12(a)	(Lower quartile =) 5 and (Median =) 6 and (Upper quartile =) 13	B3	B2 two correct values B1 one correct value
	Box plot with values of their lower quartile, median and upper quartile correctly plotted and box drawn and minimum and maximum values correctly plotted and whiskers drawn to meet box	B1ft	ft their median and quartiles with up to B2 awarded where $3 < \text{their LQ} < \text{their median}$ and $\text{their median} < \text{their UQ} < 16$ tolerance half a small square
	Additional Guidance		
	5 and 6 and 13 could be seen in the original list, in the table, in the working or on the diagram even if contradicted		
	Condone a horizontal line drawn through the box		

Q	Answer	Mark	Comments
12(b)	Comparison of the medians in context with no incorrect values for the two medians seen	B1	eg on average the waiting times on Friday were longer
	7 and 5 or Monday has a wider box or Friday has a smaller interquartile range	B1	oe
	Correct contextualised comparison comment for the variation	B1	eg the waiting times on Monday were more varied or the ranges are the same so both days had the same variation (in waiting times)
	Additional Guidance		
	Ignore any non-contradictory or irrelevant statements		
	Check diagram		
	In general Monday took less time		B1
	Friday has a larger average waiting time		B1
	8 and 11 and Friday took longer on average		B1
	8 and 12 and Friday took longer on average		B0
	Friday has a larger waiting time		B0
	Friday had a greater median (no interpretation of the median)		B0
	The width of the box on Friday is narrower		B1
	4 to 11 is bigger than 9 to 14		B1
	Waiting times on Monday had a greater variation than on Friday		B1
	Friday was more consistent		B1
	Friday varied less		B1

Q	Answer	Mark	Comments
13(a)	$\frac{127}{1690}$ or 0.075(1...)	M1	oe
	their 0.075(1...) – 0.05 or 0.025(1...) or (0.05 + 0.02 =) 0.07	M1	oe 0.025(1...) or 2.5(1...)(%) implies M1M1
	0.025(1...) and 0.02 and agreement with first bullet point or 0.075(1...) and 0.07 and agreement with first bullet point or 2.5(1...)(%) and agreement with first bullet point	A1	oe
	92 and agreement with second bullet point or 5.1(0...)(%) or 5.11(%) and agreement with second bullet point	B2	oe B1 92 or 5.1(0...)(%) or 5.11(%)
	Additional Guidance		
	95 ÷ 1840, 5.16% and agreement with second bullet point		B0

Q	Answer	Mark	Comments
13(b)	One valid reason	B1	eg different equipment
	Additional Guidance		
	Ignore any non-contradictory or irrelevant statements		
	Other stations may not have had an upgrade	B1	
	Already fixed problems at other stations (implies already had the upgrade)	B1	
	Different systems	B1	
	Statements can be given either way, eg Better equipment / Worse equipment Poorer safety / Better safety Less testing / More testing	B1 B1 B1	
	Lower budget / Higher budget	B1	
	Different staff	B1	
	The TV station might be new	B1	
	Other TV stations might have more programmes	B1	
	Other TV stations might have better programmes	B0	
	Other TV stations might have better services (ambiguous)	B0	
	Different problems at different stations (too vague)	B0	
	More equipment	B0	
	Other TV stations might have more viewers	B0	