



GCSE

Mathematics B (Linear)

Component **J567/03**: Mathematics Paper 3 (Higher)

General Certificate of Secondary Education

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2016

1. Annotations used in the detailed Mark Scheme.

Annotation	Meaning
✓	Correct
✗	Incorrect
BOD	Benefit of doubt
FT	Follow through
ISW	Ignore subsequent working (after correct answer obtained), provided method has been completed
M0	Method mark awarded 0
M1	Method mark awarded 1
M2	Method mark awarded 2
A1	Accuracy mark awarded 1
B1	Independent mark awarded 1
B2	Independent mark awarded 2
MR	Misread
SC	Special case
^	Omission sign

These should be used whenever appropriate during your marking.

The **M**, **A**, **B** etc 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 these scripts to show how the marks have been awarded.

It is not mandatory to use annotations for any other marking, though you may wish to use them in some circumstances.

Subject-Specific Marking Instructions

2. **M** marks are for using a correct method and are not lost for purely numerical errors.
A marks are for an accurate answer and depend on preceding **M** (method) marks. Therefore **M0 A1** cannot be awarded.
B marks are independent of **M** (method) marks and are for a correct final answer, a partially correct answer, or a correct intermediate stage.
SC marks are for special cases that are worthy of some credit.
3. Unless the answer and marks columns of the mark scheme specify **M** and **A** marks etc, or the mark scheme is 'banded', then if the correct answer is clearly given and is not from wrong working **full marks** should be awarded.

Do not award the marks if the answer was obtained from an incorrect method, ie incorrect working is seen and the correct answer clearly follows from it.

4. Where follow through (**FT**) is indicated in the mark scheme, marks can be awarded where the candidate's work follows correctly from a previous answer whether or not it was correct.

Figures or expressions that are being followed through are sometimes encompassed by single quotation marks after the word *their* for clarity, eg FT $180 \times (\textit{their} '37' + 16)$, or FT $300 - \sqrt{(\textit{their} '5^2 + 7^2)}$. Answers to part questions which are being followed through are indicated by eg FT $3 \times \textit{their} (a)$.

For questions with FT available you must ensure that you refer back to the relevant previous answer. You may find it easier to mark these questions candidate by candidate rather than question by question.

5. Where dependent (**dep**) marks are indicated in the mark scheme, you must check that the candidate has met all the criteria specified for the mark to be awarded.
6. The following abbreviations are commonly found in GCSE Mathematics mark schemes.
- **cao** means **correct answer only**.
 - **figs 237**, for example, means any answer with only these digits. You should ignore leading or trailing zeros and any decimal point eg 237000, 2.37, 2.370, 0.00237 would be acceptable but 23070 or 2374 would not.
 - **isw** means **ignore subsequent working** (after correct answer obtained).
 - **nfw** means **not from wrong working**.
 - **oe** means **or equivalent**.
 - **rot** means **rounded or truncated**.
 - **seen** means that you should award the mark if that number/expression is seen anywhere in the answer space, including the answer line, even if it is not in the method leading to the final answer.
 - **soi** means **seen or implied**.
7. Make no deductions for wrong work after an acceptable answer unless the mark scheme says otherwise, indicated for example by the instruction 'mark final answer'.
8. As a general principle, if two or more methods are offered, mark only the method that leads to the answer on the answer line. If two (or more) answers are offered, mark the poorer (poorest).
9. When the data of a question is consistently misread in such a way as not to alter the nature or difficulty of the question, please follow the candidate's work and allow follow through for **A** and **B** marks. Deduct 1 mark from any **A** or **B** marks earned and record this by using the **MR** annotation. **M** marks are not deducted for misreads.

10. Unless the question asks for an answer to a specific degree of accuracy, always mark at the greatest number of significant figures even if this is rounded or truncated on the answer line. For example, an answer in the mark scheme is 15.75, which is seen in the working. The candidate then rounds or truncates this to 15.8, 15 or 16 on the answer line. Allow full marks for the 15.75.
11. If the correct answer is seen in the body and the answer given in the answer space is a clear transcription error allow full marks unless the mark scheme says 'mark final answer' or 'cao'. Place the annotation ✓ next to the correct answer.

If the answer space is blank but the correct answer is seen in the body allow full marks. Place the annotation ✓ next to the correct answer.

If the correct answer is seen in the working but a completely different answer is seen in the answer space, then accuracy marks for the answer are lost. Method marks would still be awarded. Use the M0, M1, M2 annotations as appropriate and place the annotation ✗ next to the wrong answer.
12. Ranges of answers given in the mark scheme are always inclusive.
13. For methods not provided for in the mark scheme give as far as possible equivalent marks for equivalent work. If in doubt, consult your Team Leader.
14. Anything in the mark scheme which is in square brackets [...] is not required for the mark to be earned, but if present it must be correct.

J567/03

Mark Scheme

June 2016

MARK SCHEME

Question		Answer	Marks	Part marks and guidance	
1	(a)	Correct reflection Vertices (1, -1), (2, -1), (1, -3)	1		Use overlay Condone missing/incorrect label
	(b)	Correct translation Vertices (-3, 4), (-2, 4), (-3, 6)	2	B1 for correct movement in x or y direction OR SC1 for triangle with vertices (4, -1), (4, -3), (5, -3) or vertices (-3, 0), (-3, 2), (-2, 2)	Use overlay Correctly orientated triangle at intersection of both pairs of green lines scores 2 Correctly orientated triangle within one pair of green lines scores B1 SC1 for either red triangle Condone missing/incorrect label
2	(a)	(i)	2	All four values correct B1 for two or three values correct	
		(ii)	2	M1 for 100 : 150 or better seen OR SC1 for 3 : 2 or 1.5 : 1 or 1 : $\frac{2}{3}$	For 2 marks or SC1 do not ISW For M1 accept any equivalent, including fractions and decimals to 3sf or better
		(iii)	2	M1 for $\frac{45}{250}$ oe fraction seen OR SC1 for <i>their</i> fraction seen written in simplest form	Accept eg $\frac{4.5}{25}$ as an equivalent Both simplified and unsimplified fractions seen

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance	
	(b)	8 × 90 soi leading to 720 or 8 × 85 soi leading to 680	2	B1 for 8 and 90 used as an estimate Or 10 × 90 = 900 or 10 × 87 = 870 or 8 × 100 = 800 or 7.95 × 100 = 795 or 8 × 87 = 696	Accept rounding of 720 seen to 700 or 680 seen to 700 for 2 marks Condone 8 and 90 seen or 8 and 9 seen with answer 720 for 2 marks, and similar values with result for part marks 0 marks for calculation of 7.95 × 87
3	(a)	Triangle ABC correct	2	B1 for $\angle BAC = 40^\circ \pm 2^\circ$ Or for AC = 7 cm \pm 2 mm	Use overlay Touching or between red lines for angle Touching or between green lines for length
	(b)	Ruled perpendicular from C to AB Correct arcs for construction	1FT 1	FT their C, must reach AB Arc centre C intersecting AB twice, second pair from these intersecting below AB Or arc centre A radius AC and arc centre B radius BC crossing below AB	Use overlay Allow 88° to 92° to AB, intention of passing through C Condone dashed/dotted line Check arcs carefully: angle bisector of C gives inaccurate perpendicular, this scores max 1
	(c)	22 to 23	2	FT area = 5 × <i>their</i> height B1FT for length of <i>their</i> perpendicular seen	After full credit in (a) answer must be in range 22 to 23 for 2 marks 2FT is 5 × perpendicular height of their triangle, measure diagram and allow tolerance of 2mm Ignore $\frac{1}{2} \times 7 \times 10 \sin 40$

Question	Answer	Marks	Answer
4*	<p>Statement that he should use voucher A (or 20% off deal) and the meal costs £45.50 with fully correct calculations showing correct discounts for both vouchers Calculations are clearly set out and annotated</p> <p>4A Correct conclusion of voucher A and meal cost £45.50 and £9.50 and £8.25 discounts without clear method Or 4B Statement that he should use voucher A without (or incorrect) final meal cost calculated but fully correct calculations showing £9.50 discount with A and £8.25 discount with B Or 4C Statement of voucher selected with total cost for meal with one or two arithmetic slips in calculations. Method is correct and clearly set out and annotated and voucher choice FT their figures 4D Meal cost £45.50 with A and £46.75 with B with fully correct calculations</p> <p>2A Correctly finds 20% of <i>their</i> total or 15% of <i>their</i> total without clear method Or 2B Correctly finds and identifies 10% of <i>their</i> total Or 2C [Total food =] £47.50 or [Total food + drink =] £55.00</p>	<p>5</p> <p>4-3</p> <p>2-1</p>	<p>Total food bill = £47.50 [Total drinks bill = £7.50] Total cost of meal = £55.00</p> <p>Voucher A: 20% of food bill = £9.50 or meal cost = £45.50 Voucher B: 15% of total bill = £8.25 or meal cost = £46.75</p> <p>Bigger discount with voucher A, total paid = £45.50</p> <p>For lower mark 3A Correct conclusion of voucher A without final meal cost calculated and £9.50 discount with A and £8.25 discount with B without clear method Or 3B Correct discount using voucher A or voucher B seen with clear method FT <i>their</i> total Or 3C Correct discounts using voucher A and B seen without clear method FT <i>their</i> totals</p> <p>For lower mark: 1A Attempts to find total for food or drinks or meal without discount Or 1B Correctly finds and identifies 10% of a cost</p>

Question		Answer	Marks	Part marks and guidance	
5	(a)	$5p + 9$ final answer	2	B1 for $5p + k$ or $hp + 9$ final answer, $h \neq 0$ Or M1 for $3p + 15 + 2p - 6$ seen with at least 3 terms correct	
	(b)	$x < 4$ final answer	2	M1 for $3x - x < 8$ or better AND M1 for $x < \frac{b}{a}$ after $ax < b$ seen max 1 mark if answer incorrect After 0 scored SC1 for answer 4 or $x \dots 4$ with any incorrect equality or inequality symbol or answer $3 \times 4 < 4 + 8$	Condone use of = or incorrect inequality symbol in place of < for all method marks $a \neq 1, b \neq 0$ Trial and improvement methods can only score for correct answer or correct embedded answer
	(c)	$r = 5t + 6$ final answer	2	M1 for $5t = r - 6$ or $t + \frac{6}{5} = \frac{r}{5}$ oe After M0 , SC1 for answer $5t + 6$ or $r = 5t - 6$ or $r = 5(t + 6)$ or $r = 5t + 30$	Condone $5 \times t, t \times 5$ or $t5$ for $5t$
6	(a)	40° final answer	2	B1 for 140 or 40 seen or M1 for $360 \div 9$ oe	Eg $180 - 180 \times 7 \div 9$
	(b)	140°	1	Or FT $180 - \text{their } 40$	FT <i>their</i> 40 if < 180
7	(a)	72	2	M1 for $\frac{18}{50} \times 200$ oe OR SC1 for answer in range 60 to 80 or for answer 128	M1 implied by answer $\frac{72}{200}$

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance	
	(b) (i)	Expect different outcomes when experiment repeated	1		Or eg 'counters are selected at random' Or eg 'results are based on chance' See exemplars
	(ii)	[Red =] 116 [Blue =] 84	2	M1 for $(32 + 26) \times 2$ or $(18 + 24) \times 2$ or for 58 and 42 seen or for two values with total 200	Implied by 116 seen Implied by 84 seen 58 and 42 may be as numerators
8	(a)	5, 5	2	B1 for one correct Or M1 for $(-1)^2 - 4 \times (-1)$ or $5^2 - 4 \times 5$ seen	
	(b)	Correct smooth curve through all 7 correct points	2	B1 for at least 6 points plotted correctly FT their table	Use overlay Tolerance for plotting ± 1 mm Intention of correct smooth curve through correct points
	(c)	-0.7 to -0.5 and 4.5 to 4.7	2	B1 for each correct value or each correct value FT <i>their</i> parabola	Tolerance half small square
9		$5\frac{5}{6}$ final answer	3	M1 for $\frac{7}{4} \frac{12}{5}$ or $\frac{9}{4} \frac{10}{3}$ seen or equivalent improper fractions AND M1 for correct evaluation of their $\frac{7 \times 10}{4 \times 3}$ AND M1 for <i>their</i> improper fraction correctly converted to mixed number in lowest terms as final answer max 2 marks if answer incorrect $\frac{12}{5} \times \frac{4}{9}$	Answer $\frac{70}{12}$ oe implies M2 For multiplication of improper fractions, not eg $\frac{3}{4} \times \frac{1}{3}$ <i>Their</i> improper fraction converted to integer scores M0

Question		Answer	Marks	Part marks and guidance																								
10		7.5[0] Or 750p	4	<p>B1 for $2x$ and $x + 5$ seen AND M1 for $x + \textit{their} 2x + \textit{their} (x + 5) = 35$ seen AND M1 for $4x = 30$ FT <i>their</i> equation simplified to $ax = b$</p> <p>AND M1 for $x = \frac{b}{a}$ after $ax = b$ seen Max 3 marks if answer incorrect</p> <p>Alternative method B1 for any consistent set of values for A, D, E soi AND M1 for correct trial using Alex <£10, showing values of A, D, E with correct total for trial clearly linked AND M1 for a second correct trial, using Alex <£10, showing values of A, D, E with correct total for trial clearly linked</p> <p>Accept any letter used for x Equation must involve summation of terms for 3 children FT <i>their</i> linear equation = 35 involving summation of terms for at least 2 children $a \neq 1, b \neq 0$ If names not linked with values, B1 may be implied by 3 correct values seen added to give correct total for trial. If names seen, total not required for B1</p> <table border="1"> <thead> <tr> <th>Alex</th> <th>Dan</th> <th>Eva</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>10</td> <td>10</td> <td>25</td> </tr> <tr> <td>6</td> <td>12</td> <td>11</td> <td>29</td> </tr> <tr> <td>7</td> <td>14</td> <td>12</td> <td>33</td> </tr> <tr> <td>8</td> <td>16</td> <td>13</td> <td>37</td> </tr> <tr> <td>9</td> <td>18</td> <td>14</td> <td>41</td> </tr> </tbody> </table>	Alex	Dan	Eva	Total	5	10	10	25	6	12	11	29	7	14	12	33	8	16	13	37	9	18	14	41
Alex	Dan	Eva	Total																									
5	10	10	25																									
6	12	11	29																									
7	14	12	33																									
8	16	13	37																									
9	18	14	41																									
11	(a)	1×10^6 or 1000000 or 1 million	1	<p>Condone equivalent in unusual form if not contradicted eg 0.1×10^7</p>																								
	(b)	7.3×10^5	2	<p>B1 for answer figs 73 OR M1 for $8\,150\,000 - 7\,420\,000$ oe soi</p> <p>Condone eg 7.3^5 etc for B1 Eg $8\,150\,000 - (4\,210\,000 + 3\,210\,000)$</p>																								

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance	
	(c)	200 or 210 or 250	2	B1 for answer in range 200 to 260 OR M1 for 4 000 000 or 4 200 000 oe and 20 000 or 16 000 or 17 000 oe seen	Both rounded values needed for M1
12	(a)	(i)	163	1	
		(ii)	28 to 30	2	B1 for 50 to 52 seen
	(b)	True, 28 taller than 175, greater than one third of 80	1		See exemplars Must have True/False correct and reason Accept 28 to 30 Reason must include 28 to 30 and 80 (or 3/8) or 1/3 are taller than k where $175 < k \leq 176$ and tallest girl is 175
		True, median for boys greater than girls	1		Values of median not required in comparison. Do not penalise for incorrect values. Condone mean for median
		False, range or IQR for boys less than girls	1		Correct values of range/IQR are not required if used in comparison. If both ranges/IQRs evaluated correctly no comparison required. Range G = 21, B = 15. IQR G = 8, B = 4

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance																		
13		120	4	<p>Condone answer 121 after 120 clearly identified</p> <p>Implied by $t = 40$ seen following algebraic solution</p> <p>Implied by algebraic method eg $3t = 4(t - 10)$ or $\frac{d}{3} - \frac{d}{4} = 10$ or eg R = 60 when N = 40 R = 30 when N = 0</p> <p>Implied by correct expression in t or d seen eg $3t$ or $4(t - 10)$ or $\frac{d}{3}$ or $\frac{d}{4}$ Or eg R 30m at 10s or $3 \times 10 = 30$ Or eg N 40m at 20s</p> <table border="1"> <tr> <td>Time</td> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> </tr> <tr> <td>R</td> <td>30</td> <td>60</td> <td>90</td> <td>120</td> <td>150</td> </tr> <tr> <td>N</td> <td>0</td> <td>40</td> <td>80</td> <td>120</td> <td>160</td> </tr> </table>	Time	10	20	30	40	50	R	30	60	90	120	150	N	0	40	80	120	160
Time	10	20	30	40	50																	
R	30	60	90	120	150																	
N	0	40	80	120	160																	
14	(a)	-1.5 oe	2	<p>M1 for $y = 0.5 - 1.5x$ soi OR SC1 for answer 1.5 oe</p>	<p>Any equivalent eg $\frac{3}{-2}$ for 2 marks M1 implied by answer of $-1.5x$ oe</p>																	
	(b)	0.5 oe	1	<p>FT <i>their</i> $y = 0.5 - 1.5x$</p>	<p>FT <i>their</i> $y = a + bx$ from (a), if $b \neq 0$ Condone (0, 0.5) as answer</p>																	

J567/03

Mark Scheme

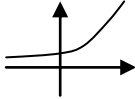
June 2016

Question		Answer	Marks	Part marks and guidance	
	(c)	(3, -4) nfww	3	<p>M1 for equating coefficients of x or y, correct or FT their rearranged eqn in (a) eg $4y + 6x = 2$ or $14y + 21x = 7$ and $12y + 21x = 15$</p> <p>M1FT for correctly subtracting to eliminate one unknown Eg $x = 3$ or $2y = -8$</p>	<p>Condone one error in each step for all M marks</p> <p>For substitution method, M1 for substituting rearranged equation into second equation then M1 for rearrangement to $ax = b$ or $cy = d$</p>
15	(a) (i)	Correct histogram drawn with linear scale from 0	3	<p>B2 for at least four bars correct height</p> <p>OR</p> <p>B1 for at least three correct frequency densities seen or at least three bars correct height FT <i>their</i> frequency densities and <i>their</i> linear scale</p> <p>AND</p> <p>B1 for bars correct width and position with linear scale marked on frequency density axis</p> <p>Max 2 marks if histogram not completely correct</p>	<p>Use overlay for 2cm to 1 unit scale, other scales are acceptable, for B2 scale may be implied by bars in proportion Tolerance ± 1mm for heights and widths Correct f.d. 0.4, 1.5, 2.1, 1, 0.3 <i>Their</i> frequency densities must follow attempt at frequency \div interval width</p> <p>Need not be frequency densities, scale must start from 0, 0 need not be shown, scale must include minimum two numbers</p> <p>Condone unruled and missing final vertical line</p>
	(ii)	33 or 34	1		Integer answer only

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance
	(b)	$\frac{1}{118}$ oe	3	<p>M2 for $\frac{6}{60} \times \frac{5}{59}$ oe</p> <p>OR</p> <p>M1 for $\frac{6}{60}$ oe seen or $\frac{5}{59}$ seen</p> <p>3 marks for $\frac{30}{3540}$ or equivalent, ISW incorrect cancellation</p>
16	(a) (i)	$\mathbf{b - a}$ or $\mathbf{-a + b}$ final answer	1	Condone $\mathbf{b + - a}$
	(ii)	$-4\mathbf{b}$ oe	1	ISW for incorrect simplification Accept $\mathbf{a - b - (a + 3b)}$ or equivalent
	(b) (i)	$\overrightarrow{DC} = 3\mathbf{b} - 3\mathbf{a}$ and \overrightarrow{DC} is a multiple of \overrightarrow{AB} or $\overrightarrow{DC} = 3\overrightarrow{AB}$ oe	2	<p>B1 for $3\mathbf{a}$ and $3\mathbf{b}$ seen</p> <p>Condone missing vector arrows For 2 marks, must relate DC and AB Condone AB is a factor of DC For B1 condone $-3\mathbf{a}, -3\mathbf{b}$</p>
	(ii)	Two pairs of equal angles stated with reasons OR Three pairs of proportional sides $DC = 3AB, CO = 3OA$ and $DO = 3OB$ OR Two pairs of proportional sides and included pair of angles with reason	2	<p>M1 for</p> <p>one correct pair of angles with reason</p> <p>or for two correct pairs of angles with no/incorrect reason</p> <p>or for one pair of proportional sides from $DC = 3AB, CO = 3OA$ and $DO = 3OB$</p> <p>or scale factor 3 soi</p> <p>Pairs of angles and reasons: $\angle AOB = \angle DOC$, [vertically] opposite $\angle OAB = \angle OCD$, alternate [angles] $\angle OBA = \angle ODC$, alternate [angles]</p> <p>Accept $OA = a$ and $OC = 3a$ etc as pairing sides</p>
17	(a)		1	Clear intention of exponential curve correct shape, condone touching but not crossing, x-axis
	(b)	$y = (x - 2)^2$	1	Do not accept $y = f(x - 2)$

J567/03

Mark Scheme

June 2016

Question		Answer	Marks	Part marks and guidance	
18	(a)	$x = -2$ or $x = 4$	3	<p>M2 for $(x + 2)(x - 4)$ seen or implied in a table</p> <p>OR</p> <p>M1 for $(x \pm 2)(x \pm 4)$ seen or $(x + a)(x + b)$ where $ab = -8$ or $a + b = -2$</p> <p>AND</p> <p>B1 for correct solutions FT <i>their</i> quadratic factors</p>	<p>Eg $(x + 8)(x - 1)$</p> <p>Must be of form $(x + a)(x + b) [= 0]$ with $a \neq 0, b \neq 0$</p>
	(b)	$\frac{9x+7}{(x-2)(x+3)}$ or $\frac{9x+7}{x^2+x-6}$ final answer	3	<p>M1 for $5(x + 3) + 4(x - 2)$ or $5x + 15 + 4x - 8$ or better seen</p> <p>M1 for correct common denominator seen as a denominator</p>	<p>Mark final answer but isw for incorrect expansion of denominator after correct answer seen</p> <p>Condone missing brackets in denominator for M1 if intention clear, but for 3 marks all brackets must be present or correct expansion found</p> <p>Method marks may be awarded when expression is written as two fractions</p>
19	(a)	$7 + 5\sqrt{3}$ final answer	2	<p>M1 for multiplication of terms in brackets leading to $4 + \sqrt{3} + 4\sqrt{3} + 3$ with at least two terms correct in an expression with three or four terms</p>	<p>For M1 $(\sqrt{3})^2$ or $\sqrt{3}\sqrt{3}$ or $\sqrt{9}$ is acceptable in place of the 3</p> <p>For M1 $5\sqrt{3}$ may be counted as two of the required three or four terms eg $5 + 5\sqrt{3}$ would score M1</p>
	(b)	-4	1		
	(c)	6	2	<p>B1 for $2^{\frac{p}{3}}$ or 2^2 or 2^6 or 4^3 or 64 or $\frac{p}{3} = 2$ seen</p>	<p>Expressions must be as shown here</p> <p>B0 for $\sqrt[3]{2^2}$</p>

J567/03

Mark Scheme

June 2016

Question			Answer	Marks	Part marks and guidance
20			2π	4	<p>B1 for $\frac{120}{360}$ oe soi</p> <p>B1 for radius = 3 cm soi</p> <p>M1 for $\frac{120}{360} \times 2\pi \times \textit{their radius}$</p> <p>May be implied by eg area of circle = 9π or eg $\frac{360}{120}$</p> <p>Use of correct arc length formula with numerical radius If 2π is obtained from completely wrong method eg $3\pi - \pi$ then 0 marks are scored</p>

APPENDIX

Exemplar responses for Q.7(b)(i)

Response	Mark	
1	It is completely down to chance	1
2	Because they selected randomly	1
3	It would never have been the exact same results	1
4	Random probability	1
5	There is a chance that he could have picked more or less of one colour	1
6	Because random sampling is not always accurate	1
7	Because there are 200 in the bag, the order they're picked out can change <i>[implies different results expected]</i>	1
8	Because the probability of picking the same number of counters is very small <i>[implies different results expected]</i>	1
9	Experimental probabilities may change <i>[implies different results expected]</i>	1
10	There is 200 counters to pick from so the results won't be the same	1
11	There are 72 blue counters so there's a chance that these results are correct <i>[implies different results expected]</i>	1
12	It's only a probability therefore it isn't an accurate answer <i>[just: accept similar words in place of 'isn't accurate']</i>	1bod
13	Because there are 62 blue counters, so he might have picked 24 of them <i>[FT their a, bod referring to chance]</i>	1bod
14	They had different probabilities <i>[not clear]</i>	0
15	Because he hasn't changed the experiment, variables are the same <i>[ignore reference to how he did experiment]</i>	0
16	Results won't always be the same as there's a 50/50 chance to get blue or red <i>[any reference to 50/50 chance is 0]</i>	0
17	As the actual number is unknown Sam or Roma could be right <i>[any suggestion that one of them is wrong scores 0]</i>	0
18	It may have just been luck <i>[needs mathematical term, 'luck' is not good enough]</i>	0
19	He may not have repeated it 50 times <i>[reference to doing experiment wrongly scores 0]</i>	0
20	Because he has picked out more blue counters than Roma	0
21	Because Roma could have done it wrong <i>[reference to Roma being wrong/inaccurate scores 0]</i>	0
22	It's because the number of balls of each colour may be nearly the same	0
23	Because you can pick the same one out twice <i>[just reference to replacement or same one picked again insufficient]</i>	0
24	There may be more blue counters than what was thought	0
25	There's a 50/50 chance it will land on red or blue <i>[reference to equal chance scores 0]</i>	0
26	Picking out different counters each time <i>[reference to picking different/not picking same counters alone scores 0]</i>	0
27	There are more red counters than blue ones	0
28	He may not have replaced the counters	0
29	There are only 50 trials and there are 200 counters	0
30	He may have just happened to pick those	0

Exemplar responses for Q.12(b)

More than one third of the boys are taller than the tallest girl		
NB Award 0 if T[rue] or ✓ not stated		
Response		Mark
1	T, 30/80 is larger than 1/3 [30 and 80 seen]	1
2	T, 1/3 of boys taller than 175.5, and the tallest girl is 175	1
3	T, because 30 boys are taller than tallest girls and 30 is bigger than 1/3 of 80 [30 and 80 seen]	1
4	T, 30 out of the 80 boys were taller than the tallest girl [30 and 80 seen]	1
5	T, 3/8 of the boys were taller than the tallest girl [condone 30/80 simplified to 3/8]	1
6	T, the tallest girl is 175cm and there are a cumulative frequency of 30 boys who are taller than this [80 not seen]	0
7	T, 30 boys out of 50 are over 175cm, the same as the tallest girl [50 in place of 80]	0
8	T, because 20 boys are taller than the tallest girl [no ft from their aii]	0
9	T, because only just under one third are taller than the tallest girl	0
10	T, more than a third of the boys on the graph are past 175	0
11	T, boys heights are bigger	0
12	T, the last third are longer than the tallest girl	0
13	T, half of the boys are taller than the tallest girl	0
14	F 1/3 of 80 is around 26, 30 boys were taller [states False, so 0]	0

On average, the boys are taller than the girls		
NB Award 0 if T[rue] or ✓ not stated		
Response		Mark
1	T, boys have a higher median	1
2	T, the girls average is 163cm and is smaller than the boys of 172cm [comparison, ignore values]	1
3	T, the boys mean is bigger [condone mean]	1
4	T, the boys' line is further to the right [implies higher median]	1
5	T, they have greater upper and lower values and the boys median is higher [first comment is not incorrect, so do not penalise]	1
6	T, half the girls are taller than 163cm whereas all the boys are taller than 164cm [correct statement and implies higher median]	1
7	T the boys heights are further along the diagram showing that they are all averagely taller	1bod
8	T, the median is higher [needs to specify boys' median]	0
9	T, the median for the girls' heights is 165.5cm while for boys it is 175.5 cm [no comparison of values]	0
10	T, the boys average is bigger [no interpretation, repeating question]	0

J567/03

Mark Scheme

June 2016

11	T, the first boy was 164 where the first girl was 154 [<i>must compare average, not tallest/shortest</i>]	0
12	T, the line is further along [<i>needs to specify boys' line</i>]	0
13	T, the boys height starts a lot higher than girls. Girls line stops at 175cm, boys at 179cm [<i>compares tallest/shortest</i>]	0
14	T, they have a taller start, finish and steeper gradient [<i>too vague</i>]	0
15	T, because most of the boys heights are taller than girls [<i>too vague</i>]	0
16	T, the boys' heights range from 164-178 whereas the girls' range from 154 to 175. So there are more taller boys	0
17	T, the boys heights reach 179cm, the girls reached 175cm [<i>must compare average, not tallest/shortest</i>]	0
18	T, the boys always have a larger height on the diagram [<i>not quite enough</i>]	0
19	T, UQ for boys is bigger than UQ for girls [<i>not comparing medians</i>]	0

The boys' heights are more varied than the girls' heights		
NB Award 0 if F[alse] or * not stated Range: girls =21, boys = 15 IQR: girls =8, boys = 4		
Response		Mark
1	F, girls' heights are more spread out [<i>implies bigger range</i>]	1
2	F, the girls have a bigger range	1
3	F, the IQR for girls is 8cm whereas the IQR for boys is only 4cm [<i>if IQR correct no explicit comparison required</i>]	1
4	F, the girls have a range from 154-175 while the boys have a smaller range of 164-179 [<i>explicit comparison</i>]	1
5	F, the boys range is 15cm and the girls range is 21cm [<i>if ranges correct no explicit comparison required</i>]	1
6	F, the boys heights vary from 164 to 178 where girls vary from 154 to 175, more spread out [<i>explicit comparison</i>]	1
7	F, the boys line is much steeper than the girls meaning is shorter so less varied	1
8	F, the girls heights is more varied because the girls line spreads out more than the boys [<i>implies less steep</i>]	1
9	F, the boys have a straighter line on the graph meaning close together whereas girls have a bendier line which means that they are more spread out	1bod
10	F, their line has a steeper gradient [<i>needs to specify boys' line</i>]	0
11	F, they are closer together [<i>too vague and doesn't specify boys</i>]	0
12	F, the girls are continuously changing whereas the boys just rapidly increase at 170 [<i>unclear</i>]	0
13	F, the graph shows the girls heights always differ, the boys line shows 170-172 was most common [<i>not enough</i>]	0
14	F, the boys line starts at 164cm and ends at 179 where girls starts at 154cm and ends at 175cm [<i>no comparison</i>]	0
15	F, because the boys height range from 164-179 and girls range from 154-175 [<i>must give explicit comparison if range not evaluated</i>]	0
16	F, this is not shown on the graph	0
17	F, the girls height is more varied than the boys [<i>repeats question</i>]	0
18	F, girls range 21 but boys range is only 13 [<i>must give explicit comparison if ranges not both correct, 'only' is not enough as a comparison</i>]	0
19	F, boys IQR = 5, girls IQR = 9 [<i>must give explicit comparison if IQRs not both correct</i>]	0

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

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

