## AQA - Interpretation of Data - GCSE Statistics 2019

| 1. | June  | /2019   | /Paper_  | 1F | /No.6       |
|----|-------|---------|----------|----|-------------|
|    | Julic | , 2010, | , i apci |    | , , , , , , |

Quin is a window cleaner who works Monday to Friday each week.

Each day he has a list of 20 houses whose windows he plans to clean.

The table shows the risk, for different types of weather, that a house owner will not want their windows cleaning.

| Weather    | Risk |
|------------|------|
| Sunny      | 0%   |
| Light Rain | 50%  |
| Heavy Rain | 90%  |

| (a) | On Monday | there is light rain. |  |
|-----|-----------|----------------------|--|
|-----|-----------|----------------------|--|

| Work out the number of houses whose windows Quin should expect to clean. | [1 mark |
|--|---------|
|  |         |
| Answer   |         |
| On Tuesday there is <b>heavy rain</b> .                                  |         |

(b)

Show that he should expect to clean the windows of only 2 houses that day.

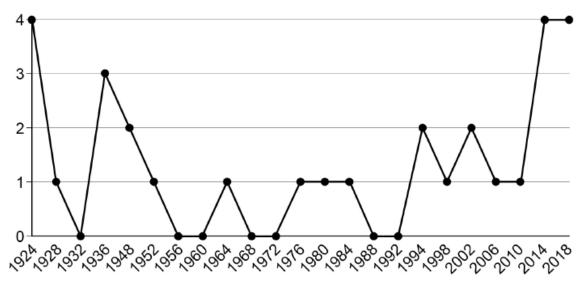
[1 mark]

| Day                                | Monday        | Tuesday         | Wednesday       | Thursday           | Frida    |
|------------------------------------|---------------|-----------------|-----------------|--------------------|----------|
| Weather                            | Light rain    | Heavy rain      |                 |                    |          |
| That week, th                      |               |                 | whose windows   | s Quin actually cl |          |
| That week, th                      |               |                 |                 |                    | eaned pe |
| That week, th                      |               |                 |                 |                    |          |
| That week, the was 12 How does the | is compare wi | ith the expecte | ed number given |                    | [2       |

## 2. June/2019/Paper\_1F/No.11

This diagram was produced after the Winter Olympics of 2018.

# GB medals at the Winter Olympics



| Key |   |        |
|-----|---|--------|
| •—  | • | Medals |

Source: BBC

(a) Make three criticisms of the diagram.

[3 marks]

| Criticism 1 |  |  |  |
|-------------|--|--|--|
|             |  |  |  |

| Criticism 2 |  |  |  |
|-------------|--|--|--|
| -           |  |  |  |

Criticism 3

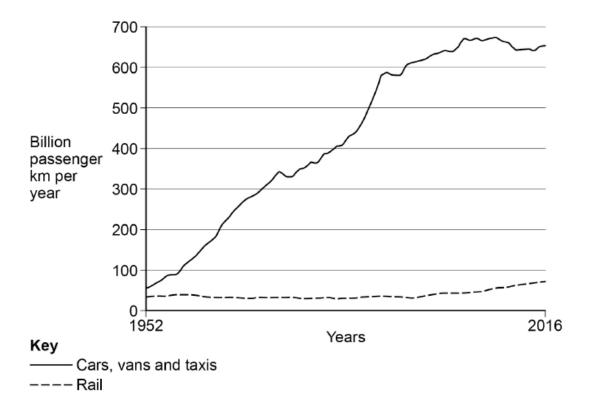
(b) Name a different diagram which would show the data in a more appropriate way.

[1 mark]

#### **3.** June/2019/Paper\_1F/No.15(c-d)

(c) Charlie hears on the news that more people than ever are using cars to travel and roads are getting busier.

She sees this graph on a news website.



Source: adapted from Department for Transport

Comment, with a reason, whether or not the graph confirms that,

(c) (i) more people are using their cars to travel.

[1 mark]

(c) (ii) roads are getting busier.

| <b>[1</b> | marl | ď |
|-----------|------|---|
| Ľ         | man  | ١ |

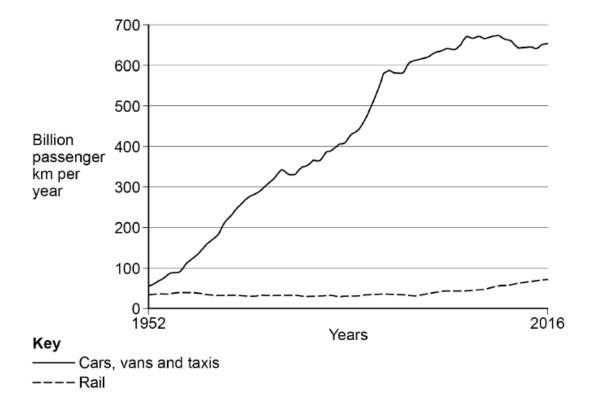
(d) Using the graph on page 23, make two statements about rail travel over the years.

| [2 | mar | ks] |
|----|-----|-----|
|----|-----|-----|

## **4.** June/2019/Paper\_1H/No.8c

(c) Charlie hears on the news that more people than ever are using cars to travel and roads are getting busier.

She sees this graph on a news website.



Source: adapted from Department for Transport

Comment, with a reason, whether or not the graph confirms that,

| ( | C | ) ( | (i | ) m | ore | peo | ole | are | using | their | cars | to | travel |
|---|---|-----|----|-----|-----|-----|-----|-----|-------|-------|------|----|--------|
| ٦ | _ | ,   | ٠- | ,   |     |     |     |     |       |       |      |    |        |

| [1 | mark] |
|----|-------|
|    |       |

|   | (c) | (ii) | roads | are              | aettina   | busier. |
|---|-----|------|-------|------------------|-----------|---------|
| ٠ | ν,  | ,    | louds | $\alpha_1 \circ$ | gettiirig | DUSICI. |

| [1 | mark | ( |
|----|------|---|
|----|------|---|

## **5.** June/2019/Paper\_1H/No.11

The table shows some index numbers relating to the coal industry in the UK between 1910 and 1970 (base year = 1910).

|      | Index numbers           |                       |  |
|------|-------------------------|-----------------------|--|
| Year | Amount of coal produced | Number of mining jobs |  |
| 1910 | 100                     | 100                   |  |
| 1930 | 92.0                    |                       |  |
| 1950 | 83.3                    | 65.9                  |  |
| 1970 | 54.9                    | 27.4                  |  |

Source: adapted from National Coal Mining Museum for England

| (a)     | The number of mining jobs decreased from 1 049 000 in 1910 to 914 000 in 1930. |                                 |  |  |
|---------|--|---------------------------------|--|--|
|         | Complete the table.  | [2 marks]                       |  |  |
|         |  |                                 |  |  |
|         |  |                                 |  |  |
|         |  |                                 |  |  |
| (b) (i) | Work out the percentage decrease in the <b>amount of</b> 0 1910 and 1970.      | coal produced in the UK between |  |  |
|         |  | [1 mark]                        |  |  |
|         |  |                                 |  |  |
|         | Answer   | %                               |  |  |

| (b) (II) | Compare the percentage decrease in the amount of coal pro<br>1970 with the percentage decrease in the number of mining |              | n 1910 and |  |
|----------|--|--------------|------------|--|
|          | 1970 with the percentage decrease in the number of mining  | Jobs.        | [1 mark]   |  |
|          |  |              |            |  |
|          |  |              |            |  |
|          |  |              |            |  |
| (c)      | The UK produced 220 million tons of coal in 1950.  |              |            |  |
| . ,      | Calculate the amount of coal produced in the UK in 1910.   |              |            |  |
|          |  |              | [2 marks]  |  |
|          |  |              |            |  |
|          |  |              |            |  |
|          |  |              |            |  |
|          |  |              |            |  |
|          |  |              |            |  |
|          | Answer   | million tons |            |  |

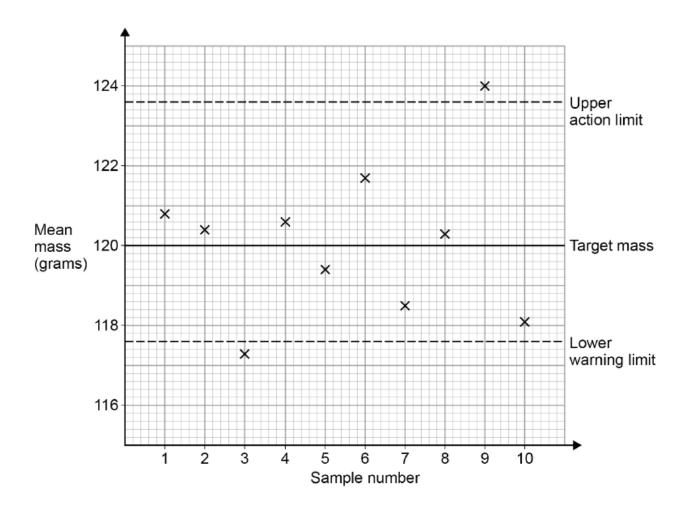
#### **6.** June/2019/Paper\_1H/No.14

A machine fills packets with sweets.

The target mass for the bag of sweets is 120 grams.

Samples of packets are taken from the machine each day to check the machine is working correctly.

The sample means are shown on the control chart along with the upper action limit and the lower warning limit.



(a) The limit lines are symmetrical about the target mass.

Complete the chart by drawing in the lower action limit and the upper warning limit.

[2 marks]

| (D) | of sweets to check the machine was working correctly.          |           |  |
|-----|--|-----------|--|
|     | After which sample did this happen?                            |           |  |
|     |  | [1 mark]  |  |
|     | Answer   | _         |  |
| (c) | Discuss the significance of the 9th sample mean.               |           |  |
|     | What should happen to the machine after this sample was taken? | [2 marks] |  |
|     |  |           |  |
|     |  |           |  |
|     |  |           |  |
|     |  |           |  |

## **7.** June/2019/Paper\_2F/No.4

The table shows the number and the gender of teachers at three schools.

|                   | Bushfield<br>Primary School | Ridge<br>High School | Lindsey Academy |
|-------------------|-----------------------------|----------------------|-----------------|
| Number of males   | 2                           | 36                   | 20              |
| Number of females | 12                          | 24                   | 6               |

| [1 mar  | How many teachers are at Ridge High School?  |
|---------|--|
|         | Answer   |
| [2 mark | What fraction of teachers at <b>Ridge High School</b> are male? Give your answer in its simplest form. |
|         |  |
|         | Answer   |
| [2 mark | Compare the <b>total number</b> of teachers in each school.  |

| (d) Compare the proportions of each <b>gender</b> of teacher in each | ch school |
|--|-----------|
|--|-----------|

| You <b>must</b> support your comparison with appropriate calculations. | [3 marks] |
|--|-----------|
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# **8.** June/2019/Paper\_2F/No.5

The table shows information about sales of phones worldwide in 2017.

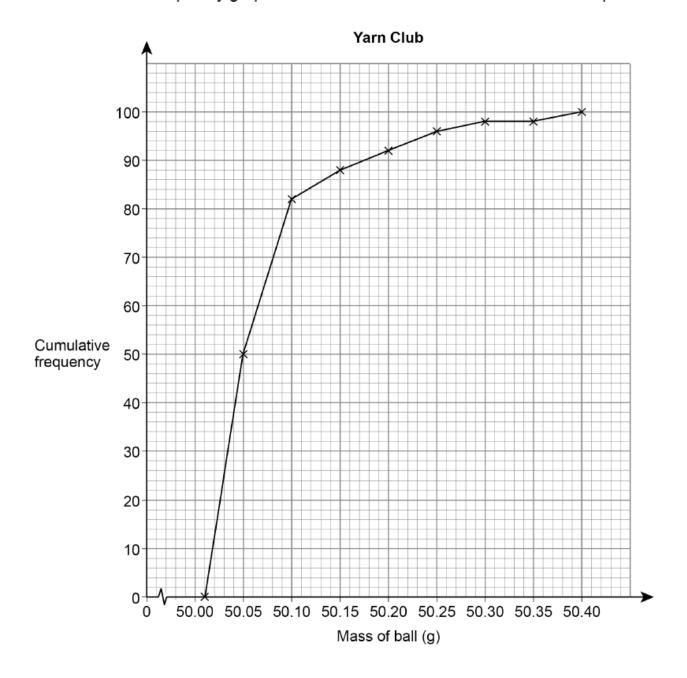
| Make    | Number of sales (millions) | Market share (%) |
|---------|----------------------------|------------------|
| Samsung | 318.3                      | 21.7             |
| Apple   | 215.8                      |                  |
| Huawei  | 153.1                      | 10.4             |
| OPPO    | 111.8                      | 7.6              |
| Xiaomi  | 92.4                       | 6.3              |
| Others  | 577.7                      | 39.3             |

| Which company had sales of just over half of those of Apple?       | [1 mark]  |
|--|-----------|
|  |           |
| Answer   |           |
| Calculate Apple's market share to one decimal place.               | [2 marks] |
|  |           |
|  |           |
| Answer %   |           |
| Wang says,   |           |
| "The top 3 companies in the table have over 50% of the sales of ph | ones."    |
| Comment on Wang's statement, supporting your answer with evidence. | [2 marks] |
|  |           |
|  |           |
|  |           |
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## **9.** June/2019/Paper\_2F/No.8

Wool is sold as 50-gram balls by two online suppliers, 'Yarn Club' and 'Lydia's Wool'. Samples from both suppliers are tested to ensure the balls have a mass of at least 50 grams.

The cumulative frequency graph shows information from the 'Yarn Club' sample.



| (a)     | Write down, to one decimal place, the mass of the heaviest ball of wool from this sampl  [1 mar |          |  |  |  |  |  |  |
|---------|---|----------|--|--|--|--|--|--|
|         | Answer grams  |          |  |  |  |  |  |  |
| (b)     | Are all the balls in this sample above the advertised mass?  Give a reason for your answer.     | [1 mark] |  |  |  |  |  |  |
|         |   |          |  |  |  |  |  |  |
| (c)     | Here are some statistics about the sample of wool from 'Lydia's Wool'                           |          |  |  |  |  |  |  |
|         | lowest value 49.98 grams     lower quartile 50.03 grams   |          |  |  |  |  |  |  |
|         | <ul> <li>lower quartile 50.02 grams</li> <li>median 50.07 grams</li> </ul>                      |          |  |  |  |  |  |  |
|         | upper quartile 50.11 grams  |          |  |  |  |  |  |  |
|         | • highest value 50.57 grams   |          |  |  |  |  |  |  |
| (c) (i) | Are all the balls in this sample above the advertised mass?                                     |          |  |  |  |  |  |  |
|         | Give a reason for your answer.  | [1 mark] |  |  |  |  |  |  |
|         |   |          |  |  |  |  |  |  |

| (c) (ii) | Compare statistically the masses of the samples from the two suppliers. | [6 marks] |  |
|----------|---|-----------|--|
|          |   |           |  |
|          |   |           |  |
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## 10. June/2019/Paper\_2H/No.6

Samira records the average walking speed, in miles per hour (mph), of shoppers in different regions of the UK. The diagram shows her results.



| (a) | List the regions in the UK where the walking speed is more than 0.05 mph faster <b>UK average</b> . |           |  |  |  |  |  |
|-----|---|-----------|--|--|--|--|--|
|     |   | [1 mark]  |  |  |  |  |  |
|     | Answer  |           |  |  |  |  |  |
|     |   |           |  |  |  |  |  |
| (b) | Give <b>two</b> reasons why the diagram is misleading.  | [2 marks] |  |  |  |  |  |
|     | Reason 1  |           |  |  |  |  |  |
|     |   |           |  |  |  |  |  |
|     |   |           |  |  |  |  |  |

| Reason | 2 |
|--------|---|
|--------|---|

(c) A manager in a shopping centre measures the walking speed (in mph) of a random sample of shoppers in June and a random sample of shoppers in December.

The walking speeds of 25 shoppers in June are shown in the stem-and-leaf diagram.

| June |   |   |   |   |   |   |   | D | ece | mbe | er |  |  |  |  |
|------|---|---|---|---|---|---|---|---|-----|-----|----|--|--|--|--|
|      |   |   |   |   |   | 9 | 8 | 0 |     |     |    |  |  |  |  |
|      |   |   | 7 | 7 | 6 | 4 | 2 | 1 |     |     |    |  |  |  |  |
| 9    | 8 | 8 | 7 | 6 | 5 | 5 | 2 | 2 |     |     |    |  |  |  |  |
|      |   | 7 | 6 | 4 | 3 | 3 | 1 | 3 |     |     |    |  |  |  |  |
|      |   |   |   | 5 | 4 | 1 | 0 | 4 |     |     |    |  |  |  |  |

**Key:** 8 | 0 | 7 represents a speed of 0.8 mph in June and a speed of 0.7 mph in December

(c) (i) The speeds (in mph) of 25 shoppers in December are,

Complete the back to back stem-and-leaf diagram above to show the speeds of shoppers in December.

[3 marks]

| (c) (ii)  | Without further calculation, make a comparison of the average walking speeds of shoppers in June and December.  [1 mark] |
|-----------|--|
| (c) (iii) | Give a possible reason to explain the difference in average walking speeds in June and                                   |
| (-) ()    | December. [1 mark  |

| 1 | 1. | lune  | /2019  | /Paper  | 2H   | /No.13    |
|---|----|-------|--------|---------|------|-----------|
| • |    | Julie | / 2013 | /raper_ | ZII, | / INO. IS |

Seb and Laura are studying for a gardening qualification.

Their overall mark is found as the weighted average of their marks in,

coursework weight = 20%

a written examination weight = 35%

a practical examination weight = 45%

(a) Seb's marks are shown in the table.

| Coursework | Written examination | Practical examination |  |  |
|------------|---------------------|-----------------------|--|--|
| 85%        | 54%                 | 70%                   |  |  |

| Calculate Seb's overall mark for the course. | [3 marks] |
|--|-----------|
|  |           |
|  |           |
| Δnewer                                       | 0/6       |

(b)

| Students need an overall mark of 60% to pass the qualification | ation.    |
|--|-----------|
| Laura scores,  |           |
| 40% in her coursework  |           |
| 32% in her written examination.                                |           |
| She has <b>not</b> yet taken the practical examination.        |           |
| Can she still pass the qualification?                          |           |
| Tick $(\checkmark)$ one box.                                   |           |
| Yes No   |           |
| You <b>must</b> show your working.                             | [3 marks] |
|  |           |
|  |           |
|  |           |
|  |           |
|  |           |
|  |           |