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CAMBRIDGE
International Education

Cambridge International AS & A Level

FURTHER MATHEMATICS **9231/44**

Paper 4 Further Probability & Statistics **October/November 2025**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:
Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:
Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:
Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:
Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:
Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:
Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Mathematics Specific Marking Principles

1 Unless a particular method has been specified in the question, full marks may be awarded for any correct method. However, if a calculation is required then no marks will be awarded for a scale drawing.

2 Unless specified in the question, non-integer answers may be given as fractions, decimals or in standard form. Ignore superfluous zeros, provided that the degree of accuracy is not affected.

3 Allow alternative conventions for notation if used consistently throughout the paper, e.g. commas being used as decimal points.

4 Unless otherwise indicated, marks once gained cannot subsequently be lost, e.g. wrong working following a correct form of answer is ignored (ISW).

5 Where a candidate has misread a number or sign in the question and used that value consistently throughout, provided that number or sign does not alter the difficulty or the method required, award all marks earned and deduct just 1 A or B mark for the misread.

6 Recovery within working is allowed, e.g. a notation error in the working where the following line of working makes the candidate's intent clear.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	More information required
	Accuracy mark awarded zero
	Accuracy mark awarded one
	Independent accuracy mark awarded zero
	Independent accuracy mark awarded one
	Independent accuracy mark awarded two
	Benefit of the doubt
	Blank Page
	Incorrect
Dep	Used to indicate DM0 or DM1

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Annotation	Meaning
DM1	Dependent on the previous M1 mark(s)
FT	Follow through
	Indicate working that is right or wrong
Highlighter	Highlight a key point in the working
ISW	Ignore subsequent work
J	Judgement
JU	Judgement
M0	Method mark awarded zero
M1	Method mark awarded one
M2	Method mark awarded two
MR	Misread
O	Omission or Other solution
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
On-page comment	Allows comments to be entered in speech bubbles on the candidate response.
PE	Judgment made by the PE
Pre	Premature approximation
SC	Special case

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Annotation	Meaning
SEEN	Indicates that work/page has been seen
SF	Error in number of significant figures
	Correct
TE	Transcription error
XP	Correct answer from incorrect working

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Mark Scheme Notes

The following notes are intended to aid interpretation of mark schemes in general, but individual mark schemes may include marks awarded for specific reasons outside the scope of these notes.

Types of mark

M Method mark, awarded for a valid method applied to the problem. Method marks are not 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, e.g. by substituting the relevant quantities into the formula. Correct application of a formula without the formula being quoted obviously earns the M mark and in some cases an M mark can be implied from a correct answer.

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).

B Mark for a correct result or statement independent of method marks.

DM or **DB** When a part of a question has two or more 'method' steps, the M marks are generally independent unless the scheme specifically says otherwise; and similarly, when there are several B marks allocated. The notation DM or DB is used to indicate that a particular M or B mark is dependent on an earlier M or B (asterisked) mark in the scheme. When two or more steps are run together by the candidate, the earlier marks are implied and full credit is given.

FT Implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A or B marks are given for correct work only.

- A or B marks are given for correct work only (not for results obtained from incorrect working) unless follow through is allowed (see abbreviation FT above).
- For a numerical answer, allow the A or B mark if the answer is correct to 3 significant figures or would be correct to 3 significant figures if rounded (1 decimal place for angles in degrees).
- The total number of marks available for each question is shown at the bottom of the Marks column.
- Wrong or missing units in an answer should not result in loss of marks unless the guidance indicates otherwise.
- Square brackets [ ] around text or numbers show extra information not needed for the mark to be awarded.

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Abbreviations

AEF/OE	Any Equivalent Form (of answer is equally acceptable) / Or Equivalent
AG	Answer Given on the question paper (so extra checking is needed to ensure that the detailed working leading to the result is valid)
CAO	Correct Answer Only (emphasising that no 'follow through' from a previous error is allowed)
CWO	Correct Working Only
ISW	Ignore Subsequent Working
SOI	Seen Or Implied
SC	Special Case (detailing the mark to be given for a specific wrong solution, or a case where some standard marking practice is to be varied in the light of a particular circumstance)
WWW	Without Wrong Working
AWRT	Answer Which Rounds To

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Question	Answer	Marks	Guidance
1(a)	$\sum x = 723,\ \sum x^2 = 42261$	**B1**	$\sum x = 723$ implied by AWRT 55.6 for $\bar{x}$. $\sum x^2 = 42261$ implied by AWRT 171 for s^2 (or 158 if biased).
	$s^2 = \frac{1}{12}\left('42261' - \frac{'723'^2}{13}\right)\ \left[= \frac{2222}{13} = 170.9231\right]$	**M1**	Correct form, must be unbiased, $s = 13.07$. Implied by AWRT 171.
	1.782	**B1**	1.782 or 1.78 seen.
	$\frac{'723'}{13} \pm '1.782'\sqrt{\frac{'170.9231'}{13}}$	**M1**	Correct form, must be a *t*-value.
	$[49.2, 62.1]$	**A1**	Accept with inequality signs or open brackets. Condone $[62.1, 49.2]$. Do not accept 55.6 ± 6.5.
		5	
1(b)	The population (of car speeds) is normally distributed. OR Underlying distribution is normal.	**B1**	Population **mean** normally distributed earns B0. (Underlying) **data** is normal earns B0. It is normal distribution earns B0.
		1	

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Question	Answer	Marks	Guidance
2(a)	$\left(\mathrm{F}(x)=\right)\begin{cases}0 & x<0\\ \frac{2}{9}x^2+\frac{4}{9}x & 0\leqslant x<1\\ \frac{1}{3}(x-2)^3+1 & 1\leqslant x\leqslant 2\\ 1 & x>2\end{cases}$	**M1**	Attempt to integrate both parts, condone missing c, ignore domains.
		A1	Both parts correct with correct c, ignore domains.
		B1	Correct domains. Must cover all reals, may overlap at boundaries. Must have 0 for $x<0$ and 1 for $x>2$.
		3	
2(b)	$\frac{2}{9}m^2+\frac{4}{9}m=\frac{1}{2}$	**M1**	Identifies correct interval for *their* piecewise $\mathrm{F}(x)$ to form an equation of the form equation $\mathrm{F}(m)=\frac{1}{2}$ OE.
	$m=\frac{1}{2}\left(-2+\sqrt{13}\right)$	**A1**	OE, must clearly state one answer.
		2	
2(c)	$\left(\mathrm{G}(y)=\right)\begin{cases}0 & y<0\\ \frac{2}{9}y^4+\frac{4}{9}y^2 & 0\leqslant y<1\\ \frac{1}{3}\left(y^2-2\right)^3+1 & 1\leqslant y\leqslant\sqrt{2}\\ 1 & y>\sqrt{2}\end{cases}$	**M1**	Substitute $x=y^2$ into both parts of *their* $\mathrm{F}(x)$, ignore domains.
		A1	Correct functions in terms of y, AEF.
		B1	Correct domain in terms of y. Domain may overlap at boundaries. Condone missing 0 for $y<0$ but must have 1 for $y>\sqrt{2}$.
		3	

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Question	Answer	Marks	Guidance
2(d)	$\mathrm{G}\left(\frac{1}{2}\left(-2+\sqrt{13}\right)\right)=0.379$	**M1**	Evaluates $\mathrm{G}(\textit{their}\, m)$.
	$0.379<0.5$ so the median of Y is greater than the median of X.	**A1**	
	Alternative method for question 2(d)		
	$m_y^2=\dfrac{-2+\sqrt{13}}{2}$	**M1**	Expresses m_y in terms of m_x.
	$m_y^2=m_x<1$ and hence $m_y>m_x$.	**A1**	Uses the fact squaring a number between 0 and 1 makes it smaller.
	Alternative method for question 2(d)		
	Solves $\frac{2}{9}y^4+\frac{4}{9}y^2=\frac{1}{2}$.	**M1**	Identifies correct interval for *their* piecewise $\mathrm{G}(y)$ to form equation of the form $\mathrm{G}(y)=\frac{1}{2}$ OE.
	$m_y=0.896>0.803=m_x$	**A1**	0.803 may be seen in part **2(b)**. A0 for $\frac{1}{2}\left(-2+\sqrt{13}\right)<0.896$ without $\frac{1}{2}\left(-2+\sqrt{13}\right)$ evaluated.
		2	

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Question	Answer	Marks	Guidance
3(a)	$H_0: \mu_Y = \mu_X \quad H_1: \mu_Y > \mu_X$	**B1**	If in words, must have **population** means. Allow $H_0: \mu_d = 0$, $H_1: \mu_d > 0$ if d defined or consistent with working.
	Differences: 3, –1, 6, 2, 3, 3, –1, –2, 3, 3	**M1**	Attempt at signed differences, SOI.
	$s_d^2 = \frac{1}{9}\left('91' - \frac{'19'^2}{10}\right) \quad [= 6.1]$	**M1**	Correct form, unbiased, implied by $s_d^2 = 6.1$ or $s_d = 2.47$ seen.
	$\frac{\frac{'19'}{10}}{\sqrt{\frac{'6.1'}{10}}} = 2.43$	**M1**	Correct form using *their* s_d^2. Allow M1 for $\frac{\frac{'696'}{10} - \frac{'677'}{10}}{'s_p'\sqrt{\frac{1}{10}+\frac{1}{10}}} \quad [= 0.666]$ from 2-sample *t*-test.
		A1	AWRT 2.43.
	'2.43' < 2.821, accept H_0 / do not reject H_0 / not significant.	**M1**	Compare *their* 2.43 with 2.821 and appropriate result (may be in terms of H_1). Allow M1 for comparing *their* 0.666 with 2.552 and appropriate result from 2-sample *t*-test. Test result may be implied by an attempt at an appropriate conclusion in context ignoring hypotheses. *Their* 2.43 must come from an attempt at standardising.
	Insufficient evidence to support the manufacturer's claim. OR Insufficient evidence to support that (on average) machine *Y* extracts more juice than machine *X*.	**A1**	Correct conclusion from correct working ignoring hypotheses. In context. Level of uncertainty in language is used (for example, not 'prove'). Allow 'Not enough evidence / no sufficient evidence that / to show / conclude that…'. Do not accept 'No evidence…'. Do not accept statements such as 'there is sufficient evidence to suggest…'.
		7	

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Question	Answer	Marks	Guidance
3(b)	Population of differences is normally distributed. OR Underlying distribution of differences is normal.	**B1**	Population **mean** normally distributed earns B0. (Underlying) **data** is normal earns B0. Must mention **population/distribution** and **differences**. Following 2-sample test in part **3(a)**, allow either of the following: Population**s**/underlying distribution**s** are normal. Populations have equal variances. Must refer to both populations.
		1	
3(c)	The difference remains the same for pair 4. The set of differences has not changed. OR Redo the test: $2.43 < 2.821$	***B1**	Comment that recognises that the differences remain unchanged. OR Compare *their* 2.43 from part **3(a)** with 2.821. Following 2-sample test in part **3(a)**, compare *their* 0.653 with 2.552.
	The conclusion remains the same.	**DB1**	
		2	

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Question	Answer	Marks	Guidance
4(a)	$G_X(t) = \frac{2}{5}t + \frac{3}{5}t^2$	**B1**	CAO
		1	
4(b)	$G_Y(t) = \frac{1}{625}t^4(2+3t)^4 \quad \left[= t^4\left(\frac{2}{5}+\frac{3}{5}t\right)^4\right]$	**M1**	Attempt at 4th power of *their* $G_X(t)$.
		A1	
		2	
4(c)	Attempt at coefficient of t^6 in *their* $G_Y(t)$.	**M1**	Identify required term, coefficient must a non-zero probability. May be seen in part **4(b)**.
	$P(Y=6) = \frac{216}{625}$	**A1**	AWRT 0.346.
		2	

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Question	Answer	Marks	Guidance
4(d)	$G_Y'(t) = \frac{4}{625}t^3(2+3t)^4 + \frac{12}{625}t^4(2+3t)^3$ OR $G_Y'(t) = \frac{1}{625}\left(64t^3 + 480t^4 + 1296t^5 + 1512t^6 + 648t^7\right)$	**M1**	Attempt at differentiating *their* $G_Y(t)$ from part **4(b)**.
	$G_Y''(t) = \frac{12}{625}t^2(2+3t)^4 + \frac{96}{625}t^3(2+3t)^3 + \frac{108}{625}t^4(2+3t)^2$ OR $G_Y''(t) = \frac{1}{625}\left(192t^2 + 1920t^3 + 6480t^4 + 9072t^5 + 4536t^6\right)$	**M1**	Attempt at differentiating *their* $G_Y'(t)$.
	$G_Y'(1) = \frac{32}{5} = 6.4$, $G_Y''(1) = \frac{888}{25} = 35.52$	**B1**	WWW
	$\text{Var}(Y) = \frac{888}{25} + \frac{32}{5} - \left(\frac{32}{5}\right)^2$	**M1**	Use correct formula with *their* values.
	$\text{Var}(Y) = \frac{24}{25}$ $[= 0.96]$	**A1**	CWO
	Alternative method for question 4(d)		
	$E(X) = \frac{2}{5} + \frac{3}{5} \times 2 = \frac{8}{5}$ or use $G_X'(t) = \frac{2}{5} + \frac{6}{5}t$.	**M1**	
	$E(X^2) = \frac{2}{5} + \frac{3}{5} \times 4 = \frac{14}{5}$ or use $G_X''(t) = \frac{6}{5}$	**M1**	
	$\text{Var}(X) = \frac{14}{5} - \left(\frac{8}{5}\right)^2$ or $\text{Var}(X) = \frac{6}{5} + \frac{8}{5} - \left(\frac{8}{5}\right)^2$	**M1**	
	$\text{Var}(X) = \frac{6}{25}$	**A1**	
	$\text{Var}(Y) = 4\text{Var}(X) = \frac{24}{25}$	**A1**	CWO
		5	

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Question	Answer	Marks	Guidance
5	H_0: performance is independent of age. H_1: performance is not independent of age. OR H_0: passing test is independent of age. H_1: passing test is not independent of age.	**B1**	Allow dependent, association or relationship for not independent. For example: H_0: No association/relationship between… H_1: Association/relationship between… Must refer to "performance" and "age" in H_0.
	34 (27.93) | 41 (44.69) | 6 (8.38) 16 (22.07) | 39 (35.31) | 9 (6.62)	**M1**	At least 3 correct to 3sf (**must be seen**).
		A1	All correct to 3sf.
	$\frac{(34-27.93)^2}{27.93}+\frac{(41-44.69)^2}{44.69}+\ldots+\frac{(9-6.62)^2}{6.62}$ $[1.319+0.305+0.676+1.669+0.386+0.856]$ OR $\left(\frac{34^2}{27.93}+\frac{41^2}{44.69}+\ldots+\frac{9^2}{6.62}\right)-145$	**M1**	At least 2 expressions (not including 145) of correct form seen. May see individual terms not summed. May be implied by 2 contributions correct to 3sf seen. May be implied by AWRT 5.21.
	5.21	**A1**	AWRT 5.21.
	'5.21' > 4.605, reject H_0 / significant.	**M1**	Compare *their* 5.21 with 4.605 and appropriate result (may be in terms of H_1). Test result may be implied by an attempt at an appropriate conclusion in context ignoring hypotheses.
	Sufficient evidence to suggest that performance and age are not independent. OR Sufficient evidence to suggest that performance and age are dependent. OR Sufficient evidence to suggest that performance and age are associated. OR Sufficient evidence to support the (driving) instructor's belief.	**A1**	Correct conclusion from correct working ignoring hypotheses. Must refer to both performance and age. In context. Level of uncertainty in language is used (for example, not 'prove'). Do not accept statements such as 'there is insufficient evidence to suggest…'.
		7	

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Question	Answer	Marks	Guidance
6(a)	H_0: population median mark for school A is equal to population median mark for school B. H_1: population median mark for school A is not equal to population median mark for school B.	**B1**	Allow m, but not μ. If m defined, must see **population**.
	$\frac{1}{2}\times 123(123+147+1)$ $[=16666.5]$ $\frac{1}{12}\times 123\times 147(123+147+1)$ $[=408329.25]$	**B1**	Both expressions correct. Implied by 16666.5 and 408329.25 seen.
	$\dfrac{15355+0.5-'16666.5'}{\sqrt{'408329.25'}}$	**M1**	OR attempts to find critical value or p-value using *their* mean and variance. Condone continuity correction omitted or incorrect.
	-2.05	**A1**	AWRT -2.05 or CV = 15414 or $p=0.0201$. Condone continuity correction omitted or incorrect.
	$-2.05<-1.96$ OR $0.980>0.975$ OR $0.020<0.025$ OR $15355+0.5<15414$, reject H_0 / significant.	**M1**	Compare *their* ± 2.05 with ± 1.96 (consistent signs) or *their* 0.980 with 0.975, or *their* 0.020/0.040 with 0.025/0.05 or *their* 15355.5 with 15414 (condone continuity correction omitted or incorrect). Consistent signs and appropriate result (may be in terms of H_1). Test result can be implied by an attempt at an appropriate conclusion in context.
	Sufficient evidence to suggest that there is a difference in average marks between the students in school A and B. OR Sufficient evidence to suggest that, on average, the test scores for students at the two schools are not equal.	**A1**	Correct conclusion from correct working, ignoring hypotheses. Must consider continuity correction e.g. 15355.5 seen. In context. Level of uncertainty in language is used (for example, not 'prove'). Do not accept statements such as 'there is insufficient evidence to suggest…'.
		6	
6(b)	The (underlying) distributions are symmetrical/similar shape. OR The populations are symmetrical/similar shape. OR No repeated marks.	**B1**	
		1	

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