



NOTTINGHAM  
ACADEMY

Year 10  
GCSE Statistics  
Summer Work



Name .....

## Types of Data

The data we collect can be split into two categories:

**Qualitative** Data which is \_\_\_\_\_

and **Quantitative** which is \_\_\_\_\_

We can then further split quantitative data into more specific categories:

**Discrete** Data which is \_\_\_\_\_

some examples of this could be:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

and **Continuous** Data which is \_\_\_\_\_

some examples of this could be:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### QUICK QUESTION:

Mark is preparing for his French Speaking Exam. He writes out what he wants to say in English first.

'My name is **MARK** and I am **15** years old. I have **BLOND** hair and **GREEN** eyes and I am **170cm** tall. My favourite sport is **FOOTBALL**. Last season I scored **7** goals for my team. Most days I get the **BUS** to school but I try to walk **1** day a week'

Look at the **BOLD** words and numbers. How many of these are examples of:

- Qualitative data
- Discrete data
- Continuous data

The way in which we collect our data can also be categorized into two categories:

**Primary** Data which is \_\_\_\_\_

an example of this could be:

- \_\_\_\_\_

**Primary** data is good because

1. \_\_\_\_\_
2. \_\_\_\_\_

and **Secondary** Data which is \_\_\_\_\_

an example of this could be:

- \_\_\_\_\_

**Secondary** data is good because

1. \_\_\_\_\_
2. \_\_\_\_\_

Finally, the way in which data is measured can be categorised, usually into one of three groups:

**Categorical** data is when \_\_\_\_\_

\_\_\_\_\_

**Ranked** data is when \_\_\_\_\_

\_\_\_\_\_

**Bivariate** data is when \_\_\_\_\_

\_\_\_\_\_

### QUICK QUESTION:

For each of the following sets of data, choose whether they can be classed as **categorical, bivariate** or **ranked**

- a) The year group a student is in
- b) The age and heights of the students
- c) The league positions of the football teams

## Sampling

Everything or everybody that could possibly be involved in an investigation is known as the \_\_\_\_\_

Data containing everything about every member of a population is known as a \_\_\_\_\_

A set of data which contains information about part of a population is called a \_\_\_\_\_

**Sample Units** are \_\_\_\_\_

A **Sample Frame** is \_\_\_\_\_



## Sampling Methods

A **RANDOM SAMPLE** is \_\_\_\_\_

Everyone and everything from the population has an \_\_\_\_\_ of being chosen

You must use the following format when writing how to take a **RANDOM SAMPLE**

- 1) Number the pupils from the sampling frame
- 2) Choose random numbers from a random number generator
- 3) Ignore any repeats and numbers > n
- 4) \_\_\_\_\_

A **STRATIFIED SAMPLE** is \_\_\_\_\_

To calculate the number of subjects in each strata we use the formula:

|       |   |       |
|-------|---|-------|
| _____ | X | _____ |
| _____ |   | _____ |

A **SYSTEMATIC SAMPLE** is \_\_\_\_\_

A **CONVENIENCE SAMPLE** is \_\_\_\_\_

A **QUOTA SAMPLE** is \_\_\_\_\_

A **CLUSTER SAMPLE** is \_\_\_\_\_

### QUICK QUESTION

For each of the following scenarios, choose which method of sampling is being described:

R-Random

ST-Stratified

S-systematic

C-Convenience

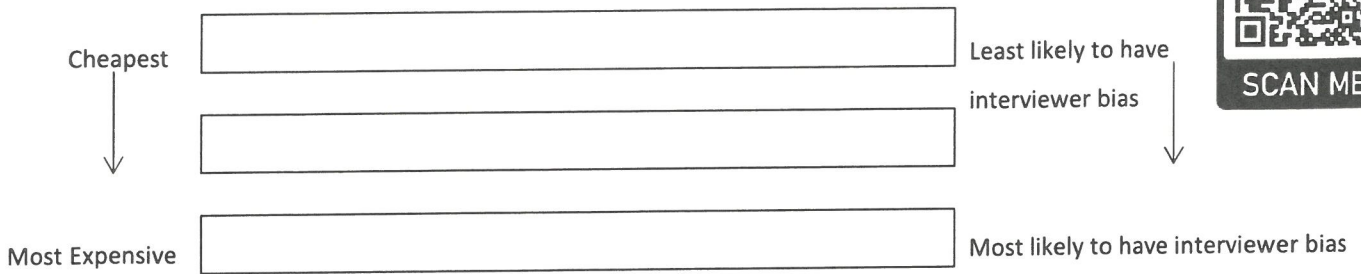
Q-Quota

C-Cluster

- I stop the first 10 people I see on the corridor
- I number all the students and randomly select 10 numbers and hence the corresponding students
- I stop the first 5 boys and 5 girls I see on the corridor
- I number all the forms in school and randomly select all the pupils from one form
- I choose every 10<sup>th</sup> person from the school register

## Interviews

Interviews come in three forms:



## Questionnaires

A **Pilot Survey** is a \_\_\_\_\_ of some of the possible questions you may want to ask. You ask a smaller sample than you intend to give the questionnaire to

We use them to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

A **Questionnaire** is \_\_\_\_\_

A question can be written with no suggested answers which is known as an \_\_\_\_\_ question or it may have a set of answers to choose from which is known as an \_\_\_\_\_ question

When writing a questionnaire we must ensure that each question follows a set of rules. We use the acronym **COLE** to help us remember:

- C \_\_\_\_\_
- O \_\_\_\_\_
- L \_\_\_\_\_
- E \_\_\_\_\_

### QUICK QUESTION

Rowan wants to find out how much pocket money his friends get each week. He gives them the following short questionnaire.

Use **COLE** to criticize the questions he has used

1. Do you think you should get more pocket money than you currently do?  
Yes  No
2. How much do your parents earn per year?  
£
3. How much pocket money do you receive each week?  
£0  £1-£5  £5-£10  £10+

## Experimental Design

The purpose of randomisation is to \_\_\_\_\_

This is usually done through \_\_\_\_\_ although this is often difficult to execute well

However, if you take notice of every criticism you will end up \_\_\_\_\_

When computing any experiment, it is important we have 2 groups take part in each trial for comparison

- The \_\_\_\_\_ group who have the treatment such as take a new drug
- The \_\_\_\_\_ group who do not have the treatment  
This group may take a \_\_\_\_\_ rather than receive no treatment at all  
This is where the subjects receive a treatment which should have no effect on them but are not aware of this result

It is better if the two groups are \_\_\_\_\_ so that the comparisons made can be more accurate

This does not mean that the people within the group must be similar to each other just that the two groups as a whole should be similar

A \_\_\_\_\_ is when the subject does not know which group they are in  
These are done to eliminate false results.

Some patients may appear to improve because they believe that the treatment will make them better - giving false information

A \_\_\_\_\_ is when the experimenter does not know which group they are in either  
An experimenter may, consciously or sub-consciously, let the subject know which group they are in – giving false information

## Cleaning Data

When you have some data the first thing you need to do is to check it out and get rid of any obviously wrong or false data

Key errors to be on the lookout for:

- **Pointy Pete** \_\_\_\_\_
- **Obvious Olive** \_\_\_\_\_
- **Silly Samantha** \_\_\_\_\_
- **Devious Dave** \_\_\_\_\_



## QUICK QUESTION

Clean the data below by highlighting any wrong or false data

| Name   | Age | Height (cm) | Shoe | Hair   | Eyes  | Subject   | Animal   | Colour |
|--------|-----|-------------|------|--------|-------|-----------|----------|--------|
| James  | 75  | 154         | 8    | Grey   | Brown | Home time | Dog      | Blue   |
| Clarys | 64  | 153         | 4    | White  | Blue  | English   | Cat      | Red    |
| Frank  | 69  | 139         | 9    | Brown  | Green | Maths     | Canary   | Green  |
| Iris   | 82  | 1.56        | 5    | Pink   | Brown | Science   | Flamingo | Pink   |
| Ivan   | 78  | 165         | 100  | Brown  | Brown | History   | Dog      | Blue   |
| Rose   | 74  | 148         | 5    | Grey   | Blue  | Music     | Rabbit   | Yellow |
| Marvin | 18  | 184         | 12   | Blonde | Blue  | Geography | T-Rex    | Blue   |

## Pictograms

A pictogram is an example of a statistical graph which uses pictures to represent \_\_\_\_\_ data

A pictogram must have:

- A \_\_\_\_\_
- Each picture must be the \_\_\_\_\_



## Bar Charts

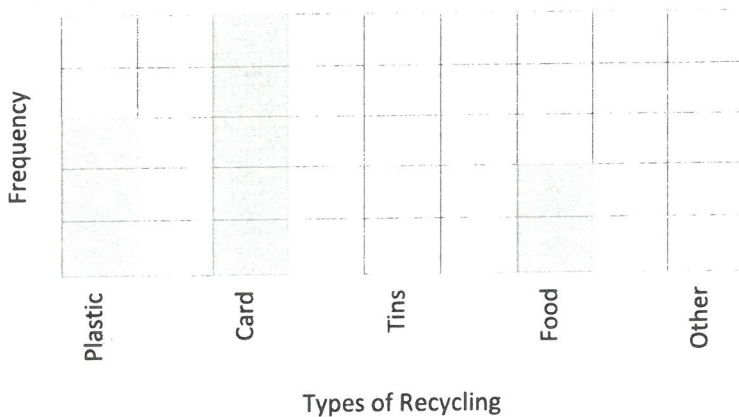
A bar chart is an example of a statistical graph which uses bars to represent \_\_\_\_\_ data

A bar chart must have:

- \_\_\_\_\_ between the bars
- These must be of \_\_\_\_\_ width
- The bars must also be of \_\_\_\_\_ width

### QUICK QUESTION

The pictogram and bar chart below display the same data. Complete the missing information



|         |                   |
|---------|-------------------|
| Plastic | db d              |
| Card    |                   |
| Tin     | db db             |
| Food    |                   |
| Other   | db db d           |
| Key     | db means 20 items |

## Comparative Bar Charts

Comparative bar charts allow you to \_\_\_\_\_ more than one set of data for each variable

A comparative bar chart must have:

- A \_\_\_\_\_
- \_\_\_\_\_ between each variable
- NO \_\_\_\_\_ between bars of the same variable
- Bars must be of \_\_\_\_\_ width

## Composite Bar Chart

Composite bar charts allow you to compare the \_\_\_\_\_ of variables between sets of data

A composite bar chart must have:

- The \_\_\_\_\_ plotted on the y axis rather than the frequency
- Bars which are \_\_\_\_\_ of one another rather than side by side
- \_\_\_\_\_ between the bars
- These must be of \_\_\_\_\_ width
- The bars must also be of \_\_\_\_\_ width

## Stem and Leaf Diagrams

A stem and leaf diagrams is used to display volumes of \_\_\_\_\_ data

To the right of the diagram is the 'leaf' which is only the \_\_\_\_\_

To the left of the diagram is the 'stem' which is usually \_\_\_\_\_

Any Stem and Leaf Diagram must:

- Be in \_\_\_\_\_
- Have a \_\_\_\_\_



From a Stem and Leaf diagram we can interpret data in the usual way but quicker and more accurately.

- The number of \_\_\_\_\_ tell us the number of pieces of data in the diagram
- The data is already in \_\_\_\_\_ which makes finding the highest values, lowest value and median easier

### QUICK QUESTION

For the following set of data and steam and leaf diagram, showing the test scores of year 9 students, fill in the missing values

121    \_\_\_    131    \_\_\_    123    135    136    142    132    124    \_\_\_    128    \_\_\_    139    145

|    |   |   |   |   |   |  |
|----|---|---|---|---|---|--|
| 12 | 1 | 1 | 4 | 7 |   |  |
| 13 |   | 2 | 5 | 5 | 9 |  |
| 14 | 1 | 2 |   |   |   |  |

How many students were sampled for this diagram? \_\_\_\_\_

What was the average (median) test score of the year 9 students in this sample? \_\_\_\_\_

What was the range (highest – lowest) of scores for the year 9 students sampled? \_\_\_\_\_

### Back-to-back Stem and Leaf

Two sets of data can be \_\_\_\_\_ on a 'back to back' stem and leaf diagram

In this case the \_\_\_\_\_ runs down the centre of the diagram and the \_\_\_\_\_ come out either side

Any Stem and Leaf Diagram must:

- Be in \_\_\_\_\_ (smallest closest to the stem)
- Have a \_\_\_\_\_ (the same for both sides of the diagram)

### QUICK QUESITON

For the following sets of data showing the test scores for boys and girls, complete a back-to-back stem and leaf diagram

**Boys**    26    49    35    42    34    39    26    15    32

**Girls**    17    18    15    35    36    29    28    49    49    49    48    7

|   |  |  |
|---|--|--|
| 0 |  |  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

Which group had the highest score on average (median)? \_\_\_\_\_

## Two-Way Tables

Two-way tables are used to organise information about two separate variables simultaneously

They allow you to present a lot of data easily

We are able to calculate both row and column totals and to calculate the grand total we simply add together

**EITHER** all of the row totals or all of the column totals



### QUICK QUESTION

For the two-way table below, fill in the missing values from the table:

|        | Went to the match | Watched it on TV | Listened on the radio | Total |
|--------|-------------------|------------------|-----------------------|-------|
| Wolves | 14                | 32               |                       | 58    |
| Albion |                   | 16               | 15                    |       |
| Villa  | 21                |                  |                       | 52    |
| Total  | 54                |                  | 40                    |       |

### Misleading Statistics

Statistics are often used and manipulated to make the data look better (or worse) without lying to the reader.

When looking at any statistics we must look for

| What is 'misleading'                 | What impact this may have on the reader |
|--------------------------------------|---|
| Missing labels                       |   |
| Unequal gaps along scales            |   |
| Large breaks in the scales           |   |
| 3D graphs                            |   |
| Incorrectly calculated angles        |   |
| Time series without repeated seasons |   |
| Different scales used for box plots  |   |
| Key not included                     |   |

## Measures of Central Tendency

Measures of Central Tendency (also known as Measures of Location) give you information about the location of the data set in reference to a number line



The \_\_\_\_\_ is the most common value or the variable with the highest frequency in a data set  
When we have data presented in a grouped frequency tables this may be called the \_\_\_\_\_ class

The most common average is known as the \_\_\_\_\_ which can be found using the formula  $\frac{\sum x}{n}$  or  $\frac{\sum fx}{\sum f}$  for frequency tables  
When we have data presented in a grouped frequency tables we use the \_\_\_\_\_ to *estimate* this average  
It is only ever an estimate because \_\_\_\_\_

The \_\_\_\_\_ is the middle number in a data set. Its position within the data set can be found using the formula  $0.5(n+1)$   
When we have data presented in a grouped frequency tables we draw a \_\_\_\_\_ to *estimate* this average

### Weighted Mean

A Weighted Mean allows us to calculate the 'average' of a set of results where one result has more weight than another.

To calculate the weighted mean we:

- \_\_\_\_\_ each value by its weight
- \_\_\_\_\_ these values together
- \_\_\_\_\_ this total by the total of the weights

### Geometric Mean

The Geometric mean is the \_\_\_\_\_<sup>th</sup> root of the \_\_\_\_\_ of n numbers

It is often used to calculate the mean of \_\_\_\_\_ rather than the arithmetic mean

#### QUICK QUESTION

Find the geometric mean of 4, 6, 8 and 12

### Transforming the Mean

When data involves large or awkward numbers you can sometimes make the numbers easier by **scaling**. this means you make fewer errors in your calculations

We can either:

- add or subtract the same constant from each value so the numbers you use to calculate the mean with are simpler.
  - We then \_\_\_\_\_ or \_\_\_\_\_ back the constant to the mean
- multiply or divide by the same constant for each value so the numbers you use to calculate the mean with are simpler.
  - We then \_\_\_\_\_ or \_\_\_\_\_ back the constant to the mean

**Correlation**

Correlation is the way in which the data is \_\_\_\_\_ on a scatter graph

There are three types of correlation:

1. \_\_\_\_\_ where as the x variable increases so does the y variables
2. \_\_\_\_\_ where as the x variable increases the y variable *decreases*
3. \_\_\_\_\_ there is no relationship between the x and y variables

We must be careful not to mistake correlation for causality and remember that:

\_\_\_\_\_ implies a connection between 2 variables  
 \_\_\_\_\_ implies a direct link between 2 variables. i.e. 1 variable causes the other



**Scatter Graphs**

When plotting a scatter graph we must always plot the \_\_\_\_\_ variable (the one we are in control of during the experiment) on the x axis

And the \_\_\_\_\_ variable (the one that we measure during the experiment) on the y axis

**Line of Best Fit**

You can draw a line of best fit on a scatter diagram if the graph shows there is \_\_\_\_\_

The line of best fit will pass through \_\_\_\_\_ of both sets of data

The equation of the line of best fit can be found using \_\_\_\_\_

Where \_\_\_\_\_ is the gradient (rise over run) and \_\_\_\_\_ is the y-intercept (where it crosses the y axis)

**QUICK QUESTION**

What type of correlation is shown on this scatter graph?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find the equation of the line of best fit drawn on the scatter graph

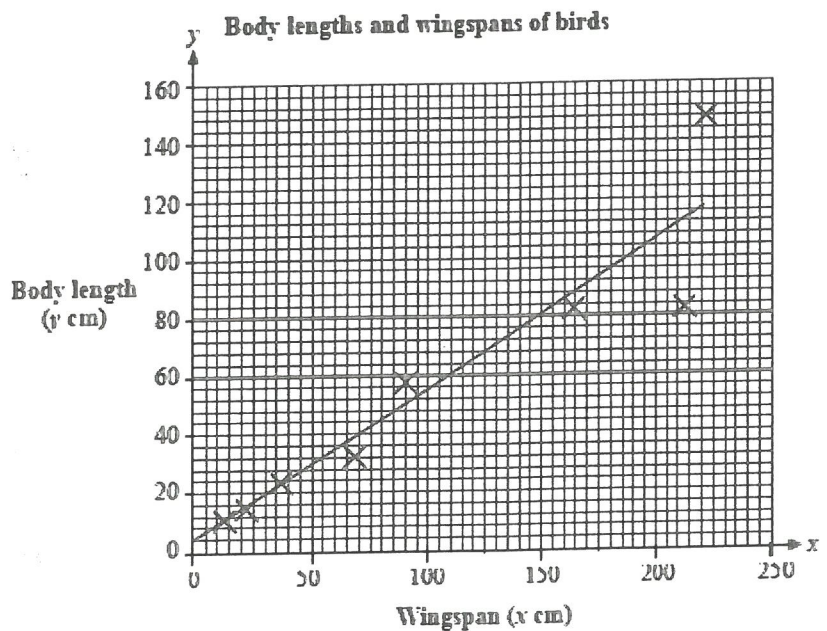
\_\_\_\_\_

\_\_\_\_\_

Hence, estimate the body length of a crow with wingspan 100cm

\_\_\_\_\_

The scatter diagram below shows the body lengths and wingspans of the same birds.



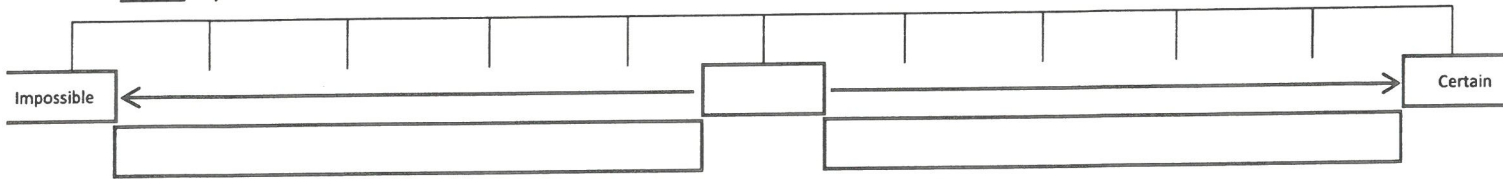
**Probability**  
**The Probability Scale**



The *Probability Scale* is a scale which goes from \_\_\_\_\_ to \_\_\_\_\_

Where \_\_\_\_\_ represents the chance of something happening to be impossible

And \_\_\_\_\_ represents the chance of something happening to be certain



**Theoretical Probability**

Theoretical probability is calculated based upon previous knowledge.

It is usually calculated with the assumption that there is no \_\_\_\_\_ present or if there is, this is taken into account in the calculations

It will give you a *guide* as to what should happen in an experiment but will don't give you a definitive answer of what to expect.

Probabilities are usually display as \_\_\_\_\_ or \_\_\_\_\_

We calculate Theoretical Probability as:

**Experimental Probability**

Experimental probability (also known as \_\_\_\_\_) is calculated based upon the results of an experiment.

It is considered to be a more \_\_\_\_\_ representation of the probabilities of the outcomes of an experiment as it takes into account \_\_\_\_\_ which may be present

It will give you a *guide* as to what has happened previously but will don't give you a definitive answer of what to expect in the future.

Probabilities are usually display as \_\_\_\_\_ or \_\_\_\_\_

We calculate Experimental Probability as:

**QUICK QUESTION**

Complete the table below of the probability of obtaining each of the following outcomes when rolling a fair die

|          |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|
| x        | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| P(X = x) |   |   |   |   |   |   |   |

Julie rolls her die 200 times with the following results:

|          |   |      |      |        |        |   |     |
|----------|---|------|------|--------|--------|---|-----|
| x        | 0 | 1    | 2    | 3      | 4      | 5 | 6   |
| P(X = x) | 0 | 9/40 | 4/25 | 29/200 | 37/200 |   | 1/5 |

- Complete the missing relative frequency from the table above
- Does this experiment suggest the die is biased?

## Index Numbers

An index number is a number showing the \_\_\_\_\_ compared with the value at a specified earlier time

Index Number =



## Price Relative

Price relative is the most commonly used index number. It allows us to compare values from a starting point - we can look at if there has been an \_\_\_\_\_ or \_\_\_\_\_ compared to the original price

Price Relative =

### QUICK QUESTION

The table below shows the average price of a Mickey Mouse cushion in the Disney Store over the last 5 years.

| Year          | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------|------|------|------|------|------|
| Average Price | £12  | £16  | £14  | £15  | £12  |

(a) Without doing any calculations, what would you expect the price relative for 2018 to be? Why?

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(b) Using 2014 as the base year, calculate the price relative of the cushion for the following four years.

## Chain Base Index Numbers

To find out how the price of an item has changed over a year, you use the \_\_\_\_\_ as the base year

A Chain base index tells you the annual \_\_\_\_\_

### QUICK QUESTION

The table below shows the average price of a Minnie Mouse cushion in the Disney Store over the last 5 years.

| Year          | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------|------|------|------|------|------|
| Average Price | £8   | £12  | £10  | £12  | £14  |

Calculate the chain base index numbers of the cushion for each year