

Method	Advantages	Disadvantages
Self-completion	• Cheap • Quick • Easy to administer	• Low response rate • Poor quality of responses • No control over who completes the questionnaire
Interview	• High response rate • High quality of responses • Control over who completes the questionnaire	• Expensive • Time-consuming • Difficult to administer
Focus group	• High quality of responses • Control over who completes the questionnaire	• Expensive • Time-consuming • Difficult to administer

Uses of data

- Descriptive** - to describe characteristics of a population
- Diagnostic** - to identify causes of a problem
- Prognostic** - to predict the future
- Evaluative** - to assess the effectiveness of a program
- Formative** - to improve a program while it is being developed
- Summative** - to evaluate a program at the end of its life cycle

Collecting data

- Primary data** - data collected directly from the source
- Secondary data** - data collected from a secondary source
- Qualitative data** - data that cannot be measured but can be described
- Quantitative data** - data that can be measured



Sample Frame

1. The list of all individuals in the population
2. The list of all individuals in the population who are eligible for the study
3. The list of all individuals in the population who are available for the study
4. The list of all individuals in the population who are contacted for the study
5. The list of all individuals in the population who are interviewed for the study

Types of bias

- Selection bias** - the difference between those who are selected for the study and those who are not
- Information bias** - the difference between those who are selected for the study and those who are not
- Confounding** - the difference between those who are selected for the study and those who are not

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Measures of Dispersion

- Range** - the difference between the highest and lowest values
- Interquartile range** - the difference between the 25th and 75th percentiles
- Standard deviation** - a measure of the spread of the data
- Variance** - the square of the standard deviation



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Systematic Sampling

To find out whether...

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System Sampling

Every member of the population has an equal chance of being selected.

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Measures of Central Tendency/Averages

Mode - most frequent value

Median - the value with the highest frequency

Mean

$\text{Mean} = \frac{\sum fx}{n}$

Continuous data - data that can take any value

To estimate median from grouped data

1. Find cumulative frequency of frequency column until you get to 0.5n and find the class interval with the median
2. Use the formula: $\text{Median} = \frac{\text{Lower boundary} + \frac{0.5n - \text{Cumulative frequency}}{\text{Frequency}} \times \text{Class width}}$



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Weighted Mean - for data that has different number of values or weights for each group

$\text{Weighted Mean} = \frac{\sum fx}{\sum f}$

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Barbara Job



Gcse Statistics Edexcel Past Papers:

The Art of Uncertainty David Spiegelhalter, 2025-03-04 Named a Best Book of the Year by Forbes and The Economist From our greatest living statistical communicator Tim Harford comes an invaluable data driven guide for understanding and learning to embrace risk and uncertainty in our daily lives How dangerous is our diet How much of sports falls into the realm of luck When authorities categorize a given event as highly likely how likely is that really Whether we re trying to decide if the benefits of a new medication are worth the chance of side effects or if artificial intelligence truly threatens humanity our lives are riddled with uncertainties both everyday and existential yet it can be difficult to know how to properly weigh all those unknowns Luckily for us renowned statistician David Spiegelhalter has spent his career dissecting data to resolve the apparently random and decode the many decisions we face with imperfect information In *The Art of Uncertainty* he shows how we can become better at dealing with what we don t know to make smarter choices in a world so full of puzzling variables In lucid lively prose Spiegelhalter guides us through the principles of probability illustrating how they can help us think more analytically about everything from medical advice to sports to climate change forecasts He demonstrates how taking a mathematical approach to phenomena we might otherwise attribute to fate or luck can help us sort hidden patterns from mere coincidences better evaluate cause and effect and predict what s likely to happen in the future Along the way we learn how a misinterpretation of a probability contributed to the infamous Bay of Pigs fiasco why a ship twice the size of the Titanic sank without a trace and why we can be so confident that no two properly shuffled decks of cards have ever been in the same order Sparkling with wit and fascinating real world examples this is an essential guide to navigating uncertainty while also retaining the humility to admit what we don t or simply cannot know

Teaching Mathematics in the Secondary School Paul Chambers, Robert Timlin, 2019-02-25 This fully updated third edition looks at the fundamentals of mathematics teaching how to plan lessons and assess learning and how to promote an inclusive approach in the classroom Key new features include Updated content reflecting the 2014 National Curriculum in England the Teachers Standards and revised requirements for GCSE and A level mathematics Updated Evidence from research features highlighting developments in the field An expanded section on mathematical misconceptions New coverage on teaching for mastery

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Education by Numbers Warwick Mansell,2007 It sounded a noble aim for New Labour to prioritise education The method they chose since coming to power was a relentless attempt to raise standards by an obsession with tests and exams in every school almost at every level Warwick Mansell researches the subject in detail and reveals how intention and practice differ so widely [The British National Bibliography](#) Arthur James Wells,2006 **Statistics** Barbara Job,2003-08 Written and developed by best selling statistics authors with the assistance of a Chief Examiner for Edexcel this Student Book and accompanying Teacher Support Pack provide full coverage of the new GCSE Statistics specification offered by Edexcel

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Statistics for GCSE Helen Wright, 1988 *As Level Mathematics* Richard Parsons, 2004 AS Level Maths Edexcel Module Statistics 1 Revision Guide *Statistics* Clive Morris, 1997 A good grade at A Level or Scottish Higher Grade can depend on the student's ability to tackle exam questions confidently and to understand the technique involved in answering questions accurately The aim of this text is to help students learn how to answer questions in an exam environment It provides an insight into the mind of the examiner highlighting what makes a good answer how marks are allocated and what the most common mistakes are Questions are taken from past papers or newly written by the authors with revision summaries answers with full working and examiner's tips They are an ideal complement to A Level study guides

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Table of Contents Gcse Statistics Edexcel Past Papers

1. Understanding the eBook Gcse Statistics Edexcel Past Papers
 - The Rise of Digital Reading Gcse Statistics Edexcel Past Papers
 - Advantages of eBooks Over Traditional Books
2. Identifying Gcse Statistics Edexcel Past Papers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Gcse Statistics Edexcel Past Papers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Gcse Statistics Edexcel Past Papers
 - Personalized Recommendations
 - Gcse Statistics Edexcel Past Papers User Reviews and Ratings
 - Gcse Statistics Edexcel Past Papers and Bestseller Lists
5. Accessing Gcse Statistics Edexcel Past Papers Free and Paid eBooks
 - Gcse Statistics Edexcel Past Papers Public Domain eBooks
 - Gcse Statistics Edexcel Past Papers eBook Subscription Services
 - Gcse Statistics Edexcel Past Papers Budget-Friendly Options

6. Navigating Gcse Statistics Edexcel Past Papers eBook Formats
 - ePub, PDF, MOBI, and More
 - Gcse Statistics Edexcel Past Papers Compatibility with Devices
 - Gcse Statistics Edexcel Past Papers Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Gcse Statistics Edexcel Past Papers
 - Highlighting and Note-Taking Gcse Statistics Edexcel Past Papers
 - Interactive Elements Gcse Statistics Edexcel Past Papers
8. Staying Engaged with Gcse Statistics Edexcel Past Papers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Gcse Statistics Edexcel Past Papers
9. Balancing eBooks and Physical Books Gcse Statistics Edexcel Past Papers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Gcse Statistics Edexcel Past Papers
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Gcse Statistics Edexcel Past Papers
 - Setting Reading Goals Gcse Statistics Edexcel Past Papers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Gcse Statistics Edexcel Past Papers
 - Fact-Checking eBook Content of Gcse Statistics Edexcel Past Papers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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