

Session 3 Summary Activity cards

| Positive Correlation | Frequency Density = Frequency ÷ Class Width | A line of best fit shows the trend of the data. |
|---|--|---|
| The graph should be joined up with a smooth 'S' curve | Scatter Graph | Pie Chart |
| Cumulative Frequency | The points should be plotted at the 'top' of the class width | The area of the bars represents the frequency |
| Grouped Data | Needs to have either a key or the sections labelled | The variable must be continuous |

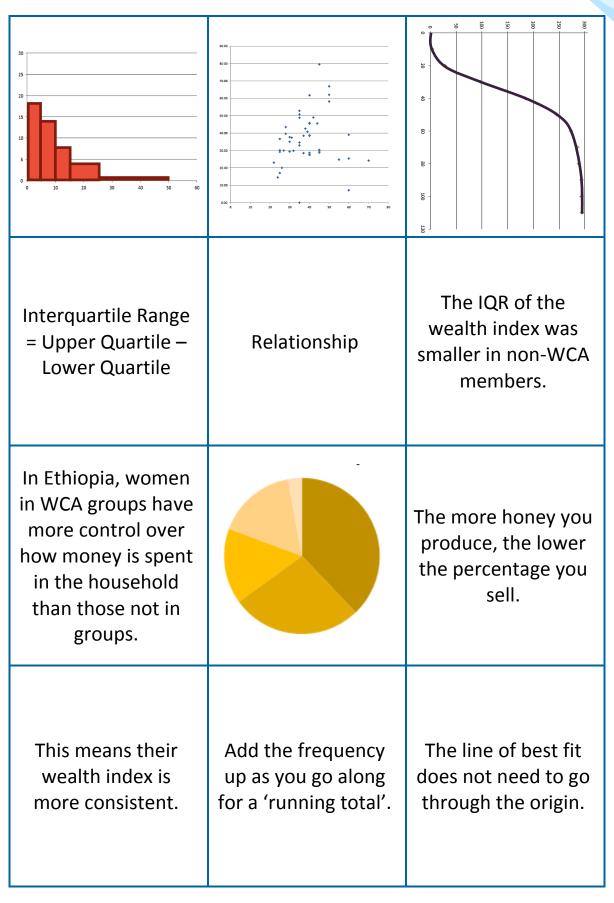




| Good for representing data with unequal class intervals | The more honey that you produce, the higher your wealth index. | $0 \le x < 10$ |
|---|---|---|
| The women included have from zero (inclusive) and up to ten years experience making the product | In Mali, women in groups have more control on how to use the income from selling their products than women not in groups. | Class Interval |
| To find the median, I would draw a line across and down, half way through the data. | The biggest proportion is the women that have between 0-5 years producing the product. | In Mali, compared to Ethiopia, a higher percentage of those asked were widowed. |
| The interquartile range of WCA members was greater. | The wealth index of the women in the WCA varied a lot and was far more spread out. | Globally, there is a large and growing demand for honey, as well as for beeswax and other bee products. |



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| Negative correlation | Best for showing the percentage or proportions of data | WCA group members in Mali earned more money from selling shea butter than non- group members. |
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