Subject	Economics
Context / relevance	Numeracy is an essential skill for learning Business/Economics. Numeracy in Business/Economics is essentially mathematical thinking; this is not just the use of numbers, but more how the use of mathematics can help us improve our understanding of how the world works. Business/Economics lessons provide many opportunities for developing your mathematical understanding and applying it to real-world situations.
Averages	Averages:
	<ul> <li>a) Find the range of the following data: 8, 4, 11, 9, 5, 13, 7</li> <li>b) Find the mode of the following data: 5, 5, 6, 9, 2, 2, 3, 7, 2</li> <li>c) Find the median of the following data: 3, 3, 5, 6, 6, 9, 11, 12</li> <li>d) Find the mean of the following data: 5, 2, 11, 4, 8</li> </ul>
Scatter	Scatter Graphs:
Graphs and Correlation	What type of correlation does each scatter graph show?
	Height 190 100 100 100 100 100 100 100
Percentages	Percentages:
	Bryan buys a car costing £15000. He pays a deposit £6000. What is £6000 as a percentage of £15000?
Data	Data Handling:
Handling	<ul> <li>Feedback on survey (Agree/disagree): Is the data quantitative or qualitative? Give a reason.</li> </ul>
	<ul> <li>b) Mr Johnson writes down the Artist of his top 20 most played tracks on Spotify. This data is (circle the correct type for each): Discrete/Continuous Primary/Secondary Qualitative/Quantitative</li> </ul>

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Scatter	Scatter Graphs:
Correlation	What type of correlation does each scatter graph show?
	Height 100 100 100 100 100 100 100 10
	No correlation Strong negative correlation
Percentages	Percentages:
	Bryan buys a car costing £15000. He pays a deposit £6000. What is £6000 as a percentage of £15000?
	600/15000 x 100 = 4%
Data Handling	Data Handling:
	a) Feedback on survey (Agree/disagree): Is the data quantitative or qualitative? Give a reason.

Qualitative – descriptive – using words rather than numbers.
<ul> <li>b) Mr Johnson writes down the Artist of his top 20 most played tracks on Spotify.</li> <li>This data is (circle the correct type for each):</li> <li>Discrete/Continuous</li> <li>Primary/Secondary</li> </ul>