

## Appendix: Standard & Curriculum Details

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Below is the details from the standard and the curriculum documents relating to the content of this standard.

### Standard Details

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Evaluating statistical reports requires familiarity with:

- the statistical enquiry cycle
- principles of experimental design
- surveys and polls, including potential sources of bias
- interpreting statistical inferences
- interpreting a wide variety of statistical tables and graphs
- analysing a wide variety of statistical situations
- critiquing causal-relationship claims
- interpreting margins of error.

### Curriculum Elaborations

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Evaluate a wide range of statistically based reports, including surveys and polls, experiments, and observational studies:

#### A. critiquing causal-relationship claims

- Identifies the type of study, that is, [survey](#), [poll](#), [experiment](#), or [observational study](#).
- Draws on understandings of [statistical investigations](#) and how the different types of studies are conducted, uses [Statistical literacy critical questions](#) to evaluate the study, makes a judgment about the claim and justifies it.

#### B. interpreting margins of error.

The approach here is new to the statistics curriculum. It is based on making informed approximations or [rules of thumb](#) to interpret reported [margins of error](#) and is linked to [confidence intervals](#).

- Explains the connections among [sample](#), [population](#), [sampling variability](#), sample size, [confidence level](#), and poll percentages in relation to the reported margin of error.
- Estimates the [margin of error](#) for subgroups of the poll percentages.
- See [key mathematical ideas on NZMaths](#).

More details on the [Senior Secondary Guide on TKI](#)