Students learn about	Students working at FL should be able to	In addition, students working at OL should be able to	In addition, students working at HL should be able to
1.4 Statistical reasoning with an aim to becoming a statistically aware consumer	– engage in discussions about the purpose of statistics and recognise misconceptions and misuses of statistics – discuss populations and samples – decide to what extent conclusions can be generalised – work with different types of data: categorical: nominal or ordinal numerical: discrete or continuous in order to clarify the problem at hand	– work with different types of bivariate data	
1.5 Finding, collecting and organising data	– clarify the problem at hand – formulate one (or more) questions that can be answered with data – explore different ways of collecting data – generate data, or source data from other sources including the internet – select a sample (Simple Random Sample) – recognise the importance of representativeness so as to avoid biased samples – design a plan and collect data on the basis of above knowledge	– discuss different types of studies: sample surveys, observational studies and designed experiments – design a plan and collect data on the basis of above knowledge	– recognise the importance of randomisation and the role of the control group in studies – recognise biases, limitations and ethical issues of each type of study – select a sample (stratified, cluster, quota – no formulae required, just definitions of these) – design a plan and collect data on the basis of above knowledge

Students learn about	Students working at FL should be able to	In addition, students working at OL should be able to	In addition, students working at HL should be able to
1.6 Representing data graphically and numerically	**Graphical** – select appropriate graphical or numerical methods to describe the sample (univariate data only) – evaluate the effectiveness of different displays in representing the findings of a statistical investigation conducted by others – use stem and leaf plots and histograms (equal intervals) to display data **Numerical** – use a variety of summary statistics to describe the data • central tendency: mean, median, mode • variability: range	**Graphical** – describe the sample (both univariate and bivariate data) by selecting appropriate graphical or numerical methods – explore the distribution of data, including concepts of symmetry and skewness – compare data sets using appropriate displays, including back-to-back stem and leaf plots – determine the relationship between variables using scatterplots – recognise that correlation is a value from -1 to +1 and that it measures the extent of the linear relationship between two variables – match correlation coefficient values to appropriate scatter plots – understand that correlation does not imply causality **Numerical** – recognise standard deviation and interquartile range as measures of variability – use a calculator to calculate standard deviation – find quartiles and the interquartile range – use the interquartile range appropriately when analysing data – recognise the existence of outliers	**Graphical** – analyse plots of the data to explain differences in measures of centre and spread – draw the line of best fit by eye – make predictions based on the line of best fit – calculate the correlation coefficient by calculator **Numerical** – recognise the effect of outliers – use percentiles to assign relative standing

Students learn about	Students working at FL should be able to	In addition, students working at OL should be able to	In addition, students working at HL should be able to
1.7 Analysing, interpreting and drawing inferences from data*	– recognise how sampling variability influences the use of sample information to make statements about the population – use appropriate tools to describe variability, drawing inferences about the population from the sample – interpret the analysis – relate the interpretation to the original question	– interpret a histogram in terms of distribution of data – make decisions based on the empirical rule	– recognise the concept of a hypothesis test – calculate the margin of error $(\frac{1}{\sqrt{n}})$ for a population proportion – conduct a hypothesis test on a population proportion using the margin of error
Students learn about	**Students should be able to**		
1.8 Synthesis and problem-solving skills	– explore patterns and formulate conjectures – explain findings – justify conclusions – communicate mathematics verbally and in written form – apply their knowledge and skills to solve problems in familiar and unfamiliar contexts – analyse information presented verbally and translate it into mathematical form – devise, select and use appropriate mathematical models, formulae or techniques to process information and to draw relevant conclusions.		

* The final syllabus will contain additional material in this section, which has been deferred for an interim peroiod until students coming through to senior cycle have completed the relevant revised syllabus material in the junior cycle.