

Coach's Corner Assessment

Coach's Corner provides practice and allows you to self-reflect on your conceptual understanding of the *Lesson* skills. Assessment of your work in *Coach's Corner* will be combined into two overall completion marks, one for *Workbook A* and one for *Workbook B*. Your work for *Coach's Corner* in each *Workbook* will be assessed according to the rubric provided.

Category	Strategy and Procedures	Response to Questions
	<i>The student...</i>	<i>The student...</i>
4	<ul style="list-style-type: none"> uses efficient and effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides detailed explanations and follows directions appropriately to complete all questions
3	<ul style="list-style-type: none"> uses effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides clear explanations and follows directions adequately to complete most questions
2	<ul style="list-style-type: none"> uses effective strategies inconsistently to solve the problem(s) 	<ul style="list-style-type: none"> provides incomplete explanations and follows some directions to complete a few questions
1	<ul style="list-style-type: none"> does not use effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides incomplete explanations and does not follow directions to complete some questions

Complete *Coach's Corner* exercises using your best work, showing all relevant steps needed to arrive at your solution. Refer to the *Module* to review lesson instructions. Contact your teacher for assistance or clarification as needed, or to investigate the topic further.

Check and correct your work using the solutions provided in *Equipment Room* in the *Module*.

Coach's Corner is worth 8 marks.

After you have assessed your work, reflect on your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.

Unit 6: Statistics Lesson 6.4



Coach's Corner – VI

1. Read the following excerpt.

World's Potential Migrants Are Often Young, Educated, Well-Off

But most likely to be underemployed

by Julie Ray and Neli Esipova

WASHINGTON, D.C. – Gallup finds that the world's roughly 630 million would-be migrants are most likely to be young, single, educated, and relatively financially well-off. But they are also most likely to be underemployed and may feel they need to move to another country.

Ideally, if you had the opportunity, would you like to move permanently to another country, or would you prefer to continue living in this country?

% who say they would like to migrate

Age	
15 – 24	23%
25 – 44	15%
45 – 64	9%
65+	4%
Education	
Secondary education	19%
Four years beyond high school or college degree	19%
Completed primary education or less	9%
Marital Status	
Single	25%
Married	11%
Divorced/Widowed/Separated	10%
Income	
Richest 20%	17%
Fourth 20%	15%
Middle 20%	13%
Second 20%	12%
Poorest 20%	11%
<i>continued...</i>	

...continued

Employment

Underemployed	20%
Employed at capacity	13%
Not in workforce	12%

Based on 401,490 interviews in 146 countries between 2008 and 2010.

GALLUP

Gallup's latest findings on adults' desire to move to other countries are based on a rolling average of interviews with 401,490 adults in 146 countries between 2008 and 2010. The 146 countries represent more than 93% of the world's adult population.

Survey Methods

Results are based on aggregated telephone and face-to-face interviews with 401,490 adults, aged 15 and older, in 146 countries from 2008 to 2010. The 146 countries surveyed represent 93% of the world's adult population. One can say with 95% confidence that the margin of sampling error for the entire sample accounting for weighting and sample design is less than ± 1 percentage point.

<http://www.gallup.com>

- a. What are the sample size, margin of error, and confidence level used in this study? Give an example of a confidence interval for this study.

sample size	
margin of error	
confidence level	

- b. There were approximately 5.9 billion people over 15 in the world in 2009. Give an upper limit for the number of married people that wanted to migrate.

- c. Describe a person that you expect would be unlikely to want to migrate.

- d. Do the values in a. suggest that the information in this study is trustworthy?

2. A survey was conducted on 1024 people. It determined, with 95% confidence, that between 259 000 and 342 000 people, from a total population of 970 000, would vote yes on proposal 1.

- a. Determine the predicted value and margin of error as percentages.

- b. Suppose the survey was conducted using 497 people instead of 1024. How do you expect the values of 259 000 and 342 000 from the total population would change?

3. Find two examples in the media (newspaper, magazine, online, etc.) where margins of error and confidence levels are used to support a particular position or research finding. (If you have difficulty finding examples, enter “Canadian opinion polls” into a search engine.)

- a. Summarize the claims made in each article.

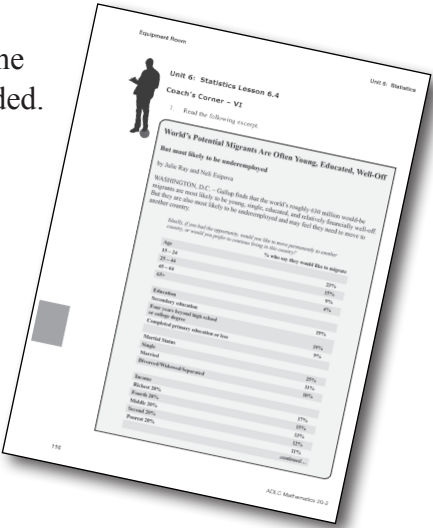
- b. State the sample size, the margin of error, and confidence level for each article.

- c. Which of the two claims do you feel is better supported? Explain.

Please go to the *Equipment Room* to check your solutions before proceeding to *Game On!*, on the next page of this *Workbook*.

After you have assessed your work, reflect on your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.

Question Number	Got it!	Almost there...	Need to retry or ask for help.
1			
2			
3			



Note: Before you complete *Game On!*, you may review your skills and get more practice by completing the following problems in *Principles of Mathematics 11*.

- Page 302, #1, 3, 4, 6, 9a, and 10

Check your work in *Strengthening and Conditioning*.

