

<b>Year 12 Mathematics Sampling</b>	<b>Strand: Statistical Investigation.</b>
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<b>Key Competencies</b>	<b>The Learning Context</b>
Participating and contributing.	<ul style="list-style-type: none"> <li>• Students undertake some preliminary instruction on different sampling approaches and processes.</li> <li>• Students to partner with a local vineyard/orchard to carry out samples to make a prediction for total volume of fruit/variety.</li> <li>• Discuss with the partner the need for sampling, how it contributes to the vineyard/orchard planning and organisation.</li> <li>• Student plan the sampling process with the partner using a plan of the vineyard/orchard. There will need to be decisions made about the size, type and process of sampling to be used.</li> <li>• Students should work in groups and sample different parts of the vineyard/orchard.</li> <li>• Each group analyse their samples (fruit weighed).</li> <li>• Groups compare each of the sample analysis and make deductions.</li> <li>• Prepare a functional report for presentation to the partner and ask for feedback on all aspects of the process and outcome.</li> </ul>
<b>Enterprising Attributes</b>	
Decision making. Project management. Problem solving.	
<b>Content</b>	<b>Assessment Ideas</b>
Understanding the importance and relevance of sampling.  Why do we need to sample?  Different types of sampling.  Making a deduction from the samples.	<ul style="list-style-type: none"> <li>• Formative – Group Task – what problem might we run into when taking the sample?</li> <li>• Summative – NCEA Level 2 Assessment.</li> </ul>