

**ECONOMICS · CHAPTER 1**

# Introduction (Statistics for Economics)

A 1-page guide for parents · 90-second read.

**EXPECTED MARKS**

**Full marks on this chapter are realistic — aim 3.5-4 out of 4.**

**TIME TO MASTER**

**3-4 hrs**

**HELPLINE**

**70330 05444**

## WHAT THIS CHAPTER IS, IN PLAIN ENGLISH

Your child has started the FIRST chapter of Class 11 Economics — 'Introduction' from the Statistics for Economics book. It explains WHY economics needs numbers (statistics) at all: economics studies how people consume, produce and distribute goods under SCARCITY, and statistics turns vague statements like 'prices are rising' into precise facts like 'inflation is 5.1%'. The chapter teaches the two meanings of the word 'statistics' (the METHOD of handling data, and the DATA itself), what statistics can do (compare, forecast, guide policy), and — importantly — its LIMITS (it studies averages not individuals, only numbers, and can be misused). It is conceptual and definition-heavy; the marks come from clean, well-worded answers.

## 5 QUESTIONS TO ASK YOUR CHILD

- What is the difference between statistics in the singular and plural sense?
- Name and explain the three economic activities.
- Give four functions of statistics in your own words.
- What are the limitations of statistics?
- Why do people sometimes distrust statistics?

## WEAK-SPOT INDICATORS

- Says 'statistics is just numbers' (misses the singular method-sense).
- Cannot keep the singular and plural senses separate.
- Thinks statistics describes individuals rather than aggregates/averages.
- Lists functions and limitations but cannot explain any in a sentence.

## WHEN TO WORRY — AND WHAT TO DO

This is a memory + clear-writing chapter, not a calculation chapter, so a low score usually means the child is cramming keywords without understanding the definitions. The fix is 15 minutes of daily out-loud explanation of each definition for one week.

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