

ECONOMICS · CHAPTER 3

Organisation of Data (Statistics for Economics)

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

EXPECTED MARKS

This is a high-scoring chapter; aim 5.5-6 out of 6 because the numerical is mechanical once practised.

TIME TO MASTER**4-5 hrs****HELPLINE****70330 05444****WHAT THIS CHAPTER IS, IN PLAIN ENGLISH**

This chapter teaches your child how to TIDY UP raw numbers. After data is collected (Chapter 2), it arrives as a messy heap of figures; 'Organisation of Data' is the skill of arranging that heap so it makes sense. Your child learns to CLASSIFY data (by place, by time, by quality, or by number), to tell apart a DISCRETE variable (whole, separate values like the number of children) from a CONTINUOUS one (any value including fractions, like height), and — most importantly — to build a FREQUENCY TABLE using TALLY MARKS that shows how many items fall into each group. There is some careful vocabulary (class limits vs class boundaries, the inclusive vs exclusive method, mid-value, magnitude) that examiners love to test. It is part theory, part a hands-on numerical, so neat, accurate table-making is where the marks are.

5 QUESTIONS TO ASK YOUR CHILD

- What is the difference between a discrete and a continuous variable? Give an example of each.
- What are the four bases on which data can be classified?
- Make a small frequency table from these numbers using tally marks — do the totals match?
- What is the difference between the inclusive and exclusive method?
- What does 'loss of information' mean when we group data?

WEAK-SPOT INDICATORS

- Puts a boundary value (e.g., 20 in classes 10–20 / 20–30) in the wrong class.
- Frequencies in the table do not add up to the number of observations.
- Confuses class limits with class boundaries, or mid-value with magnitude.
- Thinks 'big numbers = continuous, small numbers = discrete'.

WHEN TO WORRY — AND WHAT TO DO

If your child gets the THEORY pairs right but keeps mis-totalling the frequency table, the issue is careless counting, not understanding — fixable by practising 4-5 tally tables slowly. If they cannot tell discrete from continuous, that is a concept gap that needs a 15-minute re-explanation.

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