GCSE ONLINE TUTORING

STATISTICS / TOPIC GUIDE 57

57

Collecting and organising data

Shared GCSE core with Higher sampling extensions

Good statistics begins before a calculation. Learn to define a population, choose a sample, organise measurements and design useful questions. Explore bias, proportional sampling and capture–recapture, then explain what each method can and cannot establish.

Population → sample → evidence

A larger sample does not automatically remove bias.

UNDERSTAND THE IDEA. EXPLAIN THE METHOD.

Detailed teaching • Worked examples • Discussion • Original practice • Full solutions

Name: _____

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Your learning guide

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Before you begin

Work with fractions, percentages, ratios and straightforward frequency totals.

Your route through this notebook

1. Populations, variables and frequency tables

2. Sampling methods and sources of bias

3. Stratified sampling and proportional allocation — Higher

4. Questionnaires, measurement and fair comparisons

5. Capture–recapture estimates — Higher

How to use it

Read a lesson, cover the worked solutions and try the examples yourself. Complete its practice page before checking the answers at the back. Finish with the mixed review, then return to any method you could not explain.

YOUR PROGRESS

After each lesson, ask: Can I explain the idea? Can I choose a method? Can I check my result? Record any questions you want to revisit.

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LESSON 1 / UNDERSTAND

Populations, variables and frequency tables

A statistical investigation starts with a question and a clearly defined population: the whole group about which you want information. A sample is a subset studied to learn about that population. A census attempts to collect information from every member. It avoids sampling variation, but missing responses, inaccurate measurements and poorly phrased questions can still cause error.

A variable is what is recorded for each member. Categorical data describe groups, such as travel method. Numerical data measure or count something. Discrete numerical variables take separated possible values, such as a number of siblings. Continuous variables can take any value within an interval in the measurement model, such as journey time, even if recorded to the nearest minute.

A frequency table lists values or classes and how often each occurs. Classes must cover the intended data without overlaps. For measurements, $0 \leq t < 10$ and $10 \leq t < 20$ place a value of exactly 10 in the second class. Keep units, boundaries and totals visible: an attractive table is not useful if a value could belong to two rows.

A reliable method

1. Define the target population, variable and measurement units.

2. Classify the variable and choose individual values or non-overlapping groups.

3. Tally each observation once and check the sum of frequencies equals the sample size.

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LESSON 1 / WORKED EXAMPLES

See the method in action

Try each example in the space provided before reading its solution. Explain why the method fits the question, not just which calculation to enter.

Worked example 1

For a survey of all Year 11 pupils at one school, classify travel method, number of siblings and measured height.

STEP-BY-STEP SOLUTION

The population is all Year 11 pupils at that school. Travel method is categorical; sibling count is discrete numerical; height is continuous numerical. The recording precision does not turn the underlying height variable into a count.

Worked example 2

Organise sibling counts 0, 1, 2, 1, 0, 3, 1, 2 into a frequency table.

STEP-BY-STEP SOLUTION

Value 0 has frequency 2; 1 has frequency 3; 2 has frequency 2; 3 has frequency 1. The total 2 + 3 + 2 + 1 = 8 matches the eight observations.

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LESSON 1 / DISCUSS & PRACTISE

Explain it, then try it

DISCUSSION • TEST THE IDEA

A census of one school does not automatically describe every UK pupil. The population definition limits the conclusion, and measurement or non-response errors can occur even when every member is invited.

Say it in your own words

Explain the key idea to someone else. Use a small example to support your explanation. If you disagree with a claim, show why it fails.

1.1 Classify blood group and the number of goals scored in a match.

1.2 A journey lasts exactly 20 minutes. Which class contains it: $0 \leq t < 10$, $10 \leq t < 20$, $20 \leq t < 30$?

1.3 Make a frequency table for 2, 0, 1, 2, 2, 1.

1.4 Explain one advantage and one limitation of a census.

Check before turning to the answers: is the size sensible, is the notation clear, and have you included any required units?

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LESSON 2 / UNDERSTAND

Sampling methods and sources of bias

A sample should reflect the population relevant to the question. In a simple random sample of a fixed size, every possible subset of that size has the same chance of selection. Number a complete sampling frame and use a random method without selecting the same person twice. Random sampling reduces selection bias but does not guarantee that one particular sample is perfectly representative.

Systematic sampling chooses every kth member of a list after a random starting position. It is convenient, but a repeating pattern in the list can align with the interval. An opportunity sample uses those easiest to reach; a voluntary response sample consists of people who choose to respond. Both may miss important groups. A quota sample fills target numbers in categories but does not necessarily select randomly within them.

Bias is a systematic tendency to favour some outcomes. A large biased sample may give a very precise description of the wrong group. Also distinguish non-response bias from ordinary random sampling variation: selected people who do not reply may differ from those who do.

A reliable method

1. Identify the sampling frame and which population members it misses.

2. Describe the selection rule, including randomisation where relevant.

3. Explain a specific likely source of bias and how to reduce it.

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LESSON 2 / WORKED EXAMPLES

See the method in action

Try each example in the space provided before reading its solution. Explain why the method fits the question, not just which calculation to enter.

Worked example 1

Select 40 pupils systematically from an ordered list of 600.

STEP-BY-STEP SOLUTION

Interval k = 600/40 = 15. Choose a random start from positions 1 to 15, then select every 15th entry. If the start is 7, select 7, 22, 37, ...,592. Check the list has no repeating pattern that distorts the selection.

Worked example 2

A gym asks only people leaving its busiest evening class about opening hours. Identify a problem.

STEP-BY-STEP SOLUTION

This opportunity sample misses people who do not attend that class, including some affected by the current hours. Use a suitable membership frame and select across relevant groups or times rather than treating one class as the whole membership.

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LESSON 2 / DISCUSS & PRACTISE

Explain it, then try it

DISCUSSION • TEST THE IDEA

Increasing the sample size reduces random variation in many designs, but does not repair a sampling frame that systematically excludes part of the population.

Say it in your own words

Explain the key idea to someone else. Use a small example to support your explanation. If you disagree with a claim, show why it fails.

2.1 Describe a simple random sample of 25 from a complete list of 300 names.

2.2 For systematic sampling of 30 from 240 entries, find the interval and allowed random starting positions.

2.3 Why might an online poll on a fan website give a biased opinion about a team?

2.4 State why 10,000 voluntary replies can still be biased.

Check before turning to the answers: is the size sensible, is the notation clear, and have you included any required units?

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LESSON 3 / UNDERSTAND

Stratified sampling and proportional allocation — Higher

Stratified sampling divides a population into non-overlapping groups, called strata, then samples from each. In proportional stratified sampling, each stratum contributes the same fraction of its members. The allocation is sample size × stratum population ÷ total population. Use categories relevant to the investigation and select randomly within each stratum if a random stratified sample is intended.

Allocation arithmetic and selection are different stages. Knowing that 18 pupils should come from a year group does not say which 18 to choose. Selecting the first 18 names is not random stratified sampling. A proportionally allocated quota sample can have the same category totals while using a different selection method.

When allocations are non-integers, state a defensible rounding rule that preserves the requested total. One possible method assigns the whole-number parts first, then distributes the remaining places to the largest fractional remainders. Use a fair tie-break rule where remainders are equal. Do not round every group independently and silently change the sample size.

A reliable method

1. Check that strata partition the population and calculate the total.

2. Multiply each stratum size by sample size/total population.

3. Resolve fractional allocations while preserving the total, then select within strata using the specified method.

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LESSON 3 / WORKED EXAMPLES

See the method in action

Try each example in the space provided before reading its solution. Explain why the method fits the question, not just which calculation to enter.

Worked example 1

A school has 120,180 and 300 pupils in three strata. Allocate a proportional sample of 60.

STEP-BY-STEP SOLUTION

Population 600; sampling fraction 60/600 = 1/10. Allocations are 12, 18 and 30. They total 60. Select the required number randomly within each stratum.

Worked example 2

Allocate 20 places among strata of sizes 25, 35 and 40 using largest remainders.

STEP-BY-STEP SOLUTION

Exact allocations are 5, 7 and 8, already integers. For comparison, a sample of 12 gives 3, 4.2, 4.8: allocate floors 3, 4, 4 then the last place to the largest remainder 0.8, giving 3, 4, 5.

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LESSON 3 / DISCUSS & PRACTISE

Explain it, then try it

DISCUSSION • TEST THE IDEA

Stratification can ensure representation of chosen groups. It does not remove response bias or guarantee that the chosen strata capture every important difference.

Say it in your own words

Explain the key idea to someone else. Use a small example to support your explanation. If you disagree with a claim, show why it fails.

3.1 A stratum has 90 of a population of 450. How many places should it receive in a proportional sample of 50?

3.2 Allocate a sample of 40 across strata 80,120,200.

3.3 Allocate 10 places to strata 17, 23, 60 using floors then largest remainders.

3.4 Why is taking the first required names in each stratum not a random stratified sample?

Check before turning to the answers: is the size sensible, is the notation clear, and have you included any required units?

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LESSON 4 / UNDERSTAND

Questionnaires, measurement and fair comparisons

A useful questionnaire asks about one clear issue at a time, with a specified reference period and suitable response options. Avoid leading wording such as “Do you agree our excellent lessons should be longer?” It signals the desired answer. A double question, such as “Are the lessons clear and enjoyable?”, cannot distinguish someone who finds them clear but not enjoyable.

Numeric response groups should not overlap and should cover plausible responses. For whole-minute exercise times, 0–29, 30–59, 60–89, 90 or more are clear; 0–30 and 30–60 overlap at 30. Include options such as “other” or “prefer not to say” where appropriate, and do not force an answer that misrepresents a person. Pilot the questionnaire on a small group to discover ambiguity and practical problems before collecting the main data.

For a fair comparison, measure the same variable in a consistent way. Comparing test scores from different difficulty tests or journey times recorded in different units confounds the comparison. Observational differences may be associated with several factors. A questionnaire can reveal reported habits or opinions; it does not, by itself, establish that one habit caused an outcome.

A reliable method

1. State precisely what is being measured, including units and time period.
2. Use neutral, single-focus wording with complete non-overlapping options.
3. Pilot, revise and use a consistent procedure across comparison groups.

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LESSON 4 / WORKED EXAMPLES

See the method in action

Try each example in the space provided before reading its solution. Explain why the method fits the question, not just which calculation to enter.

Worked example 1

Improve “You exercise regularly, don’t you?”

STEP-BY-STEP SOLUTION

Use “On how many days in the last seven days did you do at least 30 minutes of exercise?” Offer whole-number options 0–7. This defines the behaviour and period without suggesting an answer.

Worked example 2

Improve response groups 0–10, 10–20, 20–30 for age in whole years.

STEP-BY-STEP SOLUTION

The boundaries 10 and 20 overlap, and ages above 30 are omitted. One repair is 0–9, 10–19, 20–29, 30 or over, if those groups suit the target population.

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LESSON 4 / DISCUSS & PRACTISE

Explain it, then try it

DISCUSSION • TEST THE IDEA

A pilot identifies problems; it does not prove that the final answers are unbiased. Accurate wording, appropriate sampling and consistent measurement all matter.

Say it in your own words

Explain the key idea to someone else. Use a small example to support your explanation. If you disagree with a claim, show why it fails.

4.1 Explain the problem with “Is the canteen cheap and healthy?”

4.2 Give non-overlapping whole-minute classes covering all non-negative journey times, starting with widths of 15 minutes.

4.3 What is one purpose of a pilot survey?

4.4 One class takes an easier test than another. Explain why comparing their mean scores may mislead.

Check before turning to the answers: is the size sensible, is the notation clear, and have you included any required units?

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LESSON 5 / UNDERSTAND

Capture–recapture estimates — Higher

Capture–recapture estimates a population that is hard to count directly. In a first sample, capture and mark M individuals, then release them. After adequate mixing, take a second sample of n individuals; r of them are marked. If the second sample reflects the whole population, marked fraction r/n is approximately M/N, where N is the unknown population. Rearranging gives $N \approx Mn/r$. This is a model-based estimate, not an exact count.

The population should be effectively closed between samples: births, deaths, immigration and emigration should be negligible. Marks should remain visible and should not change survival or capture chance. Individuals should mix, and capture should not systematically favour marked or unmarked members. A very small recapture count makes the estimate unstable. With $r = 0$, this simple formula cannot give a finite estimate.

Check the direction of a potential bias. If marked individuals avoid the second capture, r is too small compared with the model and Mn/r is too large. If they become easier to catch, the estimate is too small. Lost marks can make previously marked individuals appear unmarked and inflate the estimate. State the assumption and its mathematical effect rather than merely writing “not accurate”.

A reliable method

1. Record first marked sample M, second sample n and marked recaptures r.
2. Set $r/n \approx M/N$ and calculate $N \approx Mn/r$.
3. Give a sensible whole-population estimate and evaluate the assumptions.

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LESSON 5 / WORKED EXAMPLES

See the method in action

Try each example in the space provided before reading its solution. Explain why the method fits the question, not just which calculation to enter.

Worked example 1

A first sample marks 40 fish. Later 50 are caught, including 10 marked fish. Estimate the population.

STEP-BY-STEP SOLUTION

10/50 ≈ 40/N. Thus N ≈ 40 × 50/10 = 200 fish. The estimate assumes mixing, retained marks and comparable capture chances in a closed population.

Worked example 2

A study marks 60 animals, then catches 45, of which 9 are marked. What if some marks had been lost?

STEP-BY-STEP SOLUTION

The simple estimate is 60 × 45/9 = 300. Lost marks reduce the recorded recapture count relative to the model, making this estimate tend to be too high, assuming other conditions stay comparable.

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LESSON 5 / DISCUSS & PRACTISE

Explain it, then try it

DISCUSSION • TEST THE IDEA

An estimate smaller than the number of distinct animals already observed is a warning sign. Also, a second sample with no marked members does not prove that the population is infinite.

Say it in your own words

Explain the key idea to someone else. Use a small example to support your explanation. If you disagree with a claim, show why it fails.

5.1 M = 30, n = 40, r = 8. Estimate N.

5.2 M = 80, n = 60, r = 12. Estimate N.

5.3 Explain the likely direction of bias if marked animals are easier to catch again.

5.4 Why is r = 0 a problem for this estimator?

Check before turning to the answers: is the size sensible, is the notation clear, and have you included any required units?

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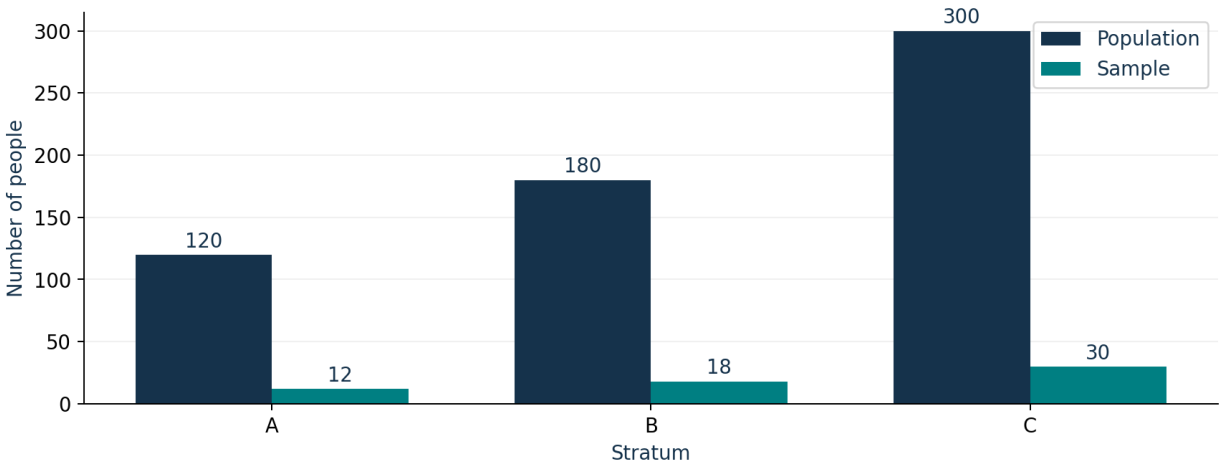
VISUAL EXPLAINER / READ DATA AND CHALLENGE THE MODEL

Read the model • 1

Proportional allocation: sample fraction 60/600 = 1/10

Stratum	Population	Sample
A	120	12
B	180	18
C	300	30
Total	600	60



WHAT THE REPRESENTATION SHOWS

Every stratum contributes one tenth of its members: 12, 18 and 30 people, totalling 60. The sample reproduces the population proportions, not the population counts. After allocating places, select the required members randomly within each stratum for random stratified sampling. The smaller bars are counts on the same vertical scale.

Discuss: what does each axis or symbol represent? Identify the population, units and any assumptions. Recalculate one displayed result, then explain one conclusion the diagram cannot establish.

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VISUAL EXPLAINER / READ DATA AND CHALLENGE THE MODEL

Read the model • 2

Capture–recapture: match fractions, not sample sizes

Population model



Marked fraction = 40/200 = 0.2

Second sample



Marked fraction = 10/50 = 0.2

$10/50 \approx 40/N \quad \rightarrow \quad N \approx 40 \times 50 \div 10 = 200$

Assume a closed population, retained marks, adequate mixing and comparable capture chances. The first population bar is the fitted model.

WHAT THE REPRESENTATION SHOWS

A first sample marks 40 individuals. In the second sample, 10 of 50 are marked. Matching the observed marked fraction 0.2 to 40/N gives an estimated population of 200. The population bar illustrates that estimate; it is not an independently observed count. The two bars show proportions on an equal-length scale, not equal sample sizes.

Discuss: what does each axis or symbol represent? Identify the population, units and any assumptions. Recalculate one displayed result, then explain one conclusion the diagram cannot establish.

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MIXED REVIEW / ORIGINAL EXAM-STYLE PRACTICE

Apply your learning • 1

These questions are independently authored, not taken or adapted from past papers. Marks are suggested for self-assessment. Show your method and explain decisions. Use a calculator only where the arithmetic requires it.

R1. A survey asks 50 members of a town library about all town residents' reading habits. Identify the population and a source of bias. [3 marks]

R2. Classify favourite colour, number of pets and measured mass. [3 marks]

R3. Choose 24 systematically from 360 names. Explain the method. [3 marks]

R4. Higher: strata contain 150,250,400 people. Allocate a proportional sample of 80. [3 marks]

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MIXED REVIEW / ORIGINAL EXAM-STYLE PRACTICE

Apply your learning • 2

These questions are independently authored, not taken or adapted from past papers. Marks are suggested for self-assessment. Show your method and explain decisions. Use a calculator only where the arithmetic requires it.

R5. Repair “How good are our brilliant tutors?” to ask about clarity neutrally. [2 marks]

R6. Explain why random sampling does not guarantee a perfectly representative sample. [2 marks]

R7. Higher: 45 animals are marked. A second sample has 60 animals, including 15 marked. Estimate the population and state an assumption. [3 marks]

R8. Higher: explain how inward migration of unmarked animals could affect a capture–recapture estimate. [3 marks]

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SOLUTIONS / LESSON PRACTICE

Check the reasoning

Your layout may differ. Compare the mathematical reasoning as well as the final answer. Correct any error, then reattempt the question without looking.

Lesson 1 • Populations, variables and frequency tables

1.1 Classify blood group and the number of goals scored in a match.

Blood group is categorical. Goals scored is discrete numerical.

1.2 A journey lasts exactly 20 minutes. Which class contains it: $0 \le t < 10$, $10 \le t < 20$, $20 \le t < 30$?

$20 \le t < 30$; the lower boundary is included and the upper boundary excluded.

1.3 Make a frequency table for 2, 0, 1, 2, 2, 1.

0: 1; 1: 2; 2: 3. Total 6.

1.4 Explain one advantage and one limitation of a census.

It attempts to include the whole population and avoids selecting a sample, but can be costly or slow; non-response and inaccurate answers can still affect it.

Lesson 2 • Sampling methods and sources of bias

2.1 Describe a simple random sample of 25 from a complete list of 300 names.

Assign numbers 1–300, generate 25 distinct random numbers, and select those entries. Every subset of 25 should have equal chance.

2.2 For systematic sampling of 30 from 240 entries, find the interval and allowed random starting positions.

240/30 = 8. Start uniformly from positions 1–8, then take every eighth entry.

2.3 Why might an online poll on a fan website give a biased opinion about a team?

Visitors and volunteers may be unusually interested or supportive; non-fans and people not using the site are underrepresented.

2.4 State why 10,000 voluntary replies can still be biased.

A large number does not make respondents representative: choosing to reply may be related to the opinion being measured.

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SOLUTIONS / LESSON PRACTICE

Check the reasoning • continued

Lesson 3 • Stratified sampling and proportional allocation — Higher

3.1 A stratum has 90 of a population of 450. How many places should it receive in a proportional sample of 50?

50 × 90/450 = 10.

3.2 Allocate a sample of 40 across strata 80,120,200.

Total 400; fraction 1/10; allocations 8, 12, 20.

3.3 Allocate 10 places to strata 17, 23, 60 using floors then largest remainders.

Exact allocations 1.7, 2.3, 6. Floors 1, 2, 6 total 9; add one to the first group. Final 2, 2, 6.

3.4 Why is taking the first required names in each stratum not a random stratified sample?

It uses list order instead of random selection within strata. Names later in each list may have no chance of being selected.

Lesson 4 • Questionnaires, measurement and fair comparisons

4.1 Explain the problem with “Is the canteen cheap and healthy?”

It asks two questions at once. A respondent may find it cheap but unhealthy. Ask separately about price and food quality.

4.2 Give non-overlapping whole-minute classes covering all non-negative journey times, starting with widths of 15 minutes.

For example 0–14, 15–29, 30–44, 45 or more. The final class is open-ended.

4.3 What is one purpose of a pilot survey?

To test whether people understand the questions and options and whether the collection procedure works, so problems can be corrected.

4.4 One class takes an easier test than another. Explain why comparing their mean scores may mislead.

Different test difficulty can affect scores, so the means do not isolate differences in achievement. Use a comparable assessment and conditions.

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SOLUTIONS / LESSON PRACTICE

Check the reasoning • continued

Lesson 5 • Capture–recapture estimates — Higher

5.1 M = 30, n = 40, r = 8. Estimate N.

N ≈ 30 × 40/8 = 150.

5.2 M = 80, n = 60, r = 12. Estimate N.

N ≈ 80 × 60/12 = 400.

5.3 Explain the likely direction of bias if marked animals are easier to catch again.

The recapture count r is too large relative to the random-mixing model, so Mn/r tends to underestimate N.

5.4 Why is r = 0 a problem for this estimator?

Mn/r would require division by zero. This sample gives no finite estimate using the simple formula; further data or a different method are needed.

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SOLUTIONS / MIXED REVIEW

Answers and marking guidance

Award the suggested method marks for valid working, even where a later arithmetic slip occurs. Do not count the same step twice. These are independent teaching allocations, not official exam-board mark schemes.

R1. A survey asks 50 members of a town library about all town residents' reading habits. Identify the population and a source of bias. [3 marks]

Target: all town residents. The library-based frame excludes many non-members, who may read differently. [1 population; 1 exclusion; 1 reason it matters.]

R2. Classify favourite colour, number of pets and measured mass. [3 marks]

Categorical, discrete numerical, continuous numerical respectively. [1 each.]

R3. Choose 24 systematically from 360 names. Explain the method. [3 marks]

Interval 15. Choose a random start from 1–15, then every 15th entry. [1 interval; 1 start; 1 procedure.]

R4. Higher: strata contain 150,250,400 people. Allocate a proportional sample of 80. [3 marks]

Total 800 and fraction 1/10, so 15, 25, 40. [1 fraction; 1 correct allocations; 1 total check.]

R5. Repair "How good are our brilliant tutors?" to ask about clarity neutrally. [2 marks]

For example: "How clear was the explanation in your most recent lesson?" with balanced options from very unclear to very clear. [1 neutral wording; 1 suitable options.]

R6. Explain why random sampling does not guarantee a perfectly representative sample. [2 marks]

Chance variation can produce a sample whose composition differs from the population even under a valid random method. [1 chance variation; 1 consequence.]

R7. Higher: 45 animals are marked. A second sample has 60 animals, including 15 marked. Estimate the population and state an assumption. [3 marks]

$45 \times 60/15 = 180$. For example, assume adequate mixing and comparable capture chances. [1 formula; 1 estimate; 1 valid assumption.]

R8. Higher: explain how inward migration of unmarked animals could affect a capture–recapture estimate. [3 marks]

It breaks the closed-population assumption. Dilution can reduce the marked fraction and raise the estimate relative to the original population; the target population has also changed. [1 broken assumption; 1 fraction effect; 1 interpretation.]

Reflect, repair and revisit

Record one secure method, one mistake you corrected and one question to retry. Reattempt the questions you missed in a few days. Explain why your new method works before you compare your answer.

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