Assessment 2 Descriptive Statistical Report

Type answers below each heading. Leave template formatting unmodified. Delete this paragraph and other instructions. All text in your assignment counts towards the word limit. Word-count is based on Turnitin, so check it on Turnitin before final submission.

# Aims of analysis – 10%

In about 100-150 words, say what you want to know from the analysis, the questions you want the data and your analysis to answer. Consider:

* Why you have chosen the variables selected for this analysis, why these variables are important. Given reasons. You may *optionally* support your ideas with citations and references if they support your academic argument. Citations and references are not essential. Your own ideas are essential. Your general knowledge about the world should help with this section.
* Relationships (associations) you expect to find between combinations of variables. Give reasons for exploring these associations. What do you expect the results to show, and why? Predicted associations can be expressed as *hypotheses* you want your analysis to test. Consider: Why should these variables be associated? Say why.

# Single-variable descriptive statistics – 30%

Conduct single-variable analyses on at least five variables to describe the sample.

Results should be presented in at least one labelled table of numerical results and at least one frequency histogram. Use more than one histogram only if the extra graphs say something important. The number of tables should be more than the number of graphs – this is assessable. Adding a normal curve to the frequency histogram for a continuous variable would assist the interpretation of normality. Correct interpretation of normality, where appropriate, will increase the score. The number of analyses is not specified. Prose presentation of results (words and numbers in sentences) may be used so long at least one table and at least one graph are also supplied.

Summarise the sample description in your own original words, without simply repeating the table data. Repeating table data is not good reporting unless you really need to restate the numbers in order to make an important point about the results.

Marks are allocated as follows:

* Appropriate selection of variables, matching variables to analysis method and validity of analysis 10%.
* Presentation of results – accuracy, labelling and presentation 10%.
* Validity, relevance and importance of the stated interpretation and conclusion, clearly and concise prose style, and relevance to stated aims 10%.

# Finding associations 40%

Choose at least any two of the analyses listed below to identify and interpret meaningful associations between sets of variables.

* Cross-tabulation.
* Breakdown of descriptive statistics by group.
* Correlations.

At least four variables will need to be analysed. Present the results in at least two properly presented (i.e., meaningfully labelled, accurate and easily interpretable) tables. Also include at least one graph illustrating an important relationship.

* Appropriate selection of variables, matching variables to analysis method and validity of analysis 10%.
* Presentation of results – clarity, accuracy, labelling and appropriateness 30%.
* Validity and relevance of interpretation, clarity, precision of interpretation, relevance to stated aims 10%.

For a higher score, include at least one new, derived variable based on recoding or transformation of an existing variable or variables in this analysis. See also the Module 5 tutorial instructions.

# Discussion 20%

Summarise what you have found from all of your analyses. What do your results mean for the state of the world’s children? Is the situation good or bad, and why – give reasons beyond only “good” and “bad”. Do not merely repeat the results. Instead, interpret the findings, mentioning the wider implications. Suggested length, a few to several sentences. A careful choice of variables to analysis will make this section easier to write and more meaningful. If the analyses are connected conceptually, a more integrated (i.e., less fragmented or piecemeal). Match this section to your analysis aims.