GRAPHS AND TABLES

MNU 320-a
I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.

MTH 321-a
I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs making effective use of technology.

Pupils should be able to:

- Conduct a class survey, including a questionnaire designed by the class
- Organise results using tables with row and column headings designed by the teacher (or) designed by pupil
- Display results using   Bar-graph   or   line-graph
- Understand the need for proper scales, labeling of scales, and title
- Interpret by retrieving information from tables, bar-graphs, line-graphs and pie-charts (including from more difficult tables and graphs)
- Display and interpret bar- and line-graphs with more difficult scales, e.g. units of 100
- Review newspapers/magazines for information displayed graphically, discuss special features of the displays, and bias in vague/misleading displays
- Calculate the mean average of a data set

PUPILS SHOULD COMPLETE THE FOLLOWING EXERCISE AND ASSESS THEIR PROGRESS BY TICKING ONE OF THE OPTIONS FOR EACH TOPIC IN THE TABLE BELOW

	DEVELOPING	CONSOLIDATING	SECURE
Displaying information on bar graph/ using scales QUESTION 1			
Pie Charts QUESTION 2			
Interpreting information from line graph QUESTION 3			

Mymaths lessons: library/data/presenting data/frequency tables and bar charts
/pictograms and bar charts
/line graphs and two way tables

1.   The table below shows the number of S1 absences for a week in May 2012.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Absences	11	9	7	5	3

a)   Display this information on a Bar Graph in the grid below
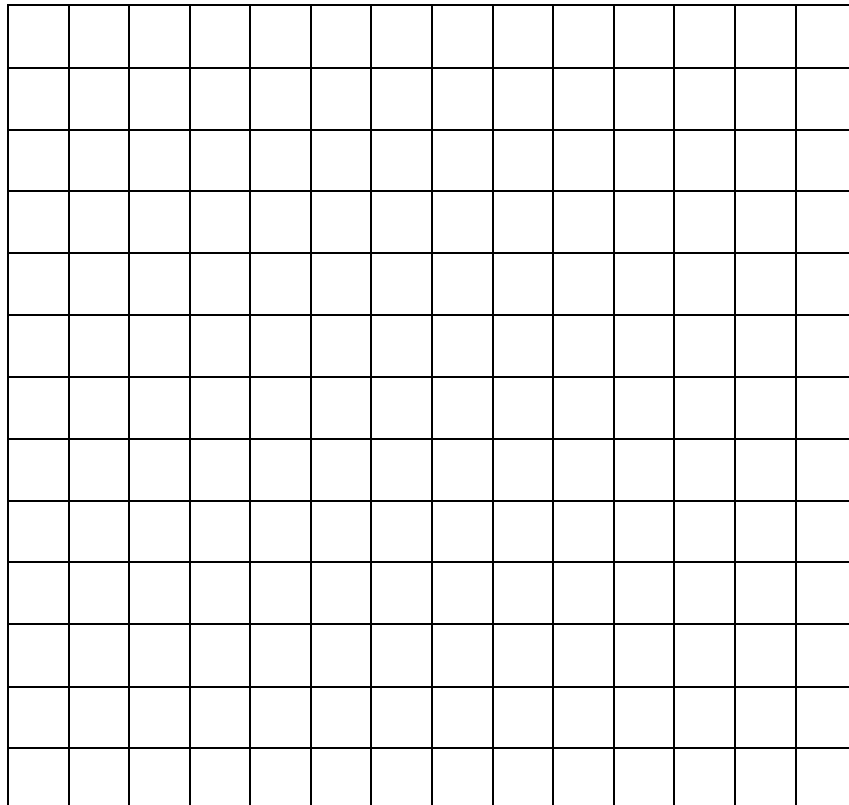
b)   Calculate the mean number of absences that week.

2. 30 S1 pupils were asked for their favourite type of crisp. The results are shown in the table below.

Flavour	Plain	Cheese & Onion	Salt & Vinegar	Tomato	Other
Number of Pupils	10	7	5	6	2

Input this data into an Excel spreadsheet and use it to create a pie chart to display this information

3. The line graph below shows the 4 hourly changes for body temperature (°C) of a malaria patient over a 2 day period.
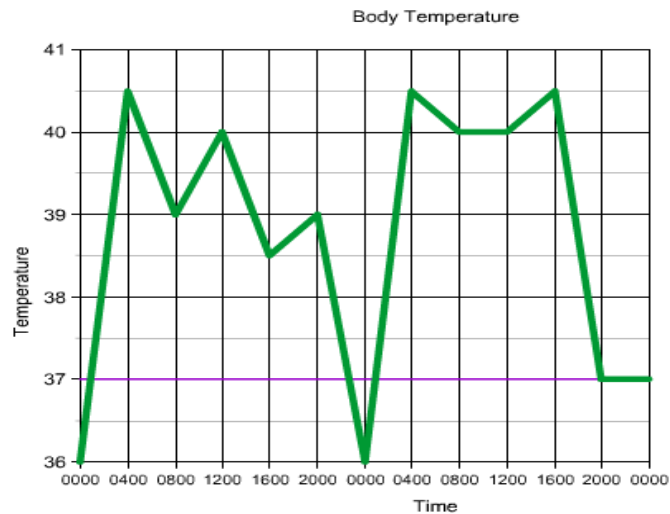
Body Temperature

a) What was the highest temperature and when was this temperature first recorded?

b) Between which 2 periods was the greatest increase in temperature and what was this increase?

c) Normal body temperature is 37 °C. At what time on day 2 was this temperature first recorded?