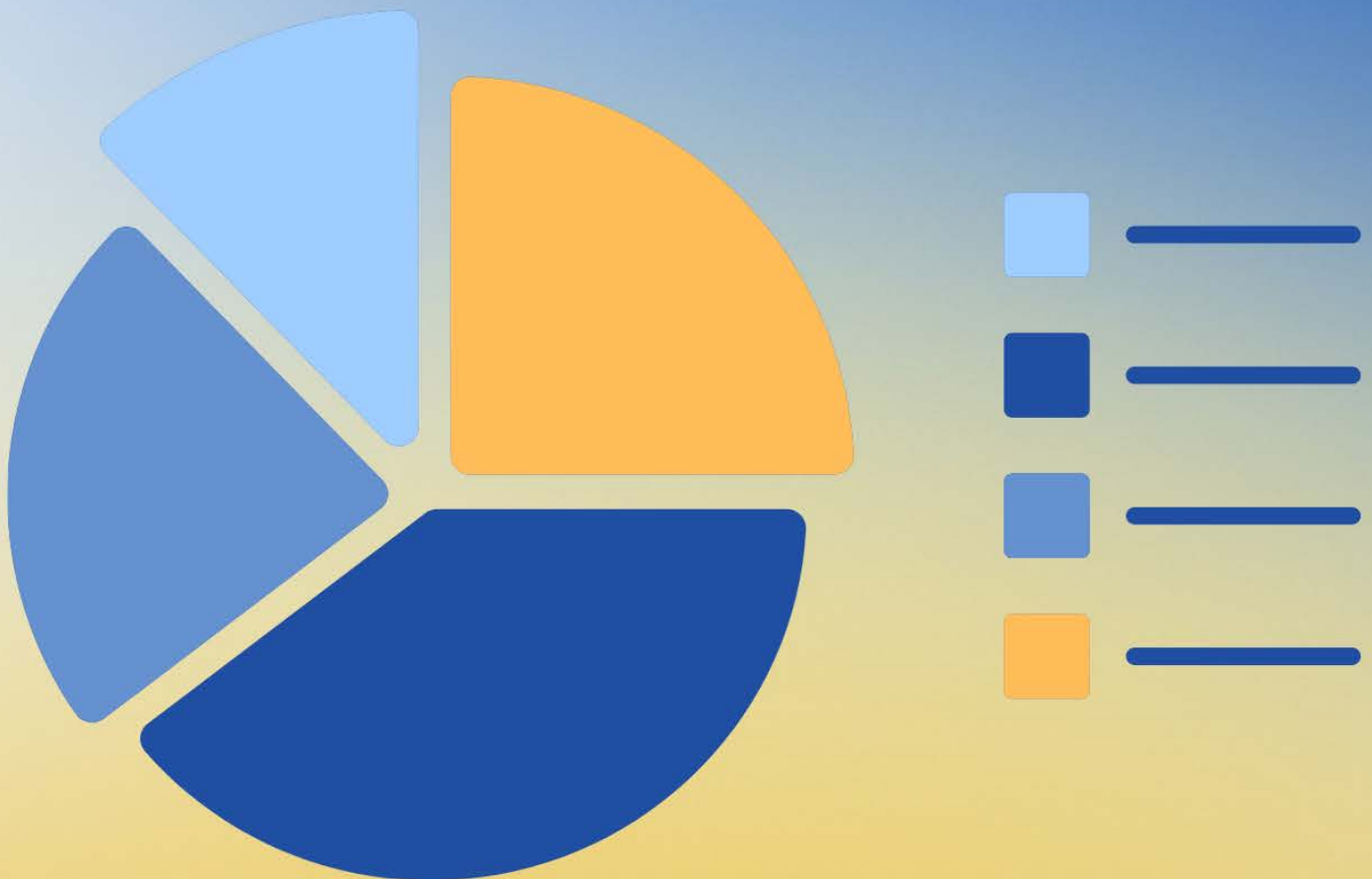


Level 1



# Data Handling

Student Worksheets





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Note to the Teacher

Overview

## DATA IN EVERYDAY LIFE

### Assessment Brief 1

- A. What is Data?
- B. Examples of Data in Everyday Life
- C. Describing Data
- D. Sorting Data
- E. Diagrams
- F. Graphs
- G. Pictographs
- H. Tally Marks
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## GATHERING AND SHOWING DATA

### Assessment Brief 2

- A. Gathering and Sorting Data
- B. Data and Information
- C. Recycling Project
- D. Group Investigation

Mapping of learning Outcomes



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## Assessment Brief 1

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Course:	Data Handling
Course Code:	MIN08
Assessment:	Collection of Work
Title:	<b>Data in Everyday Life</b>
Weighting:	Collection of Work 100%



### Guidelines

You will be expected to:

1. Name the uses of data in everyday life.
2. Sort data.
3. Give information about data.

### Assessment criteria

- Exercises and tasks must be complete and correct.
- Answers must be set out in a clear way.
- Look at different ways data is shown, e.g. in pictures, signs, graphs, numbers, etc.
- Use the vocabulary of data handling, e.g. data, information, graph, column / bar graph, pie graph, line graph, pictograph, etc.
- Describe data.
- Sort data by type, shape, number, colour, etc.
- Understand the data in some diagrams, e.g. life cycle, plan, weather chart, instructions, signs, icons, map, list, etc.
- Show an understanding of the parts of a graph.



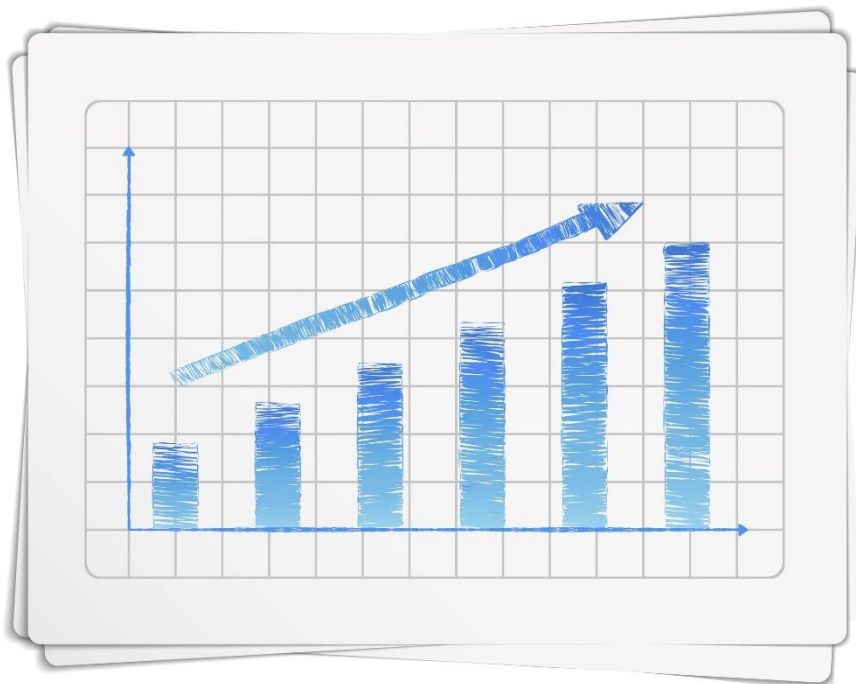
- Read and describe the data in pictographs, bar / column graphs, pie graphs and line graphs.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own work.

Signed:

Date:





4. When describing data, sometimes we use tally marks. Look at how we write tally marks:

Number	In words	In tally marks
1	one	
2	two	
3	three	
4	four	
5	five	<del>  </del>
6	six	<del>  </del>
7	seven	<del>  </del>
8	eight	<del>  </del>
9	nine	<del>  </del>
10	ten	<del>  </del>     <del>  </del>

5. Write in tally marks:

3	
7	
5	
2	
10	



3. Circle the things a footballer wears.



4. Underline the ball that is not round.





5. Circle the birds that are not flying.








6. What does this sign say? Choose the correct answer.



- Do not feed the dogs.
- Do not feed the birds.
- Do not feed the bears.



Monday	Tuesday	Wednesday	Thursday	Friday
				
rainy	rainy	cloudy	stormy	sunny

6. Choose the correct words.

a) On Thursday it is:

rainy

cloudy

stormy

sunny

b) On Tuesday it is:

rainy

cloudy

stormy

sunny

c) On Friday it is:

rainy

cloudy

stormy

sunny

d) On Wednesday it is:

rainy

cloudy

stormy

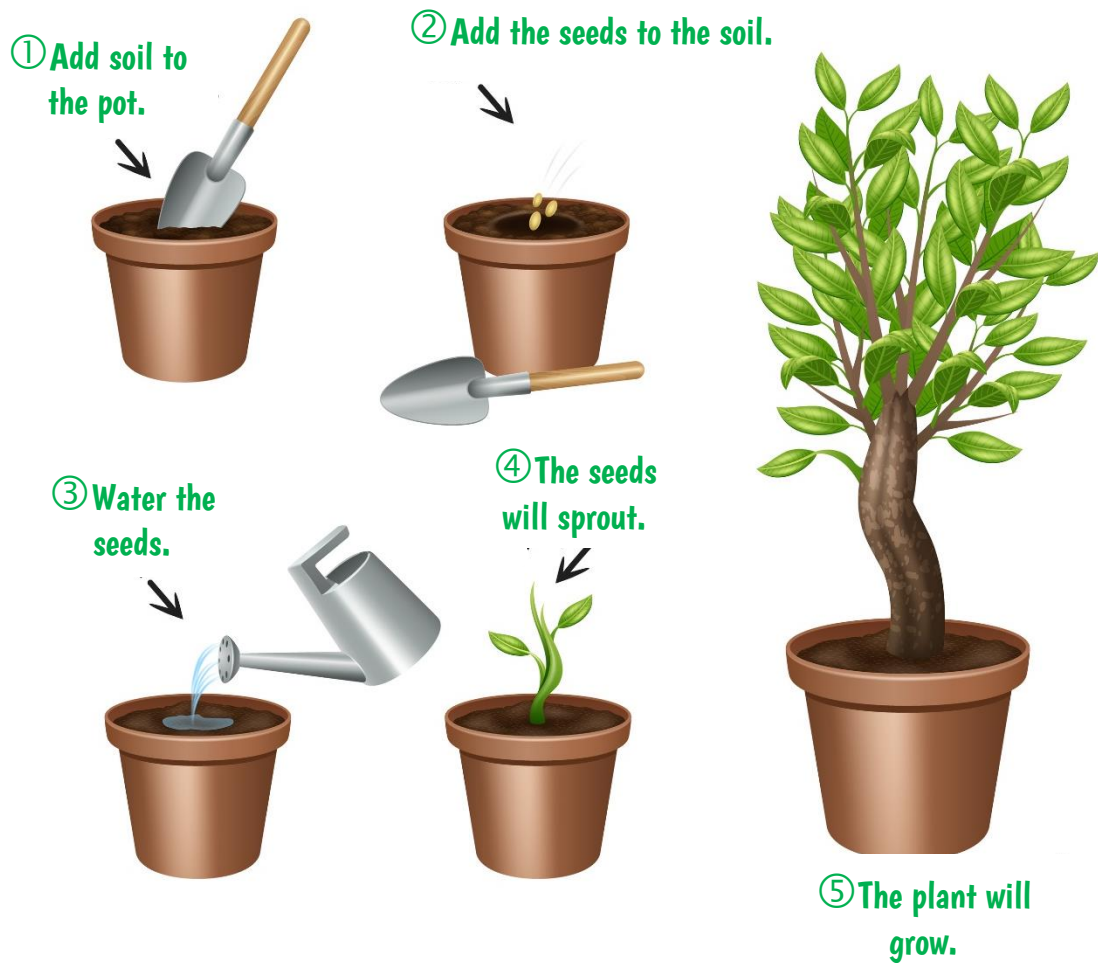
sunny







7. Look at how to plant a tree.



8. Complete the instructions.

**seeds, the, plant, pot, will**

- Add soil to the \_\_\_\_\_.
- Add the \_\_\_\_\_ to the soil.
- Water \_\_\_\_\_ seeds.
- The seeds \_\_\_\_\_ sprout.
- The \_\_\_\_\_ will grow.





18. I have packed these things for a weekend at the beach.

clothes – shirts / pants / underwear, phone and charger, shampoo and moisturiser, sunglasses

Check my list to see if I have everything. Tick things off.

**WEEKEND PACKING LIST**

- SUNGLASSES
- MEDICINE
- SOCKS
- SUNSCREEN
- SHAMPOO
- SHIRTS
- UNDERWEAR
- CHARGER
- MOISTURISER
- MONEY
- PHONE
- PANTS



What have I left out?

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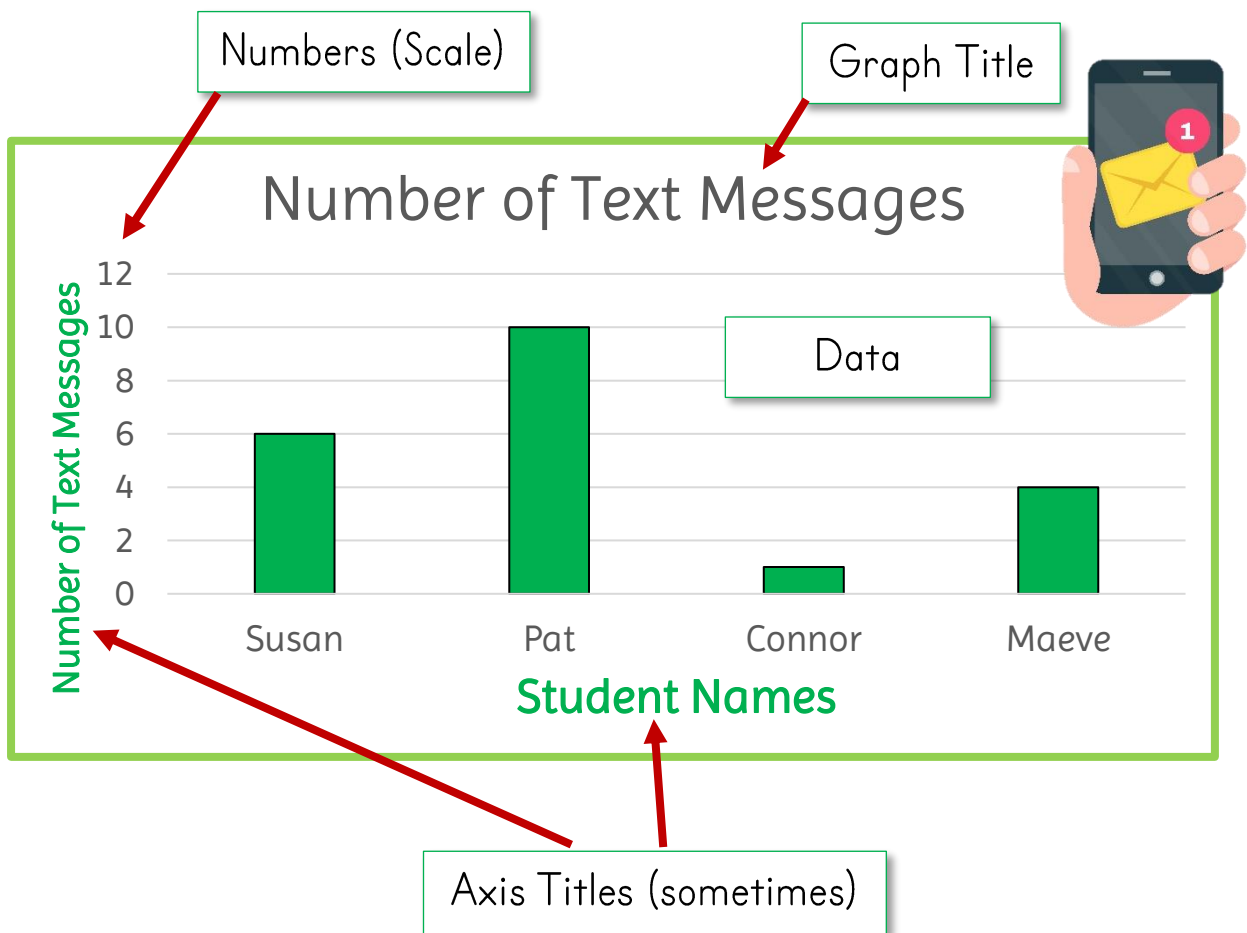
## F. Graphs

Graphs are a good way of showing information.

Students were asked how many text messages they had sent that day.



1. Look at the graph below. Talk about the information it shows. Look at parts of the graph.



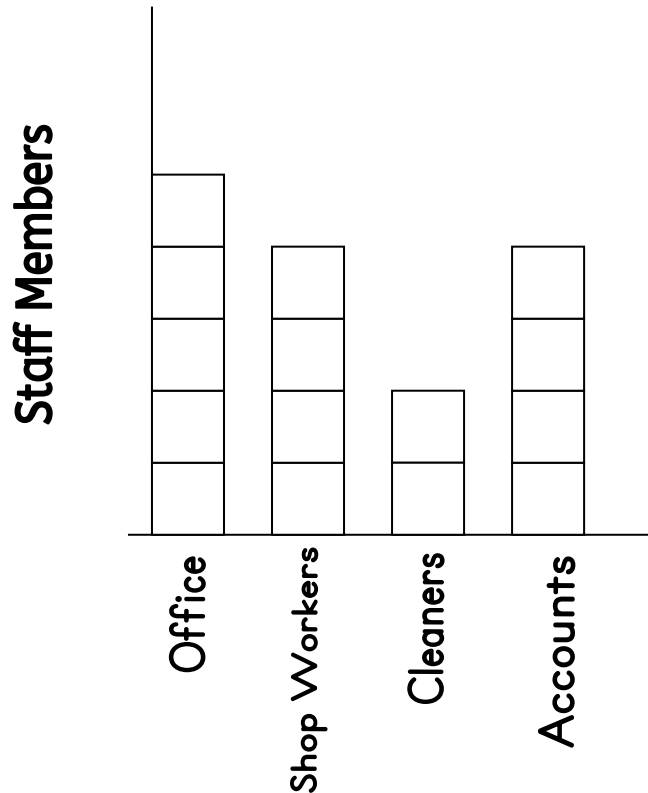
2. Answer the questions:

- Who sent the most text messages? \_\_\_\_\_
- Who sent 4 messages? \_\_\_\_\_
- How many messages did Connor send? \_\_\_\_\_



Here are staff members working at the shop.

## Shop Staff Members



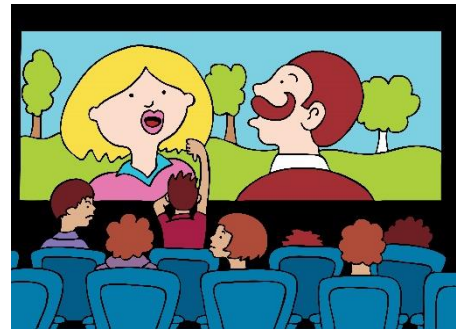
3. Choose the correct words.

- a) Most of the people work in the \_\_\_\_\_. (shop, office)
- b) There are \_\_\_\_\_ people who clean. (2, 4)
- c) There are \_\_\_\_\_ shop workers than cleaners. (more, less)
- d) If one person in the office leaves, there will be \_\_\_\_\_ people working in the office. (4, 3)

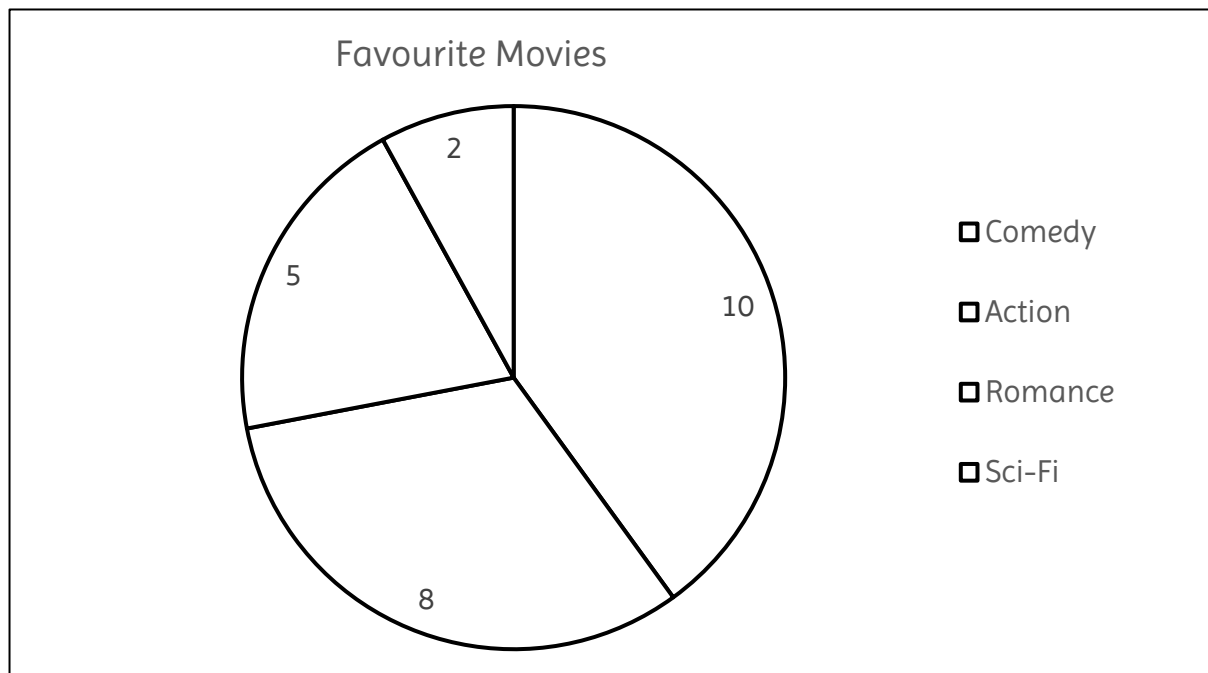


2. Students were asked what kind of movie they liked the best. See the results below:

Type of Movie	Number of Votes
Comedy	10
Action	8
Romance	5
Sci-Fi	2



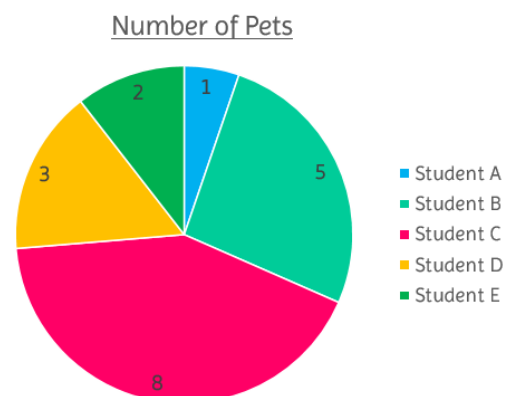
3. Use colours to complete the pie graph:



4. What is your favourite type of movie? \_\_\_\_\_

5. Students were asked how many pets they had.  
Look at the pie graph. →  
Who has the most pets?

\_\_\_\_\_










### 10. Group Work:

If you were ordering lunch (that would be nice!), what would each person choose?

Draw a tick for each choice. Gather the evidence.

				
hot dog	wrap	pizza	sandwich	burger

11. Answer the questions over the page.



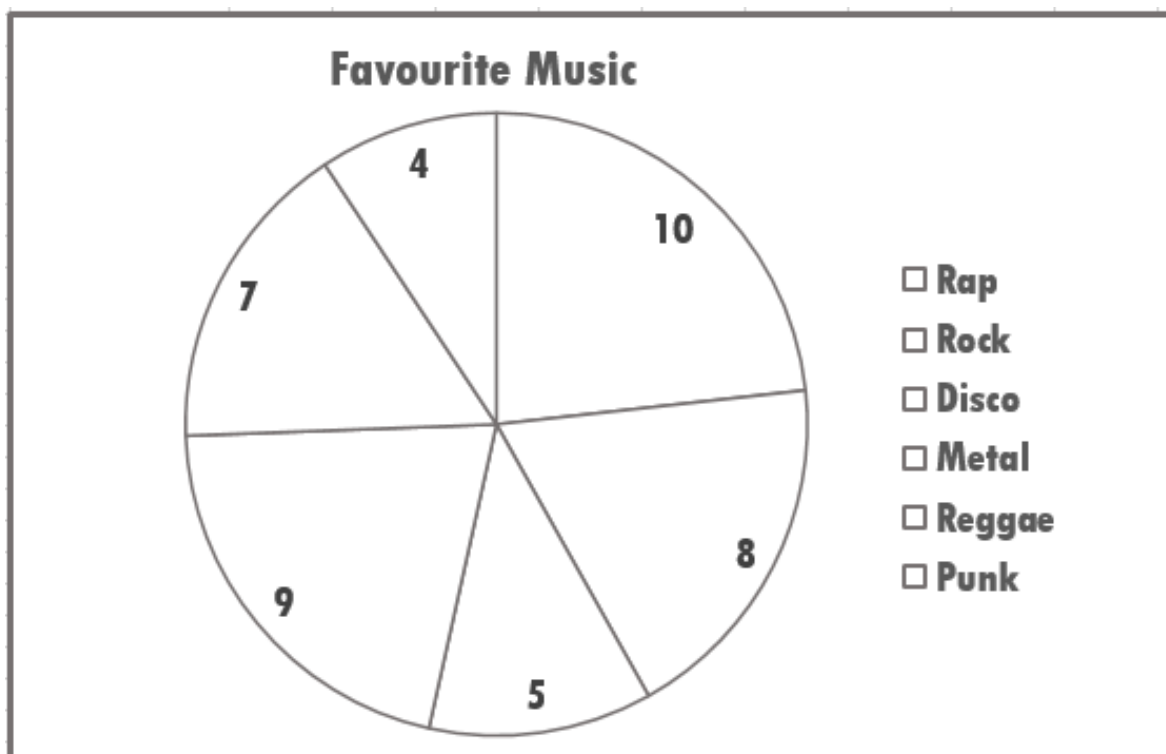
5. A survey was carried out to find out what music students liked the best.

Here are the results:

Type of Music	Number of Votes
Rap	
Rock	
Disco	
Metal	
Reggae	
Punk	



Use this data to complete the pie graph:





19. As you have seen, a survey is often carried out to find out people's thoughts, opinions and habits. Do this survey for practice.

### MOBILE PHONE SURVEY

a) What kind of mobile phone do you have?

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b) How many text messages do you send every day?

0

Less than 5

5 or more

c) How many phone calls do you make every day?

0

Less than 5

5 or more

d) What do you use your phone for?

Calls

Texts

Time

Music

Games

Photos

Other \_\_\_\_\_



*Thank you for filling in this survey!*





## D. Group Investigation



Do this as a group.

- Ask: What do you want to find out?
- Collect data.
- Make a bar or column graph.
- Write what you found out.

What do you want to find out?

Here are some examples:

- What is the best football team?
- What is the most popular colour in the class?
- What subject do students like best?
- What season do the students like the best?
- Which supermarket is most popular?



I. Write what they group has chosen.

a) Your chosen topic is

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b) You want to find out

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## Mapping of Learning Outcomes

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(DH1) Identify the use of data in everyday life, e.g. the numbers of people who want tea/coffee [Page 8 \(what is data\)](#), [Pages 9 to 11 \(examples of data in everyday life\)](#), throughout the course – everyday examples

(DH2) Gather data with one criterion following clear instructions [Pages 65 to 71 \(gathering and sorting data\)](#), [Pages 72 to 80 \(data and information – gathering / collecting data\)](#), [Pages 81 to 84 \(recycling project – collecting and sorting data\)](#), [Pages 85 to 89 \(group investigation – deciding project, collecting and sorting data, recording results, give findings\)](#)

(DH3) Sort data using one criterion, e.g. grouping counters indicating preferences for tea [Pages 16 to 25 \(sorting data\)](#), [Pages 65 to 71 \(gathering and sorting data\)](#), [Pages 72 to 80 \(data and information – gathering / collecting data, sorting data\)](#), [Pages 81 to 84 \(recycling project – collecting and sorting data\)](#), [Pages 85 to 89 \(group investigation – deciding project, collecting and sorting data, recording results, give findings\)](#)

(DH4) Communicate information relating to data, e.g. of not more than two variables [Pages 12 to 15 \(describing data\)](#), [Pages 26 to 37 \(data in diagrams\)](#), [Pages 38 to 39 \(graphs\)](#), [Pages 40 to 42 \(pictographs\)](#), [Pages 43 to 47 \(tally marks\)](#), [Pages 48 to 53 \(column and bar graphs\)](#), [Pages 54 to 56 \(pie graphs\)](#), [Pages 57 to 61 \(line graphs\)](#), [Pages 70 and 71 \(group survey, e.g. lunch menu\)](#), [Pages 72 and 73 \(data and information – group birthday survey\)](#), [Pages 74 to 80 \(giving information about data\)](#), [Pages 81 to 84 \(recycling project – collecting and sorting data, recording results, give findings\)](#), [Pages 85 to 89 \(group investigation – deciding project, collecting and sorting data, recording results, give findings\)](#)