

Class 4 collected the following information for each child:

- a) height in cm b) how they travel to school c) favourite pet (mammals only)

Name	Height	Travel	Pet
Ami	129	car	dog
Brad	138	walk	rabbit
Cath	121	bus	cat
Del	133	walk	dog
Ella	135	car	hamster
Finn	126	walk	cat
Gaby	137	car	rabbit
Hugh	143	walk	dog
Inga	131	car	cat
Jack	140	car	dog
Kyrah	128	walk	dog
Levi	124	walk	dog
Mani	136	walk	dog
Neil	132	car	rabbit
Olga	135	walk	dog

Name	Height	Travel	Pet
Phil	130	bus	hamster
Queeny	141	walk	cat
Ray	139	walk	dog
Sita	134	car	dog
Theo	125	car	rabbit
Usha	142	walk	dog
Vinod	131	walk	dog
Wendy	127	car	rabbit
Xeno	137	walk	cat
Yitzi	135	walk	dog
Zak	126	bus	cat
Anita	144	walk	dog
Ben	142	car	cat
Cleo	140	walk	dog
David	132	car	rabbit

B

- 1 Make a frequency table or a tally chart to find the totals for each type of pet and then present the results in a bar chart labelled in 2s.
- 2 Hugh thought that taller children were more likely to walk. This is the Carroll diagram he drew to investigate.

	walk	not walk
over 133 cm		
not over 133 cm		

- a) Copy and complete the diagram by writing each name (or initial letter) in the right place.
- b) Was Hugh right? Are taller children in Class A more likely to walk? Explain how the Carroll diagram helps you decide.

C

- 1 Copy and complete this tally chart organising the heights of the children into 5 cm groups.

Height (cm)	Tally	Total
121–125		3
126–130		
131–135		
136–140		
141–145		

- 2 Ami thought that girls in Class 4 were more likely than boys to have a dog.
 - a) Use a Venn diagram to investigate her theory.
 - b) Write a conclusion.
- 3 Kyrah wondered if children in Class 4 who had dogs were more likely to walk to school.
 - a) Draw a Carroll diagram to investigate.
 - b) Write a conclusion.