## Line Graphs

Line graphs use a line to connect individual data points.

In our unit on statistics we learn to:
-Read and interpret line graphs -Draw line graphs
-Use line graphs to solve problems
-Read/ interpret tables
-Two way tables -Timetables

## This learning is important because...

...it helps us to read and understand information. We can make use of information to answer important questions. It also helps us to think critically to solve problems.

## Tables

## Reading and Understanding Tables

-In order to understand the data in tables, we need to read the title and headings of the table carefully.
-When looking at a piece of information, we need to ensure that we carefully read the headings that it falls under. E.g. for someone who is under 18 , looking for a standard season ticket in a gold seating zone, they would need to look for the highlighted box.

Football Club Season Ticket Prices

|  | $\underset{\substack{\text { EARLIV } \\ \text { BIRD }}}{ }$ | Standard |
| :---: | :---: | :---: |
| ADUIT | 5910 | ¢431 |
| ${ }^{65+}$ | 5310 | 5326 |
| YOUTH ${ }^{\text {7 }}$ + | 5210 | ¢221 |
| U18 | ¢165 | \& 173 |
| U12 | 599 | s104 |
| ADUIT | ¢385 | S404 |
| ${ }^{65+}$ | ¢285 | 5299 |
| YOUH \& $75+$ | ¢195 | 5205 |
| U18 | S140 | ¢147 |
| U12 | ¢ 75 | 579 |

## Completing Tables

-We can complete tables using given information.
-e.g. To find how many Year $9 s$ voted for basketball, subtract football from Year 9 total.
-Once Year 9 basketball and Year 10 football have been inputted, we can find the totals by adding information together.

| Year 9 and Year 10 Favourite Sports |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Football | Basketball | Total |
| Year9 | 45 |  | 102 |
| Year 10 |  | 32 | 101 |
| Total |  |  | 203 |

## Key Vocabulary

| Interpret | Timetable | Value | Predict | Table | Continuous | Discrete | X Axis | Y Axis | Scale | Survey | Tally | Represent |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

