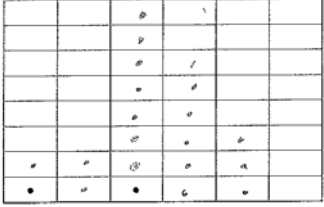
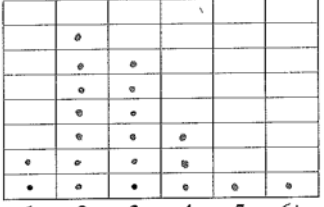
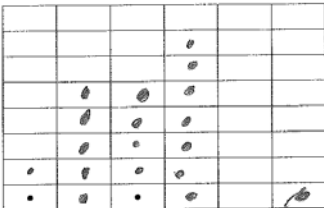
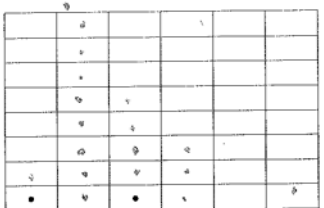
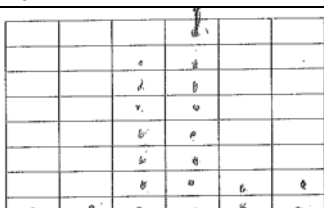
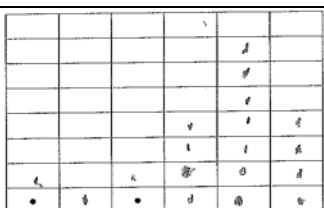
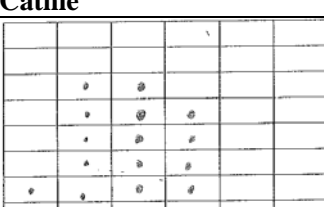
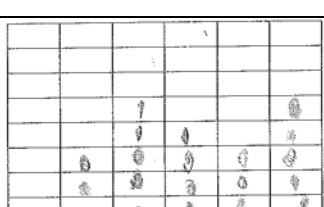
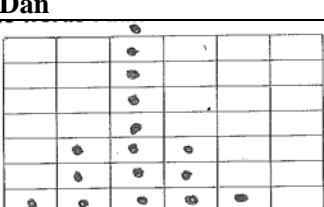
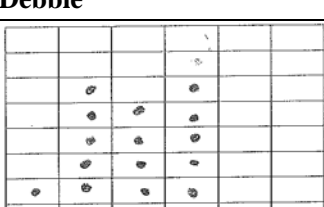


Student work samples (ST8112)

Part d) Students graphs and their finding if they are the same or different.

Graphs for each of five pairs of students		Their finding	More likely finding (Look for different locations for most of the data)
 <p>Aaron</p>	 <p>Anna</p>	Same	Different Aaron's are mainly 3-4, and Anna's 2-3
 <p>Ben</p>	 <p>Bobbie</p>	Different	Different Ben's are mainly 2-4, Bobbie's 2-3
 <p>Cathie</p>	 <p>Chris</p>	Different	Different Cathie's are mainly 3-4, Chris's 4-6+
 <p>Dan</p>	 <p>Debbie</p>	Different	Different Dan's are mainly 2-4, Debbie's 2-6+
 <p>Eric</p>	 <p>Elise</p>	Different	Same ? Eric's and Elise's are both mainly 2-4.

- Students in each pair recorded the same finding whether their graphs were similar or different.
- The first pair could have noted that Aaron had most of his data in columns 3 and 4, whereas Anna had most of hers in columns 2 and 3.
- Pairs 2–4 correctly identified that the two graphs were noticeably different
- Pair 5 may well have concluded that the two graphs were similar, as each had most of the data in Columns 2–4.

Possible ways of drawing circles around “the biggest chunk of the data” on each graph to assist comparing the two graphs (not done by students, but to illustrate how circling most of the data helps reach conclusions). The median has a box around it. This can also help to decide if the two graphs differ.

