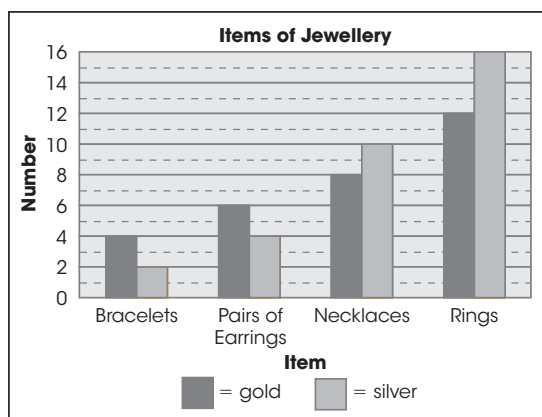


Learn About

Interpreting Graphs and Charts: Bar Graphs and Charts

A **bar graph** uses numbers and bars to compare amounts. A **chart** uses numbers to display information. The bar graph and the chart below both show that a jewellery box contained four gold bracelets and two silver bracelets.

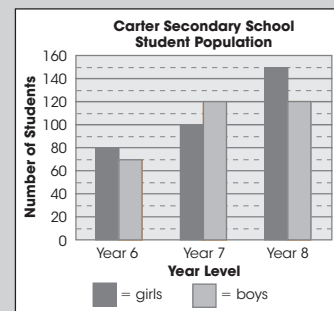
Bar Graph



Chart

	Bracelets	Pairs of Earrings	Necklaces	Rings
Gold	4	6	8	12
Silver	2	4	10	16

The bar graph shows the number of boys and girls in years seven, eight and nine at Carter Secondary School. How many girls attend Carter Secondary School?



The darker shaded bars represent the number of girls in each year level.

Year six: 80 girls Year seven: 100 girls Year eight: 150 girls

$$80 + 100 + 150 = 330$$

There are **330 girls** at Carter Secondary School.



A **bar graph** uses numbers and bars to compare amounts. A **chart** uses numbers to display information.

*Look at the answer choices for each question.
Read why each answer choice is correct or
not correct.*

1. Both John and William scored all of their points by making two-point shots. How many shots did John and William make combined?

Ⓐ 18 shots

This is not correct. John and William scored a total of 18 points. Each shot was worth 2 points.
 $18 \div 2 = 9$, not 18.

Ⓑ 12 shots

This is not correct. John and William scored a total of 18 points. Each shot was worth 2 points.
 $18 \div 2 = 9$, not 12.

● 9 shots

This is correct. John and William scored a total of 18 points. Each shot was worth 2 points.
 $18 \div 2 = 9$

Ⓓ 3 shots

This is not correct. John and William scored a total of 18 points. Each shot was worth 2 points.
 $18 \div 2 = 9$, not 3.

2. What percentage of the team's points were from two-point shots?

● 67%

This is correct. The total percentage of all points scored by free throws and three-point shots is 33%.
 $100\% - 33\% = 67\%$

Ⓑ 58%

This is not correct. The total percentage of all points scored by free throws and three-point shots is 33%. $100\% - 33\% = 67\%$, not 58%.

Ⓒ 33%

This is not correct. The total percentage of all points scored by free throws and three-point shots is 33%. Subtract this percentage from 100%. $100\% - 33\% = 67\%$.

Ⓓ 20%

This is not correct. The total percentage of all points scored by free throws and three-point shots is 33%. $100\% - 33\% = 67\%$, not 20%.

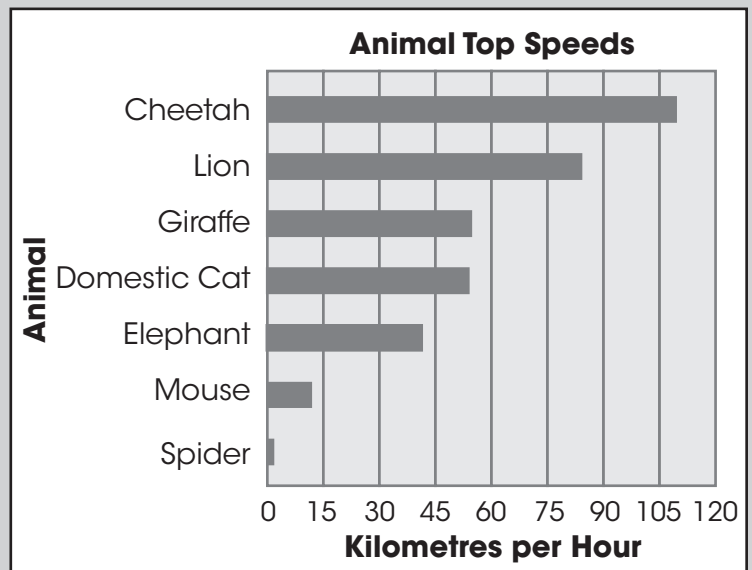
Lesson

2

Read the passage.
Then do Numbers 1–5.

Running with the Cheetahs

The speed at which an animal can run partially determines whether it will be the prey or the predator. The ability to outrun slower animals is an advantage on the food chain. An animal's speed is influenced by its size, leg length and muscle mass. Very small animals do not run as quickly as larger animals with longer legs. Very large animals are often too heavy to be quick. The bar graph shows top speeds of some animals.



1. Which animal on the graph is slowest?

- Ⓐ elephant
- Ⓑ cheetah
- Ⓒ spider
- Ⓓ mouse

2. Which animal on the graph has a top speed that is closest to that of a giraffe?

- Ⓐ spider
- Ⓑ lion
- Ⓒ elephant
- Ⓓ domestic cat

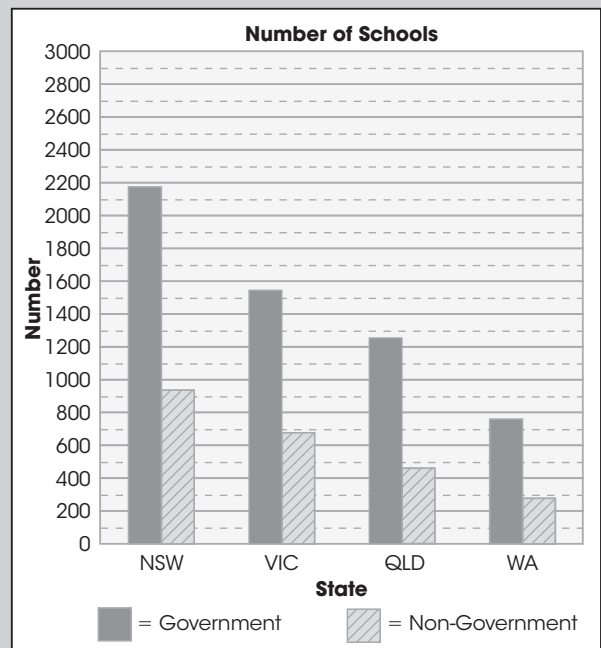
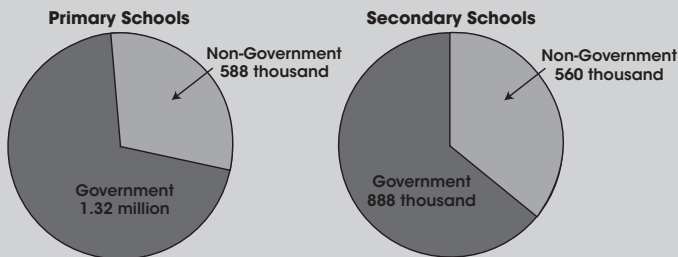
Lesson 10

Read the passage.
Then do Numbers 1–5.

School Choice

Brandon is working on a research project for his humanities class. He is researching schools in Australia. Brandon has found that all communities offer both government and non-government schools. The graphs that Brandon has created are shown here.

Approximate Student Enrolment in Australian Schools (2007)



1. Approximately how many students were enrolled in government and non-government primary schools in 2007?

- (A) 3.8 million students
- (B) 1.9 million students
- (C) 1.3 million students
- (D) 588 thousand students

2. Approximately what percentage of primary school students attend non-government schools?

- (A) 20%
- (B) 30%
- (C) 40%
- (D) 50%

Self-Assessment 2

Lessons 6–10

Answer these questions after you have completed Lessons 6–10. Before you begin, re-read what you wrote in Self-Assessment 1.

FOCUS on Interpreting Graphs and Charts, Book F

Name _____ Date _____

1. Rate your work in Lessons 6–10. Circle your answer.

successful

somewhat successful

needs improvement

2. Did any of the questions give you trouble? _____

If so, what kind of trouble did you have?

Is this the same kind of trouble you had in Lessons 1–5? _____

3. Did you find the questions easier or more difficult than those in Lessons 1–5?

Why do you think this is so?

4. Did you meet the goal you set for yourself for Lessons 6–10? _____

Why or why not?

5. What is your goal for Lessons 11–15?

Cut along the dotted line.