Name: _____ Date: _____

BLM 3–7

Section 3.3 Display Data

1. Classify each set of data as continuous or discrete.
- **a)** temperature measured throughout the day
- **b)** the number of students in mathematics classes in every high school in Ontario
- **c)** the value of an investment at the end of each month
- **d)** the volume of air in an average breath taken by students in your science class

2. What type of graph would best represent the data in each case? Explain your choice.
- **a)** how a school's art budget is spent
- **b)** the time students take to eat lunch at your school
- **c)** the number of students in each grade at your school
- **d)** the change in gas price over time

3. What is the difference between categorical and discrete data? Give an example of each.

4. Tanis recorded the types of CDs sold at her music store this past weekend.

CD Type	Number Sold
Rock	224
R&B	51
Hip Hop	366
Heavy Metal	180
Alternative	294
Other	37

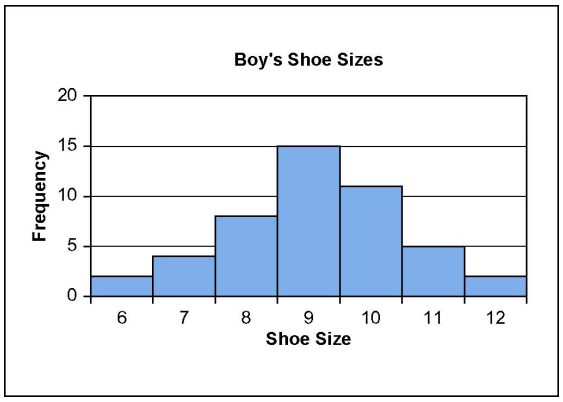
- **a)** Create a bar graph and a circle graph to represent the data.
- **b)** Which graph better displays the data? Explain.

5. The results of a mathematics test are shown. Create a frequency table and histogram to represent the data.
83, 54, 66, 27, 93, 91, 24, 63, 68, 71,
81, 75, 88, 54, 73, 70, 62, 48, 41, 73,
54, 77, 86, 81, 92, 67, 61, 58, 31, 89

6. Elijah recorded the choices of students ordering lunch at the school cafeteria yesterday. His results are shown in the bar graph.

- **a)** Which was the most popular lunch?
- **b)** How many students chose soup and salad?
- **c)** How many students purchased a lunch yesterday?
- **d)** What percent of students surveyed had chilli-fries?

8. The histogram shows the distribution of shoe sizes of the grade 9 boys.



- **a)** How many boys were surveyed?
- **b)** How many boys have a shoe size of 10 or larger?
- **c)** What percent of these boys have a shoe size of 10 or larger?
- **d)** Do you think the percent in part c) is proportional to the total percent of boys with a shoe size of 10 or larger in the school? Explain.