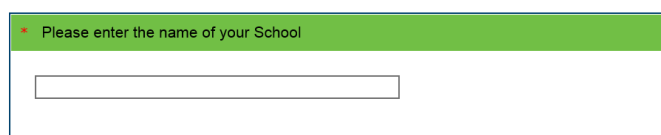
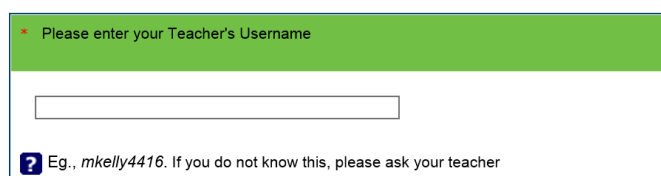
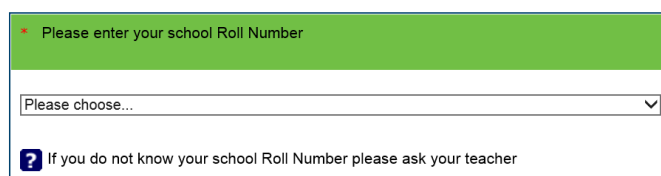


These notes are intended to give further information about how to answer the *CensusAtSchool* questions, first published September 2015.

Please note that if you want to check the online questions before having the students complete the task, use the word "TESTING" in the "School Name" box and then this row of data can easily be identified in your returned data.

Roll Numbers are listed by county if you cannot find your school please instruct your students to use the first entry "Roll Number not listed".

Your username will be used to retrieve the data entered by your students so it is important that everyone enters the same username in the same format, i.e. all lowercase with no spaces.



Ideally, students should complete a hard copy of the questionnaire before completing the online questionnaire. In particular, the following points should be noted:

- All the body measurements should be completed in advance as this will help speed up the data entry session, which should take about 25 minutes in total. See *CensusAtSchool Guide to Taking Measurements*.
- Remind students that slider questions in the online questionnaire require them to move the slider to record a response, even if they move it back to the original position. Otherwise the system will consider that the question has not been answered and will not allow the student to progress to the next page.

### Data Types in This Questionnaire

Q1, Q3, Q4, Q6(a), Q8, Q9(a), Q9(b), Q10(a), Q11, Q12, Q13(c), Q13(d), Q14, Q18, and Q19 all give categorical nominal type data. Q2(b), Q7 and Q10(b) give categorical ordinal type data. All the other questions give numerical data.

Q2(a), Q13(a), Q13(b) and Q15(a) give numerical discrete data.

All the data for physical measurements, time, money and ratings on a line provided are naturally continuous numeric data, e.g. Q5, Q6(b), Q11(b), Q15(b), Q16, Q17, although some are forced into numeric discrete, e.g. Q5, Q6(b), Q15(b), Q16, and Q17.

Q17. Money used in calculations is a numerical continuous variable, but we are told to round it to numerical discrete values for the purpose of the question.

## Univariate and Bivariate Data

*Univariate data:*

The following types of graphical analysis can be used for univariate data:

Type of Data	Line Plot	Bar Chart	Frequency Table	Histogram	Pie Chart	Stem Plot
Categorical	✓	✓	✓		✓	
Discrete Numerical	✓	✓	✓		✓	✓
Continuous Numerical	✓		✓	✓		✓

*Bivariate data:*

Students can draw scatter plots to investigate relationships between two variables such as height and vertical reach, etc.

## Answering and Interpreting Questions

**Q5:** The *CensusAtSchool Guide to Taking Measurements* contains very clear information and diagrams on how pairs of students can work together to compile the measurements required for this question. It might be worthwhile setting up the classroom in advance with three areas where learners measure their:

- A. height (without shoes) and vertical reach;
- B. open arm span;
- C. index finger length (left hand) and ring finger length (left hand).

**Q11:** This question “studying history” might highlight differences in knowledge of the Irish events from the period 1912-1922.

**Q14:** This question (and others in the questionnaire) may prompt students to research more about the national, local events relating to the Irish events from the period 1912-1922.

**Q15:** Teachers should refer to the unit of currency, in this case euro, when students are answering this question.

**Q17:** Using data from this question, it is hoped that students and teachers would investigate the currency system which was in operation in Ireland during the period 1912-1922.

**Q19:** This question on “sporting activities” may highlight both (a) gender and/or (b) geographical differences.