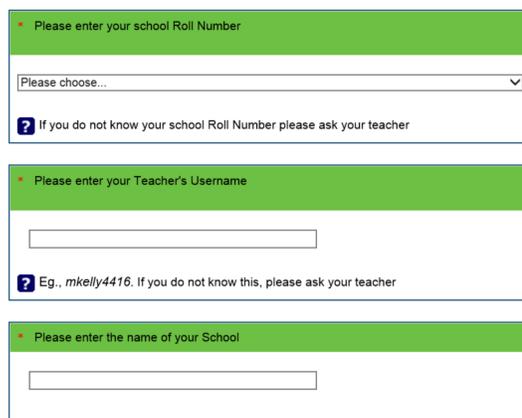


These notes are intended to give further information about how to answer the CensusAtSchool questions, first published September 2016.

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.



The image shows three screenshots of the online questionnaire form fields:

- Roll Number:** A green header bar with the text "Please enter your school Roll Number". Below it is a dropdown menu with "Please choose..." and a small downward arrow. A blue question mark icon is followed by the text "If you do not know your school Roll Number please ask your teacher".
- Teacher's Username:** A green header bar with the text "Please enter your Teacher's Username". Below it is a text input field. A blue question mark icon is followed by the text "Eg., mkelly4416. If you do not know this, please ask your teacher".
- School Name:** A green header bar with the text "Please enter the name of your School". Below it is a text input field.

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

Q.1, Q.3, Q.4, Q.6(b), Q.8(a), Q.10(b), Q.11, Q.12, Q.13, Q.14, Q.15, and Q.17 all give categorical nominal type data. Q.2(b), Q.8(b), Q.9 and Q.10(a) give categorical ordinal type data. All the other questions give numerical data.

Q.2(a) gives numerical discrete data. All the data for physical measurements, time and money are naturally continuous numeric data, e.g., Q.5, Q.6(a), Q.7 and Q.16 although some are forced into numeric discrete due to rounding off.

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

Q.5: 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. Hand span of writing hand and length of right foot
- C. Circumference of right wrist.

Q.8-14: These questions may prompt students to research more about the UN's Sustainable Development Goals (SDGs), Climate Change, Recycling and Renewable Energy.

Q.16: Using data from this question, it is hoped that students and teachers would investigate and deepen their understanding of currency exchange.