These notes are intended to give further information on how to complete the 2019 CensusAtSchool Survey. The survey comes in two versions – a printable PDF and an online form. It may be productive to ask students to fill out the printed version before the online version so that they can have any required measurements already recorded.

Please note that if you want to check the online questions before having 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.

When entering your school's roll number, there is a drop-down menu with all schools listed. Roll Numbers are grouped by county. If you cannot find your school, please instruct your students to use the last 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.

When asking students to complete the survey, 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 (www.tinyurl.com/censusatschoolmeasurements).
- Students could compare Q. 1, 2, 4, 5 to that of the CensusAtSchool New Zealand data from Q. 1, 2, 3, 8, 9, 10, 11 using the Explore Data Sample Tool
- Remind students that they must complete all mandatory questions in order to move to the next section.

Question No.	Type of data (Answers)	Notes
1	Categorical Nominal	
2 (a)	Numerical Discrete	
2 (b)	Numerical Discrete	As this asks for the year a student is in school, this may also considered **Categorical Ordinal.**
3	Categorical Nominal	
4	Categorical Nominal	
5	Numerical Continuous	
6	**Answer:** 2 Billion	These questions come from the book '*Factfulness*' by Hans Rosling. Questions were on page 3 and page 4. Teachers could use these questions to examine student misconceptions about the world and how students should use evidence/facts when viewing the world. This could lead to a discussion on the thinking behind these misconceptions. Encourage students to do some research (helping to align with the aims of the Digital Strategy for Schools) and then use their answers to create graphical representations and present these to the class – individually or in groups (helping to align with the aims of Key Skills for JC or SC).
7	**Answer:** 60%	
8	**Answer:** A	
9	**Answer (by area):** 1. USA 2. Brazil 3. Australia 4. Greenland	Compare the class responses to the actual geographical **size using the True Map tool.** (Link Below) Teachers should also examine what students interpreted SIZE as, for example: did they think about AREA?

	5. India **Answer (by population):** 1. India 2. USA 3. Brazil 4. Australia 5. Greenland	Since the 16th century, most world maps have been presented in 2D using the Mercator Projection. However, such a view distorts the size of objects as the latitude increases from the Equator to the poles. The True Size lets you drag-and-drop different countries on a world map and see how they shrink or grow on a standard Mercator Projection map. A simple eye-opening tool that can be quickly used to show just how skewed maps can be. https://tinyurl.com/thetruesizewebsite **Note:** There is a significant difference between the area and population of these countries, this could lead to a project on population density (possibly involving cross-curricular links to Geography class).
10 (a)	Scale	Not at all – Very much = Categorical Ordinal 0 – 500 = Numerical Discrete
10 (b)	Categorical Ordinal	Climate action and climate emergency are very strong issues concerning students around the globe right now. It is worth mentioning the efforts of Greta Thunberg and how students have staged school strikes over climate change. These questions can examine how our perceptions of the world can influence our behaviours. Students can investigate further using their class data.
11	Categorical Nominal	
12	Categorical Nominal	
13	Numerical Discrete	The 2020 Tokyo Olympic Games is a popular upcoming event. These questions highlight the event while also introducing probability. This could also be extended to a task on predictions based on past data, encouraging students to do some research and calculate the probabilities using real data.
14	Categorical Nominal	
15	Categorical Nominal	

16	Categorical Nominal	Students should be encouraged to research this question before answering the questionnaire. Students could compare their class responses to the CSO DataTool for Ireland's Top Motors. This tool is available here: https://www.cso.ie/en/interactivezone/visualisationtools/irelandstopmotors/
17	Categorical Nominal	A fun question looking at the impact of phones on our emotions, especially in the world of digital natives. This question is on the New Zealand 2019 (Q25) questionnaire too. Students could compare data using the New Zealand DataTool.

Univariate and Bivariate Data

Univariate data:

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

Type of Data	Line Plot Dot Plot	Bar Chart	Frequency Table	Grouped Frequency Table	Histogram	Pie Chart	Stem & Leaf Diagram
Categorical	X	X	X			X	
Numerical Discrete	X	X	X	X		X	X
Numerical Continuous				X	X		X

Bivariate data:

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