The Great Garden Data Hunt

1. Robins: |||| | (6); Hedgehogs: |||| (4); Foxes: || (2); Badgers: |||| ||| (8); Squirrels: |||| (5). (3 marks)

Working: Direct mapping of provided survey data into tally format.

1 mark for correct tally marks, 1 mark for correct frequency numbers, 1 mark for all categories included.

2. The badger was the most common animal. (1 mark)

Working: Comparing the frequencies: 8 (badgers) is the highest number.

Award 1 mark for identifying the badger.

3. 25 animals. (2 marks)

Working: 6 + 4 + 2 + 8 + 5 = 25.

1 mark for correct calculation, 1 mark for showing the addition.

4. A scale of 1s or 2s would be appropriate. (2 marks)

Look for: The student should justify their choice based on the range of data (2 to 8).

Good: Counting in 1s is best because the numbers are small.

Better: Counting in 1s is good because it shows every single animal clearly, or 2s would work to keep the chart compact.

Best: A scale of 1s is most appropriate because the highest frequency is only 8, so the chart will not be too tall to draw accurately.

What moves an answer up: Moving up requires justifying the choice by referencing the specific range of the data set.

5. 9 robins. (1 mark)

Working: 6 + 3 = 9.

Award 1 mark for the correct sum.

What a secure answer looks like

A secure answer demonstrates an understanding of how to translate raw counts into structured data and justifies graphical choices based on the range of the data set.

If your child is stuck

Ask the child to write the numbers in a list from smallest to largest first; this makes finding the 'most common' and calculating the total much easier.

Common mistakes to watch for

Children often forget to include the '5th' tally mark as a diagonal line across the previous four, or they miscount the total by missing one of the categories.