

Teacher Activity G: Choosing displays

The following table shows some data about UK energy consumption.

Million tonnes of oil equivalent (mtoe)

	1975	2005
Solid fuel	73.7	39.9
Petroleum	85.0	78.2
Gas	35.1	94.3
Bioenergy and waste	0	4.2
Primary electricity *	8.5	19.8
Total	202.3	236.4

* from nuclear, hydro, wind, solar

The following page shows a variety of different types of display for these data –for example, pie chart, grouped bar chart, stacked bar chart, and horizontal bar chart

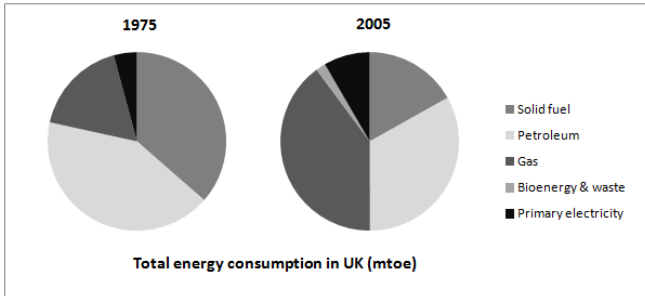
- a) Which do you think are effective ways of representing the data?
- b) Which do you think are less effective ways of representing the data?
- c) If you had to choose just one display to show the data, how would you decide which one to pick?

Further information: *The Language of Mathematics in Science: A Guide to Teachers of 11-16 Science*, Section 3.5 Charts showing a quantity categorised by two factors (pp 27-29)

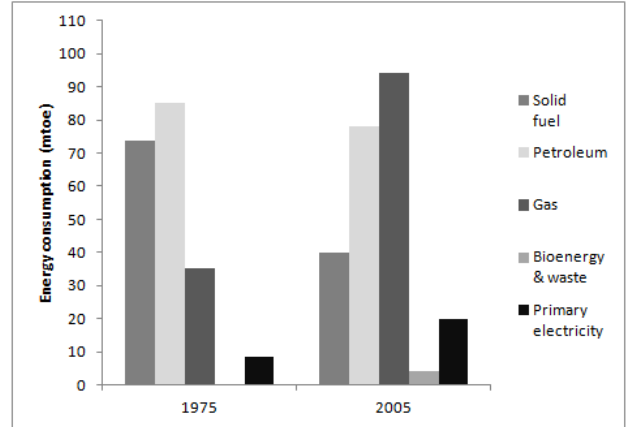
This activity is part of a series produce by MathsInScience.uk in order to promote engagement with the guidance booklet *The Language of Mathematics in Science: A Guide to Teachers of 11-16 Science*. Note that the activities are intended to stimulate discussion between teachers, and are not intended for student use. MathsInScience.uk is an independent organisation that aims to support the use of mathematics in the secondary science curriculum: see the website www.mathsinscience.uk.

Teacher Activity G: Choosing displays (continued)

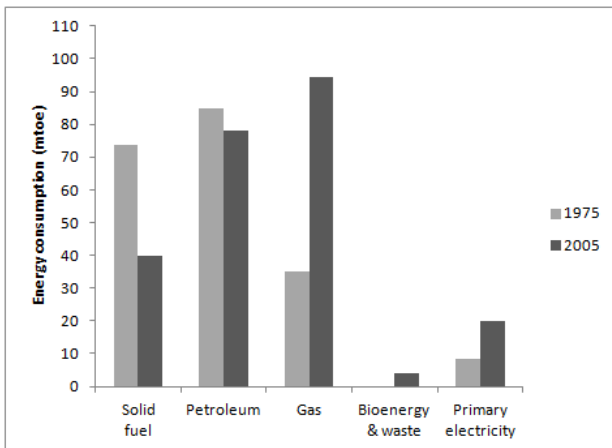
(a) Pie charts



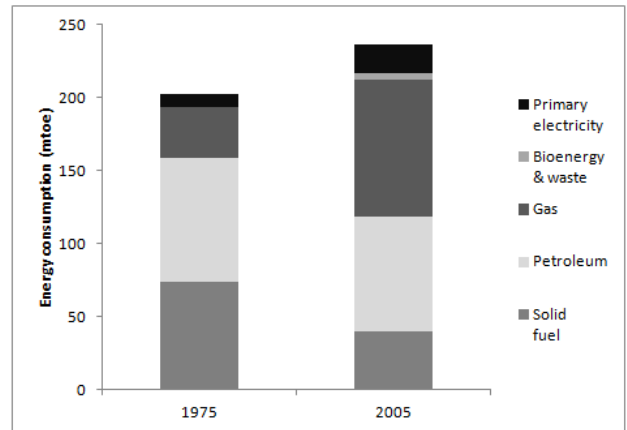
(b) Grouped bar chart 1



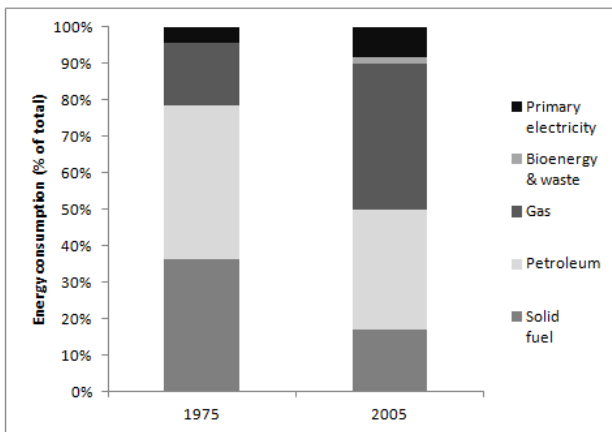
(c) Grouped bar chart 2



(d) Stacked bar chart 1



(e) Stacked bar chart 2



(f) Horizontal bar chart

