The Student Survey – Sorting and Filtering the Data

In order to draw any conclusions about the data from the survey we need to be able to sort and filter it. Fortunately, Excel is very good at doing this (you may wish to watch a video tutorial to see how to do this). The following tasks are designed for you to get to grips with the data and learn how to search for information that you want.

Task 1

Download the data. If you took part in the survey try to find yourself!

Take some time to look at the data that interests you. Write down ANYTHING interesting that you notice!

Task 2

Filter out all the **students** from the ‘Academia Britanica cuscatleca’ and fill out this frequency table for their nationalities

|  |  |
| --- | --- |
| **Nationality** | **Frequency** |
| American |  |
| Honduran |  |
| Mexican |  |
| Salvadoran |  |
| Spanish |  |

Task 3

1. Unfilter the data (filter and select all) so that you have all school showing.
2. Use **SORT** to find the **range** of heights in the survey.
3. Sometimes there are problems when we collect data. People can misunderstand the questions, type the wrong information in the form and sometimes write silly answers! Being able to filter and sort the data enables us to see these then we can decide whether we include the data or not.
4. Find the tallest person and write down their **height** and **arm span**. Comment.
5. Find the person with the longest **arm span**. Comment on their **height**.
6. Sort the data in order of **Visual acuity time**. Is there anything interesting/strange you notice?
7. Being able to filter and sort the data also enables us to look at just the information that we want. I have a hypothesis that boys will spend more time playing computer/video games than girls. Filter and sort the data so that you can investigate this hypothesis by filling in the following frequency tables. You may wish to work with a partner to split the task in two (e.g. one of you does the data for males and the other for females).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Girls

|  |  |
| --- | --- |
| Time | Frequency |
| 0 |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 or more  |  |

 | Boys

|  |  |
| --- | --- |
| Time | Frequency |
| 0 |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 or more  |  |

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1. Does this support my hypothesis?
2. Could you display this information in a graph ?