Junk Food

NEMP
Access Task

Approach:	One to one
Focus:	Deciding which graph shows the information most clearly
Resources:	2 graphs – A, B

Year: 4 & 8

A

Percentage of Children's Favourite Junk Food

B

Percentage of Children's Favourite Junk Food

Lollies
Ice cream
Chocolate Bars
Biscuits
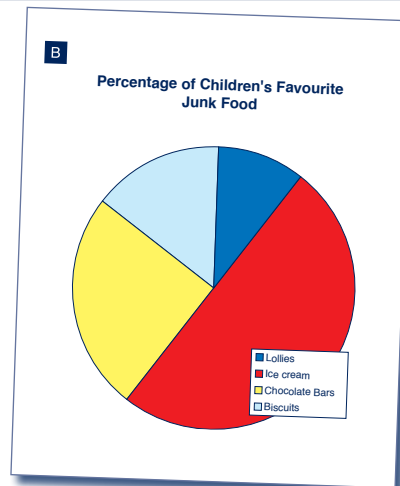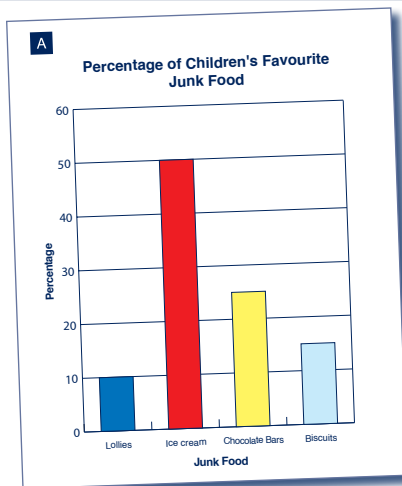
Questions / instructions:

Give student graphs.

These graphs both show the same information about children's favourite junk foods.

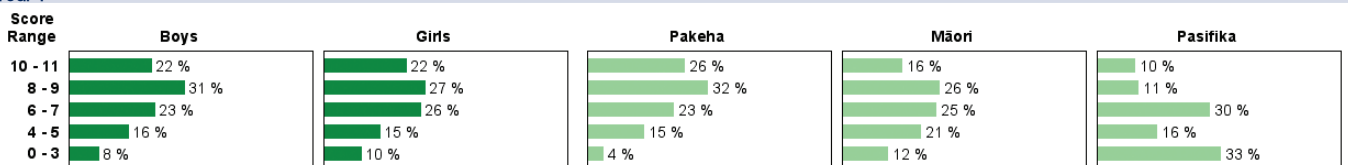|		% response 2007 ('03)	
		year 4	**year 8**
1. What percentage of children said biscuits were their favourite junk food?			
	15% (15)	51 (59)	86 (81)
	14% or 16% (14 or 16)	3 (3)	2 (4)
2. Which graph did you use to work that out, graph A or graph B?	A	88 (92)	93 (93)
	B	8 (7)	6 (5)
3. Why did you use that graph?			
Bar:			
explanation showed good understanding of bar graph *(e.g. has numbers)*		50 (48)	57 (59)
preferred that type of graph/was easier/ seen that type before		19 (21)	14 (11)
both above		13 (14)	20 (20)

		% response 2007 ('03)	
		year 4	**year 8**
4. What junk food did half the children say was their favourite junk food?	ice cream	52 (61)	86 (85)
5. Which graph did you use to work that out, graph A or graph B?	B	51 (58)	71 (61)
	A	39 (31)	18 (23)
6. Why did you use that graph?			
easy to see half *(pie graph)*		46 (51)	75 (70)
50% was half, easy to see *(bar graph)*		17 (8)	17 (21)
liked that type of graph/was easier/ had seen that type before		23 (16)	16 (17)
it was the first one student looked at and gave answer		2 (0)	4 (2)
Total score:	10–11	22 (31)	45 (36)
	8–9	29 (25)	34 (38)
	6–7	25 (19)	16 (17)
	4–5	16 (17)	5 (8)
	0–3	9 (8)	1 (1)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 11	22 %	22 %	26 %	16 %	10 %
8 - 9	31 %	27 %	32 %	26 %	11 %
6 - 7	23 %	26 %	23 %	25 %	30 %
4 - 5	16 %	15 %	15 %	21 %	16 %
0 - 3	8 %	10 %	4 %	12 %	33 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 11	49 %	41 %	48 %	24 %	50 %
8 - 9	31 %	36 %	32 %	46 %	31 %
6 - 7	14 %	18 %	15 %	20 %	16 %
4 - 5	5 %	4 %	4 %	10 %	3 %
0 - 3	1 %	1 %	1 %	0 %	0 %
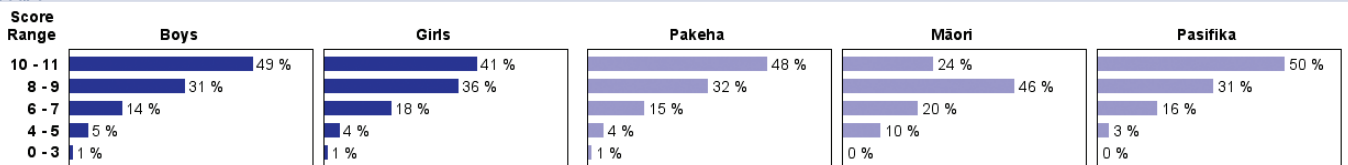
Commentary:

Students at both years were fairly successful in determining which graphs provided the best information in a given setting. Moderate growth was seen from year 4 to year 8. There were few differences in performance by gender or ethnicity. Year 4 students showed a slight decline in performance from 2003, while year 8 students showed a slight increase. Pasifika students scored lowest at year 4 but highest at year 8.

Chapter 3 : Interpretation of Graphs, Tables and Maps