

This leaflet provides a starting point for schools to discuss the links between citizenship and mathematics.

Schools need to decide which opportunities to develop as explicit citizenship provision. This leaflet maps the areas where the two subjects are compatible. It also suggests some opportunities for teaching citizenship through mathematics, referring to the Key Stage 3 National Strategy *Framework for teaching mathematics, Years 7, 8 and 9* where appropriate.

Promoting citizenship through mathematics

Mathematics makes a major contribution to society by helping us to understand and solve problems across a range of contexts, *eg*

- *civil engineering;*
- *telecommunications;*
- *trade and commerce;*
- *global and interplanetary travel.*

Mathematics helps us to investigate, explore and clarify issues surrounding, for example:

- population growth and the fair distribution of finite resources;
- other ecological and environmental issues;
- health;
- risk and probability.

Contexts similar to those in which mathematics is used in society can be used as pupils learn, use and apply their mathematics.

This enhances their mathematics learning and promotes citizenship. Citizenship has three strands, 'Knowledge and understanding about becoming informed citizens', 'Developing skills of enquiry and communication' and 'Developing skills of participation and responsible action'. The most powerful links between mathematics and citizenship are those that link 'Using and applying number and algebra' and 'Using and applying handling data' with these strands.

Citizenship programme of study

Mathematics programme of study

Examples of opportunities for citizenship through mathematics

[references are to the yearly teaching programmes in the Key Stage 3 National Strategy *Framework for teaching mathematics, Years 7, 8 and 9*]

1 Knowledge and understanding about becoming informed citizens

- a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people

Citizenship programme of study	Mathematics programme of study	Examples of opportunities for citizenship through mathematics [references are to the yearly teaching programmes in the Key Stage 3 National Strategy <i>Framework for teaching mathematics, Years 7, 8 and 9</i>]
<p>b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>Ma4 Handling data: Using and applying handling data</p> <p>1 Pupils should be taught to:</p> <ul style="list-style-type: none"> a carry out each of the four aspects of the handling data cycle to solve problems: <ul style="list-style-type: none"> i specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed ii collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources iii process and represent the data: turn raw data into usable information that gives insight into the problem iv interpret and discuss the data: answer the initial question by drawing conclusions from the data 	<p>Using statistics about percentages of different age groups in the local area compared with other chosen areas; the distribution of ethnic groups throughout the UK, etc (data can be obtained from the National Statistics website, see www.standards.dfes.gov.uk/schemes/); and adherents to different religions in the UK</p> <p>[Year 7, 8 and 9 Handling data: This section of the teaching programme in each year involves pupils learning to specify a problem, plan and collect data. They process and represent data, using ICT when appropriate. They also interpret and discuss results and consider probability. So, for example, in year 9 pupils suggest a problem to explore using statistical methods, frame questions and raise conjectures. They discuss how data relate to a problem and identify possible primary and secondary sources. They gather data from specified secondary sources including printed tables and lists from ICT-based sources. They select, construct and modify, on paper and using ICT, suitable graphical representation to progress an enquiry and identify key features present in the data. They interpret graphs and diagrams and draw inferences to support or cast doubt on initial conjectures. They communicate interpretations and results of statistical enquiry using selected tables, graphs and diagrams in support.]</p>
<p>c Central and local government, the public services they offer and how they are financed, and the opportunities to contribute</p>	<p>Ma2 Number and algebra: Solving numerical problems</p> <p>4 Pupils should be taught to:</p> <ul style="list-style-type: none"> a draw on their knowledge of the operations and the relationships between them ... to solve problems involving ratio and proportion ... b select appropriate operations, methods and strategies to solve number problems ... c use a variety of checking procedures, including working the problem backwards, and considering whether the result is of the right order of magnitude d give solutions in the context of the problem to an appropriate degree of accuracy, recognising limitations on the accuracy of data and measurements 	<p>Using the context of local and national finance, including VAT, <i>eg the tax pupils pay when buying a CD</i>. Calculating how much each individual and the whole class has paid in tax; the proportion of government revenue that is spent on major initiatives; and how much of the tax paid by the class will have contributed, theoretically, to those initiatives</p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Numbers and the number system: These sections of the teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. They work with fractions, decimals, percentages, ratio and proportion. So, for example, in year 8 pupils solve more demanding problems and investigate in a range of contexts: number, algebra, shape, space and measures and handling data. They compare and evaluate solutions. Pupils identify the necessary information to solve a problem. They represent problems and interpret solutions in algebraic, geometric or graphical form, using correct notation and appropriate diagrams. They solve more complex problems by breaking them into smaller steps or tasks, choosing and using efficient techniques for calculation, algebraic manipulation and graphical representation, and resources, including ICT. They use logical argument to establish the truth of a statement. They give solutions to an appropriate degree of accuracy in the context of a problem. They suggest extensions to problems conjecture and generalise and identify exceptional cases or counter-examples. Pupils calculate percentages and find the outcome of a given percentage increase or decrease.]</p>

Citizenship programme of study	Mathematics programme of study	Examples of opportunities for citizenship through mathematics [references are to the yearly teaching programmes in the Key Stage 3 National Strategy <i>Framework for teaching mathematics, Years 7, 8 and 9</i>]
<p>d The key characteristics of parliamentary and other forms of government</p> <p>e The electoral system and the importance of voting</p>	<p>Ma2 Number and algebra: Using and applying number and algebra</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a explore connections in mathematics to develop flexible approaches to increasingly demanding problems; select appropriate strategies to use for numerical or algebraic problems b break down a complex calculation into simpler steps before attempting to solve it c use alternative approaches to overcome difficulties and evaluate the effectiveness of their strategies d select efficient techniques for numerical calculation and algebraic manipulation e make mental estimates of the answers to calculations; use checking procedures to monitor the accuracy of their results <p>Communicating</p> <ul style="list-style-type: none"> f represent problems and solutions in algebraic or graphical forms; move from one form of representation to another to get different perspectives on the problem; present and interpret solutions in the context of the original problem g develop correct and consistent use of notation, symbols and diagrams when solving problems h examine critically, improve, then justify their choice of mathematical presentation; present a concise, reasoned argument <p>Reasoning</p> <ul style="list-style-type: none"> i explore, identify, and use pattern and symmetry in algebraic contexts, investigating whether particular cases can be generalised further and understanding the importance of a counter-example; identify exceptional cases when solving problems; make conjectures and check them for new cases j show step-by-step deduction in solving a problem; explain and justify how they arrived at a conclusion k distinguish between a practical demonstration and a proof l recognise the importance of assumptions when deducing results; recognise the limitations of any assumptions that are made and the effect that varying the assumptions may have on the solution to a problem 	<p>Using the context of general and local elections. Investigating the potential outcomes of percentage swings indicated by opinion polls before the event. Considering the implications of turnout figures and majorities (raw and percentage) after an election</p> <p>Modelling different electoral systems. Using class polls on topical issues or school council elections as examples, considering the different results obtained through proportional representation and a first-past-the-post system</p> <p>Investigating parliamentary majorities, hung parliaments and paired voting (these can provide material for mathematical modelling and calculation)</p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Numbers and the number system, Handling data: These sections of the teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. They work with fractions, decimals, percentages, ratio and proportion. They process, represent, interpret and discuss data. So, for example, in year 9 pupils solve increasingly demanding problems and evaluate solutions. They explore connections in mathematics across a range of contexts: number, algebra, shape, space and measures and handling data. They represent problems and synthesise information in algebraic, geometric or graphical form. They move from one form to another to gain a different perspective on a problem. They solve substantial problems by breaking them into simpler tasks, using a range of efficient techniques, methods and resources, including ICT. They use trial and improvement where a more efficient method is not obvious. They present a concise, reasoned argument, using symbols, diagrams, graphs and related explanatory text. They give solutions to problems to an appropriate degree of accuracy. They suggest extensions to problems, conjecture and generalise. They identify exceptional cases or counter-examples, explaining why. Pupils recognise when fractions or percentages are needed to compare proportions and they solve problems involving percentage changes.]</p>

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	<p>(continued)</p> <p>Ma4 Handling data: Using and applying handling data</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a carry out each of the four aspects of the handling data cycle to solve problems: <ul style="list-style-type: none"> i specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed ii collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources iii process and represent the data: turn raw data into usable information that gives insight into the problem iv interpret and discuss the data: answer the initial question by drawing conclusions from the data b identify what further information is required to pursue a particular line of enquiry c select and organise the appropriate mathematics and resources to use for a task d review progress as they work; check and evaluate solutions <p>Communicating</p> <ul style="list-style-type: none"> e interpret, discuss and synthesise information presented in a variety of forms f communicate mathematically, making use of diagrams and related explanatory text g examine critically, and justify, their choice of mathematical presentation of problems involving data <p>Reasoning</p> <ul style="list-style-type: none"> h apply mathematical reasoning, explaining and justifying inferences and deductions i explore connections in mathematics and look for cause and effect when analysing data j recognise the limitations of any assumptions, and the effects that varying the assumptions could have on conclusions drawn from the data analysis 	

Citizenship programme of study	Mathematics programme of study	Examples of opportunities for citizenship through mathematics [references are to the yearly teaching programmes in the Key Stage 3 National Strategy <i>Framework for teaching mathematics, Years 7, 8 and 9</i>]
<p>f The work of community-based, national and international voluntary groups</p>	<p>Ma2 Number and algebra: Using and applying number and algebra</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a explore connections in mathematics to develop flexible approaches to increasingly demanding problems; select appropriate strategies to use for numerical or algebraic problems b break down a complex calculation into simpler steps before attempting to solve it c use alternative approaches to overcome difficulties and evaluate the effectiveness of their strategies d select efficient techniques for numerical calculation and algebraic manipulation e make mental estimates of the answers to calculations; use checking procedures to monitor the accuracy of their results <p>Communicating</p> <ul style="list-style-type: none"> f represent problems and solutions in algebraic or graphical forms; move from one form of representation to another to get different perspectives on the problem; present and interpret solutions in the context of the original problem g develop correct and consistent use of notation, symbols and diagrams when solving problems h examine critically, improve, then justify their choice of mathematical presentation; present a concise, reasoned argument <p>Reasoning</p> <ul style="list-style-type: none"> i explore, identify, and use pattern and symmetry in algebraic contexts, investigating whether particular cases can be generalised further and understanding the importance of counter-example; identify exceptional cases when solving problems; make conjectures and check them for new cases j show step-by-step deduction in solving a problem; explain and justify how they arrived at a conclusion k distinguish between a practical demonstration and a proof l recognise the importance of assumptions when deducing results; recognise the limitations of any assumptions that are made and the effect that varying the assumptions may have on the solution to a problem 	<p>Comparing the income and expenditure of different charities (see charity websites). Answering the question 'How much of a £1 donation is spent on [the object of the charity], and how much goes on administration?'</p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Numbers and the number system, Handling data: These sections of the yearly teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. They learn about place value, ordering and rounding. They work with fractions, decimals, percentages, ratio and proportion. So, for example, in year 7 pupils identify the necessary information to solve a problem. They represent problems mathematically, making correct use of symbols, words, diagrams, tables and graphs. They break a complex calculation into simpler steps, choosing and using appropriate and efficient operations, methods and resources, including ICT. They present and interpret solutions in the context of the original problem. They explain and justify their methods and conclusions, orally and in writing. Pupils understand and use decimal notation and place value. They compare and order decimals in different contexts and recognise the equivalence of percentages, fractions and decimals. They use percentages to compare simple proportions.]</p>

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g The importance of resolving conflict fairly	<p>(continued)</p> <p>Ma4 Handling data: Using and applying handling data</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a carry out each of the four aspects of the handling data cycle to solve problems: <ul style="list-style-type: none"> v specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed vi collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources vii process and represent the data: turn raw data into usable information that gives insight into the problem viii interpret and discuss the data: answer the initial question by drawing conclusions from the data b identify what further information is required to pursue a particular line of enquiry c select and organise the appropriate mathematics and resources to use for a task d review progress as they work; check and evaluate solutions <p>Communicating</p> <ul style="list-style-type: none"> e interpret, discuss and synthesise information presented in a variety of forms f communicate mathematically, making use of diagrams and related explanatory text g examine critically, and justify, their choice of mathematical presentation of problems involving data <p>Reasoning</p> <ul style="list-style-type: none"> h apply mathematical reasoning, explaining and justifying inferences and deductions i explore connections in mathematics and look for cause and effect when analysing data j recognise the limitations of any assumptions, and the effects that varying the assumptions could have on conclusions drawn from the data analysis 	

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h The significance of the media in society	<p>Ma4 Handling data: Using and applying handling data</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a carry out each of the four aspects of the handling data cycle to solve problems: <ul style="list-style-type: none"> i specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed ii collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources iii process and represent the data: turn raw data into usable information that gives insight into the problem iv interpret and discuss the data: answer the initial question by drawing conclusions from the data b identify what further information is required to pursue a particular line of enquiry c select and organise the appropriate mathematics and resources to use for a task d review progress as they work; check and evaluate solutions <p>Communicating</p> <ul style="list-style-type: none"> e interpret, discuss and synthesise information presented in a variety of forms f communicate mathematically, making use of diagrams and related explanatory text g examine critically, and justify, their choice of mathematical presentation of problems involving data <p>Reasoning</p> <ul style="list-style-type: none"> h apply mathematical reasoning, explaining and justifying inferences and deductions i explore connections in mathematics and look for cause and effect when analysing data j recognise the limitations of any assumptions, and the effects that varying the assumptions could have on conclusions drawn from the data analysis <p>Ma4 Handling data: Specifying the problem and planning</p> <p>2 Pupils should be taught to:</p> <ul style="list-style-type: none"> c discuss how data relate to a problem; identify possible sources of bias and plan to minimise it 	<p>Carefully studying claims backed by statistics presented on television, in newspapers and on the radio. Considering the limitations of the assumptions on which the data is based</p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Handling data: interpreting and discussing results: These sections of the teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. When handling data they decide what data would be relevant to an enquiry and plan how to collect data. They begin to consider sample size and accuracy of data. Pupils interpret and discuss results. So, for example, in Year 9 pupils solve increasingly demanding problems and evaluate solutions. They explore connections in mathematics across a range of contexts: number, algebra, shape, space, and measures, and handling data. They represent problems and synthesise information in algebraic, geometric or graphical form and move from one form to another to gain a different perspective on a problem. They present concise, reasoned argument, using symbols, diagrams and graphs and related explanatory text. They give solutions to problems to an appropriate degree of accuracy. They suggest extensions to problems, conjecture and generalise. They identify exceptional cases or counter-examples, explaining why. They discuss how data relate to a problem. More able pupils identify possible sources of bias and plan how to minimise it.]</p>

Citizenship programme of study	Mathematics programme of study	Examples of opportunities for citizenship through mathematics [references are to the yearly teaching programmes in the Key Stage 3 National Strategy <i>Framework for teaching mathematics, Years 7, 8 and 9</i>]
<p>i The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations</p>	<p>Ma2 Number and algebra: Using and applying number and algebra</p> <p>1a–e Problem solving</p> <p>1f–h Communicating</p> <p>1i–l Reasoning</p> <p>Ma2 Number and algebra: Numbers and the number system, Ratio and proportion</p> <p>2 Pupils should be taught to:</p> <p>f use ratio notation, including reduction to its simplest form and its various links to fraction notation</p> <p>g recognise where fractions or percentages are needed to compare proportions; identify problems that call for proportional reasoning, and choose the correct numbers to take as 100%, or as a whole</p>	<p>Considering national and international issues, eg</p> <ul style="list-style-type: none"> • <i>the debts of developing countries</i> • <i>national contributions to international aid as a percentage of gross domestic product</i> • <i>infant mortality rates for different countries</i> • <i>currency conversions and the relative costs of staples in relation to average earnings</i> <p>Using a case study of an environmental disaster and planned relief activities as the context for calculation, eg <i>using maps and other information to calculate the distances to be travelled by relief teams; fuel costs; the size of the disaster zone; the number of people involved; the cost of medical aid</i></p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Handling data, Numbers and the number system: These sections of the teaching programme in each year involve pupils learning to understand fractions, decimals, percentages, ratio and proportion and beginning to use proportional reasoning to solve problems.]</p>

Citizenship programme of study	Mathematics programme of study	Examples of opportunities for citizenship through mathematics [references are to the yearly teaching programmes in the Key Stage 3 National Strategy <i>Framework for teaching mathematics, Years 7, 8 and 9</i>]
2 Developing skills of enquiry and communication		
<p>a Think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources</p> <p>b Justify orally and in writing a personal opinion about such issues, problems or events</p> <p>c Contribute to group and exploratory class discussions, and take part in debates</p>	<p>Ma4 Handling data: Using and applying handling data</p> <p>1 Pupils should be taught to:</p> <p>Problem solving</p> <ul style="list-style-type: none"> a carry out each of the four aspects of the handling data cycle to solve problems: <ul style="list-style-type: none"> i specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed ii collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources iii process and represent the data: turn raw data into usable information that gives insight into the problem iv interpret and discuss the data: answer the initial question by drawing conclusions from the data b identify what further information is required to pursue a particular line of enquiry c select and organise the appropriate mathematics and resources to use for a task d review progress as they work; check and evaluate solutions <p>Communicating</p> <ul style="list-style-type: none"> e interpret, discuss and synthesise information presented in a variety of forms f communicate mathematically, making use of diagrams and related explanatory text g examine critically, and justify, their choice of mathematical presentation of problems involving data <p>Reasoning</p> <ul style="list-style-type: none"> h apply mathematical reasoning, explaining and justifying inferences and deductions i explore connections in mathematics and look for cause and effect when analysing data j recognise the limitations of any assumptions, and the effects that varying the assumptions could have on conclusions drawn from the data analysis 	<p>Exploring a cultural and social issue in the context of their school community such as the choice of menu for school lunches or the range of extra-curricular activities available to different interest groups in their year</p> <p>[Year 7, 8 and 9 Using and applying mathematics to solve problems, Handling data: These sections of the teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. They learn to specify a problem, plan and collect data. They process and represent data, using ICT as appropriate. They interpret and discuss results and consider probability. So, for example, in year 7 pupils identify the necessary information to solve a problem. They represent problems mathematically, making correct use of symbols, words, diagrams, tables and graphs. They present and interpret solutions in the context of the original problem. They explain and justify their methods and conclusions, orally and in writing. Given a problem that can be addressed by statistical methods, pupils suggest possible answers. They decide which data would be relevant to an enquiry, and possible sources. They plan how to collect and organise small sets of data. They design a data collection sheet or questionnaire to use in a simple survey. They collect the data as planned. Pupils calculate statistics for small sets of data. They construct, on paper and using ICT, graphs and diagrams to represent their data. They interpret diagrams and graphs and draw simple conclusions. They write a short report of a statistical enquiry and illustrate it with appropriate diagrams, graphs and charts, using ICT where appropriate and justifying their choice of what is presented.]</p>

Citizenship programme of study

Mathematics programme of study

Examples of opportunities for citizenship through mathematics

[references are to the yearly teaching programmes in the Key Stage 3 National Strategy *Framework for teaching mathematics, Years 7, 8 and 9*]

3 Developing skills of participation and responsible action

a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own

b Negotiate, decide and take part responsibly in both school and community-based activities

c Reflect on the process of participating

Ma4 Handling data: Using and applying handling data

1 Pupils should be taught to:

Problem solving

a carry out each of the four aspects of the handling data cycle to solve problems:

i specify the problem and plan: formulate questions in terms of the data needed, and consider what inferences can be drawn from the data; decide what data to collect (including sample size and data format) and what statistical analysis is needed

ii collect data from a variety of suitable sources, including experiments and surveys, and primary and secondary sources

iii process and represent the data: turn raw data into usable information that gives insight into the problem

iv interpret and discuss the data: answer the initial question by drawing conclusions from the data

b identify what further information is required to pursue a particular line of enquiry

c select and organise the appropriate mathematics and resources to use for a task

d review progress as they work; check and evaluate solutions

Communicating

e interpret, discuss and synthesise information presented in a variety of forms

f communicate mathematically, making use of diagrams and related explanatory text

g examine critically, and justify, their choice of mathematical presentation of problems involving data

Reasoning

h apply mathematical reasoning, explaining and justifying inferences and deductions

i explore connections in mathematics and look for cause and effect when analysing data

j recognise the limitations of any assumptions, and the effects that varying the assumptions could have on conclusions drawn from the data analysis

Considering the work of a range of charities and voting on those to be supported by the next class or school charity fundraising event. After the event, surveying people's involvement in and responses to it. Considering how the process of involving pupils in similar events could be improved [Year 7, 8 and 9 Using and applying mathematics to solve problems, Handling data: These sections of the teaching programme in each year involve pupils learning to solve problems and investigate in a range of contexts. They learn to specify a problem, plan and collect data. They process and represent data, using ICT as appropriate. They interpret and discuss results and consider probability. So, for example, in year 7 pupils identify the necessary information to solve a problem. They represent problems mathematically, making correct use of symbols, words, diagrams, tables and graphs. They present and interpret solutions in the context of the original problem. They explain and justify their methods and conclusions, orally and in writing. Given a problem that can be addressed by statistical methods, pupils suggest possible answers. They decide which data would be relevant to an enquiry, and possible sources. They plan how to collect and organise small sets of data. They design a data collection sheet or questionnaire to use in a simple survey. They collect the data as planned. Pupils calculate statistics for small sets of data. They construct, on paper and using ICT, graphs and diagrams to represent their data. They interpret diagrams and graphs and draw simple conclusions. They write a short report of a statistical enquiry and illustrate it with appropriate diagrams, graphs and charts, using ICT where appropriate and justifying their choice of what is presented.]