## Recap and Outline

## Chapter 2

## Presenting Data

## Stem and Leaf Plots

- Simple to produce.
- Easy to interpret.
- Applicable to all data types.
- Use of computer packages.


## Stem and Leaf Plots

- Frequency tables have limitations.
- Graphical methods can provide clearer picture.


## Consider the following data

$$
\begin{array}{|llllllll|}
\hline 11 & 12 & 8 & 15 & 21 & 25 & 19 & 9 \\
\hline
\end{array}
$$

| 0 | 8 | 9 |
| :--- | :--- | :--- |


| 1 | 1 | 2 | 5 | 9 |
| :--- | :--- | :--- | :--- | :--- |


| 2 | 1 | 5 |
| :--- | :--- | :--- |

Stem Leaf

$$
n=8, \quad \text { stem } \text { unit }=10, \quad \text { leaf } \text { unit }=1
$$

Recovering the data
Observation $=$ stem label $\times$ stem unit + leaf digit $\times$ leaf unit

## Stem and Leaf Plots

Construct a stem and leaf plot for the following data on time (in seconds) it takes to get through to an operator at a call centre:

```
54}556 50 67 55 38 49 45 39 50 
45
30
```


## Bar Charts

- Simple to produce.
- Easy to interpret.
- Applicable to categorical data and ungrouped discrete data.

Data on lengths (in cm ) of items on a production line:

| 2.97 | 3.81 | 2.54 | 2.01 | 3.49 | 3.09 | 1.99 | 2.64 | 2.31 | 2.22 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Stem and leaf plot:

```
\(n=10\)
\(1 \mid 9\)
20023
25056
3004
38
Stem unit \(=1 \mathrm{~cm}, \quad\) Leaf unit \(=0.1 \mathrm{~cm}\).
```


## Bar Charts

1. Decide what goes on each axis, by convention

- Horizontal ( $x$-axis) the variable being measured
- Vertical ( $y$-axis) the frequency.

2. Find the maximum frequency
3. Decide on an appropriate number scale for this axis.
4. Draw the axes.
5. Draw the bars.

- All bars the same width.
- All gaps between bars equal


## Bar Charts

Recalling our mode of transport example

| Student | Mode | Student | Mode | Student | Mode |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Car | 11 | Walk | 21 | Walk |
| 2 | Walk | 12 | Walk | 22 | Metro |
| 3 | Car | 13 | Metro | 23 | Car |
| 4 | Walk | 14 | Bus | 24 | Car |
| 5 | Bus | 15 | Train | 25 | Car |
| 6 | Metro | 16 | Bike | 26 | Bus |
| 7 | Car | 17 | Bus | 27 | Car |
| 8 | Bike | 18 | Bike | 28 | Walk |
| 9 | Walk | 19 | Bike | 29 | Car |
| 10 | Car | 20 | Metro | 30 | Car |



## Bar Charts

| Mode | Frequency |
| :---: | :---: |
| Car | 10 |
| Walk | 7 |
| Bike | 4 |
| Bus | 4 |
| Metro | 4 |
| Train | 1 |
| Total | 30 |

## Multiple Bar Charts

Daily sales of CDs (in $£$ ) by music type for an independent retailer

| Day | Chart | Dance | Rest | Total |
| :--- | ---: | ---: | :---: | :---: |
| Monday | 12000 | 10000 | 2700 | 24700 |
| Tuesday | 11000 | 8000 | 3000 | 22000 |
| Wednesday | 9000 | 6000 | 2000 | 17000 |
| Thursday | 10000 | 5000 | 2500 | 17500 |
| Friday | 12000 | 11000 | 3000 | 26000 |
| Saturday | 19000 | 12000 | 4000 | 35000 |
| Sunday | 10000 | 8000 | 2000 | 20000 |
| Total | 83000 | 60000 | 19200 | 162200 |



## Histograms

- Simple to produce.
- Easy to interpret.
- Applicable to grouped continuous data.


## Histograms

For equal class interval histograms

1. Produce a grouped frequency table.
2. Find the maximum frequency.
3. Draw the vertical axis from zero to this maximum value.
4. Draw the horizontal axis and include the full range of classes.
5. Draw a bar for each class in the frequency table.

## Example

Frequency table for the data on service times for a credit card call centre is

| Service time | Frequency |
| :---: | :---: |
| $175 \leq$ time $<180$ | 1 |
| $180 \leq$ time $<185$ | 3 |
| $185 \leq$ time $<190$ | 3 |
| $190 \leq$ time $<195$ | 6 |
| $195 \leq$ time $<200$ | 10 |
| $200 \leq$ time $<205$ | 12 |
| $205 \leq$ time $<210$ | 8 |
| $210 \leq$ time $<215$ | 3 |
| $215 \leq$ time $<220$ | 3 |
| $220 \leq$ time $<225$ | 1 |
| Total | 50 |

