

Compound Bar Chart / Double Bar Chart

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What is a compound bar chart?

A compound bar chart is a graph which combines two or more types of information in one chart. It can also compare different quantities.

A compound bar chart is a type of bar chart where columns can be split into sections to show breakdown of data. These bars are then shaded or coloured differently to indicate the different variables being compared.

What is the difference between a normal bar chart and a compound one?

A normal bar chart can only show one type of information, a compound one can show different types while still using the same format.

How do you read and analyze a compound bar chart?

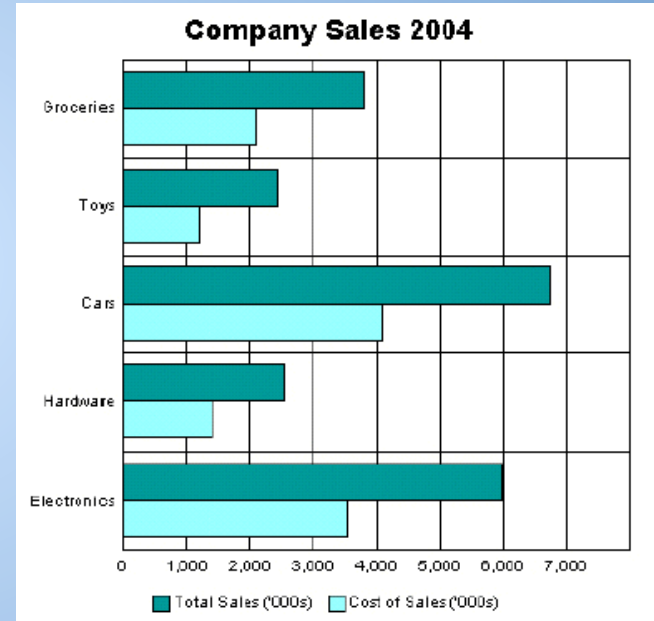
You read a compound bar chart just like reading a normal bar chart, but with more information. To analyze a compound bar chart, it is just like a normal bar chart, but you just read it with 2 types of information in 1 whole chart.

When do you use it?

- When you are recording the results of several separate objects, e.g.
How many girls and boys are in a class.

Who uses compound bar charts?

- Company bosses
- Values of building consent issued



What is the importance of the bar chart

- Easily be read, at a glance of eye rather than a table.
- Sub-divided or component bar chart is used to represent data in which the total magnitude is divided into different or components.

graph:

-Example: The table below shows the quantity in hundred kgs of Wheat, Barley and Oats produced on a certain farm during the years 1991 to 1994.

Years	Wheat	Barley	Oats
1991	34	18	27
1992	43	14	24
1993	43	16	27
1994	45	13	34

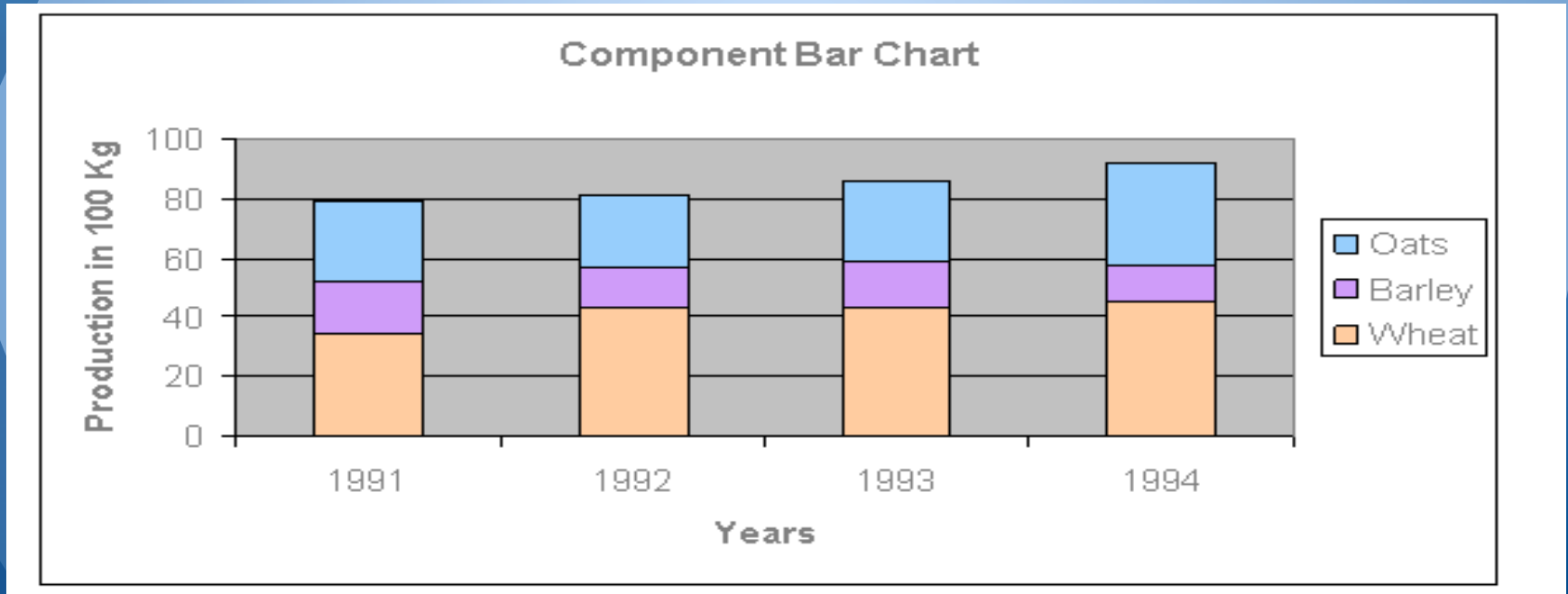
-Construct a component bar chart to illustrate this data.

-Solution: To make the component bar chart, first of all we have to take year wise total production.

Years	Wheat	Barley	Oats	Total
1991	34	18	27	79
1992	43	14	24	81
1993	43	16	27	86
1994	45	13	34	92

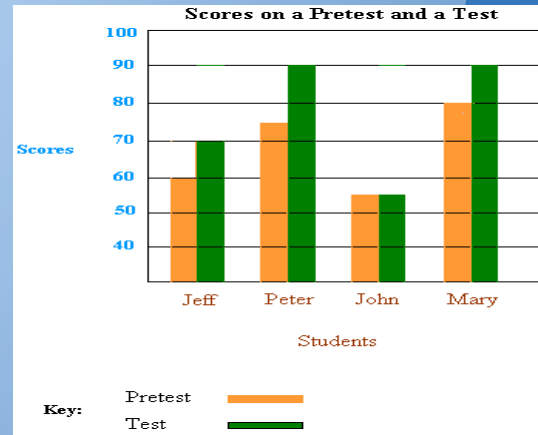
How to construct a double bar graph:

The required diagram is given below:



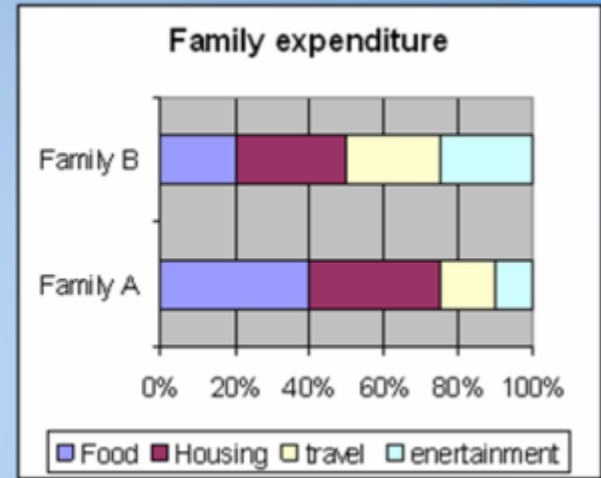
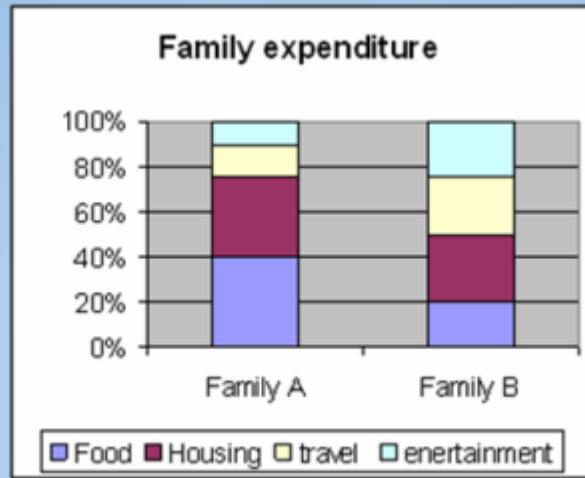
How to identify a compound bar chart

1. Look at the title which can be seen from the top.
2. Look at the axes and understand them
3. Look at the data and get your information
4. Read the key / legend
5. Analyze your information



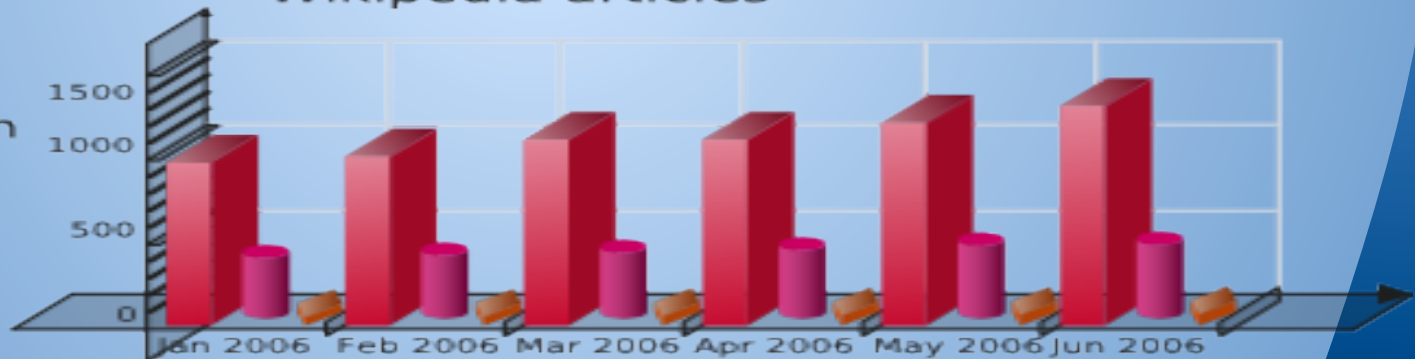
Examples:

Family expenditure by %		
Example	Family A	Family B
Food	40	20
Housing	35	30
travel	15	25
entertainment	10	25



Wikipedia articles

- English
- German
- Norwegian



Conclusion

We think compound bar charts are very useful, because now you don't need to make 2 bar charts, instead you can just make 1 bar chart which shows the same amount of information.

Bibliography:

<http://web2.concordia.ca/Quality/tools/2barchart.pdf>

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<http://www.basic-mathematics.com/double-bar-graphs.html>

http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical_skills/graphs_rev3.shtml

<http://www.emathematics.net/graphs.php?tipo=barras>

THANKYOU FOR WATCHING



Criterion C: COMMUNICATION IN MATHEMATICS

Achievement level	Task Specific Descriptor	Student's self-evaluation
0	The student does not reach a standard described by any of the descriptors given below.	5 (0-6)
1-2	<ul style="list-style-type: none"> The student shows basic use of mathematical language and/or forms of mathematical representation. The lines of reasoning are difficult to follow. 	
3-4	<ul style="list-style-type: none"> The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. The student moves between different forms of representation with some success. 	Teacher's Final Grade
5-6	<ul style="list-style-type: none"> The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are concise, logical and complete. The student moves effectively between different forms of representation. 	

CRITERION D: REFLECTION AND EVALUATION

Achievement level	Task Specific Descriptor	Student's self-evaluation
0	The student does not reach a standard described by any of the descriptors given below.	5 (0-6)
1-2 Attempt Reflection	The student attempts to explain whether his or her results make sense in the context of the problem. The student attempts to describe the importance of his or her findings in connection to real life.	
3-4 Does It Make Sense	The student correctly but briefly explains whether his or her results make sense in the context of the problem. The student describes the importance of his or her findings in connection to real life where appropriate.	Teacher's Final Grade
5-6 Be Critical	The student critically explains whether his or her results make sense in the context of the problem. The student provides a detailed explanation of the importance of his or her findings in connection to real life.	