



ST3 Tables, charts and communication

Personal learning checklist | 1 of 2

Edexcel GCSE Statistics 1ST0 | Both papers · Foundation and Higher

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Higher statements are labelled. Show full workings, construct graphs and use real sourced data for enquiry tasks.

I can	Red	Amber	Green
Tables and familiar charts			
Construct frequency and two-way tables with consistent marginal totals.	☐	☐	☐
Construct and interpret keyed pictograms and pie charts.	☐	☐	☐
Construct ordered stem-and-leaf and back-to-back displays with meaningful keys.	☐	☐	☐
Allocate counts to exclusive Venn regions and calculate set totals.	☐	☐	☐
Choose bar, bar-line, multiple or composite displays and interpret their scales.	☐	☐	☐
Convert between counts and proportions when comparing unequal group sizes.	☐	☐	☐

My next revision priority _____



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I can	Red	Amber	Green
Maps, audiences and fair displays			
Interpret population pyramids using matched age bands and stated denominators.	☐	☐	☐
Interpret choropleth maps and evaluate rates, intervals and hidden local variation.	☐	☐	☐
Justify a representation for its data type, purpose and audience.	☐	☐	☐
Identify graphical distortions and explain how to correct them.	☐	☐	☐
Communicate comparable data with sources, dates, units and checked software outputs.	☐	☐	☐
Higher — comparative dimensions			
Higher: calculate comparative pie radii using area proportional to frequency.	☐	☐	☐
Higher: distinguish linear, area and volume scaling in comparative representations.	☐	☐	☐

My next revision priority _____