Bad News?

You need
★ story topics (see copymaster)   ★ a computer spreadsheet/graphing program (optional)
★ classmates

TV news is so depressing. They only report bad news.

I wonder if that's true?

Activity

To check out Laki's statement, Anna watches the 6 o'clock news on 3 different nights. Each night, she notes down the content of the first 10 stories:

	Night 1	Night 2	Night 3	
1	MP loses job after string of scandals.	Rubbish truck crashes into house.	Robbery victim dies.	
2	House fire investigated.	Heavy swells and rain cause flooding in Otago.	Teenager injured during police chase.	

$\frac{6}{30} = \frac{2}{10} = 20\%$
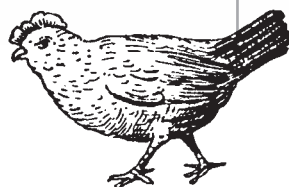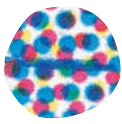
1. a. Working with a classmate, give one of these codes to each story on your copy of the story topics:

   G (good/positive)   **B** (bad/negative)
   M (mixed good and bad)   **N** (neutral).

   b. Draw the following table. Complete the first two columns and then work out what percentage of the stories is good, bad, mixed, or neutral.

Type of news	Tally	Frequency (tally total)	Percentage
Good	///		
Bad			
Mixed			
Neutral			
TOTAL			

2. a. Make one or more graphs to show the important features of Anna's data.

   b. Is Laki right? Write down your conclusions, supporting them from the data.

3. a. Share your graphs and conclusions with another pair of classmates and give each other feedback. Why might your data displays differ from theirs?

   b. What else could Anna have investigated using her data?

   I wonder if crime stories tend to dominate the main news?

Investigation One

Agree with a classmate on an investigative question about the TV news. Decide what data would help answer this question.

Plan and carry out your investigation, including making graphs to show the important features of your data.

Share your conclusions with the class.

Investigation Two

Combine with another pair of classmates to carry out a larger-scale investigation of TV news (perhaps one that compares two news programmes on different channels).

Focus   Analysing real-life category data