

16 Data displays, normal distributions and association

Name: _____ Class: _____ Date: _____ **Total: 16 marks**

KEY WORDS frequency • residual • evidence • median
• conventions

Objective

- Read centre, spread and shape from labelled data displays
- Interpret a normal model using mean and standard deviation
- Distinguish two-variable association from causal evidence

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

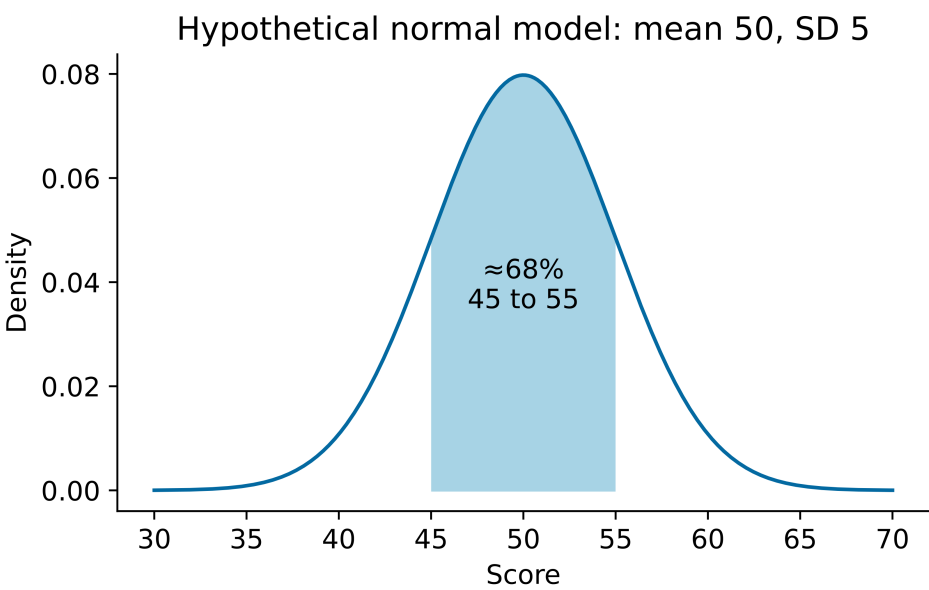
The mean weights all observations; the median uses their ordered middle. A histogram groups numeric values into intervals, a box plot displays quartiles and a bar chart compares categories. Inspect units, scale and frequencies before comparing apparent width or height. Use the task's stated quartile convention where calculation is required.

Adding a constant shifts mean and median but leaves standard deviation unchanged; multiplying values by a positive factor scales both centre and spread. For a normal model, the mean is at the symmetric centre; approximately 68% lie within one standard deviation and 95% within two. These approximations concern a stated normal model, not every vaguely symmetric dataset.

A scatterplot pairs quantitative measurements. A fitted line predicts a response; a residual is observed minus predicted. A two-way table instead compares categories and conditional shares. A trend can show association without proving cause, because other variables or selection may explain the relationship.

An informal fitted line should follow the main trend, not join every point. Describe direction, shape and unusual points. Interpolation inside the observed range is better grounded than distant extrapolation. Changes in graphical scale can make an unchanged relationship look stronger or weaker, so read the actual coordinates and axes.

A frequency counts repeated observations. Values 1, 3, 7 with frequencies 2, 1, 1 represent four observations: 1, 1, 3, 7. $\bar{x} = \sum fx / \sum f = (2(1) + 1(3) + 1(7)) / 4 = 3$. The median is $(1 + 3) / 2 = 2$; it need not equal the mean.



Original worked example from existing native teaching; transfer tasks use their own data.

Worked example from the native lesson: A normal-model score distribution with mean 50 and standard deviation 5 places about 68% between 45 and 55 and about 95% between 40 and 60. Adding 10 shifts the mean to 60 but keeps standard deviation 5. For $y=2x+4$ at $x=3$, predicted $y=10$; an observed value 12 gives residual $+2$. These are hypothetical teaching models.

2 Practice

2.1 Add 7 to every observation. Standard deviation: [1]

- **A** Increases by 7
- **B** Becomes 7
- **C** Doubles
- **D** Stays unchanged

2.2 A normal model with mean 100 and SD 10 has about 68% in: [1]

- **A** 90–110
- **B** 80–120
- **C** 0–100
- **D** 100–110

2.3 Observed 18, predicted 15: residual _____. [1]

2.4 Association alone proves causation. [1]

3 Exam-style questions

Use the data stated in each original task.

3.1 A normal model has mean 80 and standard deviation 6. Give approximate central 68% and 95% intervals. Every score is changed to $z = 2x + 5$; give the transformed mean and standard deviation. [3]

3.2 A fitted model is $y = 4x + 3$. At $x = 5$ observed $y = 20$. Find predicted output and residual. Can a positive slope alone prove causation? [3]

3.3 Data are 2,4,4,6,9,11,12,16. Using medians of the lower and upper halves, find the five-number summary and interquartile range. Which display preserves this summary: a box plot, a category bar chart or a scatterplot? [3]

3.4 A hypothetical histogram has equal-width bins $[0,10)$, $[10,20)$, $[20,30]$ with frequencies 2,6,2. State the proportion below 20 and whether the exact mean is determined. A scatterplot of hours and output rises with a curved trend and one high outlier: explain why a straight line joining every point is unsuitable. [3]