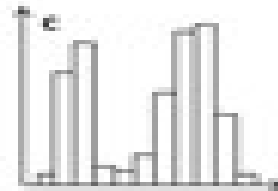
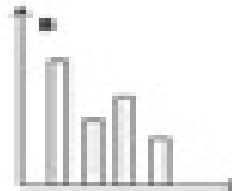
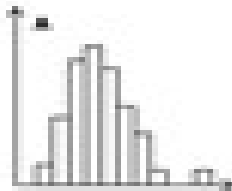


Variation

Name: _____

/20

Look at the three graphs...



1. What does **frequency** mean? _____ (10)
2. Label one of the axes of **each** graph **frequency** _____ (10)
3. Which of these graphs could represent ...
 - ... the lengths of fish in a pond? _____
 - ... blood groups in a city? _____
 - ... eye colours in a school? _____ (20)
4. What is **continuous variation**? _____ (10)

_____ (10)

Which **two** of these graphs definitely show 'continuous variation'? _____ (20)

Could the other one be an example of continuous variation? _____ (10)

If I said that it was based on 10000 individuals does that change your answer? _____ (10)

Why? / Why not? _____ (10)
5. Graph A above is heights of boys in Y10 to the nearest 10cm. In that graph, the largest frequency is 50. The mode is 200cm. What would it have looked like if...
 - we'd used a more accurate ruler? _____
 - ... and we'd measured all the Y10 boys in the UK? (20)

