

15 Scatterplots, model residuals and predictions

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** extrapolation • residual • evidence

Objective

- Interpret slope and intercept of a fitted model in context
- Calculate a residual and distinguish interpolation from extrapolation
- Choose linear or exponential patterns from equal-step data

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

1 Key knowledge and worked examples

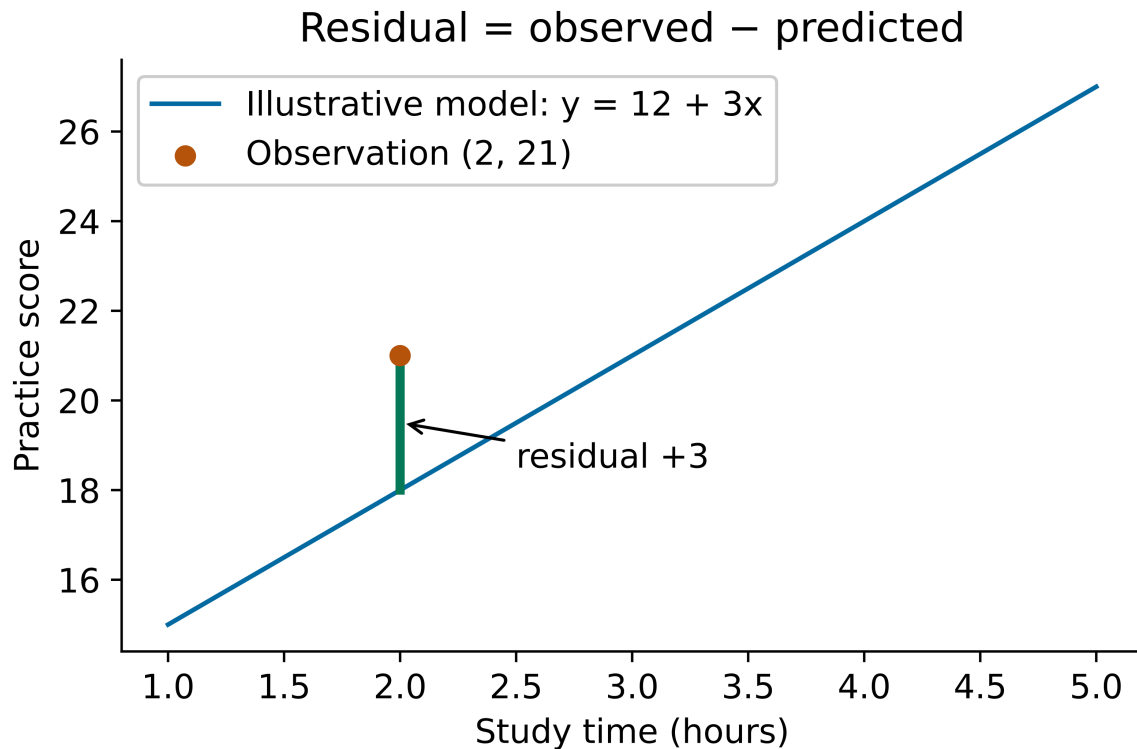
A scatterplot pairs two quantitative variables, one point per paired observation. A fitted line summarises a trend rather than connecting each point. In a model $y=a+bx$, b predicts the change in y for one-unit increase in x ; its units are y -units per x -unit. The intercept a predicts y when $x=0$, which may lie outside the data range.

A residual is observed y minus predicted y . Positive means the observation lies above the model; negative means below. Substitute the observed x into the model before subtracting. A large residual marks a poor prediction for that point, not automatically an error in measurement or proof that the trend is absent.

Interpolation predicts inside the observed x -range; extrapolation goes beyond it and needs stronger caution because the relationship may change. Use a model's contextual domain as well as its algebraic form. A negative predicted travel time, for example, can reveal an unjustified extrapolation rather than a physically possible outcome.

For equal input steps, nearly constant output differences suggest a linear model; nearly constant output ratios suggest an exponential model. Scatter can make either pattern approximate. Association does not identify a cause: both variables may reflect a third factor. A fitted trend is evidence about prediction, not by itself about intervention.

A residual is observed minus predicted output. A journey model $T = 5 + 2d$ uses minutes for T and kilometres for d . $T(4) = 5 \text{ min} + (2 \text{ min/km})(4 \text{ km}) = 13 \text{ min}$. For observed time 16 minutes, $e = T_{\text{obs}} - T_{\text{pred}} = 16 \text{ min} - 13 \text{ min} = 3 \text{ min}$.



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

Worked example from the native lesson: For study time x hours and predicted practice score $y = 12 + 3x$, the slope is 3 score points/hour. At $x = 2$ the prediction is 18. If the observed score is 21, $\text{residual} = 21 - 18 = 3$. With x -values observed from 1 to 5, predicting at $x = 3$ interpolates and $x = 12$ extrapolates. Outputs 5, 10, 20, 40 at equal input steps suggest factor-two exponential growth.

2 Practice

2.1 Model predicts 30; observation is 26. Residual:

[1]

- A -4
- B 4
- C 56

2.2 Observed x ranges from 2 to 8. Predicting at $x = 5$ is:

[1]

- A Interpolation
- B Extrapolation
- C Proof of causation

2.3 For $y=4+2x$, prediction at $x=7$ is _____. [1]

2.4 A strong scatterplot association alone proves x causes y . [1]

3 Exam-style questions

Use the data stated in each original task.

3.1 A fitted delivery model is $T = 8 + 1.5d$ minutes for observed distances 2–10 km. Interpret both parameters. At 6 km the observed time is 15 minutes; find its residual.[3]

3.2 Predictions are requested at 7 km and 20 km. Classify each, and explain why a fitted slope does not prove distance alone causes all time variation. [3]

3.3 At equally spaced inputs 0,1,2,3, outputs are 6,18,54,162. Choose a simple linear or exponential rule and predict at 4, stating the assumption. [3]
