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| 1. Which type of statistics are used to summarize large amounts of data so that they become more meaningful and easier to communicate to others?   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | inferential | |  | c. | nominal | |  | d. | ordinal |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 2. Which type of statistics are used for decision making, for generalizing from small samples, and for drawing conclusions?   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | inferential | |  | c. | nominal | |  | d. | ordinal |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 3. Inferential statistics are used to   |  |  |  | | --- | --- | --- | |  | a. | “boil down” numbers. | |  | b. | summarize numbers. | |  | c. | calculate measures of central tendency. | |  | d. | generalize from small samples. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 4. A psychologist concludes his method would be effective for teaching math to all third graders on the basis of testing it on a selected group of third graders with a control group for comparison. He is making use of   |  |  |  | | --- | --- | --- | |  | a. | descriptive statistics. | |  | b. | correlations. | |  | c. | inferential statistics. | |  | d. | z-scores. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 5. Jan is summarizing numerical data by finding the mean, median, and mode for this set of data. She is most likely using \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | ordinal | |  | c. | inferential | |  | d. | nominal |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 6. In order to make decisions regarding the best reading program to use, Hope will be generalizing from the results of small samples of students. Hope is using \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | ordinal | |  | c. | inferential | |  | d. | nominal |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 7. Regarding statistics, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Statistics help us draw valid conclusions about what we have observed. | |  | b. | Statistics bring greater clarity and precision to psychological thought and research. | |  | c. | There are two major types of statistics: frequency and graphical. | |  | d. | Psychologists use statistics because they often have to base decisions on a limited amount of data. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Concept | |

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| 8. After administering a unit test to her psychology students, a college professor calculates the mean and range for this test in order to better understand the performance of her students on the material in this unit. This professor is using \_\_\_\_\_\_\_\_\_\_statistics.   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | inferential | |  | c. | nominal | |  | d. | ordinal |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 9. Descriptive statistics are helpful in doing all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | making numerical information more meaningful. | |  | b. | communicating numerical data to other people. | |  | c. | drawing conclusions from small samples. | |  | d. | summarizing large amounts of data. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Concept | |

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| 10. Graphical statistics, measures of central tendency, and measures of variability are the three basic types of \_\_\_\_\_\_\_\_\_\_statistics.   |  |  |  | | --- | --- | --- | |  | a. | nominal | |  | b. | inferential | |  | c. | descriptive | |  | d. | ordinal |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 11. Which of the following is NOT one of the three types of descriptive statistics?   |  |  |  | | --- | --- | --- | |  | a. | graphical statistics | |  | b. | inferential statistics | |  | c. | measures of central tendency | |  | d. | measures of variability |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 12. Graphical statistics belong to the category of   |  |  |  | | --- | --- | --- | |  | a. | nominal scales. | |  | b. | ordinal scales. | |  | c. | descriptive statistics. | |  | d. | inferential statistics. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 13. Melissa is using the three measures of central tendency, which are types of   |  |  |  | | --- | --- | --- | |  | a. | nominal scales. | |  | b. | ordinal scales. | |  | c. | descriptive statistics. | |  | d. | inferential statistics. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 14. Measures of variability belong to which of the following?   |  |  |  | | --- | --- | --- | |  | a. | nominal scales | |  | b. | ordinal scales | |  | c. | descriptive statistics | |  | d. | inferential statistics |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 15. Graphical statistics   |  |  |  | | --- | --- | --- | |  | a. | present numbers in a pictorial format. | |  | b. | numerically describe a "typical" score in a distribution. | |  | c. | show the arithmetic average of a set of data. | |  | d. | indicate how scores differ from each other numerically. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 16. Which of the following consists of techniques for presenting numbers pictorially, often by plotting them on a histogram or frequency polygon?   |  |  |  | | --- | --- | --- | |  | a. | graphical statistics | |  | b. | inferential statistics | |  | c. | figural statistics | |  | d. | nominal statistics |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 17. Which of the following is NOT an example of the use of graphical statistics?   |  |  |  | | --- | --- | --- | |  | a. | breaking down a set of math test scores into classes of equal size | |  | b. | drawing a histogram based on a set of scores from a personality questionnaire | |  | c. | graphing a set of IQ scores using a frequency polygon | |  | d. | generalizing from small samples to a larger population |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 18. Frequency distributions provide a method of   |  |  |  | | --- | --- | --- | |  | a. | organizing data and summarizing data. | |  | b. | extracting data from samples. | |  | c. | making inferences. | |  | d. | measuring z-scores. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 19. Which of the following is made by breaking down the entire range of possible scores into classes of equal size and then recording the number of scores falling into each class?   |  |  |  | | --- | --- | --- | |  | a. | scatter diagram | |  | b. | variability plot | |  | c. | correlational matrix | |  | d. | frequency distribution |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 20. Regarding frequency distributions, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The entire range of possible scores is broken down into classes of equal size. | |  | b. | Scores are often expressed graphically to make them more "visual." | |  | c. | Scores are listed in random order. | |  | d. | Large amounts of numerical information can be clearly organized. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 21. Kayla wants to create an organized summary of the number of people interested in each of the fifteen new products her company has designed. She should construct a   |  |  |  | | --- | --- | --- | |  | a. | frequency distribution. | |  | b. | range table. | |  | c. | variability matrix. | |  | d. | standard deviation scale. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 22. Kip is sorting scores into four classes of equal size, which she then puts in order. Kip is creating a   |  |  |  | | --- | --- | --- | |  | a. | scatter diagram. | |  | b. | correlation. | |  | c. | frequency distribution. | |  | d. | variability plot. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 23. Histograms and frequency polygons are visual representations of   |  |  |  | | --- | --- | --- | |  | a. | frequency distributions. | |  | b. | nominal scales. | |  | c. | inferential statistics. | |  | d. | differential statistics. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 24. A histogram can be described as a type of   |  |  |  | | --- | --- | --- | |  | a. | bar graph. | |  | b. | polygon. | |  | c. | frequency mode. | |  | d. | class interval. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 25. Which of the following is made by labeling class intervals on the abscissa, frequencies on the ordinate, and then drawing bars for each class interval with the height of each bar being determined by the number of scores in each class?   |  |  |  | | --- | --- | --- | |  | a. | scatter diagram | |  | b. | histogram | |  | c. | frequency polygon | |  | d. | normal curve |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 26. Dr. Sandford indicates the frequencies of his data using vertical bars. Dr. Sandford is constructing a   |  |  |  | | --- | --- | --- | |  | a. | frequency polygon. | |  | b. | scatter diagram. | |  | c. | normal distribution. | |  | d. | histogram. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 27. The type of graph depicted below is a   |  |  |  | | --- | --- | --- | |  | a. | frequency polygon. | |  | b. | scatter diagram. | |  | c. | normal distribution. | |  | d. | histogram. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 28. Which of the following is a graph of a frequency distribution in which the number of scores falling in each class is represented by points on a line?   |  |  |  | | --- | --- | --- | |  | a. | scatter matrix | |  | b. | histogram | |  | c. | frequency polygon | |  | d. | correlation matrix |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 29. The type of graph depicted below is a   |  |  |  | | --- | --- | --- | |  | a. | scatter matrix. | |  | b. | histogram. | |  | c. | frequency polygon. | |  | d. | correlation matrix. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 30. Carol is drawing a graph of a frequency distribution in which she places the number of scores falling in each class as points on a line. Carol is graphing a   |  |  |  | | --- | --- | --- | |  | a. | scatter matrix. | |  | b. | frequency polygon. | |  | c. | histogram. | |  | d. | correlation matrix. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 31. A bar graph is to a histogram as dots connected by straight lines are to a   |  |  |  | | --- | --- | --- | |  | a. | diorama. | |  | b. | frequency polygon. | |  | c. | pictograph. | |  | d. | scatterplot. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Concept | |

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| 32. Dots connected by straight lines are to a frequency polygon as a bar graph is to a   |  |  |  | | --- | --- | --- | |  | a. | diorama. | |  | b. | pictograph. | |  | c. | histogram. | |  | d. | scatterplot. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Concept | |

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| 33. Abscissa is to ordinate as   |  |  |  | | --- | --- | --- | |  | a. | vertical axis is to horizontal axis. | |  | b. | horizontal axis is to vertical axis. | |  | c. | measure of central tendency is to frequency distribution. | |  | d. | frequency distribution is to measure of central tendency. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 34. On a graph, the horizontal line or the X axis is called the   |  |  |  | | --- | --- | --- | |  | a. | abscissa. | |  | b. | ordinate. | |  | c. | standard deviation. | |  | d. | central tendency. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 35. On a graph, the vertical line or Y axis is called   |  |  |  | | --- | --- | --- | |  | a. | abscissa. | |  | b. | ordinate. | |  | c. | standard deviation. | |  | d. | central tendency. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 36. Measures of central tendency   |  |  |  | | --- | --- | --- | |  | a. | present numbers in a pictorial format. | |  | b. | describe a “typical” score in a distribution. | |  | c. | allow one to generalize from small samples. | |  | d. | indicate how scores differ from each other. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 37. A number that describes a “typical score” around which other scores fall is called a measure of   |  |  |  | | --- | --- | --- | |  | a. | variability. | |  | b. | central tendency. | |  | c. | normality. | |  | d. | cohesion. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 38. The propensity for a majority of scores to fall in the midrange of possible values is referred to as   |  |  |  | | --- | --- | --- | |  | a. | central tendency. | |  | b. | inferential probability. | |  | c. | the causal correlational effect. | |  | d. | frequency distribution. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 39. Which is NOT a measure of central tendency?   |  |  |  | | --- | --- | --- | |  | a. | mean | |  | b. | mode | |  | c. | range | |  | d. | median |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 40. Measures of central tendency include the mean, median, and   |  |  |  | | --- | --- | --- | |  | a. | range. | |  | b. | module. | |  | c. | mode. | |  | d. | standard deviation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 41. The mean, median, and mode are   |  |  |  | | --- | --- | --- | |  | a. | inferential statistics. | |  | b. | measures of central tendency. | |  | c. | measures of variability. | |  | d. | graphical statistics. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 42. Professor Warren calculated the mean, median, and mode of the scores made on the midterm exam. These descriptive statistics are known as   |  |  |  | | --- | --- | --- | |  | a. | inferential statistics. | |  | b. | the measures of central tendency. | |  | c. | the measures of variability. | |  | d. | graphical statistics. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 43. In looking over all of his students' grades on the last test, Dr. Abbot notices that there appears to be many high scores in one of his three classes. To determine if this class did perform better than the other two classes on this same test, Dr. Abbot decides to compute a mean and median for each class. To compare his classes, Dr. Abbot is using   |  |  |  | | --- | --- | --- | |  | a. | inferential statistics. | |  | b. | measures of variability. | |  | c. | measures of central tendency. | |  | d. | frequency distributions. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 44. If you add up all the scores and then divide by the number of scores, you arrive at the   |  |  |  | | --- | --- | --- | |  | a. | mean. | |  | b. | median. | |  | c. | mode. | |  | d. | range. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 45. The 45 students in your psychology section took a test. Your instructor adds together the scores made by these students and divides by 45 to obtain the   |  |  |  | | --- | --- | --- | |  | a. | median. | |  | b. | mode. | |  | c. | range. | |  | d. | mean. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 46. There are ten students in the pre-kindergarten class. Each student is shown eight colors and asked to name them. The number of colors correctly named by each student was: 8, 8, 8, 8, 7, 7, 6, 6, 5, 4. What would be the mean?   |  |  |  | | --- | --- | --- | |  | a. | 4.0 | |  | b. | 5.7 | |  | c. | 6.7 | |  | d. | 8.0 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 47. The 25 students in the psychology class take a 20-point quiz. Five of the students each obtained a score of 10 on the quiz, 10 students each obtained a score of 15, and 10 students each obtained a perfect score of 20. What would be the mean of these scores?   |  |  |  | | --- | --- | --- | |  | a. | 12 | |  | b. | 14 | |  | c. | 16 | |  | d. | 18 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 48. One problem with the mean is that it   |  |  |  | | --- | --- | --- | |  | a. | is very difficult to compute. | |  | b. | is sensitive to extremely high or low scores. | |  | c. | gives the score actually obtained by the greatest number of people. | |  | d. | cannot be used in determining other statistical values. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Concept | |

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| 49. Which of the following measures of central tendency is sensitive to extremely high or low scores in a distribution?   |  |  |  | | --- | --- | --- | |  | a. | mean | |  | b. | midst | |  | c. | mode | |  | d. | median |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 50. You have been asked to determine what the "typical" salary is for the employees at a small company. After looking at a list of the salaries, you note that the CEO and three vice-presidents make significantly more than any of the other 50 employees. Which descriptive statistic would be the LEAST affected by these four high salaries and would be the best measure to use to determine the "typical" salary?   |  |  |  | | --- | --- | --- | |  | a. | mean | |  | b. | median | |  | c. | range | |  | d. | standard deviation |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 51. Leesa arranges her set of scores from the highest to the lowest and then selects the score that falls in the middle. Leesa has determined which measure?   |  |  |  | | --- | --- | --- | |  | a. | range | |  | b. | mean | |  | c. | median | |  | d. | mode |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 52. Which measure of central tendency represents the "middle score" in a group of scores?   |  |  |  | | --- | --- | --- | |  | a. | mean | |  | b. | median | |  | c. | mode | |  | d. | range |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 53. Which of following represents the point in a group of scores where half the values fall below this midway point and half fall above it?   |  |  |  | | --- | --- | --- | |  | a. | median | |  | b. | mean | |  | c. | mode | |  | d. | range |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 54. There are 10 students in the pre-kindergarten class. Each student is shown eight colors and asked to name them. The number of colors correctly named by each student is: 8, 8, 8, 8, 7, 7, 6, 6, 5, 4. What would be the median?   |  |  |  | | --- | --- | --- | |  | a. | 4.0 | |  | b. | 6.7 | |  | c. | 7.0 | |  | d. | 8.0 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 55. Twenty psychology students took a 10-point practice test. Their scores were as follows: 3, 3, 4, 5, 5, 5, 6, 6, 6, 6, 8, 8, 9, 9, 9, 9, 10, 10, 10, 10. What would be the median?   |  |  |  | | --- | --- | --- | |  | a. | 4.0 | |  | b. | 6.7 | |  | c. | 7.0 | |  | d. | 8.0 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 56. The Reeds have five children aged 2, 6, 9, 11, and 14. The median age of the Reed children is   |  |  |  | | --- | --- | --- | |  | a. | 3. | |  | b. | 6. | |  | c. | 7. | |  | d. | 9. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 57. If one wants to find the median of an even number of scores, one   |  |  |  | | --- | --- | --- | |  | a. | selects one of the two middle scores as the median. | |  | b. | lists both middle scores as the median. | |  | c. | averages the two scores that “share” the middle spot. | |  | d. | cannot calculate a median on an even number of scores. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Concept | |

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| 58. Jonas is trying to determine the median for an even number of scores. The median will be   |  |  |  | | --- | --- | --- | |  | a. | the lower number of the two “middle” scores. | |  | b. | the higher number of the two “middle” scores. | |  | c. | a listing of both middle scores. | |  | d. | the average of the two scores that “share” the middle spot. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 59. Which measure of central tendency indicates the most frequently occurring score in a distribution?   |  |  |  | | --- | --- | --- | |  | a. | mean | |  | b. | median | |  | c. | mode | |  | d. | range |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 60. There are 10 students in the pre-kindergarten class. Each student is shown eight colors and asked to name them. The number of colors correctly named by each student is: 8, 8, 8, 8, 7, 7, 6, 6, 5, 4. What would be the mode?   |  |  |  | | --- | --- | --- | |  | a. | 4.0 | |  | b. | 6.7 | |  | c. | 7.0 | |  | d. | 8.0 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 61. Carla and her five girlfriends went shopping and spent $20, $12, $13, $8, $13, and $9, respectively, on cosmetics. The mode of their expenditures is   |  |  |  | | --- | --- | --- | |  | a. | $9. | |  | b. | $11. | |  | c. | $12. | |  | d. | $13. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 62. An advantage of using the mode is that it   |  |  |  | | --- | --- | --- | |  | a. | is sensitive to very high or very low scores in a distribution. | |  | b. | gives the score actually obtained by the greatest number of people. | |  | c. | is very reliable when there is a small group of scores. | |  | d. | is the most valid inferential statistic that one can use. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Concept | |

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| 63. Given these scores 22, 44, 33, 55, 33, 22, 44, 22, 55, 22, the mode is   |  |  |  | | --- | --- | --- | |  | a. | 22. | |  | b. | 33. | |  | c. | 44. | |  | d. | 55. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 64. Regarding the mode, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The mode is usually easy to obtain. | |  | b. | The mode’s advantage is that it gives the score actually obtained by the greatest number of people. | |  | c. | The mode is the most used measure of variability. | |  | d. | The mode can be an unreliable measure, especially in a small group of scores. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 65. Measures of variability   |  |  |  | | --- | --- | --- | |  | a. | present numbers in a pictorial format. | |  | b. | describe a "typical" score in a distribution. | |  | c. | allow one to generalize from small samples. | |  | d. | indicate how scores differ from each other. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 66. Matt is using a single score that describes how scattered or “spread out” his distribution of scores is. Matt is using a measure of   |  |  |  | | --- | --- | --- | |  | a. | central tendency. | |  | b. | the mean. | |  | c. | variability. | |  | d. | the median. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 67. The variability of a set of scores refers to which aspect of those scores?   |  |  |  | | --- | --- | --- | |  | a. | average | |  | b. | spread | |  | c. | uniqueness | |  | d. | probability |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Concept | |

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| 68. A researcher discovers two drugs that lower anxiety in agitated patients. However, one drug consistently lowers anxiety by moderate amounts, whereas the second sometimes lowers it by large amounts, sometimes has no effect, or may even increase anxiety in some patients. Although there is not an overall difference in the average (mean) amount of anxiety reduction, an important difference does exist between the two drugs. This difference would best be shown by using   |  |  |  | | --- | --- | --- | |  | a. | measures of central tendency. | |  | b. | measures of variability. | |  | c. | frequency distributions and correlations. | |  | d. | graphical statistics. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 69. When the scores are widely spread, the number representing this variability will be   |  |  |  | | --- | --- | --- | |  | a. | large. | |  | b. | small. | |  | c. | random. | |  | d. | in the negative domain. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Concept | |

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| 70. When the scores are close together, the number representing this variability will be   |  |  |  | | --- | --- | --- | |  | a. | large. | |  | b. | small. | |  | c. | random. | |  | d. | in the negative domain. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Concept | |

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| 71. The range and standard deviation are measures of   |  |  |  | | --- | --- | --- | |  | a. | central tendency. | |  | b. | variability. | |  | c. | frequency distribution. | |  | d. | correlation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 72. Which of the following is the simplest or most basic measure of variability?   |  |  |  | | --- | --- | --- | |  | a. | median | |  | b. | average deviation | |  | c. | standard deviation | |  | d. | range |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 73. The range is a   |  |  |  | | --- | --- | --- | |  | a. | measure of central tendency. | |  | b. | measure of variability. | |  | c. | type of correlation. | |  | d. | type of inferential statistic. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 74. The difference between the highest and lowest scores is known as the   |  |  |  | | --- | --- | --- | |  | a. | range. | |  | b. | average deviation. | |  | c. | median. | |  | d. | standard deviation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 75. There are 10 students in the pre-kindergarten class. Each student is shown eight colors and asked to name them. The number of colors correctly named by each student is: 8, 8, 8, 8, 7, 7, 6, 6, 5, 4. What would be the range?   |  |  |  | | --- | --- | --- | |  | a. | 4.0 | |  | b. | 6.7 | |  | c. | 7.0 | |  | d. | 8.0 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 76. The psychology test scores for five students are 100, 82, 96, 75, and 90. For this distribution of scores, the range is   |  |  |  | | --- | --- | --- | |  | a. | 6. | |  | b. | 14. | |  | c. | 25. | |  | d. | 36. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 77. For the numbers 10, 19, 2, 9, and 15, the range is   |  |  |  | | --- | --- | --- | |  | a. | 10. | |  | b. | 11. | |  | c. | 15. | |  | d. | 17. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 78. Which of the following is the index of how much a typical score differs from the mean of a group of scores?   |  |  |  | | --- | --- | --- | |  | a. | z-score | |  | b. | range | |  | c. | Pearson *r* | |  | d. | standard deviation |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 79. Which of the following is obtained for a group of scores by finding the difference of each score from the mean, squaring each difference, finding the average of this total, and lastly, taking the square root of this average?   |  |  |  | | --- | --- | --- | |  | a. | standard deviation | |  | b. | range | |  | c. | correlation coefficient | |  | d. | median |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 80. A particular advantage of the standard deviation is that it   |  |  |  | | --- | --- | --- | |  | a. | indicates the central tendency of a group of scores. | |  | b. | gives the score actually obtained by the greatest number of people. | |  | c. | does not require having to use the mean. | |  | d. | can be used to “standardize” scores to give them more meaning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Concept | |

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| 81. Jeff is using a measure that will indicate how many standard deviations above or below the mean a score is. The measure being used by Jeff is called a   |  |  |  | | --- | --- | --- | |  | a. | z-score. | |  | b. | Pearson r. | |  | c. | median. | |  | d. | coefficient of correlation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 82. Regarding z-scores, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Z-scores are a type of standard score. | |  | b. | Z-scores enable you to see where someone scored in relation to the mean. | |  | c. | Z-scores tell you how many standard deviations above or below the mean a score is. | |  | d. | Z-scores range from a score of 10 to a score of 50 on a normal curve. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Concept | |

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| 83. The number of standard deviation units a score falls above or below the mean defines its   |  |  |  | | --- | --- | --- | |  | a. | median. | |  | b. | correlation coefficient. | |  | c. | z-score. | |  | d. | average. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Fact | |

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| 84. In order to convert a number to a z-score, it is necessary, within a group of scores, to know the mean and the   |  |  |  | | --- | --- | --- | |  | a. | range. | |  | b. | correlation. | |  | c. | mode. | |  | d. | standard deviation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Fact | |

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| 85. In order for Jabar to calculate a standard score, he will need which two statistics?   |  |  |  | | --- | --- | --- | |  | a. | range and midst | |  | b. | mean and standard deviation | |  | c. | range and mode | |  | d. | standard deviation and z-score |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 86. By subtracting the mean from the original score and dividing the resulting number by the standard deviation for that group of scores, you have converted this original score to a   |  |  |  | | --- | --- | --- | |  | a. | median score. | |  | b. | intermediate range. | |  | c. | z-score. | |  | d. | percent variance. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 87. Gayle had a score of 80 in a class with a mean of 70 and a standard deviation of 5. Her z-score is   |  |  |  | | --- | --- | --- | |  | a. | +2.0. | |  | b. | +1.0. | |  | c. | -1.0. | |  | d. | -2.0. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 88. Gabe had a score of 70 in a class with a mean of 80 and a standard deviation of 10. His z-score is   |  |  |  | | --- | --- | --- | |  | a. | +2.0. | |  | b. | +1.0. | |  | c. | -1.0. | |  | d. | -2.0. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 89. Zack had a score of 90 in a class with a mean of 80 and a standard deviation of 10. His z-score is   |  |  |  | | --- | --- | --- | |  | a. | +2.0. | |  | b. | +1.0. | |  | c. | -1.0. | |  | d. | -2.0. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 90. If the mean on a test is 100 and the standard deviation is 15, a person with a z-score of +1.0 scored which of the following on the test?   |  |  |  | | --- | --- | --- | |  | a. | 70 | |  | b. | 85 | |  | c. | 115 | |  | d. | 130 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 91. If the mean on a test is 90 and the standard deviation is 10, a person with a z-score of -1.0 scored which of the following on the test?   |  |  |  | | --- | --- | --- | |  | a. | 70 | |  | b. | 80 | |  | c. | 90 | |  | d. | 110 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 92. If the mean of a test is 80 and the standard deviation is 10, a person with a z-score of -2.0 scored which of the following on the test?   |  |  |  | | --- | --- | --- | |  | a. | 40 | |  | b. | 50 | |  | c. | 60 | |  | d. | 70 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 93. Ken and his twin sister Katy both took the same psychology test but in different classes. On his psychology test, Ken had a score of 110 in a class with a mean of 100 and a standard deviation of 10, while his twin sister Katy had a score of 118 in a class having a mean of 100 and a standard deviation of 18. Which statement is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Ken’s z-score is higher than Katy’s. | |  | b. | Katy’s z-score is higher than Ken’s. | |  | c. | Both of their z-scores are the same. | |  | d. | A z-score cannot be calculated from the information given. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 94. When chance events are recorded, we find that some outcomes have a high probability and occur very often, others have a lower probability and occur infrequently, still others have little probability and occur rarely. As a result, the distribution (or tally) of chance events typically resembles a   |  |  |  | | --- | --- | --- | |  | a. | normal curve. | |  | b. | positive skew. | |  | c. | negative skew. | |  | d. | horizontal line. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 95. Which of the following is NOT a reason that the normal curve is a useful tool in psychological statistics?   |  |  |  | | --- | --- | --- | |  | a. | Many psychological characteristics are normally distributed. | |  | b. | There is a direct relationship between the standard deviation and the normal curve. | |  | c. | The normal curve can be used to estimate probabilities. | |  | d. | The normal curve allows us to generalize from small samples. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Concept | |

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| 96. Behavioral variables found in the population often form a normal curve, which is described as which type of distribution?   |  |  |  | | --- | --- | --- | |  | a. | z-shaped | |  | b. | t-shaped | |  | c. | s-shaped | |  | d. | bell-shaped |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 97. A bell-shaped distribution, with a large number of scores in the middle, tapering to very few extremely high and low scores is known as a   |  |  |  | | --- | --- | --- | |  | a. | normal curve. | |  | b. | positive skew. | |  | c. | negative skew. | |  | d. | histogram. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 98. The distribution depicted below is a   |  |  |  | | --- | --- | --- | |  | a. | histogram. | |  | b. | positive skew. | |  | c. | negative skew. | |  | d. | normal curve. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 99. According to the text, many behavioral variables, such as intelligence and memory ability,   |  |  |  | | --- | --- | --- | |  | a. | are distributed along a normal curve. | |  | b. | tend to have different medians and modes. | |  | c. | are not usually normally distributed. | |  | d. | tend to have identical means. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 100. Research has shown that characteristics such as height, memory span, and intelligence are   |  |  |  | | --- | --- | --- | |  | a. | positively correlated. | |  | b. | negatively correlated. | |  | c. | distributed along a normal curve. | |  | d. | none of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 101. Regarding the normal curve, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Relationships between the standard deviation and the normal curve do not change. | |  | b. | A normal curve represents the distribution of chance events. | |  | c. | A normal curve shows that a low number of people score near the middle of a distribution. | |  | d. | A normal curve is applicable to a wide range of psychological variables and traits. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 102. Which of the following measures offset proportions of a normal curve that are above and below the mean?   |  |  |  | | --- | --- | --- | |  | a. | standard deviation | |  | b. | median | |  | c. | mode | |  | d. | coefficient of correlation |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 103. Groups of scores from distributions that are approximately normal can be compared because the relationship does not change between the normal curve and the   |  |  |  | | --- | --- | --- | |  | a. | standard deviation. | |  | b. | median. | |  | c. | mode. | |  | d. | coefficient of correlation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Concept | |

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| 104. On a normal curve, 99 percent of all the cases would be found between which two standard deviations (SDs)?   |  |  |  | | --- | --- | --- | |  | a. | 0 and +3 | |  | b. | -1 and +2 | |  | c. | -2 and +2 | |  | d. | -3 and +3 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 105. On a normal curve, 95 percent of all the cases would be found between which two standard deviations (SDs)?   |  |  |  | | --- | --- | --- | |  | a. | 0 and +3 | |  | b. | -1 and +1 | |  | c. | -2 and +2 | |  | d. | -3 and +3 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 106. On a normal curve, 68 percent of all the cases would be found between which two standard deviations (SDs)?   |  |  |  | | --- | --- | --- | |  | a. | 0 and +2 | |  | b. | -1 and +1 | |  | c. | -2 and +2 | |  | d. | -3 and +3 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 107. What percent of all cases are found between a standard deviation (SD) of +2 and an SD of -2 on a normal curve?   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 68 | |  | c. | 95 | |  | d. | 99 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 108. On his psychology test, Miguel must determine what percent of all cases are found between a standard deviation (SD) of +3 and a standard deviation (SD) of -3 on a normal curve. His answer to this problem should be \_\_\_\_\_\_\_\_\_\_ percent.   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 68 | |  | c. | 95 | |  | d. | 99 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Application | |

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| 109. What percent of all cases are found between an SD of +1 and an SD of -1 on a normal curve?   |  |  |  | | --- | --- | --- | |  | a. | 50 | |  | b. | 68 | |  | c. | 95 | |  | d. | 99 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 110. Which of the following is NOT an example of a question that could be answered using a correlational study?   |  |  |  | | --- | --- | --- | |  | a. | Does a new drug cause an improvement in memory for nonsense syllables? | |  | b. | Are socioeconomic and educational levels related to family size? | |  | c. | Do high school grades resemble college grades? | |  | d. | Is there a relationship between increases in rainfall levels and declines in crime rates? |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 111. A correlation describes the   |  |  |  | | --- | --- | --- | |  | a. | probability of a variable occurring. | |  | b. | commonality of two variables. | |  | c. | relationship between two variables. | |  | d. | mean and median of a variable. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Concept | |

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| 112. When two variables vary together in some orderly fashion, they are   |  |  |  | | --- | --- | --- | |  | a. | significant. | |  | b. | representative. | |  | c. | correlated. | |  | d. | causally related. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Fact | |

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| 113. Which of the following is NOT an example of a correlational study?   |  |  |  | | --- | --- | --- | |  | a. | Will a new reading curriculum increase reading comprehension test scores made by third graders? | |  | b. | Is the chance of having a heart attack related to having a hostile personality? | |  | c. | How is wealth related to happiness? | |  | d. | Is there an association between childhood exposure to the Internet and IQ at age 20? |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 114. The existence of a consistent, systematic relationship between two events, measures, or variables refers to   |  |  |  | | --- | --- | --- | |  | a. | statistical significance. | |  | b. | a standard deviation. | |  | c. | a correlation. | |  | d. | a normal curve. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Fact | |

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| 115. A psychologist notes that the higher a couple’s socioeconomic and educational status, the smaller the number of children they are likely to have. This psychologist is describing a relationship called a   |  |  |  | | --- | --- | --- | |  | a. | statistical significance. | |  | b. | standard deviation. | |  | c. | correlation. | |  | d. | normal curve. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 116. Dr. Lancer noted in his observations that people who are susceptible to hypnosis are also more likely to listen to music. Dr. Lancer is describing a relationship called a   |  |  |  | | --- | --- | --- | |  | a. | statistical significance. | |  | b. | standard deviation. | |  | c. | normal curve. | |  | d. | correlation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 117. In order to clearly visualize the correlation, Dr. Amott should construct a   |  |  |  | | --- | --- | --- | |  | a. | histogram. | |  | b. | frequency polygon. | |  | c. | frequency distribution. | |  | d. | scatter diagram. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 118. For a group of students, a researcher obtains their grades in high school and their grades in college and plot the intersection of these paired measures for each person on a graph as a single point. This graph is called a   |  |  |  | | --- | --- | --- | |  | a. | normal curve. | |  | b. | correlation matrix. | |  | c. | frequency distribution. | |  | d. | scatter diagram. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 119. A graph that plots the intersection of paired measures, that is, the points at which paired X and Y measures cross is called a   |  |  |  | | --- | --- | --- | |  | a. | scatter diagram. | |  | b. | histogram. | |  | c. | frequency polygon. | |  | d. | frequency distribution. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Fact | |

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| 120. The type of graph depicted below is a   |  |  |  | | --- | --- | --- | |  | a. | frequency polygon. | |  | b. | scatter diagram. | |  | c. | correlation matrix. | |  | d. | histogram. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Fact | |

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| 121. When measure X gets larger, measure Y also gets larger in a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 122. When measure X gets smaller, measure Y also gets smaller in a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 123. Josh is viewing a scatter diagram and notes that as measure X gets larger, measure Y gets smaller. Thus, this scatter diagram is depicting a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 124. The scatter diagram below depicts which type of relationship?   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 125. The scatter diagram below depicts which type of relationship?   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 126. The scatter diagram below depicts which type of relationship?   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 127. A mathematical relationship in which increases in one measure are matched by increases in the other (and decreases correspond with decreases) is a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | variable relationship. | |  | c. | positive relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 128. A mathematical relationship in which increases in one measure are matched by decreases in the other is a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | variable relationship. | |  | c. | positive relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 129. The absence of a mathematical relationship between two measures is referred to as a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | null hypothesis. | |  | c. | variable relationship. | |  | d. | negative correlation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 130. Cara is plotting a zero correlation as a graph. Her cluster of points will form the shape of a(n)   |  |  |  | | --- | --- | --- | |  | a. | diagonal oval to the right. | |  | b. | diagonal oval to the left. | |  | c. | inverted-U. | |  | d. | circle. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 131. If the points on a scatter diagram are clustered in a pattern that extends from lower left to upper right, this would suggest that the two variables depicted are   |  |  |  | | --- | --- | --- | |  | a. | normally distributed. | |  | b. | not correlated. | |  | c. | positively correlated. | |  | d. | negatively correlated. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 132. If the points on a scatter diagram are clustered in a pattern that extends from upper left to the lower right, this would suggest that the two variables depicted are   |  |  |  | | --- | --- | --- | |  | a. | normally distributed. | |  | b. | not correlated. | |  | c. | negatively correlated. | |  | d. | positively correlated. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 133. The more time students spend studying, the higher their grades are. This would be a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 134. The fewer days that students attend class, the lower their grades. This would be a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 135. Dr. Rodriguez discovers that the more education people have, the more money they tend to earn. Dr. Rodriguez has discovered a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 136. The relationship between young children’s height and weight would represent a   |  |  |  | | --- | --- | --- | |  | a. | nominal scale. | |  | b. | positive correlation. | |  | c. | negative correlation. | |  | d. | zero correlation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 137. The relationship between anxiety level and classroom test scores would probably   |  |  |  | | --- | --- | --- | |  | a. | produce a negative correlation coefficient. | |  | b. | produce a positive correlation coefficient. | |  | c. | be normally distributed. | |  | d. | show equal amounts of variability. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 138. The more time students spend sleeping in class, the lower their grades are. This would be a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 139. Higher alcohol levels are related to lower coordination scores. This would be a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 140. If there is no relationship between two variables, then which type of correlation exists?   |  |  |  | | --- | --- | --- | |  | a. | negative | |  | b. | null | |  | c. | zero | |  | d. | curvilinear |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 141. One’s shoe size and one’s IQ score would be a   |  |  |  | | --- | --- | --- | |  | a. | zero correlation. | |  | b. | positive relationship. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 142. Students’ hat sizes and their college grades would be a   |  |  |  | | --- | --- | --- | |  | a. | positive relationship. | |  | b. | zero correlation. | |  | c. | variable relationship. | |  | d. | negative relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 143. The degree of relationship between two measures is depicted by a   |  |  |  | | --- | --- | --- | |  | a. | coefficient of correlation. | |  | b. | rational coefficient. | |  | c. | standard deviation. | |  | d. | coefficient of variation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 144. The coefficient of correlation ranges from   |  |  |  | | --- | --- | --- | |  | a. | 0.00 to +1.00. | |  | b. | -1.00 to 0.00. | |  | c. | -1.00 to +1.00. | |  | d. | +1.00 to +2.00. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 145. Which of the following is the largest number that a correlation coefficient can be?   |  |  |  | | --- | --- | --- | |  | a. | 1. | |  | b. | .001 | |  | c. | 100 | |  | d. | 10. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 146. A scatter plot in which all the points fall in a straight diagonal line would be characteristic of two sets of variables which   |  |  |  | | --- | --- | --- | |  | a. | are perfectly correlated. | |  | b. | have a correlation coefficient of 0.0. | |  | c. | show equal amounts of variability. | |  | d. | are characterized by none of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 147. Which of the following correlations is depicted below?   |  |  |  | | --- | --- | --- | |  | a. | +1.00 | |  | b. | -1.00 | |  | c. | 0.00 | |  | d. | +.50 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 148. Which of the following correlations is depicted below?   |  |  |  | | --- | --- | --- | |  | a. | +1.00 | |  | b. | -1.00 | |  | c. | 0.00 | |  | d. | +.50 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 149. Which of the following correlations is depicted below?   |  |  |  | | --- | --- | --- | |  | a. | +1.00 | |  | b. | -1.00 | |  | c. | 0.00 | |  | d. | +.50 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 150. If two variables have a correlation of +1.00, then   |  |  |  | | --- | --- | --- | |  | a. | a perfect negative relationship exists between them. | |  | b. | a perfect positive relationship exists between them. | |  | c. | a weak relationship exists between them. | |  | d. | it is not possible to tell the type of relationship that exists between them. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 151. If two variables have a correlation of -1.00, then   |  |  |  | | --- | --- | --- | |  | a. | a perfect negative relationship exists between them. | |  | b. | a perfect positive relationship exists between them. | |  | c. | a weak relationship or nonexistent relationship is present. | |  | d. | it is not possible to tell the type of relationship that exists between them. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 152. A perfect positive relationship has a coefficient of correlation of   |  |  |  | | --- | --- | --- | |  | a. | 0.00 | |  | b. | +1.00 | |  | c. | -1.00 | |  | d. | none of these. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 153. A perfect negative relationship has a coefficient of correlation of   |  |  |  | | --- | --- | --- | |  | a. | 0.00 | |  | b. | +1.00 | |  | c. | -1.00 | |  | d. | none of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 154. For his study, Dr. Tabor has chosen the most commonly used correlation coefficient, which is the   |  |  |  | | --- | --- | --- | |  | a. | standard coefficient. | |  | b. | Pearson *r*. | |  | c. | deviation. | |  | d. | frequency coefficient. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 155. The Pearson *r* is the most commonly used   |  |  |  | | --- | --- | --- | |  | a. | measure of central tendency. | |  | b. | correlation coefficient. | |  | c. | measure of variability. | |  | d. | standard score. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 156. Regarding correlation coefficients, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | The most commonly used correlation coefficient is called the Pearson *r.* | |  | b. | Correlations between most variables in psychology are rarely +1.00 or -1.00. | |  | c. | The strength of the correlation coefficient is determined by the sign in front of it. | |  | d. | The sign in front of the correlation coefficient depicts the type of relationship between the variables. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 157. A coefficient of correlation that is close to zero indicates a \_\_\_\_\_\_\_\_\_\_ relationship.   |  |  |  | | --- | --- | --- | |  | a. | perfect | |  | b. | strong | |  | c. | moderate | |  | d. | weak |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 158. If a correlation is -1.00, then which type of relationship exists?   |  |  |  | | --- | --- | --- | |  | a. | perfect negative | |  | b. | moderately strong | |  | c. | weak | |  | d. | nonexistent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 159. If one calculates a correlation of -1.20, this coefficient indicates that a   |  |  |  | | --- | --- | --- | |  | a. | perfect negative relationship exists. | |  | b. | moderately strong relationship exists. | |  | c. | weak correlation exists. | |  | d. | miscalculation has occurred. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 160. As the correlation coefficient gets closer to +1.00 or -1.00, then the relationship will be   |  |  |  | | --- | --- | --- | |  | a. | weaker. | |  | b. | stronger. | |  | c. | more variable. | |  | d. | harder it becomes to predict. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 161. Which of the following correlation coefficients indicates the strongest relationship?   |  |  |  | | --- | --- | --- | |  | a. | +.79 | |  | b. | -.85 | |  | c. | -1.27 | |  | d. | +.35 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 162. Which of the following correlation coefficients indicates the strongest relationship?   |  |  |  | | --- | --- | --- | |  | a. | +.81 | |  | b. | -.65 | |  | c. | +1.05 | |  | d. | +.55 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 163. Which of the following correlation coefficients indicates the weakest relationship?   |  |  |  | | --- | --- | --- | |  | a. | +.69 | |  | b. | -.85 | |  | c. | -1.27 | |  | d. | +.35 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 164. Which of the following correlation coefficients indicates the weakest relationship?   |  |  |  | | --- | --- | --- | |  | a. | +.29 | |  | b. | -.65 | |  | c. | -1.03 | |  | d. | +.75 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 165. Correlations are important in   |  |  |  | | --- | --- | --- | |  | a. | calculating z-scores. | |  | b. | making predictions. | |  | c. | proving causality. | |  | d. | setting up frequency distributions. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | |

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| 166. Regarding correlations, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | A correlation of -1.00 means that zero percent of the variation in the Y measure is accounted for by knowing the X measure. | |  | b. | If we know that two measures are correlated, and we know a person’s score on one measure, we can predict his or her score on the other. | |  | c. | Correlations help us to identify relationships that are important, such as the relationship between cigarette smoking and lung cancer. | |  | d. | To decide which applicants have the best chance of success, most colleges have formulas that use multiple correlations of such predictors as high school GPA, teacher ratings, extracurricular activities, and scores on the *SAT Reasoning Test.* |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 167. To decide which college applicants have the best chances for success, most colleges have formulas that use   |  |  |  | | --- | --- | --- | |  | a. | multiple correlations. | |  | b. | correlation matrixes. | |  | c. | random assignment. | |  | d. | frequency distributions. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Fact | |

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| 168. Gordon is trying to find the percent of variance in one measure that is accounted for by knowing another measure. In order to do this, Gordon must square the   |  |  |  | | --- | --- | --- | |  | a. | mean. | |  | b. | z-score. | |  | c. | Pearson *r.* | |  | d. | standard deviation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 169. If you square the correlation coefficient, you will get a number telling the   |  |  |  | | --- | --- | --- | |  | a. | percent of variance accounted for by the correlation. | |  | b. | standard deviations accounted for by the correlation. | |  | c. | statistical significance of the measure. | |  | d. | amount of causation between the two variables. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Fact | |

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| 170. Which of the following would tell us the percentage of variance in one variable that can be accounted for by knowing the other variable?   |  |  |  | | --- | --- | --- | |  | a. | *r.* | |  | b. | SD. | |  | c. | *r* × *r.* | |  | d. | z-score. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | |

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| 171. For a correlation of +1.00 or -1.00, what percent of the variation in the Y measure is accounted for by knowing the X measure?   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 20 | |  | c. | 50 | |  | d. | 100 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | |

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| 172. Glenda has determined that the correlation between the math screening test and her students’ math grade is .40. What percent of the variation in math scores is accounted for by knowing the students’ scores on the screening test?   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 16 | |  | c. | 25 | |  | d. | 40 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 173. The college admissions office has determined that the correlation between IQ scores and college grade point average is .50. What percent of the variation in college grades is accounted for by knowing IQ scores?   |  |  |  | | --- | --- | --- | |  | a. | 10 | |  | b. | 15 | |  | c. | 25 | |  | d. | 50 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 174. Wendy has determined that the correlation between her reading screening test and her students’ reading grades is .30. What percent of the variation in reading scores is accounted for by knowing the students’ scores on the screening test?   |  |  |  | | --- | --- | --- | |  | a. | 9 | |  | b. | 30 | |  | c. | 60 | |  | d. | 90 |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 175. If the correlation between the IQs of identical twins is .86, then, in any group of identical twins, what percent of the variation in the “Y” twins’ IQs is accounted for by knowing the IQs of their identical siblings (the “X’s”)?   |  |  |  | | --- | --- | --- | |  | a. | 22 | |  | b. | 43 | |  | c. | 74 | |  | d. | 86 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 176. A useful tool for interpreting the correlations encountered in the media and the psychological literature is to square the correlations to obtain the   |  |  |  | | --- | --- | --- | |  | a. | z-score. | |  | b. | absolute mean. | |  | c. | percent variance. | |  | d. | statistical significance. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 177. You have just read a story in the media that reports a correlation of .25 between two factors. The percent variance for this correlation would be   |  |  |  | | --- | --- | --- | |  | a. | 6.25  percent. | |  | b. | 16.50 percent. | |  | c. | 46.25 percent. | |  | d. | 60.50 percent. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | | *OTHER:* | \* (New Question) | |

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| 178. It is important to keep in mind that correlation \_\_\_\_\_\_\_\_\_\_ causation.   |  |  |  | | --- | --- | --- | |  | a. | does not demonstrate | |  | b. | is an index of | |  | c. | is always related to | |  | d. | is inconsistent with |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Fact | |

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| 179. Regarding two variables of interest, a correlation will tell us only the degree of   |  |  |  | | --- | --- | --- | |  | a. | causation. | |  | b. | influence one variable has on the other. | |  | c. | spread, or variability, between the two variables. | |  | d. | relationship between the two variables. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 180. When using correlation, we CANNOT   |  |  |  | | --- | --- | --- | |  | a. | determine the direction of the relationship. | |  | b. | conclude that a cause-and-effect relationship exists. | |  | c. | use it to make a prediction. | |  | d. | determine the strength of the relationship. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 181. Correlations allow us to   |  |  |  | | --- | --- | --- | |  | a. | determine causation. | |  | b. | demonstrate statistical significance. | |  | c. | make predictions. | |  | d. | generalize to large samples. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 182. Experiments allow us to   |  |  |  | | --- | --- | --- | |  | a. | determine causation. | |  | b. | nullify a z-score. | |  | c. | demonstrate percent of variance. | |  | d. | verify extraneous variables. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 183. In order to gain greater confidence that a cause-and-effect relationship exists, which of the following must be performed?   |  |  |  | | --- | --- | --- | |  | a. | experiment | |  | b. | correlational study | |  | c. | Pearson r | |  | d. | case study |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 184. Regarding correlations, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | It is impossible for two correlated variables to have a cause-and-effect relationship. | |  | b. | We cannot conclude, solely on the basis of correlation, that a causal link exists. | |  | c. | An experiment must be performed to establish a causal relationship. | |  | d. | Often, two correlated measures are related as a result of the influence of a third variable. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 185. Regarding correlations, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Correlations are the best way to establish causation. | |  | b. | Correlations help us to identify relationships and predict useful information. | |  | c. | Two correlated measures can be related as a result of the influence of a third variable. | |  | d. | Because we rarely run experiments in daily life, the information on which we act is largely correlational. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 186. If the correlation between anxiety and test scores is -.85, then we can safely conclude that   |  |  |  | | --- | --- | --- | |  | a. | high anxiety causes low test performance. | |  | b. | low test performance causes high anxiety levels. | |  | c. | there is a positive relationship between anxiety and test scores. | |  | d. | there is a negative relationship between anxiety and test scores. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Application | |

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| 187. If there is a .75 correlation between the hours that students devote to studying and their grades   |  |  |  | | --- | --- | --- | |  | a. | a third variable, such as motivation and interest may account for the relationship. | |  | b. | we can conclusively say that this strong correlation indicates a causal relationship. | |  | c. | there is a weak, almost non-existent relationship. | |  | d. | there is a strong negative correlation. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Application | |

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| 188. If there is a correlation of .78 between socioeconomic status and IQ score, which of the following statements is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | A third variable such as education level may account for the relationship between socioeconomic status and IQ score. | |  | b. | Higher socioeconomic status will have a causal impact on IQ scores. | |  | c. | There is a weak relationship between socioeconomic status and IQ score. | |  | d. | Decreases in IQ scores will automatically result in lower socioeconomic status. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Application | |

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| 189. When we want to generalize from the behavior of a small group to a large group, we must rely on   |  |  |  | | --- | --- | --- | |  | a. | descriptive statistics. | |  | b. | normative statistics. | |  | c. | inferential statistics. | |  | d. | random statistics. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Concept | |

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| 190. Inferential statistics are used to   |  |  |  | | --- | --- | --- | |  | a. | generalize from small samples. | |  | b. | draw conclusions. | |  | c. | make decisions based on limited data. | |  | d. | do all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Concept | |

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| 191. A researcher studies the effects of a new therapy on a small group of depressed individuals in the hopes of generalizing these findings for use with all depressed people. This researcher is using \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | normative | |  | c. | inferential | |  | d. | random |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Application | |

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| 192. When a psychologist wishes to generalize results to an entire population, he or she would use \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  |  | | --- | --- | --- | |  | a. | descriptive | |  | b. | inferential | |  | c. | holistic | |  | d. | correlational |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Application | |

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| 193. In your research study, you find that a small group of students who completed a computer tutorial on problem-solving skills scored significantly higher in their college algebra class than those who did not. Thus, the statistics that allow us to generalize these findings to other college algebra students are called \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  |  | | --- | --- | --- | |  | a. | graphical | |  | b. | inferential | |  | c. | descriptive | |  | d. | ordinate |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Application | |

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| 194. An entire set of subjects, objects, or events belonging to a particular category is called a   |  |  |  | | --- | --- | --- | |  | a. | population. | |  | b. | sample. | |  | c. | cross section. | |  | d. | universal set. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | |

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| 195. Researchers usually cannot use populations when doing their studies because   |  |  |  | | --- | --- | --- | |  | a. | populations are not representative of a sample. | |  | b. | it is usually impractical or impossible. | |  | c. | statistical methods are only applicable to sample groups. | |  | d. | the requirement of randomness cannot be met. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 196. A psychologist is interested in the effectiveness of a new method for teaching math to third graders. She is testing it on several third grade classes. In this example, the population is   |  |  |  | | --- | --- | --- | |  | a. | all third graders. | |  | b. | grade school students. | |  | c. | third graders in the classes tested. | |  | d. | the teaching method. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 197. Of the 4,000 students at Meridian Community College, 300 were surveyed regarding their views on the menu at the college cafeteria. All of the students at Meridian Community College would be the   |  |  |  | | --- | --- | --- | |  | a. | sample. | |  | b. | experimental group. | |  | c. | population. | |  | d. | control group. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 198. Smaller cross-sections that are used to draw conclusions about the entire population are called   |  |  |  | | --- | --- | --- | |  | a. | samples. | |  | b. | partial sets. | |  | c. | data units. | |  | d. | frequency distributions. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 199. A sample is   |  |  |  | | --- | --- | --- | |  | a. | a measure of central tendency. | |  | b. | a measure of variability. | |  | c. | the same as the z-score or standard deviation. | |  | d. | a smaller subpart of a population. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | |

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| 200. Regarding samples, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | Samples are smaller cross-sections of a population. | |  | b. | Samples are used to draw conclusions about larger groups. | |  | c. | Inferential statistics are often applied to samples. | |  | d. | Samples are often too difficult to obtain for research. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 201. A researcher wants to find out if a new math program is superior to the old math program that is used to teach college algebra at a community college. She selects 400 students from the total student body of 4,000 students to participate in this study. The 400 students would be considered the   |  |  |  | | --- | --- | --- | |  | a. | sample. | |  | b. | experimental group. | |  | c. | population. | |  | d. | control group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 202. Dr. Little is interested in studying the effects of a new medication on children with asthma between the ages of six and 12. She gets permission to try the medication on asthma patients in several hospital clinics. In this example, the sample includes children   |  |  |  | | --- | --- | --- | |  | a. | of all ages with asthma. | |  | b. | with asthma between the ages of 6 and 12. | |  | c. | with asthma between the of ages six and 12 from the clinics where Dr. Little does her study. | |  | d. | with asthma of all ages who do not receive medication. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 203. A major requirement for a sample to be used in psychological research is that it be   |  |  |  | | --- | --- | --- | |  | a. | statistically supportive. | |  | b. | significant. | |  | c. | practical. | |  | d. | representative. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 204. Representativeness as it refers to a sample means   |  |  |  | | --- | --- | --- | |  | a. | the sample is as large as the population. | |  | b. | the sample group reflects the characteristics of the larger population. | |  | c. | each member of the sample has an equal chance of being picked. | |  | d. | the sample group is equally divided between males and females. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | |

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| 205. A small, randomly-selected part of a larger population that accurately reflects characteristics of the whole population is a \_\_\_\_\_\_\_\_\_\_ sample.   |  |  |  | | --- | --- | --- | |  | a. | representative | |  | b. | correlational | |  | c. | significant | |  | d. | variant |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | |

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| 206. The political science class randomly selected 150 adults from the community in order to obtain their opinions on the upcoming presidential race. This group of 150 people would be considered the   |  |  |  | | --- | --- | --- | |  | a. | representative sample. | |  | b. | experimental group. | |  | c. | population. | |  | d. | control group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 207. Of the 4,000 students at Meridian Community College, 250 were randomly selected to be surveyed regarding their views on the on-line learning classes. The students who were randomly selected and surveyed would constitute the   |  |  |  | | --- | --- | --- | |  | a. | population. | |  | b. | experimental group. | |  | c. | representative sample. | |  | d. | control group. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 208. A very important aspect of representative samples is that their members are   |  |  |  | | --- | --- | --- | |  | a. | chosen by random selection. | |  | b. | chosen on the basis of central tendency. | |  | c. | chosen on the basis of equal variability. | |  | d. | significant members of the population. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 209. For his research study, Dr. Safar wants to make sure that his sample is a representative one. The most effective way for him to do this is to   |  |  |  | | --- | --- | --- | |  | a. | use random selection. | |  | b. | calculate the correlation coefficient. | |  | c. | make sure that the standard deviation is low. | |  | d. | use a scatter diagram. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 210. Each member of the population has an equal opportunity of being included in the sample when an experimenter uses   |  |  |  | | --- | --- | --- | |  | a. | standard deviation sampling. | |  | b. | a negative correlation. | |  | c. | a frequency distribution. | |  | d. | random selection. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Fact | |

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| 211. How much must two means differ before we can consider the difference “real” and not due to chance? To answer this question, we must use   |  |  |  | | --- | --- | --- | |  | a. | coefficients of correlation. | |  | b. | tests of statistical significance. | |  | c. | graphical statistics. | |  | d. | random selection. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Concept | |

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| 212. Which of the following provide an estimate of how often experimental results could have occurred by chance alone?   |  |  |  | | --- | --- | --- | |  | a. | coefficients of correlation | |  | b. | random selections | |  | c. | graphical statistics | |  | d. | tests of statistical significance |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 213. Which of the following is defined as the degree to which an event is unlikely to have occurred by chance alone?   |  |  |  | | --- | --- | --- | |  | a. | negative correlation | |  | b. | zero relationship | |  | c. | statistical significance | |  | d. | percent of variance |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 214. In psychology, any experimental result that could have occurred by chance only five times (or less) out of 100 is considered to be   |  |  |  | | --- | --- | --- | |  | a. | lucky. | |  | b. | random. | |  | c. | biased. | |  | d. | significant. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Concept | |

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| 215. The results of a significance test are stated as a   |  |  |  | | --- | --- | --- | |  | a. | correlation. | |  | b. | probability. | |  | c. | standard deviation. | |  | d. | mean. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 216. For the results of Dr. Mosley’s experiment to be regarded as statistically significant, his results must have a chance probability of \_\_\_\_\_\_\_\_\_\_ or less.   |  |  |  | | --- | --- | --- | |  | a. | .5 | |  | b. | .05 | |  | c. | 1.5 | |  | d. | 1.05 |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Application | |

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| 217. When using tests of statistical significance, the odds that the observed difference was due to chance are stated as a   |  |  |  | | --- | --- | --- | |  | a. | percent variance. | |  | b. | coefficient of correlation. | |  | c. | probability. | |  | d. | standard deviation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Concept | |

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| 218. Regarding tests of statistical significance, which of the following statements is FALSE?   |  |  |  | | --- | --- | --- | |  | a. | They provide estimates about experimental results. | |  | b. | They are usually expressed as probabilities. | |  | c. | They allow us to make conclusions about research within a reasonable degree of certainty. | |  | d. | They are an important aspect of descriptive statistics. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 219. In a memory test, the test of statistical significance used showed a probability of .025 that the group mean of the experimental group and the group mean of the control group would differ as much as they do by chance alone. This allows us to   |  |  |  | | --- | --- | --- | |  | a. | estimate the percent of variance between the two group means. | |  | b. | establish a normal curve, regarding the memory score changes that occurred. | |  | c. | calculate the measures of central tendency and measures of variability for this experiment. | |  | d. | conclude with reasonable certainty that the drug actually did improve memory scores. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Application | |

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| 220. After administering a unit test to her psychology students, a college professor calculates the mean and range for this test in order to better understand the performance of her students on the material in this unit. This professor is using inferential statistics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 221. The three basic types of descriptive statistics are graphical statistics, measures of central tendency, and measures of variability.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 222. A frequency distribution is made by breaking down the entire range of possible scores into classes of equal size and then recording the number of scores falling into each class.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 223. Vertical bars are used to indicate the frequencies within a frequency polygon.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 224. If your psychology test scores include 100, 100, 100, 80, and 70, then the mean is 90.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 225. The median is very sensitive to extremely high or low scores.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Fact | |

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| 226. Ten music majors take a 20-point quiz on the musical scales. Their scores are as follows: 12, 13, 15, 15, 16, 16, 17, 18, 19, 20. The median of these scores is 16.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 227. Given these scores 40, 40, 30, 50, 30, 20, 40, 20, 50, 40, the mode is 30.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 228. Measures of variability provide a single score that describes how scattered or “spread out” a distribution of scores is.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 229. For the numbers 10, 16, 3, 7, and 17, the range is 14.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 230. The index of how much a typical score differs from the mean of a group of scores is known as the Pearson r.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 231. An important advantage of the standard deviation is that it can be used to “standardize” scores in a way that gives them greater meaning.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Concept | | *OTHER:* | \* (New Question) | |

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| 232. If the mean on a test is 90 and the standard deviation is 10, a person with a z-score of -1.0 scored 110 on the test.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 233. A bell-shaped distribution, with a large number of scores in the middle, tapering to very few extremely high and low scores is known as a negatively-skewed curve.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 234. Direct measurement has shown such characteristics as height, memory span, and intelligence to be distributed approximately along a normal curve.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 235. The relationship of the standard deviation to the normal curve makes it possible to compare groups of scores if they come from distributions that are approximately normal.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Concept | |

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| 236. Ninety-five percent of all cases are found between a standard deviation of +2 and a standard deviation of -2 on a normal curve.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Concept | |

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| 237. A correlational study would be used to determine if a relationship existed between rainfall levels and crime rates.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 238. The simplest way of visualizing a correlation is to construct a scatter diagram.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Concept | |

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| 239. The fewer absences that students have, the higher their grade point average. This illustrates a negative relationship.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 240. If higher environmental temperature is related to higher anger levels in people, then a positive relationship exists between the environmental temperature and people’s anger levels.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 241. If one calculates a correlation of -1.15, this coefficient of correlation indicates a strong negative relationship.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 242. A correlation of +1.00 or -1.00 means that 100 percent of the variation in the Y measure is accounted for by knowing the X measure.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Concept | |

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| 243. Correlations allow us to determine causation between two variables.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 244. Often, two correlated measures are related as a result of the influence of a third variable.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 245. Inferential statistics allow us to generalize from the behavior of small groups of participants to that of the larger groups they represent.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Concept | |

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| 246. Five hundred students out of the 4,000 students at Meridian Community College are surveyed regarding their views on extracurricular activities available on campus. These 500 students would be considered the population in this survey.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 247. An effective way to make sure that a sample is representative is to use random selection.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 248. In order to determine how much two means must differ for this difference to be considered “real and not due to chance," we must use a procedure known as percent variance.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Concept | |

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| 249. Results of an experiment that have a chance probability of .05 are usually regarded as statistically significant.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Concept | |

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| 250. Mathematical tools used to describe and summarize numerical data are referred to as \_\_\_\_\_\_\_\_\_\_\_ statistics.   |  |  | | --- | --- | | *ANSWER:* | descriptive | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | | *OTHER:* | \* (New Question) | |

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| 251. After administering a unit test to her psychology students, a college professor calculates the mean and range for this test in order to better understand the performance of her students on the material in this unit. This professor is using \_\_\_\_\_\_\_\_\_\_statistics.   |  |  | | --- | --- | | *ANSWER:* | descriptive | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Application | |

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| 252. The three basic types of descriptive statistics include measures of central tendency, measures of variability, and \_\_\_\_\_\_\_\_\_\_ statistics.   |  |  | | --- | --- | | *ANSWER:* | graphical | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.1 - Explain why the study of psychology requires an understanding of statistics; distinguish between the two major types of statistics: descriptive and inferential statistics; and list the three types of descriptive statistics. | | *KEYWORDS:* | Fact | |

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| 253. Using the data she has collected, Jasmine breaks down the entire range of possible scores into classes of equal size and then records the number of scores falling into each class onto a table to form what is known as a(n) \_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | frequency distribution | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Application | |

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| 254. A bar graph of a frequency distribution is known as a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | histogram | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 255. A graph of a frequency distribution in which the number of scores falling in each class is represented by points on a line is called a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | frequency polygon | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 256. Professor Waters calculated the mean, median, and mode of the scores made on the midterm exam. These descriptive statistics are known as the measures of \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | central tendency | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 257. The Jones have five children aged 3, 5, 7, 10 and 12. The median age of the Jones children is \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | seven 7 | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 258. Given these scores 22, 44, 33, 55, 33, 22, 44, 22, 55, 22, the mode is \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | 22 twenty two twenty-two | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 259. The range and standard deviation are measures of \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | variability | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 260. For the numbers 10, 17, 2, 9, and 15, the range is \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | 15 fifteen | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 261. If you find the difference of each score from the mean of a set of data, square each difference, and then add these squared deviations, average them, and take the square root of this average, you will obtain the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | standard deviation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Concept | |

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| 262. In order to convert a number to a z-score, it is necessary within a group of scores to know the standard deviation and the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | mean | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Concept | |

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| 263. If the mean of a test is 80 and the standard deviation is 10, a person with a z-score of -2.0 on a test scored \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | 60 sixty | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 264. Groups of scores from distributions that are approximately normal can be compared because the relationship does not change between the normal curve and the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | standard deviation | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Concept | |

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| 265. On a normal curve, the percent of all cases found between a z-score of +1 and a z-score of -1 is \_\_\_\_\_\_\_\_\_\_ percent.   |  |  | | --- | --- | | *ANSWER:* | 68 sixty-eight sixty eight | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 266. The existence of a consistent, systematic relationship between two events, measures, or variables is called a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | correlation | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Fact | |

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| 267. Dr. Molto wants to graphically visualize the correlational relationship between the variables in his study. He should use a(n) \_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | scatter diagram | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. | | *KEYWORDS:* | Application | |

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| 268. When measure X gets larger, measure Y gets smaller in a(n) \_\_\_\_\_\_\_\_\_\_correlation.   |  |  | | --- | --- | | *ANSWER:* | negative | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 269. Dr. Rodriquez discovers that the more education people have, the more money they tend to earn. Dr. Rodriquez has illustrated a(n) \_\_\_\_\_\_\_\_\_\_ correlation.   |  |  | | --- | --- | | *ANSWER:* | positive | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 270. If a correlation is +1.00, then the relationship that exists would be referred to as a(n) \_\_\_\_\_\_\_\_\_\_ positive relationship.   |  |  | | --- | --- | | *ANSWER:* | perfect | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Fact | |

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| 271. For his study, Guy has chosen the most commonly used correlation coefficient, which is the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | Pearson *r* | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Application | |

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| 272. To decide which applicants have the best chance for academic success, most colleges have formulas that use \_\_\_\_\_\_\_\_\_\_ correlations.   |  |  | | --- | --- | | *ANSWER:* | multiple | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Fact | |

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| 273. Juanita has determined the relationship between her vocabulary screening test and her students’ reading scores to be .60. The percent of variance in reading scores that is accounted for by knowing the students’ scores on the screening test would be \_\_\_\_\_\_\_\_\_\_ percent.   |  |  | | --- | --- | | *ANSWER:* | 36 thirty-six thirty six | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. | | *KEYWORDS:* | Application | |

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| 274. To conclude that a cause-and-effect relationship exists, we must use a(n) \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | experiment | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Concept | |

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| 275. A researcher studies the effect of a new therapy on a small group of hyperactive children in the hopes of generalizing these findings for use with all hyperactive children. This researcher is using \_\_\_\_\_\_\_\_\_\_statistics.   |  |  | | --- | --- | | *ANSWER:* | inferential | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. | | *KEYWORDS:* | Application | |

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| 276. Three hundred students at Meridian Community College are surveyed regarding their views on the new cafeteria menus. In this study, all 4,000 students at Meridian Community College would be considered the \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | population | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 277. Meg is using a procedure to choose her sample so that each member of the population for her study has an equal chance of being included in her sample. Meg is using a procedure known as \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | random selection | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Application | |

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| 278. An estimate of how often experimental results could have occurred by chance alone are provided by using tests of \_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | statistical significance | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 279. In psychology, an experimental result would be considered significant if it had a probability of \_\_\_\_\_\_\_\_\_\_ or less.   |  |  | | --- | --- | | *ANSWER:* | .05 | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Fact | |

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| 280. Describe a frequency distribution, what it is used for, how it is constructed, and two ways that it can be shown graphically.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that a frequency distribution is a table that divides an entire range of scores into a series of classes and then records the number of scores that fall into each class. By using a frequency distribution, large amounts of information can be neatly organized and summarized. A frequency distribution is made by breaking down the entire range of possible scores into classes of equal size. Next, one sorts the scores and records the number of scores falling into each class. Frequency distributions are often shown graphically to make them more “visual.” A histogram or a frequency polygon can be used to display the scores. A histogram is a graph of a frequency distribution in which the number of scores falling in each class is represented by vertical bars. A frequency polygon is a graph of a frequency distribution in which the number of scores falling in each class is represented by points on a line. | | *POINTS:* | 8 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.2 - Discuss the use of graphical statistics; explain the function of a frequency distribution and how it is constructed; describe a histogram and a frequency polygon; and distinguish between the abscissa and the ordinate. | | *KEYWORDS:* | Fact | |

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| 281. You are a teacher. In one of your classes, the students achieved the following raw scores on a ten-question quiz: 10, 10, 9, 9, 9, 8, 8, 8, 8, 7, 7, 6, 6, 5, 5, 4, 4, 3, 2 2. Calculate each of the measures of central tendency for these scores.   |  |  | | --- | --- | | *ANSWER:* | Answer: mean = 6.5 (Add up the scores and divide by the total number of scores.)  median = 7 (the middle score) mode = 8 (the most frequently occurring score) | | *POINTS:* | 6 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. | | *KEYWORDS:* | Application | |

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| 282. You handle the payroll at a small company whose president boasts that the average salary at his company is $54,000. What is the statistical reason for this distorted view of the company’s average pay? Then, using the salaries listed below for everyone that works at this company determine the mean, median, mode, and range of salaries for this small company.  Salaries: $200,000 (president’s salary); $100,000 (vice-president’s salary) Other eight employees earn $30,000 each.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that although $54,000 is the correct mean for all salaries at the company, it is probably not the best measure of central tendency to use to convey a clear picture of the salaries because the mean is sensitive to extremely high or low scores in a distribution. Thus, the larger salaries of the president and vice-president created the distortion. The median or the mode would portray a truer picture of the pay scale for most of the people at the company.  Mean = $54,000 (add up the scores and divide by the total number of scores) Median = $30,000 (the middle score) Mode = $30,000 (the most frequently occurring score) Range = 170, 000 (difference between the highest and lowest scores in a group of scores) | | *POINTS:* | 10 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.3 - Explain what the measures of central tendency indicate about a group of numbers; describe the characteristics of the mean, median, and mode, and show how each is calculated; and identify when each measure would best be used in summarizing data. PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Application | |

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| 283. Describe the function of the measures of variability; name and define two of these measures.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that the measures of variability provide a single number that tells how “spread out” scores are. When the scores are widely spread, this number gets larger. When they are close together, it gets smaller. The simplest way to indicate this “spread” is to use a measure called the range. The range is the difference between the highest and lowest scores in a group of scores. To obtain the standard deviation, one must first find the deviation (or difference) of each score from the mean and then square it. Then, these squared deviations are added and averaged (the total is divided by the number of deviations). Finally, by taking the square root of this average, one obtains the standard deviation. | | *POINTS:* | 6 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.4 - Explain what the measures of variability depict regarding a group of scores and under what conditions this information about variability would be most helpful; and describe the characteristics of the range and standard deviation, and show how each is calculated. | | *KEYWORDS:* | Fact | |

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| 284. Define a z-score, and explain how it is calculated in the following example: Abby had a score of 75 on a test with a mean of 70 and a standard deviation of 5. What is her z-score?   |  |  | | --- | --- | | *ANSWER:* | Answer will include that a z-score is a number (a standard score) that tells how many standard deviations above or below the mean score is. To convert an original score to a z-score, we subtract the mean from the score. The resulting number is then divided by the standard deviation for the group of scores. To illustrate, Abby had a score of 75 on the test with a mean of 70 and a standard deviation of 5. Therefore, 75 minus 70 equals 5, which is divided by the standard deviation of 5 and equals 1. So, Abby’s z-score is +1.0, which means her test score of 75 is one standard deviation above the mean. | | *POINTS:* | 6 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.5 - Describe how standard deviation can be used to “standardize” scores; discuss the use of standard scores, or z-scores, and show how they are calculated; and explain how these standard scores allow meaningful comparisons between scores from different groups. | | *KEYWORDS:* | Application | |

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| 285. Describe a normal curve, and explain the relationship of the standard deviation to this curve.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that a normal curve is a bell-shaped distribution, with a large number of scores in the middle, tapering to a very few extremely high and low scores. The distribution of many chance events typically resembles a normal curve as do many psychological traits and events, such as memory span and intelligence, since these are determined by the action of a large number of factors. The standard deviation measures offset proportions of the curve above and below the mean. | | *POINTS:* | 4 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.1 Descriptive Statistics-Psychology by the Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.1.6 - Discuss the normal curve, including its shape, how scores are distributed, and how the distribution of chance events and many psychological variables roughly match it; describe how the standard deviation measures offset proportions of the curve above and below the mean; and explain the relationship between z-scores and the percentage of cases found in a particular area of the normal curve. | | *KEYWORDS:* | Fact | |

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| 286. Explain what is meant by a correlation between two variables, how one would know if a correlation coefficient was weak or strong, and what constitutes a perfect relationship; describe what is meant by positive, negative, and zero correlations and provide an example of each.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that correlation indicates a consistent, systematic relationship between two events, thus, allowing prediction, but not concluding causation. The strength of a correlation is expressed as a correlation coefficient. This coefficient is simply a number falling somewhere between +1.00 and -1.00. If the number is zero or close to zero, it indicates a weak or nonexistent relationship, while a coefficient close to -1.00 or +1.00 is a strong correlation. If the correlation is +1.00, a perfect positive relationship exists; if the correlation is -1.00, a perfect negative relationship has been discovered. A positive correlation indicates a direct relationship, that is, when one variable increases, the other variable increases, or if one decreases, the other decreases. A negative correlation indicates an inverse relationship in which one variable is decreasing, while the other is increasing. The zero correlation indicates that no relationship exists between the two events. Possible examples may be similar to the following. Positive relationship: As your study time increases, your grades increase, or as your study time decreases, your grades decrease. Negative relationship: As your absences in class increase, your grades decrease. Zero correlation might be your grade point average and the number of ice cream cones you have eaten this semester. | | *POINTS:* | 10 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.1 - Explain the concept of correlation and how it is important in detecting a relationship between events; and describe how scatter diagrams help in visualizing correlations. PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. | | *KEYWORDS:* | Concept | |

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| 287. You have found a correlation coefficient of +.70 between the number of days students attend class and their grade point averages. Describe what this correlation means both in its strength and direction; determine the percent of variance and explain what it means; and explain why this correlation does not prove causation between class attendance and grade point average.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that a coefficient of +.70 is a strong positive correlation from which we can predict that as students’ attendance in class increases so does their grade point average and as their attendance in class decreases so does their grade point average. The percent of variance, or the amount of variation in their scores that can be accounted for by the observation of class attendance (and vice versa) is 49 percent. Although correlations allow us to predict from observations, we cannot conclude that a cause-and-effect relationship exists between class attendance and grade point average. In this case, it could be a third factor, such as both the attendance and grades being related to the amount of motivation or interest the student has in the class subject. | | *POINTS:* | 10 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.2 Correlation-Rating Relationships | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.2.2 - Describe and provide examples of positive, negative, and zero correlations; explain what is depicted by a correlation coefficient and its range of scores; indicate whether examples of correlation coefficients are strong or weak; distinguish between perfect positive and perfect negative relationships; and identify the most commonly used correlation coefficient. PGAT\_COON\_2016\_A.2.3 - Discuss the value of correlations in making predictions, including the use of multiple correlations; and explain the concept of percent of variance, how it is calculated, and why it is a useful tool for interpreting the correlations encountered in the media and psychological literature. PGAT\_COON\_2016\_A.2.4 - Explain why correlation alone does not demonstrate causation and why an experiment must be performed to establish this type of relationship; and describe and provide examples of how two correlated measures can be related as a result of the influence of a third variable. | | *KEYWORDS:* | Application | |

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| 288. Explain the purpose of inferential statistics and how samples and populations are utilized to fulfill this purpose; and explain how a sample is chosen, and why it is chosen in this manner.   |  |  | | --- | --- | | *ANSWER:* | Answer will include that inferential statistcs are techniques that allow us to make inferences. That is, they allow us to generalize from the behavior of small groups of participants (samples) to that of larger groups they represent (population). Although a researcher would like to observe all members (the population), this is impractical and impossible. Thus, smaller cross sections called samples are selected. In order to make the sample representative of the population, the sample is chosen by random selection to ensure that every member of the population has an equal chance of being in the sample. | | *POINTS:* | 8 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.1 - Describe and provide examples of how inferential statistics are used. PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. | | *KEYWORDS:* | Concept | |

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| 289. In your study to determine the best method to teach current events to freshmen college students at your college, what would constitute your population and sample, and how would your sample be chosen and why? After obtaining your results, if you find that the new method produced higher scores than the old method of instruction, how will you determine if this difference was a “real difference” or occurred by chance?   |  |  | | --- | --- | | *ANSWER:* | Answer will include that your population would be all the college students at your college, while the sample would be the students from the college that took part in your experiment. In order to make the sample representative of the entire student body at the college, your sample should be chosen randomly (random selection) to ensure that every member of the population has an equal chance of being in the sample. If a difference is found in favor of the new method, then tests of statistical significance would be used to determine how often these results could have occurred by chance alone. If your results could only have occurred by chance five times or less out of 100, then the difference between the two groups was significant, and you have data to support using the new method of instruction. | | *POINTS:* | 10 | | *DIFFICULTY:* | Difficult | | *REFERENCES:* | A.3 Inferential Statistics-Significant Numbers | | *LEARNING OBJECTIVES:* | PGAT\_COON\_2016\_A.3.2 - Distinguish between a population and a sample; explain why the members of a representative sample are chosen at random; and discuss how the findings from a representative sample are also assumed to apply to an entire population. PGAT\_COON\_2016\_A.3.3 - Explain why tests of statistical significance are used in evaluating experimental outcomes; identify how the results of a significance test are stated; and describe what constitutes a statistically significant result in a psychological experiment. | | *KEYWORDS:* | Application | |