

Chapter 6 AP Statistics PRACTICE Test

Section I: Multiple Choice Select the best answer for each question.

Questions T6.1 and T6.2 refer to the following setting. A psychologist studied the number of puzzles that subjects were able to solve in a five-minute period while listening to soothing music. Let X be the number of puzzles completed successfully by a subject. The psychologist found that X had the following probability distribution:

Value of X :	1	2	3	4
Probability:	0.2	0.4	0.3	0.1
$x \cdot p_i$:	.2	.8	.9	.4

T6.2. Suppose that three randomly selected subjects solve puzzles for five minutes each. The expected value of the total number of puzzles solved by the three subjects is

- (a) 1.8. (b) 2.3. (c) 2.5. (d) 6.9. (e) 7.5.

T6.3. Suppose a student is randomly selected from your school. Which of the following pairs of random variables are most likely independent?

- (a) X = student's height; Y = student's weight NOT IND
 (b) X = student's IQ; Y = student's GPA NOT IND
 (c) X = student's PSAT Math score; Y = student's PSAT Verbal score NOT IND
 (d) X = average amount of homework the student does per night; Y = student's GPA NOT IND
 (e) X = average amount of homework the student does per night; Y = student's height INDEPENDENT — ONE DOES NOT INFLUENCE THE OTHER

T6.4. A certain vending machine offers 20-ounce bottles of soda for \$1.50. The number of bottles X bought from the machine on any day is a random variable with mean 50 and standard deviation 15. Let the random variable Y equal the total revenue from this machine on a given day. Assume that the machine works properly and that no sodas are stolen from the machine. What are the mean and standard deviation of Y ?

- (a) $\mu_Y = \$1.50$, $\sigma_Y = \$22.50$
 (b) $\mu_Y = \$1.50$, $\sigma_Y = \$33.75$
 (c) $\mu_Y = \$75$, $\sigma_Y = \$18.37$
 (d) $\mu_Y = \$75$, $\sigma_Y = \$22.50$
 (e) $\mu_Y = \$75$, $\sigma_Y = \$33.75$

T6.1. What is the probability that a randomly chosen subject completes at least 3 puzzles in the five-minute period while listening to soothing music?

- (a) 0.3
 (b) 0.4
 (c) 0.6
 (d) 0.9
 (e) Cannot be determined

$$P(X \geq 3) = .3 + .1 = .4$$

$$E(X) = \sum x_i p_i = .2 + .8 + .9 + .4 = 2.3$$

$$E(3 \text{ subjects}) = 2.3 + 2.3 + 2.3 = 6.9$$

$$X: \mu_X = 50 \quad \sigma_X = 15$$

$$Y = \text{Total Revenue } (\$1.50 \cdot X)$$

$$\mu_Y = 50 \cdot \$1.50 = \$75$$

$$\sigma_Y = 15 \cdot \$1.50 = \$22.50$$

Stats Test Tps4e

Gary Smith



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Statistical Reasoning in Sports Josh Tabor, Chris Franklin, 2011-12-23 Offering a unique and powerful way to introduce the principles of statistical reasoning *Statistical Reasoning in Sports* features engaging examples and a student friendly approach Starting from the very first chapter students are able to ask questions collect and analyze data and draw conclusions using randomization tests Is it harder to shoot free throws with distractions We explore this question by designing an experiment collecting the data and using a hands on simulation to analyze results Completely covering the Common Core Standards for Probability and Statistics *Statistical Reasoning in Sports* is an accessible and fun way to learn about statistics

Basic and Advanced Statistical Tests Amanda Ross, Victor L. Willson (Professor of educational psychology), 2017-10-20 This book focuses on extraction of pertinent information from statistical test outputs in order to write result sections and or accompanying tables and or figures Each chapter provides the name of a basic or advanced statistical test a brief description examples of when to use each a sample scenario and a sample results section write up Depending on the test and need most chapters provide a table and or figure to accompany the write up Provided by publisher

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Ott,1978 **Test Item File and Solutions Manual--third Edition, Basic Statistical Analysis** Richard C. Sprinthall,1990

Basic Business Statistics Mark L. Berenson,David M. Levine,Timothy C. Krehbiel,2005 **Exercises and Solutions in Probability and Statistics** Gary Smith,2025-09-02 The book contains hundreds of engaging class tested statistics exercises and detailed solutions that test students understanding of the material Many are educational in their own right for example baseball managers who played professional ball were often catchers stocks that are deleted from the Dow Jones Industrial Average have generally done better than the stocks that replaced them athletes may not get hot hands but they often get warm hands with modest improvements in their success probabilities *Statistics Without Maths for Psychology* Christine Dancey,John Reidy,2014-09-30 For students who need to understand and use statistics but find the mathematical formulae daunting *Statistics without Maths for Psychology* is the ideal guide The clear straightforward style and step by step SPSS walkthroughs take you through all the statistical procedures you will need Activities and questions enable you to test your learning and increase your understanding in a practical manageable way *Statistics without Maths for Psychology* can also be packaged with MyResearchLab an online resource covering key qualitative and quantitative research topics packed with interactive digital learning tools testing facilities and robust feedback for both students and teachers To find out more about this exciting and powerful new resource or to request your free trial access please contact your Pearson representative Students You need both an access card and a course ID to access MyResearchLab 1 Is your lecturer using MyResearchLab Ask your lecturer for your course ID 2 If you have a course ID but no access code please go to www.myresearchlab.co.uk to buy access to this interactive online study resource *Using and Interpreting Statistics* Eric W. Corty,2013-02-19 Now published by Worth Eric Corty s engaging easy to understand textbook focuses on the needs of behavioral science students encountering statistical practices for the first time An award winning master teacher Corty speaks to students in their language with an approachable voice that conveys the basics of statistics step by step Examples come from the behavioral and social sciences as well as from recognizable aspects of everyday life to help students see the relevance of statistics

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