

9.28 a.  $\text{H}_0: \mu = 100$  vs.  $\text{H}_1: \mu < 100$   
 b.  $\bar{x} = 98.5$   
 c. It appears to be false.  
 9.29  $\bar{x} = 1.070$   
 9.30  $\bar{x} = 0.319$   
 9.31 a.  $\text{H}_0: \mu = 1040$  vs.  $\text{H}_1: \mu < 1040$   
 b.  $\bar{x} = 1055$   
 9.32  $\bar{x} = 0.035$   
 9.33  $\bar{x} = 1.151$   
 9.34 a.  $\text{H}_0: \mu = 0.287$   
 b. The commercial is effective.  
 9.35 a.  $\text{H}_0: \mu = 0.007$   
 b. The claim appears to be false.  
 9.36  $\bar{x} = 0.008$   
 The claim appears to be false.  
 9.37  $\bar{x} = 0.0073$   
 9.38  $\bar{x} = 0.0073$   
 9.39  $\bar{x} = 0.0070$   
 9.40 1

**Chapter 10**

10.10 a.  $200 \pm 19.60$  b.  $200 \pm 7.80$   
 c.  $200 \pm 3.92$   
 d. The interval narrows.  
 10.12 a.  $500 \pm 3.91$  b.  $500 \pm 3.10$   
 c.  $500 \pm 2.79$   
 d. The interval narrows.  
 10.14 a.  $10 \pm .82$  b.  $10 \pm 1.64$   
 c.  $10 \pm 2.40$   
 d. The interval widens.  
 10.16 a.  $400 \pm 1.29$  b.  $200 \pm 1.29$   
 c.  $100 \pm 1.29$   
 d. The width of the interval is unchanged.  
 10.18 Yes, because the variance decreases as the sample size increases.  
 10.20 a.  $500 \pm 3.92$   
 b.  $100 \pm 1.29$   
 c.  $500 \pm 36.82$ , UCL = 500.68  
 d.  $100 \pm 32.79$   
 10.26 UCL = 12,081, UCL = 15,889  
 10.28 UCL = 2499.44, UCL = 2955.32  
 10.30 UCL = 11,464, UCL = 12,348  
 10.34 UCL = 4994, UCL = 526  
 10.36 UCL = 38,644, UCL = 10,980  
 10.38 UCL = 3279.545, UCL = 2900.581  
 10.40  $\bar{x} = 254.62$ , UCL = 268.76  
 10.42 a.  $1,537$  b.  $500 \pm 10$   
 10.44  $\bar{x} = 1,479$   
 10.46  $\bar{x} = 1,063$   
 10.48  $\bar{x} = 217$

**Chapter 11**

11.2  $H_0$ : I will complete the PhD.  
 $H_1$ : I will not be able to complete the PhD.  
 11.4  $H_0$ : Body investment is more successful.  
 $H_1$ : Body investment is not more successful.  
 11.6 a. Chi-Square

All  $p$ -values and probabilities of Type I errors were calculated manually using Table 2 in Appendix B.

11.8  $\alpha = .05$ : rejection regions:  $\chi^2 > 3.841$ ;  $p$ -value = .2745; not enough evidence that  $\mu > 50$ .

11.10  $\alpha = 0$ : rejection regions:  $\mu < -1.96$  or  $\mu > 1.96$ ;  $p$ -value = 1.00; not enough evidence that  $\mu \neq 100$   
 11.12  $\alpha = -1.96$ : rejection region:  $\mu < -1.96$ ;  $p$ -value = .07918; not enough evidence that  $\mu < 50$   
 11.14 a.  $\bar{x} = 2.743$  b.  $\bar{x} = 1.587$  c.  $\bar{x} = 0.913$   
 d. The test statistic decreases and the  $p$ -value decreases.  
 11.16 a.  $\bar{x} = 3.768$  b.  $\bar{x} = 3.768$   
 d. The test statistic increases and the  $p$ -value increases.  
 11.18 a.  $\bar{x} = 0.013$  b.  $\bar{x} = 0.028$  c.  $\bar{x} = 0.007$   
 d. The test statistic decreases and the  $p$ -value increases.  
 11.20 a.  $\mu = 4.57$ ,  $p$ -value = 0  
 b.  $\bar{x} = 1.640$ ,  $p$ -value = .05461  
 11.22 a.  $\mu = -6.63$ ,  $p$ -value = .26746  
 b.  $\bar{x} = -1.34$ ,  $p$ -value = .08348  
 $p$ -value = .3121,  $\bar{x} = 1.611$ ,  $\bar{x} = 2.239$ ,  $\bar{x} = 0.915$ ,  $\bar{x} = 0$   
 11.24 a.  $\mu = -2.35$ ,  $p$ -value = .20254  
 b.  $\bar{x} = -.466$ ,  $p$ -value = .64524  
 11.26 a.  $\bar{x} = 2.111$ ,  $p$ -value = .08740; yes  
 11.28 a.  $\bar{x} = -1.297$ ,  $p$ -value = .09880;  
 yes  
 11.30 a.  $\bar{x} = -.953$ ,  $p$ -value = .17111; yes  
 11.32 a.  $\bar{x} = 1.605$ ,  $p$ -value = .000222; yes  
 11.34 a.  $\mu = -2.08$ ,  $p$ -value = .01997; yes  
 11.36 a.  $\bar{x} = 1.455$ ,  $p$ -value = .084955; yes  
 11.38 a.  $\bar{x} = 2.256$ ,  $p$ -value = .001192; yes  
 11.40 a.  $\bar{x} = -1.222$ ,  $p$ -value = .11112; yes  
 11.42 a.  $\bar{x} = 3.133$ ,  $p$ -value = .02; yes  
 11.44 a.  $\bar{x} = -2.737$ ,  $p$ -value = .000342; yes  
 11.46  $\bar{x} = 34952$   
 11.48  $\bar{x} = 44860$   
 11.50 a.  $\bar{x} = 1003$  b.  $\bar{x} = 2224$   
 c.  $\mu$  increases.  
 11.52 a.  $\bar{x} = 44844$  b.  $\bar{x} = 73746$   
 c.  $\mu$  increases.  
 11.54  $p$ -value = .000311; no evidence that the new system will not be cost effective.  
 11.56 a.  $\bar{x} = 21.70$   
 11.58 a.  $\bar{x} = 35.35$  (width  $\alpha = .05$ )

The answers for the exercises in Chapters 12 through 17 were produced in the following way. In exercises where the statistics are presented in the options or in Appendix A, the solutions were produced manually. The solutions to exercises requiring the use of a computer were produced using Excel. When the test result was calculated manually and the test statistic is manually distributed (or statistics), the  $p$ -value was computed manually using the normal table (Table 2 in Appendix B). The  $p$ -value for all other test statistics was determined using Excel.

**Chapter 12**

12.4 a.  $1500 \pm 59.52$   
 b.  $1500 \pm 39.68$   
 c.  $1500 \pm 19.84$   
 d. Interval narrows.  
 12.6 a.  $10 \pm 20$  b.  $10 \pm .79$   
 c.  $10 \pm 1.98$  d. Interval widens.  
 12.8 a.  $6.3 \pm 1.77$  b.  $6.3 \pm 2.00$   
 c.  $6.3 \pm 2.71$  d. Interval widens.

12.10 a.  $\bar{x} = -3.21$ ,  $p$ -value = .00115  
 b.  $\bar{x} = 1.57$ ,  $p$ -value = .1177  
 c.  $\bar{x} = 1.19$ ,  $p$ -value = .2400  
 d. Increases and  $p$ -value increases.  
 12.12 a.  $\bar{x} = -6.7$ ,  $p$ -value = .5113  
 b.  $\bar{x} = .52$ ,  $p$ -value = .8136  
 c.  $\bar{x} = .30$ ,  $p$ -value = .7894  
 d. Decreases and  $p$ -value increases.  
 12.14 a.  $\bar{x} = 1.71$ ,  $p$ -value = .04448  
 b.  $\bar{x} = 2.40$ ,  $p$ -value = .00091  
 c.  $\bar{x} = 4.00$ ,  $p$ -value = .00001  
 d. Increases and  $p$ -value decreases.  
 12.16 a.  $\bar{x} = 17.5$  to  $28.60$  b.  $\bar{x} = 17.5$  to  $22.07$   
 c. The normal distribution is narrower than the Student's  $t$  distribution.  
 12.18 a.  $\bar{x} = 11.52$   
 b.  $\bar{x} = 11.52$   
 c. When  $n$  is large, the normal distribution is virtually identical to the Student's distribution.  
 12.20 a.  $\bar{x} = -1.30$ ,  $p$ -value = .1126  
 b.  $\bar{x} = -1.10$ ,  $p$ -value = .08964  
 c. The normal distribution is narrower than the Student's  $t$  distribution.  
 12.22 a.  $\bar{x} = 1.04$ ,  $p$ -value = .16168  
 b.  $\bar{x} = 1.56$ ,  $p$ -value = .05711  
 c. When  $n$  is large, the normal distribution is virtually identical to the Student's distribution.  
 12.24 a.  $\bar{x} = 14,422$ ,  $UCL = 33,640$   
 b.  $\bar{x} = 4,459$ ,  $p$ -value = .00002; yes  
 12.26  $UCL = 16,111$ ,  $UCL = 15,273$   
 12.28  $\bar{x} = -2.45$ ,  $p$ -value = .01886; yes  
 12.30  $UCL = 42.7$  million,  
 $UCL = 20.0$  million  
 12.34  $UCL = 5,717.5$  million,  
 $UCL = 5,786.3$  million  
 12.36  $UCL = 2,310$ ,  $UCL = 2,013$   
 12.38  $UCL = 598,265$  million,  
 $UCL = 3,104,134$  million  
 12.40 a.  $\bar{x} = .51$ ,  $p$ -value = .30611; no  
 12.42 a.  $\bar{x} = 2.28$ ,  $p$ -value = .01127; yes  
 12.44 a.  $UCL = 630,358$  million,  
 $UCL = 634,442$  million  
 12.46 a.  $UCL = 538,138$ ,  $UCL = 542,447$   
 12.48 a.  $\bar{x} = 1.32$ ,  $UCL = 1.41$   
 12.50 a.  $\bar{x} = 1.13$ ,  $p$ -value = .13427; no  
 12.52 a.  $UCL = 555,424$ ,  $UCL = 541,393$   
 12.54 a.  $\bar{x} = -2.98$ ,  $p$ -value = .00151; yes  
 12.56 a.  $\bar{x} = 20.93$ ,  $p$ -value = .07; yes  
 12.58 a.  $\bar{x} = 3.20$ ,  $p$ -value = .00007; yes  
 12.60 a.  $UCL = 533,790$ ,  $UCL = 533,094$   
 12.62 a.  $\bar{x} = -7.87$ ,  $p$ -value = 0; yes  
 12.64 a.  $\bar{x} = 4,800$ ,  $UCL = 5,12$   
 12.66 a.  $\chi^2 = 72,600$ ,  $p$ -value = .04627;  
 yes  
 b.  $\chi^2 = 31,933$ ,  $p$ -value = .36431;  
 no  
 c. Decreasing the sample size decreases the test statistic and increases the  $p$ -value of the test.  
 12.70 a.  $\bar{x} = 7.09$ ,  $UCL = 25.57$   
 b.  $UCL = 8.17$ ,  $UCL = 19.66$   
 c. Increasing the sample size narrows the interval.  
 12.72 a.  $\chi^2 = 7.57$ ,  $p$ -value = .04234; yes

# Answer Keys Pearson's Statistics

**William J. Vincent**

## Answer Keys Pearson's Statistics:

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*The Pearson CSAT Manual 2011* Edgar Thorpe, Showick Thorpe,      **Statistics** Frederick L Coolidge, 2000-11-13 This volume takes the first time statistician through sophisticated statistics with a minimum of fuss. It shows that statistics need not be difficult or dull, solves problems and illustrates with real world examples.      *Exploring Data and Statistics in the Social Sciences* Tom Pering, 2025-11-29 A succinct, no-frills introduction to social science data and statistics. It uses visual maps and prompts to communicate the potential of social data and to introduce the basic statistical tools available to beginners.      **Statistics in Kinesiology** William J. Vincent, 1995 Author William J. Vincent has been teaching quantitative

analysis and measurement and evaluation courses in kinesiology for more than 25 years Because the examples he uses are taken exclusively from kinesiology and related fields you ll find it easier to understand the concepts and apply the statistical procedures    **Journal of the American Statistical Association** ,2008    Understanding Social Statistics Gene M. Lutz,1983

Basic Statistical Analysis Richard C. Sprinthall,1999 This user friendly text demystifies statistics by helping you understand the rules of evidence and the logic behind those rules Key concepts defined in the glossary useful summaries at the end of each chapter and over 400 problems and test questions reinforce your learning and help you succeed in your statistics course cover page 4    **Using Statistics in Small-Scale Language Education Research** Jean L.

Turner,2014-02-18 Assuming no familiarity with statistical methods this text for language education research methods and statistics courses provides detailed guidance and instruction on principles of designing conducting interpreting reading and evaluating statistical research done in classroom settings or with a small number of participants While three different types of statistics are addressed descriptive parametric non parametric the emphasis is on non parametric statistics because they are appropriate when the number of participants is small and the conditions for use of parametric statistics are not satisfied The emphasis on non parametric statistics is unique and complements the growing interest among second and foreign language educators in doing statistical research in classrooms Designed to help students and other language education researchers to identify and use analyses that are appropriate for their studies taking into account the number of participants and the shape of the data distribution the text includes sample studies to illustrate the important points in each chapter and exercises to promote understanding of the concepts and the development of practical research skills Mathematical operations are explained in detail and step by step illustrations in the use of R a very powerful online freeware program to perform all calculations are provided A Companion Website extends and enhances the text with PowerPoint presentations illustrating how to carry out calculations and use R practice exercises with answer keys data sets in Excel MS DOS format and quiz midterm and final problems with answer keys    **Data Matters** Key College Publishing,2003    **Statistical Issues**

Roger E. Kirk,1972 For introductory and intermediate level statistics courses in the behavioral sciences Most of the articles require only a knowledge of college algebra    Psychology Express: Statistics in Psychology (Undergraduate Revision Guide)

Catherine Steele,Holly Andrews,Dominic Upton,2014-02-03 This revision guide book covers the major areas of Statistical Analysis covered in Undergraduate Psychology The focus is on the practical application of statistics to assignments and assessments that you may encounter To ensure that you are able to apply statistics particular attention is given to the key concepts you need to understand in order to be able to use statistics correctly the process you need to follow in order to choose the correct statistic and what you need to do to present and interpret your statistics correctly The coverage of the individual tests focus on pragmatic issues such as when the test is appropriate how to format data correctly and what to do when you don t get the data you expect You are directed to further readings for the mathematical underpinnings of the

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