M1100. Quiz 3. September 13, 2002   Name:_____

1) (2 points) What are are we talking about when we discuss the **distribution** of a variable?

2) (2 points) This question concerns the first quiz this class took. I will treat "score on first quiz" as the variable and use "people who took the first quiz" as the reference class. The possible scores were $0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10$. The data recorded in my grade book shows the grade that each person got. Suppose I make a **frequency table** from this data and show it to another professor who knows nothing else about my class. What will he be able to find out from the table, without getting any other information from me:

  (a) The highest score anyone in the class earned on the first quiz.
  (b) Who got the highest score.
  (c) How many people got the highest score.
  (d) Whether girls tended to score better than boys.
  (e) How many people took the quiz.
  (f) The fraction of the quiz-takers who got a score of 6 or more.
  (g) How many people missed taking the first quiz.
  (h) My mother's maiden name.

  Circle the letter if the professor will be able to find it out:

               (a)   (b)   (c)   (d)   (e)   (f)   (g)   (h)

3) (2 points) If instead of the frequency table I showed him *ONLY* a table of **relative frequencies**, then which of the above could he figure out?

               (a)   (b)   (c)   (d)   (e)   (f)   (g)   (h)

4) Here are the scores a certain class got on a 100-point test.

Andy: 59	Betty: 99	Caleb: 76	Dawn: 65	Erica: 79	Frank: 86
Galen: 82	Hans: 61	Irene: 64	James: 75	Kelly: 23	Lisa: 55
Mark: 56	Nina: 73	Olli: 62	Paul: 75	Quint: 85	Robert: 76
Sal: 77	Trent: 61	Uri: 78	Val: 88	West: 75	X-Man II: 99
Yancy: 56	Zed: 92	Alcho: 79	Buffo: 80	Lipo: 93	Disco: 95

(2 points) Make a **frequency table** using bins of width 10. Also, (2 points) make a table of the **relative frequencies** using the same bins. (Show the relative frequencies as fractions. You do not need to reduce fractions to lowest terms.)