

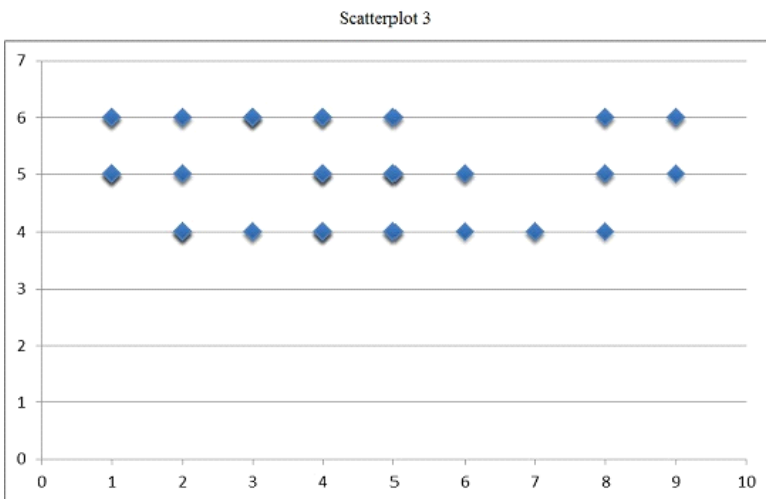
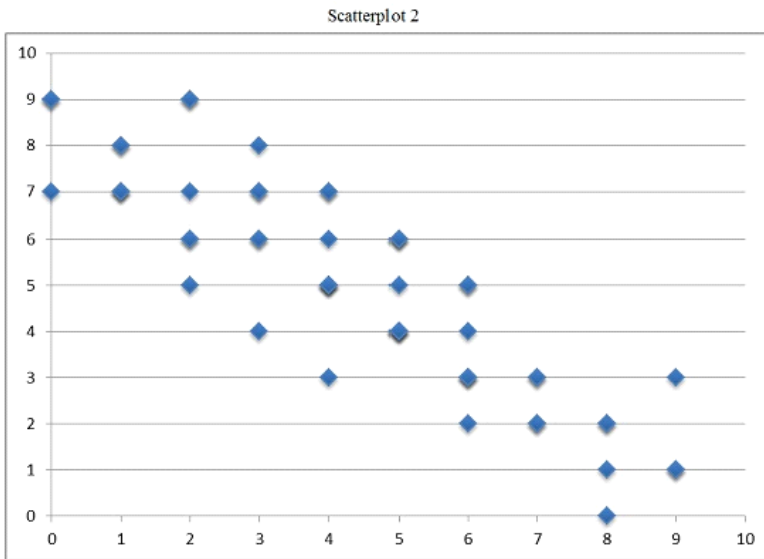
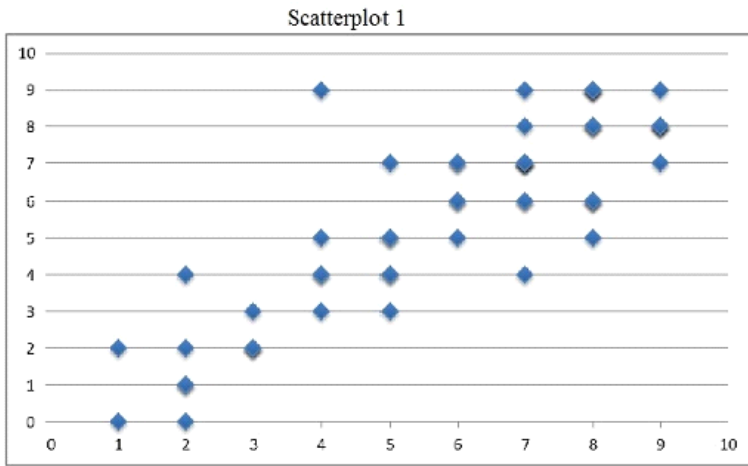
Module 6 Quiz

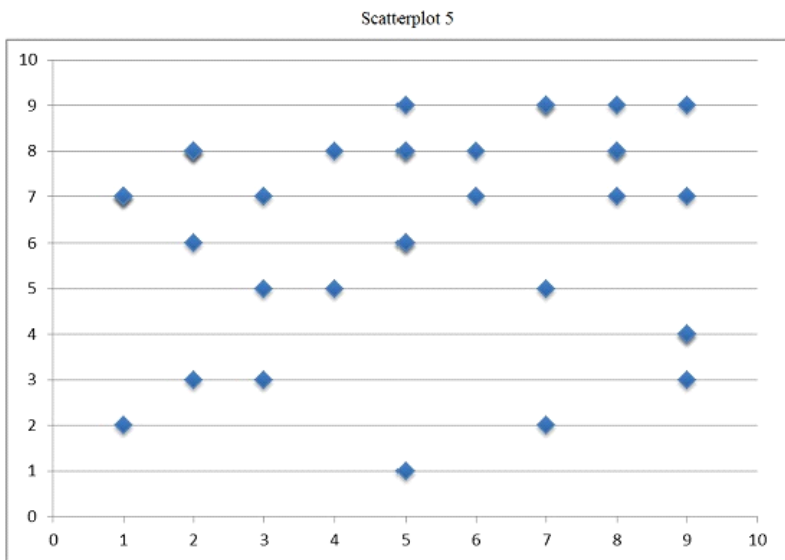
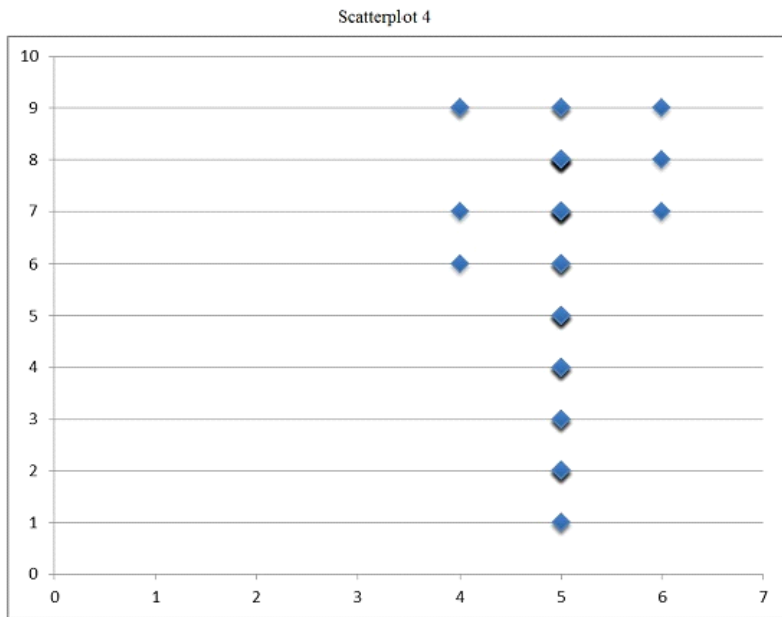
Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. Which of the following statistical measures is most helpful for indicating the extent to which high school grades predict college grades?
- standard deviation
 - mean
 - median
 - correlation coefficient
 - range
- _____ 2. If the correlation between the physical weight and reading ability of children is $+0.85$, this would indicate that
- there is very little statistical relationship between weight and reading ability among children.
 - low body weight has a negative effect on the reading abilities of children.
 - better reading ability is associated with greater physical weight among children.
 - body weight has no causal influence on the reading abilities of children.
 - weight is a causal variable dependent on reading ability.

Use the following five scatterplots to answer questions 82-85.





- _____ 3. A moderate positive correlation has been found between a person's weight and hours of television watched per week. Which of the following scatterplots best shows this relationship?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

- _____ 4. Which of the following scatterplots represents the strongest negative correlation?
- 1
 - 2
 - 3
 - 4
 - 5
- _____ 5. Which of the following scatterplots represents a relationship with a correlation coefficient that would be close to zero?
- 1 or 2
 - 2 or 3
 - 3 or 4
 - 1 or 3
 - 1 or 4
- _____ 6. Following the scientific discovery that a specific brain structure is significantly larger in violent individuals than in those who are nonviolent, a news headline announced: “Enlarged Brain Structure Triggers Violent Acts.” The headline writer should most clearly be warned about the dangers of
- perceiving illusory correlations.
 - explaining events in hindsight.
 - confusing correlation with causation.
 - generalizing from unrepresentative samples.
 - discerning order in random events.
- _____ 7. Which of the following statements is most correct about the relationship between correlation and causation?
- Correlations are statistical relationships, causations are logical relationships.
 - Correlation indicates the possibility of a causal relationship, but it does not prove causation.
 - If one variable is strongly positively correlated with another variable, the relationship is causal.
 - if one variable is strongly negatively correlated with another variable, the relationship is not causal.
 - Both correlations and causations need to be proven with experimental data.
- _____ 8. The belief that weather conditions signal the onset of arthritis pain best illustrates
- an illusory correlation.
 - operational definition.
 - the hindsight bias.
 - overconfidence.
 - random sampling.

- _____ 9. In a test of the effects of sleep deprivation on problem-solving skills, research participants are allowed to sleep either 4 or 8 hours on each of three consecutive nights. This research is an example of
- naturalistic observation.
 - survey research.
 - a case study.
 - an experiment.
 - a correlational study.
- _____ 10. Researchers are interested in studying the impact of drugs on human fetuses. In this case, why would a correlational study be more appropriate than an experiment?
- because cause and effect can only be determined by a correlational study
 - because correlational studies allow you to observe behavior in nonartificial environments
 - because researchers using correlational studies may generalize to the population from an atypical case
 - because participants could not be ethically assigned to an experimental or control condition
 - because correlational studies permit researchers to estimate the reported behaviors of a whole population
- _____ 11. To assess the effect of televised violence on aggression, researchers plan to expose one group of children to violent movie scenes and another group to nonviolent scenes. To reduce the chance that the children in one group have more aggressive personalities than those in the other group, the researchers should make use of
- random assignment.
 - the double-blind procedure.
 - naturalistic observations.
 - operational definitions.
 - replication.
- _____ 12. To minimize the extent to which outcome differences between experimental and control conditions can be attributed to placebo effects, researchers make use of
- random sampling.
 - the double-blind procedure.
 - random assignment.
 - operational definitions.
 - replication.

- _____ 13. In a drug treatment study, participants given a pill containing no actual drug are receiving a(n)
- a. random sample.
 - b. experimental treatment.
 - c. double-blind.
 - d. replication.
 - e. placebo.
- _____ 14. In the hypothesis “Students who study a list of terms in the morning, just after waking up, will recall more terms than students who study the list just before falling asleep,” what is the independent variable?
- a. list of terms
 - b. memorization
 - c. time of day
 - d. number of terms remembered
 - e. students
- _____ 15. In the hypothesis “Students who study a list of terms in the morning, just after waking up, will recall more terms than students who study the list just before falling asleep,” what is the dependent variable?
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 - b. memorization
 - c. time of day
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Module 6 Quiz Answer Section

MULTIPLE CHOICE

1. ANS: D PTS: 1 DIF: Easy OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
2. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
3. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
4. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
5. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
6. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation and causation SKL: Conceptual/Application
7. ANS: B PTS: 1 DIF: Difficult OBJ: Unit II | 6-1
TOP: Correlation and causation SKL: Conceptual/Application
8. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-2
TOP: Illusory correlations SKL: Factual/Definitional
9. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual/Application
10. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual
11. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual/Application
12. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Factual/Definitional
13. ANS: E PTS: 1 DIF: Easy OBJ: Unit II | 6-3
TOP: Experimentation SKL: Factual/Definitional
14. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Independent and dependent variables SKL: Conceptual
15. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Independent and dependent variables SKL: Conceptual

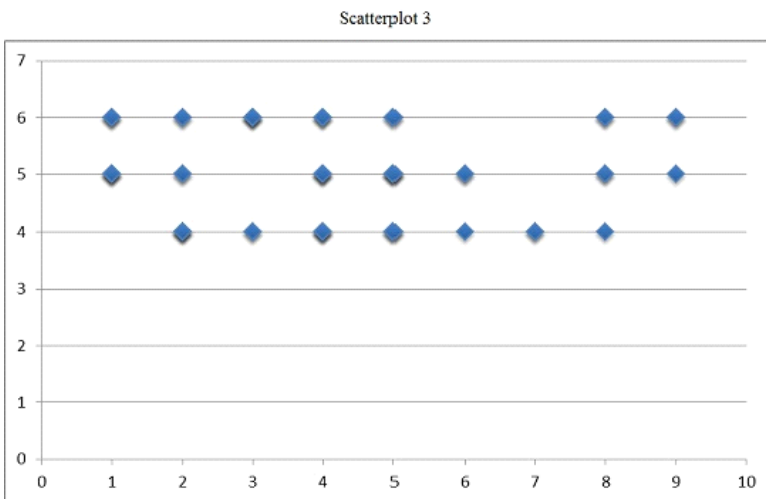
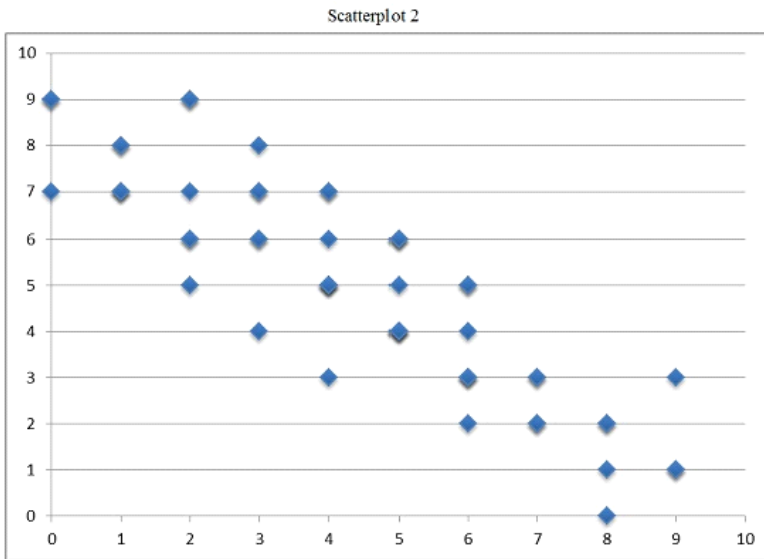
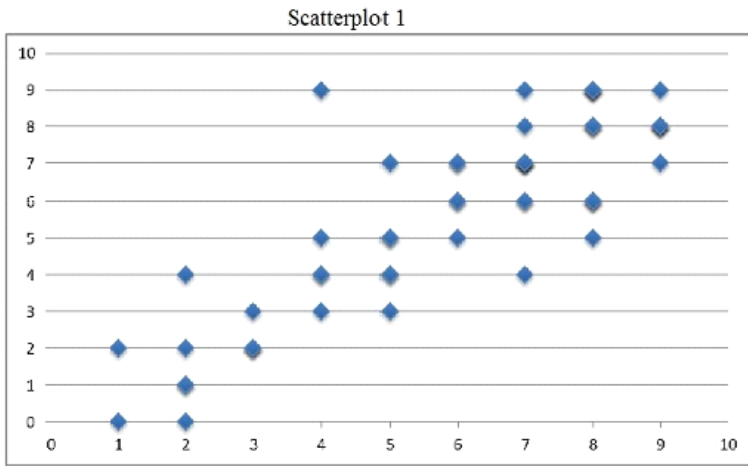
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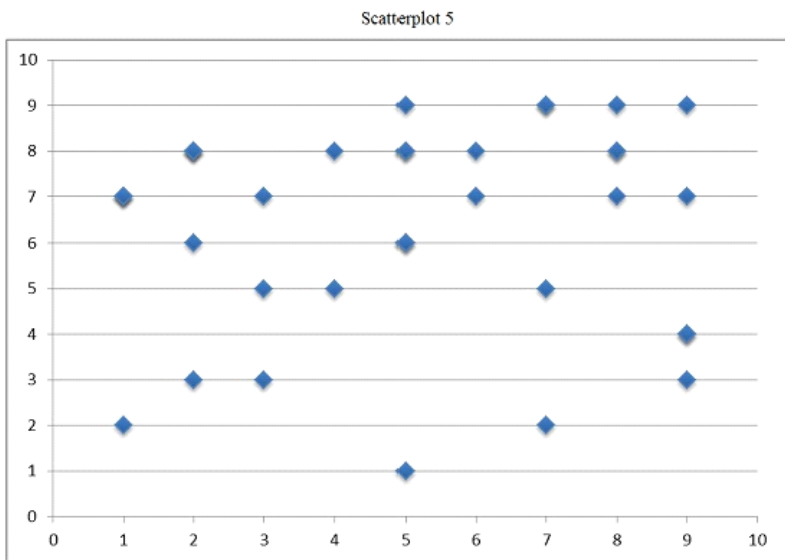
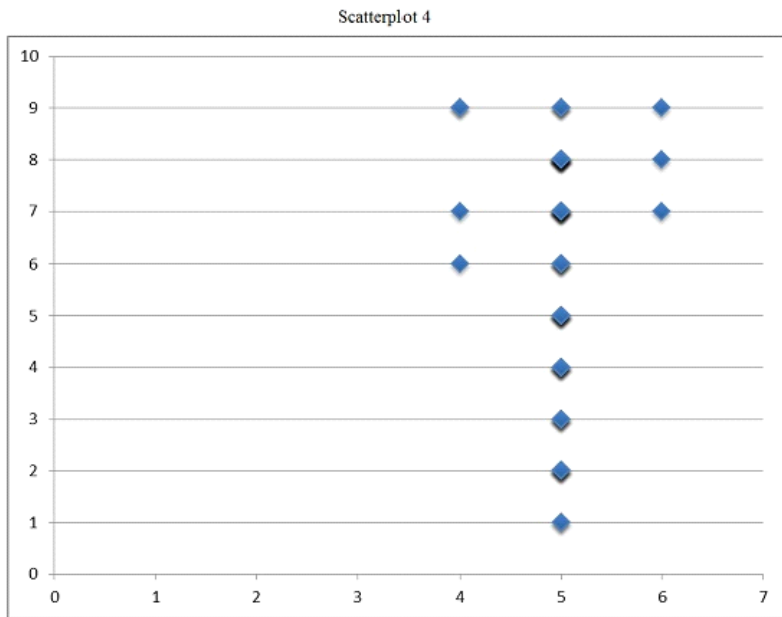
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Name: _____

ID: B

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 - memorization
 - time of day
 - number of terms remembered
 - students

Module 6 Quiz Answer Section

MULTIPLE CHOICE

1. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation and causation SKL: Conceptual/Application
2. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Independent and dependent variables SKL: Conceptual
3. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
4. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
5. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
6. ANS: E PTS: 1 DIF: Easy OBJ: Unit II | 6-3
TOP: Experimentation SKL: Factual/Definitional
7. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual/Application
8. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual
9. ANS: B PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Factual/Definitional
10. ANS: B PTS: 1 DIF: Difficult OBJ: Unit II | 6-1
TOP: Correlation and causation SKL: Conceptual/Application
11. ANS: A PTS: 1 DIF: Medium OBJ: Unit II | 6-2
TOP: Illusory correlations SKL: Factual/Definitional
12. ANS: D PTS: 1 DIF: Easy OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
13. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Experimentation SKL: Conceptual/Application
14. ANS: C PTS: 1 DIF: Medium OBJ: Unit II | 6-1
TOP: Correlation SKL: Conceptual/Application
15. ANS: D PTS: 1 DIF: Medium OBJ: Unit II | 6-3
TOP: Independent and dependent variables SKL: Conceptual