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|---------------------|--|--|--|--|--|------------------|--|--|--|--|
| Centre Number       |  |  |  |  |  | Candidate Number |  |  |  |  |
| Surname             |  |  |  |  |  |                  |  |  |  |  |
| Other Names         |  |  |  |  |  |                  |  |  |  |  |
| Candidate Signature |  |  |  |  |  |                  |  |  |  |  |

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|---------------------|------|
| For Examiner's Use  |      |
| Examiner's Initials |      |
| Question            | Mark |
| 1                   |      |
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| 5                   |      |
| TOTAL               |      |



General Certificate of Education  
Advanced Subsidiary Examination  
June 2014

# Statistics

# SS03

## Unit Statistics 3

Thursday 12 June 2014 1.30 pm to 3.00 pm

**For this paper you must have:**

- the blue AQA booklet of formulae and statistical tables.

You may use a graphics calculator.

### Time allowed

- 1 hour 30 minutes

### Instructions

- Use black ink or black ball-point pen. Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- Write the question part reference (eg (a), (b)(i) etc) in the left-hand margin.
- You must answer each question in the space provided for that question. If you require extra space, use an AQA supplementary answer book; do **not** use the space provided for a different question.
- Do not write outside the box around each page.
- Show all necessary working; otherwise marks for method may be lost.
- Do all rough work in this book. Cross through any work that you do not want to be marked.
- The **final** answer to questions requiring the use of tables or calculators should normally be given to three significant figures.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 75.

### Advice

- Unless stated otherwise, you may quote formulae, without proof, from the booklet.
- You do not necessarily need to use all the space provided.



J U N 1 4 S S 0 3 0 1

Answer **all** questions.

Answer each question in the space provided for that question.

- 1 Kalia, a sports researcher, wished to investigate the correlation between an athlete's ability to sprint and ability to run longer distances.

She selected, at random, 8 schoolboy county athletes from those who took part in both 400-metre sprint races and cross-country races during 2012.

**Table 1** shows, for these races, the **rank order** for the overall performance of each schoolboy in the 400-metre county sprint races together with the **position** of each schoolboy in the county cross-country race final.

**Table 1**

|                                 | Schoolboy |   |    |   |    |    |    |    |
|---------------------------------|-----------|---|----|---|----|----|----|----|
|                                 | A         | B | C  | D | E  | F  | G  | H  |
| <b>400-metre (rank)</b>         | 3         | 4 | 7  | 5 | 1  | 2  | 8  | 6  |
| <b>Cross-country (position)</b> | 28        | 1 | 12 | 9 | 68 | 30 | 15 | 19 |

- (a) Explain why Spearman's rank correlation coefficient, rather than the product moment correlation coefficient, is the appropriate measure of correlation for these data. **[1 mark]**
- (b) Calculate the value of the Spearman's rank correlation coefficient,  $r_s$ , between overall performance in 400-metre races and position in the cross-country race final. **[5 marks]**
- (c) Carry out a hypothesis test, at the 5% level of significance, to determine whether your value of  $r_s$  calculated in part (b) indicates a correlation between overall performance in 400-metre races and position in the cross-country race final. **[4 marks]**
- (d) Explain, in the context of this question, the meaning of a Type II error. **[2 marks]**
- (e) Kalia decided to investigate further and so obtained, for each of the 8 schoolboys, his best time, in seconds, in a 400-metre race during 2012 and also his time taken, in minutes, to complete the 2012 county cross-country race final. These times are given in **Table 2**.

**Table 2**

|                   |                      | Schoolboy |       |       |       |       |       |       |       |
|-------------------|----------------------|-----------|-------|-------|-------|-------|-------|-------|-------|
|                   |                      | A         | B     | C     | D     | E     | F     | G     | H     |
| <b>Race times</b> | <b>400-metre</b>     | 53.3      | 54.7  | 55.3  | 54.9  | 52.3  | 53.2  | 55.6  | 55.1  |
|                   | <b>Cross-country</b> | 21.18     | 17.02 | 18.41 | 18.18 | 24.94 | 22.64 | 18.73 | 18.97 |

- (i) Calculate the value of the product moment correlation coefficient between the times taken for the two races.
- (ii) Comment on your value in the context of this question. **[4 marks]**



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QUESTION  
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**2** Dana, a researcher in the USA, investigated game-related stress for sports officials in inter-school baseball, basketball and soccer.

The 1250 officials involved in this investigation were categorised as either adopting an approach (AP) coping style or an avoidance (AV) coping style when dealing with game-related stress.

**Table 3** summarises the results of this investigation.

**Table 3**

|       |            | Coping style |    |
|-------|------------|--------------|----|
|       |            | AP           | AV |
| Sport | Baseball   | 22%          | 4% |
|       | Basketball | 38%          | 6% |
|       | Soccer     | 28%          | 2% |

You may assume that the 1250 officials involved in this investigation represent a random sample.

- (a) Use the information in **Table 3** to complete the contingency table, **Table 4**, below, with frequencies that could be analysed to investigate whether the coping style used by officials is associated with the sport involved. **[2 marks]**
- (b) Examine, using the 1% level of significance, whether the coping style used by officials is associated with the sport involved. **[10 marks]**
- (c) By comparing observed and expected frequencies, identify, in context, **two** important facts concerning coping style and sport involved. **[2 marks]**

QUESTION PART REFERENCE

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**2(a)**

**Table 4**

|       |            | Coping style |    |
|-------|------------|--------------|----|
|       |            | AP           | AV |
| Sport | Baseball   |              |    |
|       | Basketball |              |    |
|       | Soccer     |              | 25 |



QUESTION  
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[Question 2 continues on page 10]

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QUESTION  
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**[Question 5 continues on the next page]**

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QUESTION  
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QUESTION  
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**END OF QUESTIONS**



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