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This particular example is a set of data on the height of adult selection. To understand what this table says, let's look at the first group (also known as class):  $150 < h \leq 160$  This notation means that all people in this group are longer than 150 cm, but not longer than 160 cm. It is important to understand that this group does not include people that are exactly 150 cm long, but it includes people who are exactly 160 cm long. This difference matters because we need to be clear about which group people will belong to the edges of their class. So, we know that there are 14 people who are taller than 150 cm, but not taller than 160 cm. We don't know how tall each of these 14 people was, just that they belong to that group. This is a disadvantage in grouped frequency tables. The grouped frequency table below shows data on the weight of 117 cats. Find the modal class and the class that contains the median. [3 characters] Modal class: Here we need to find the class that has the highest frequency – it is the modal class. Here it is  $3.5 < w \leq 4$ . The median class is 117 cats in total, so the median is  $\frac{117 + 1}{2} = 59$  text{th} cat. We know that  $22 + 14 = 36$  cats weigh less than or equal to 3.5 kg, and we also know that  $22 + 14 + 39 = 75$  cats weigh less than or equal to 4 kg, so cat 59 (median) is somewhere  $3.5 < w \leq 4$  class. There are several good ways to do this issue, one of which is to cross at each number as you go, and match them in the respective groups. For the sake of clarity, here is a complete list of the heights of each group.  $0 < h \leq 20$ : 7, 9, 15, 19, 19 The  $20 < h \leq 30$  group: 21, 22, 25, 25, 27, 28, 30  $30 < h \leq 40$  Group 3: 31, 32, 32, 33, 35, 37, 38, 39 The  $40 < h \leq 70$  group: 46, 51, 55, 61 So, the completed table should look like this: (a) the sum of the lowest two group table is the total number of people, took over 2 minutes. Therefore, the total number of people who took 2 minutes to solve the puzzle is:  $19 + 19 = 38$  \ text (people) b) First, we need to convert 90 seconds in minutes.  $90 \div 60 = 1.5$  text{minutes} We now have to look for the number of people who took up to 1.5 minutes to solve the test. The first two groups in the table represent people who completed the puzzle in under 90 seconds, so the total can be calculated as follows:  $8 + 22 = 30$  \ text (people) If 30 people out of 100 completed the puzzle in under 90 seconds, then it can be written as the following fraction:  $\frac{30}{100}$  This fraction can be simplified to:  $\frac{3}{10}$  a) Probably the easiest way to complete the frequency table is to use the signs to coincide by crossing each sign as you go through the list. The completed frequency table would be as follows: b) This question is asking about the percentage of students who got above 40 (that's 41 characters or more). We can see from the frequency table that 5 students got between 41 and 50 marks and 3 students got between 51 and 60 marks. Therefore, 8 the total score exceeded 40. With a total of 25 students, 8 of whom scored more than 40, we can write it as part of the following:  $\frac{8}{25}$  We need to convert it to percentage. To do this (if you are not sure) divide the counter by the denominator and multiply by 100, as follows:  $8 \div 25 \times 100 = 32$  \ % a) Probably the easiest way to complete the frequency table is to use the tally marks when crossing off each word as you go through the list. The completed frequency table would like as follows: b) If we add the total in the frequency column, This total will represent the total number of students in the form group:  $4 + 6 + 4 + 8 + 3 + 3 + 5 = 32$  text{student} If 8 out of 32 students voted for Gemma, it can be written as follows:  $\frac{8}{32}$  This part can be simplified to simplify :  $\frac{4}{16}$  It can be simplified again to simplify it to :  $\frac{2}{8}$  It can be simplified again to:  $\frac{1}{4}$  So if  $\frac{1}{4}$  of the students voted for Gemma, then  $\frac{3}{4}$  of the students did not vote for him. a) Probably the easiest way to complete the frequency table is to use the tally marks when crossing off every time as you go through the list. The completed frequency table would like the following: b) From our frequency table we need to find rows that match customers who were in the store for 10 minutes or more. 4 people spent between 11 and 15 minutes, 6 people spent between 16 and 20 minutes and 2 people spent more than 20 minutes. Therefore, the number of people who spent more than 10 minutes in the bicycle shop is  $4 + 6 + 2 = 12$

customers. If their average spend was £12.50 each, then to work together spent by these 12 customers, we just have to multiply this amount by 12:  $\pounds 12.50 \times 12 = \pounds 150$  c) We are looking for customers who spent more than 10 minutes but less than 21 minutes, so we need to add a total total of 11 - 15 minutes of queue and 16 - 20 minutes of queue. This applies to a total of 4 + 6 = 10 customers. If we count the frequency column, we know that there were a total of 3 + 5 + 4 + 6 + 2 = 20 customers combined. If 10 of the 20 customers spent more than 10 but less than 21 minutes, then this can be written as the following part:  $\frac{10}{20}$  This fraction can be easily simplified to:  $\frac{1}{2}$  d) To calculate the average time spent in a bicycle store, we need to divide the total time spent by customers with the number of customers. The total time spent by all customers in the store can be calculated as follows:  $\frac{16+23+4+9+4+18+45+20+8+6+3+14+2}{12+17+12+19+9+16+10+10+15} = 280$  (minutes) From the previous question we know that there were 20 customers in the store, so the average time spent in the store was:  $\frac{280}{20} = 14$  (minutes) The frequency distribution issues in the frequency distribution worksheet are based on sorting the data in ascending order and constructing the frequency distribution table. 1. Arrange the following data in ascending order: 7, 2, 10, 14, 0, 6, 15, 24, 8, 3 (b) 4.6, 8.1, 2.0, 3.5, 0.7, 9.3, 1.4, 0.82. Arrange the following data in descending order. (a) 14, 2, 0, 10, 6, 1, 22, 13, 28, 4, 8, 16 (b) 1.2, 3.5, 0.1, 0.3, 2.4, 8.6, 5.0, 3.7, 0.7, 0.9 3. Create a frequency table for each of these. (a) 4, 3, 6, 5, 2, 4, 3, 3, 6, 4, 2, 3, 2, 2, 2, 3, 3, 4, 5, 6, 4, 2, 3, 4 (b) 6, 7, 5, 4, 5, 6, 6, 7, 9, 6, 5, 7, 7, 8, 9, 4, 6, 7, 6, 5 4. Grades obtained from 25 to 30 grade students in the exam are given below. 20, 6, 23, 19, 9, 14, 15, 3, 1, 12, 10, 20, 13, 3, 17, 10, 11, 6, 21, 9, 6, 10, 9, 4, 5, 1, 5, 11, 7, 24 Specify the above data as grouped data, taking intervals of class 0 - 5. Fill in the table below. (a) (b) Weekly pocket expenses (\$) from 30 students in viii grade are 37, 41, 39, 34, 71, 26, 56, 61, 58, 79, 83, 72, 64, 39, 75, 39, 37, 59, 57, 37, 53, 38, 49, 45, 70, 82, 44, 37, 79, 76. Create a grouped frequency table with a class interval of equal width, for example, 30 - 35. Also find weekly pocket expenses. 7. Pulse rate (per minute) for 25 persons was recorded as 61, 75, 71, 72, 70, 65, 77, 72, 67, 80, 77, 62, 71, 74, 79, 67, 80, 77, 62, 74, 61, 70, 80, 72, 59, 78, 71, 72. Create a frequency table that expresses data in an inclusive form using a class interval of 61-65 of equal width. Now convert this data again to an exclusive form in a separate table. 8. The weight frequency (kg) of 40 persons is given below. Scales (kg) 30 - 35 35 - 40 40 - 45 45 - 50 50 - 55 Frequency 6 13 14 4 3 (a) What is the lower limit of the fourth class range? (b) What is the class size for each class interval? c) Which class interval has the highest frequency? (d) Find class grades at all class intervals? 9. Build a frequency distribution table for data on height (cm) of 20 boys using class intervals 130 - 135, 135 - 140 and so on. The height of the boys cm is: 140, 138, 133, 148, 160, 153, 131, 146, 134, 136, 149, 141, 155, 149, 165, 142, 144, 147, 138, 139. Also find the range height of boys. 10. In the construction of the frequency distribution table for the following 30 oranges (with gm) using the same class intervals, one of them shall be 40-45 (45 not included). Weights: 31, 41, 46, 33, 44, 51, 56, 63, 71, 71, 62, 63, 54, 53, 51, 43, 36, 38, 54, 56, 66, 71, 74, 75, 46, 47, 59, 60, 61, 63 (a) What is the class mark at class intervals 50-55? b) What is the range of above-mentioned weights? (c) How many class intervals are there? d) Which class interval has the lowest frequency? The worksheet answers on frequency distribution are given below to check the exact answers to the above questions about the presentation data. Answers: 1(a) 0.2, 3, 6, 7, 8, 10, 14, 15, 24 (b) 0.7, 0.8, 1.4, 2.0, 3.5, 4.6, 8.1, 9.3 2.a) 28.22, 16, 14, 13, 10, 8, 6, 4, 2, 0, 1 (b) 8.6, 5.0, 3.7, 3.5, 2.4, 1.2, 0.9, 0.7, 0.3, 0.1 3. C.I. C.I.I.C. - 5 5 - 10 10 - 15 15 - 20 20 - 25 Frequency 5 9 8 3 5 5. PLEASE 25-30 30-35 35-40 40-45 45-50 50-55 55-60 60-65 6 5 70 70-75 75-80 80-85 Frequency 1 1 8 2 2 2 4 2 0 3 4 2 Range = \$57 7. Inclusive form C.I. 56 - 60 61 - 65 66 - 70 71 - 75 76 - 80 Frequency 1 4 4 10 6 Exclusive form C.I. 55 - 60 - 65 65 - 70 - 75 75 - 80 80 - 85 Frequency 1 3 3 11 5 2 8.a) 45 (b) (5) (c) 40 - 40 to 45 (d) 32.5, 37.5, 42.5, 47.5, 52.5 9 C.I. 130-135 135-140 140-145 145-150 150-155 155-160 160-165 165-170 Frequency 3 4 4 5 1 1 1 1 Range = 34 cm 10. 30-35 35-40 40-45 45-50 50-55 55-60 60-65 65-70 70-75 75-80 Frequency 2 2 3 3 5 3 6 1 4 1 (a) 52.5 (b) 44 gm (c) 10 (d) 65 - 70, 75 - 80 • Statistics - Worksheets from a worksheet on frequency distribution to HOME PAGE did not find it, what are you looking for? Would you like to know more information about Math Only Math. Need.

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