

Written examination: 24. June 2021

Course name and number: **Introduction to Statistics (02402)**

Duration: 4 hours

Aids and facilities allowed: All

The questions were answered by

(student number)

(signature)

(table number)

This exam consists of 30 questions of the “multiple choice” type, which are divided between 10 exercises. To answer the questions, you need to fill in the “multiple choice” form (6 separate pages) on CampusNet with the numbers of the answers that you believe to be correct.

5 points are given for a correct “multiple choice” answer, and -1 point is given for a wrong answer. ONLY the following 5 answer options are valid: 1, 2, 3, 4, or 5. If a question is left blank or an invalid answer is entered, 0 points are given for the question. Furthermore, if more than one answer option is selected for a single question, which is in fact technically possible in the online system, 0 points are given for the question. The number of points needed to obtain a specific mark or to pass the exam is ultimately determined during censoring.

The final answers should be given by filling in and submitting the form online via CampusNet. The table provided here is ONLY an emergency alternative. Remember to provide your student number if you do hand in on paper.

Exercise	I.1	I.2	II.1	II.2	II.3	II.4	III.1	III.2	IV.1	IV.2
Question	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Answer										

Exercise	IV.3	IV.4	IV.5	V.1	V.2	V.3	V.4	VI.1	VII.1	VII.2
Question	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Answer										

Exercise	VII.3	VII.4	VII.5	VIII.1	VIII.2	IX.1	IX.2	X.1	X.2	X.3
Question	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
Answer										

The exam paper contains 26 pages.

Continue on page 2

Multiple choice questions: Note that in each question, one and only one of the answer options is correct. Furthermore, not all the suggested answers are necessarily meaningful. Always remember to round your own result to the number of decimals given in the answer options before you choose your answer. Also remember that there may be slight discrepancies between the result of the book's formulas and corresponding built-in functions in R.

Exercise I

The mean monthly electricity bill for two-bedroom apartments in a particular city is reported to be 550 DKK. A sample of 36 two-bedroom apartments is selected. The average for the 36 apartments turned out to be $\bar{x} = 562$ DKK, with a sample standard deviation of $s = 40$ DKK. The null hypothesis is $H_0 : \mu = 550$, which should be tested against the two-sided alternative.

Question I.1 (1)

Let t_{obs} be the usual test statistic for a two-sided t -test. Using a significance level α what is the rejection rule?

- 1 ☐ Reject H_0 if $t_{\text{obs}} \leq t_{1-\alpha}$, $t_{1-\alpha}$ is the $1 - \alpha$ quantile in a t -distribution with 34 degrees of freedom.
- 2 ☐ Reject H_0 if $t_{\text{obs}} \leq t_{1-\alpha}$, $t_{1-\alpha}$ is the $1 - \alpha$ quantile in a t -distribution with 35 degrees of freedom.
- 3 ☐ Reject H_0 if $t_{\text{obs}} \geq t_{1-\alpha}$, $t_{1-\alpha}$ is the $1 - \alpha$ quantile in a t -distribution with 35 degrees of freedom.
- 4 ☐ Reject H_0 if $t_{\text{obs}} \leq t_{\alpha/2}$ or if $t_{\text{obs}} \geq t_{1-\alpha/2}$, where $t_{\alpha/2}$ and $t_{1-\alpha/2}$ are $\alpha/2$ and $1 - \alpha/2$ quantiles in a t -distribution with 35 degrees of freedom, respectively.
- 5 ☐ Reject H_0 if $t_{\text{obs}} \leq t_{\alpha/2}$ or if $t_{\text{obs}} \geq t_{1-\alpha/2}$, where $t_{\alpha/2}$ and $t_{1-\alpha/2}$ are $\alpha/2$ and $1 - \alpha/2$ quantiles in a t -distribution with 34 degrees of freedom, respectively.

Question I.2 (2)

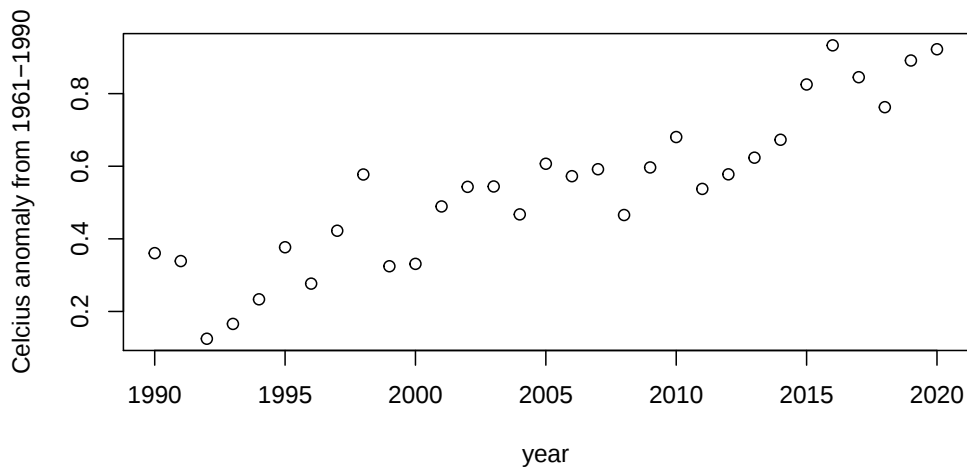
What is the value of the test statistic (t_{obs})?

- 1 ☐ $t_{\text{obs}} = 1.80$.
- 2 ☐ $t_{\text{obs}} = 1.96$.
- 3 ☐ $t_{\text{obs}} = 2.03$.
- 4 ☐ $t_{\text{obs}} = 11.38$.
- 5 ☐ $t_{\text{obs}} = 11.22$.

Continue on page 3

Exercise II

Historic values of the global mean atmospheric temperature can be downloaded from the UN IPCC website. The annual temperature the last 31 years was downloaded and is plotted below. The temperature is the so-called temperature abnormality, which simply is the difference from the average during the period 1961 to 1990.



The i 'th observation of temperature is denoted T_i and year y_i , such that $i = 0, \dots, 30$.

In order to analyse the development of temperature over time during the 31 years period the following model was fitted

$$T_i = \beta_0 + \beta_1 y_i + \varepsilon_i, \text{ where } \varepsilon_i \sim N(0, \sigma^2) \text{ and i.i.d.}$$

Continue on page 4

The obtained summary of the fit from R is:

```
##
## Call:
## lm(formula = temperature ~ year)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -0.13710 -0.07617  0.01296  0.05885  0.18984
##
## Coefficients:
##              Estimate Std. Error t value Pr(>|t|)
## (Intercept) -42.622490   3.736256  -11.41 3.07e-12 ***
## year          0.021526   0.001863   11.55 2.27e-12 ***
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.0928 on 29 degrees of freedom
## Multiple R-squared:  0.8215, Adjusted R-squared:  0.8153
## F-statistic: 133.4 on 1 and 29 DF,  p-value: 2.271e-12
```

Question II.1 (3)

Using the formulation from evidence interpretation table in the book, what is the conclusion for the null hypothesis: There is no change in mean temperature during the period (both conclusion and argument must be correct)?

- 1 ☐ There is very strong evidence against H_0 since the p -value is $3.07 \cdot 10^{-12}$.
- 2 ☐ There is very strong evidence against H_0 since the p -value is $2.27 \cdot 10^{-12}$.
- 3 ☐ There is strong evidence against H_0 since the p -value is $3.07 \cdot 10^{-12}$.
- 4 ☐ There is strong evidence against H_0 since the p -value is $2.27 \cdot 10^{-12}$.
- 5 ☐ There is weak evidence against H_0 since the p -value is 0.0928.

Continue on page 5

Question II.2 (4)

What is the 99% confidence interval for the mean increase in temperature per year in the period?

- 1 ☐ [-52.9, -32.3]
- 2 ☐ [0.0184, 0.0247]
- 3 ☐ [0.421, 0.431]
- 4 ☐ [0.0164, 0.0267]
- 5 ☐ [0.323, 0.529]

Question II.3 (5)

What is the empirical correlation coefficient between temperature and year in the period?

- 1 ☐ 0.178
- 2 ☐ 0.305
- 3 ☐ 0.695
- 4 ☐ 0.822
- 5 ☐ 0.906

Continue on page 6

Question II.4 (6)

What is the residual sum of squares ($RSS(\hat{\beta}_0, \hat{\beta}_1)$) for the model fitted to this data?

1 ☐ $(0.8215 \cdot 27)^2 = 492$

2 ☐ $0.8215 \cdot 27 = 22.2$

3 ☐ $0.0928 \cdot 27 = 2.51$

4 ☐ $\sqrt{0.0928 \cdot 27} = 1.58$

5 ☐ $0.0928 \cdot 29 = 2.69$

Continue on page 7

Exercise III

The card game Casino is played with an ordinary deck of cards, i.e. 52 cards, 13 of each colour (clubs, hearts, diamonds and spade), and 4 of each value (e.g. 4 aces). The game starts by placing 4 cards face up on the table.

Question III.1 (7)

What is the probability that at least 3 of the 4 opening cards are aces?

- 1 ☐ 0.00057
- 2 ☐ $2.7 \cdot 10^{-6}$
- 3 ☐ 0.025
- 4 ☐ 0.00071
- 5 ☐ $3.7 \cdot 10^{-6}$

Question III.2 (8)

What is the probability that all the 4 opening cards are clubs in exactly 1 out of 4 games?

- 1 ☐ 0.010
- 2 ☐ 0.39
- 3 ☐ 0.42
- 4 ☐ 0.44
- 5 ☐ 0.015

Continue on page 8

Exercise IV

COVID-19 restrictions have enforced the integration of online platforms for students' group activities. The table below shows the responses to a survey question on students' most preferred platform for group activities. The survey was conducted during three consecutive semesters (Encoded, Spring as F and Fall or Autumn as E).

	F2020	E2020	F2021	Sum
Teams	796	729	669	2194
Messenger	1017	1025	1000	3042
Discord	278	313	315	906
Slack	855	1013	1033	2901
Sum	2946	3080	3017	9043

Question IV.1 (9)

We want to test the null hypothesis that in Spring 2021, the proportion of students preferring slack for group activities was 34.0%. The usual large sample test statistics for the hypothesis is

- 1 ☐ $(1025 - 0.66 \cdot 3017) / \sqrt{3017 \cdot 0.34 \cdot 0.66} = -36.83$
- 2 ☐ $(1033 - 0.34 \cdot 3017) / \sqrt{3017 \cdot 0.34 \cdot 0.34} = 0.38$
- 3 ☐ $(1013 - 0.34 \cdot 3017) / \sqrt{9043 \cdot 0.34 \cdot 0.66} = 0.16$
- 4 ☐ $(1033 - 0.34 \cdot 3017) / \sqrt{3017 \cdot 0.34 \cdot 0.66} = 0.28$
- 5 ☐ $(1033 - 0.66 \cdot 3017) / \sqrt{3017 \cdot 0.34 \cdot 0.34} = -51.31$

Question IV.2 (10)

We want to test if there is a significant change in the proportion of students preferring Teams between Fall 2020 and Spring 2021.

Which line of code executes the desired test in R?

- 1 ☐ `binom.test(x = 669, n = 3017, p = 729/3080)`
- 2 ☐ `prop.test(x = c(729, 669), c(3080, 3017), correct = FALSE)`
- 3 ☐ `binom.test(x = 669, n = 3017, p = (669+729)/(3017+3080))`
- 4 ☐ `prop.test(x = 669, n = 3017, p = 729/3080, correct = FALSE)`
- 5 ☐ None of the above

Question IV.3 (11)

One could also conduct a hypothesis test to investigate whether the distribution of preference of different digital platforms has changed over the three semesters for which data is given. The number of degrees of freedom in the distribution of the test statistic is:

- 1 ☐ 4
- 2 ☐ 8
- 3 ☐ 6
- 4 ☐ 10
- 5 ☐ 12

Question IV.4 (12)

The semesters and the online platforms are assumed independent. The expected number of students using Messenger in Spring 2021 is estimated to be

- 1 ☐ 1000
- 2 ☐ $3017 \cdot 3042/9043 = 1015$
- 3 ☐ $(1017 + 1025 + 1000)/3 = 1014$
- 4 ☐ $(1017 + 1025)/2 = 1021$
- 5 ☐ $1000 \cdot 3017/3042 = 992$

Continue on page 10

Question IV.5 (13)

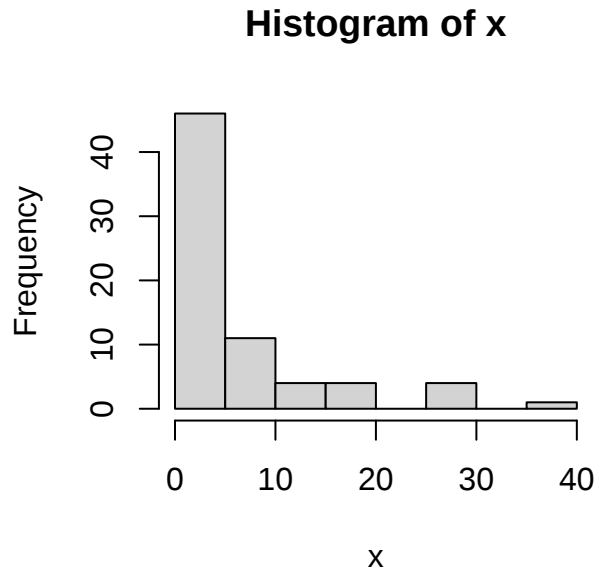
In order to test whether the change of preference of the digital platforms are significant over the three semesters, the following is given: The test statistic is calculated to be 31.316. The significance level is set to $\alpha = 0.05$. In the distribution used to assess the test statistic, the 0.95 and 0.975 quantiles are, respectively, 12.59 and 14.45. What may be concluded? (Both the conclusion and reasoning must be correct).

- 1 ☐ The preference or users of the digital platforms over the semesters changed significantly, as the test statistic is greater than the given 0.95 quantile.
- 2 ☐ The distribution across platforms and semesters has changed significantly, as, under the null hypothesis, there is a 97.5% probability of observing a test statistic greater than 14.45.
- 3 ☐ The distribution across platforms and semesters has not changed significantly, as the test statistic is greater than the given 0.975 quantile.
- 4 ☐ The distribution across platforms and semesters has changed significantly, as, under the null hypothesis, there is a 95% probability of observing a test statistic greater than 12.59.
- 5 ☐ The numbers provided above cannot be used to argue statistically, whether the distribution across platforms and semester has changed.

Continue on page 11

Exercise V

In a study of blind use, the time (measured in hours) between interactions with the blinds are measured. The data is presented in the histogram below.



Some key-numbers are given in the R-output below (x is the data shown in the histogram)

```
m <- mean(x)
s <- sd(x)
n <- length(x)
c(m, s, n)

## [1] 5.996429 8.243370 70.000000
```

Question V.1 (14)

Assuming that the waiting times (time between interactions with the blinds) follow independent Exponential distributions with expectation equal the empirical average, what is the probability of observing a waiting time larger than 10?

- 1 ☐ 0.81
- 2 ☐ 0.68
- 3 ☐ 0.031
- 4 ☐ 0.97
- 5 ☐ 0.19

As an aid for the next questions the R-code below has been evaluated

```
k <- 10000

t.test(x)

##
## One Sample t-test
##
## data: x
## t = 6, df = 69, p-value = 6e-08
## alternative hypothesis: true mean is not equal to 0
## 95 percent confidence interval:
## 4.03 7.96
## sample estimates:
## mean of x
## 6

X <- matrix(rexp(n * k, m), ncol=n)
quantile(apply(X, 1, mean),c(0.01,0.025,0.05,0.1,0.9,0.95,0.975,0.99))

## 1% 2.5% 5% 10% 90% 95% 97.5% 99%
## 0.124 0.130 0.135 0.142 0.193 0.201 0.207 0.215

X <- t(replicate(k,sample(x, replace = TRUE)))
quantile(apply(X, 1, mean),c(0.01,0.025,0.05,0.1,0.9,0.95,0.975,0.99))

## 1% 2.5% 5% 10% 90% 95% 97.5% 99%
## 3.90 4.19 4.44 4.76 7.29 7.68 8.03 8.49

X <- matrix(rexp(n * k, 1 / m), ncol = n)
quantile(apply(X, 1, mean),c(0.01,0.025,0.05,0.1,0.9,0.95,0.975,0.99))

## 1% 2.5% 5% 10% 90% 95% 97.5% 99%
## 4.43 4.64 4.84 5.09 6.92 7.22 7.49 7.78

X <- matrix(rnorm(n * k, m, s), ncol=n)
quantile(apply(X, 1, mean),c(0.01,0.025,0.05,0.1,0.9,0.95,0.975,0.99))

## 1% 2.5% 5% 10% 90% 95% 97.5% 99%
## 3.70 4.08 4.40 4.74 7.25 7.64 7.97 8.36
```

Continue on page 13

Question V.2 (15)

Again assuming the Exponential distribution, and based on the R-code above, what is the 95% confidence interval for the mean waiting time based on parametric bootstrap?

1 ☐ [0.13, 0.21]

2 ☐ [4.03, 7.96]

3 ☐ [4.64, 7.49]

4 ☐ [4.19, 8.03]

5 ☐ [4.08, 7.97]

Question V.3 (16)

What would be the 98% confidence interval if the calculations does not rely on the Exponential distribution assumption (i.e. non-parametric bootstrap)?

1 ☐ [4.03, 7.96]

2 ☐ [4.43, 7.78]

3 ☐ [3.90, 8.49]

4 ☐ [0.12, 0.22]

5 ☐ [3.7, 8.36]

Continue on page 14

Question V.4 (17)

The blind use data come from two different blinds, and it is desired to test whether there is a difference in the mean waiting time for the two blinds. In the R-code below x_1 , n_1 , m_1 , s_1 denote observed waiting times, number of observations, mean waiting time and empirical standard deviation for blind one, respectively, while x_2 , n_2 , m_2 , s_2 denote the same numbers for blind two. Which of the following pieces of R-code calculate a non-parametric 95% confidence interval for the difference in mean waiting time between the two blinds?

1 ☐ `D <- matrix(rexp((n1 + n2) * k, 1 / m1 - 1 / m2), ncol = n1 + n2)
quantile(apply(D, 1, mean), c(0.025, 0.975))`

2 ☐ `D <- t(replicate(k, sample(x1, replace = TRUE))) -
t(replicate(k, sample(x2, replace = TRUE)))
quantile(apply(D, 1, mean), c(0.025, 0.975))`

3 ☐ `t.test(x1, x2)`

4 ☐ `D <- matrix(rexp(n1 * k, 1 / m1), ncol = n1) -
matrix(rexp(n2 * k, 1 / m2), ncol = n2)
quantile(apply(X, 1, mean), c(0.05, 0.95))`

5 ☐ `D <- t(replicate(k, sample(x1 - x2, replace = TRUE)))
quantile(apply(D, 1, mean), c(0.025, 0.975))`

Continue on page 15

Exercise VI

A study was designed to investigate whether the use of recorded video lectures and group exercises affect the exam score of students. 9 students (denoted x) did not use or attend either of the two activities. Other 9 students (denoted y) used or attended both types of learning activities. The table below shows the final exam score of the students:

Students	1	2	3	4	5	6	7	8	9
x	54	54	38	47	48	62	54	55	52
y	67	70	71	60	68	65	68	67	64

Assuming that the two groups are independent or unrelated, the following code is now run in R, in order to test whether the differences in the exam scores between the groups can be assumed to be zero ($H_0 : \delta = 0$):

```
x <- c(54, 54, 38, 47, 48, 62, 54, 55, 52)
y <- c(67, 70, 71, 60, 68, 65, 68, 67, 64)
```

The output from the standard statistical analysis is given below. Please note that some numbers in the standard output have been replaced by the letters A, B and C.

```
t = -6.0836, df = A , p-value = B
alternative hypothesis: true difference in means is not equal to 0
95 percent confidence interval:
 -20.537160 C
sample estimates:
mean of x mean of y
 51.55556  66.66667
```

Continue on page 16

Question VI.1 (18)

Assuming the data are normally distributed, what conclusion can be made when applying a significance level of $\alpha = 0.05$ (all elements of the answer should be correct)?

The use or non-use of learning resources and activities:

- 1 ☐ affects the exam score since the average score of x and y are different
- 2 ☐ do not show any significant effect on the exam score since the upper limit of the confidence interval is 9.685062
- 3 ☐ do not show any significant effect on the exam score since the lower limit of the confidence interval is -20.537160
- 4 ☐ have an effect on the exam score since the p -value is $6.039 \cdot 10^{-5}$
- 5 ☐ have an effect on the exam score since the p -value is $4.996 \cdot 10^{-4}$

Continue on page 17

Exercise VII

In a study of the growth of trees, the circumference [mm] of the trees are measured as a function of age for a number of trees. At each age (point in time) the circumference is measured for all trees. As an initial analysis it is tested if there is a difference in circumference as a function of age using a one-way anova analysis. The result is seen in the R-output below (where some numbers have been replaced by letters).

```
> anova(lm(circumference ~ age))
Analysis of Variance Table

Response: circumference
          Df Sum Sq Mean Sq F value    Pr(>F)
age         6  A      16008.4      D 1.661e-10 ***
Residuals  28  B              C
```

Question VII.1 (19)

What is the total number of observations in the study?

1 ☐ 28

2 ☐ 33

3 ☐ 35

4 ☐ 29

5 ☐ 34

Continue on page 18

The usual model is

$$Y_{ij} = \mu + \alpha_i + \epsilon_{ij}, \quad \epsilon_{ij} \sim N(0, \sigma^2) \tag{1}$$

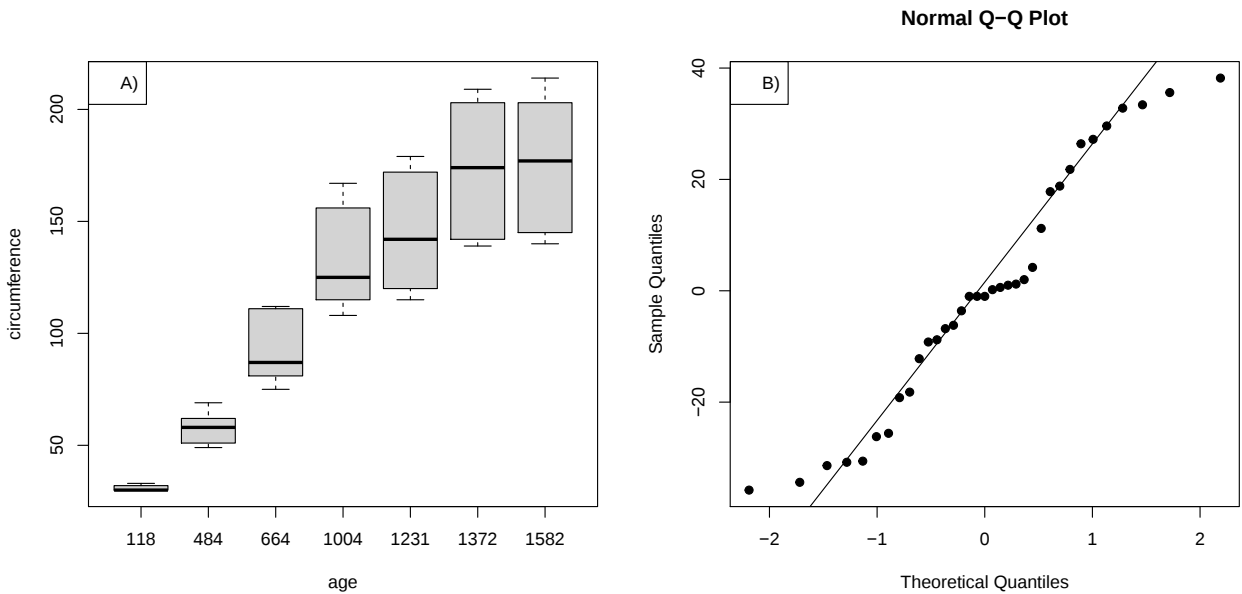
where ϵ_{ij} are iid. random variables.

Question VII.2 (20)

What is the usual estimate of σ ?

- 1 ☐ 126.5
- 2 ☐ 27.4
- 3 ☐ 51.7
- 4 ☐ 24.1
- 5 ☐ 457.4

As part of model control the figure below, showing a box-plot of the circumference as a function of age and a qq-normal plot of the residuals from the model, is created.



Continue on page 19

Question VII.3 (21)

Which of the following statements is most appropriate based on the figure above (including reference to plot)?

- 1 ☐ The independence assumption is clearly violated (plot B).
- 2 ☐ All the usual assumptions seems to be fulfilled (based on both plots).
- 3 ☐ The normality assumption on the residuals is clearly violated (plot A).
- 4 ☐ The assumption on variance-homogeneity is clearly violated (plot A).
- 5 ☐ The independence assumption is clearly fulfilled (plot B).

Regardless of the answer to the previous question, it is decided to test if there is a significant difference between trees using the model

$$Y_{ij} = \mu + \alpha_i + \beta_j + \epsilon_{ij}, \quad \epsilon_{ij} \sim N(0, \sigma^2) \quad (2)$$

where α_i denote the effect of time and β_j denote the effect of tree. The residual variance is estimated at $\hat{\sigma}^2 = 186.4$, also note that all trees are measured once at every age (i.e. 5 trees).

Question VII.4 (22)

On significance level $\alpha = 0.05$ and based on the 2-way anova analysis, which of the following statements is correct (all parts of the answer should be correct)?

- 1 ☐ There is not a significant effect of age since $15.9 > 4.54$
- 2 ☐ There is a significant effect of age since $85.9 > 2.51$
- 3 ☐ There is a significant effect of age since $1.66 \cdot 10^{-10} < 0.05$
- 4 ☐ There is not a significant effect of age since $1.66 \cdot 10^{-6} < 0.05$
- 5 ☐ There is a significant effect of age since $15.9 > 2.78$

Continue on page 20

Question VII.5 (23)

What is the 95%, Bonferoni corrected, Least Significant Difference (LSD) for pairwise comparison of all age-categories?

1 ☐ 9.46

2 ☐ 49.2

3 ☐ 24.4

4 ☐ 10.90

5 ☐ 29.3

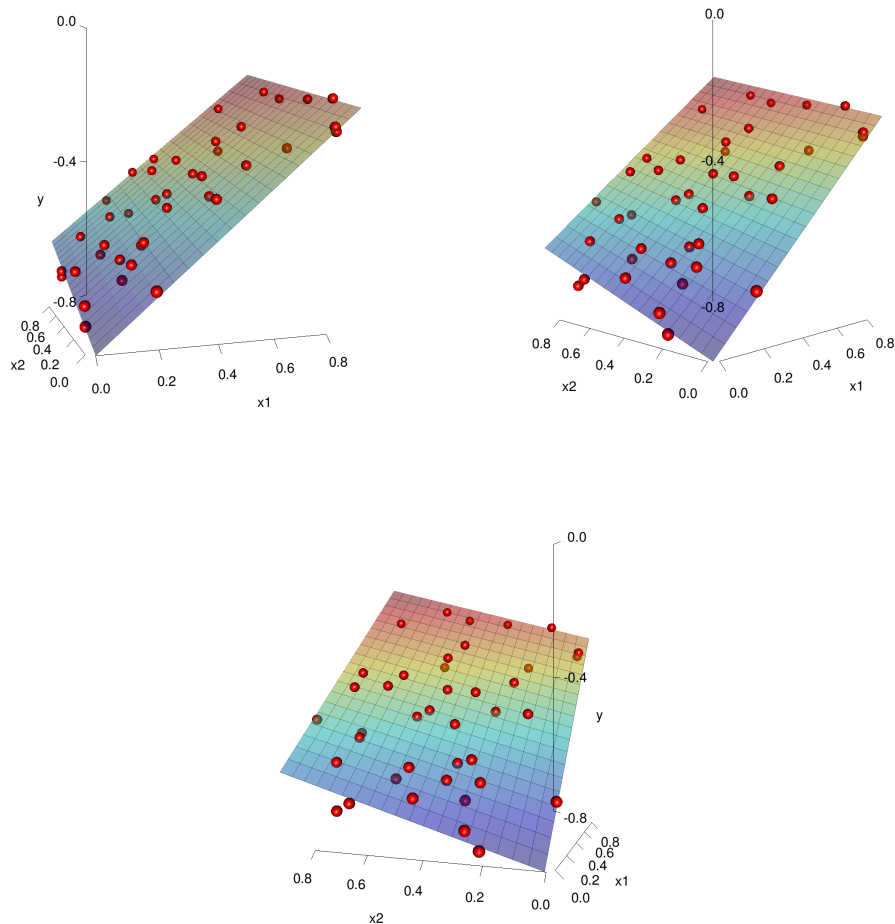
Continue on page 21

Exercise VIII

The multiple linear regression model

$$Y_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \varepsilon_i \text{ where } \varepsilon_i \sim N(0, \sigma^2) \text{ and i.i.d.}$$

is fitted to data with $i = 1, 2, \dots, n$ and the result is visualized below. The three plots below show the points and the estimated plane, using different rotations, such that it can be seen from different angles. Note, that the plane is coloured red for high and blue for low y values and remember to check the axis labels for the direction of the plot axis:



Continue on page 22

Question VIII.1 (24)

What is the correct ordering of the estimated coefficients?

1 ☐ $\hat{\beta}_0 < \hat{\beta}_1 < \hat{\beta}_2$

2 ☐ $\hat{\beta}_0 < \hat{\beta}_2 < \hat{\beta}_1$

3 ☐ $\hat{\beta}_1 < \hat{\beta}_0 < \hat{\beta}_2$

4 ☐ $\hat{\beta}_1 < \hat{\beta}_2 < \hat{\beta}_0$

5 ☐ $\hat{\beta}_2 < \hat{\beta}_1 < \hat{\beta}_0$

Question VIII.2 (25)

From the plots it is clear that the estimated standard deviation of the error, i.e. $\hat{\sigma}$, can only be one of the following values, which one?

1 ☐ $\hat{\sigma} = 0.03$

2 ☐ $\hat{\sigma} = 2.1$

3 ☐ $\hat{\sigma} = 4.7$

4 ☐ $\hat{\sigma} = 357$

5 ☐ $\hat{\sigma} = 10028$

Continue on page 23

Exercise IX

When modeling probabilities the probit transformation is often used. For a specific problem for modeling the probability of opening windows, the following model is proposed

$$p(U) = \Phi \left(\beta_0 + \beta_1 \cos \left(\frac{2\pi h}{24} + U + \psi \right) \right) \quad (3)$$

where Φ is the CDF for standard normal random variable, h is time of day (measured in hours), and β_0 , β_1 , and ψ are fixed parameters. Further U is a uniform random variable on the interval $[0, 2\pi]$.

Question IX.1 (26)

What is the error propagation approximation of the mean and variance of p (ϕ is the probability density function (pdf) for a standard normal random variable)?

- 1 ☐ $E[p] \approx p(\pi)$, and $V[p] \approx \Phi^2 \left(\beta_0 + \beta_1 \cos \left(\frac{2\pi h}{24} + \pi + \psi \right) \right) \beta_1^2 \sin^2 \left(\frac{2\pi h}{24} + \pi + \psi \right) \frac{\pi^2}{12}$
- 2 ☐ $E[p] \approx \Phi(\pi)$, and $V[p] \approx \phi^2 \left(\beta_0 + \beta_1 \cos \left(\frac{2\pi h}{24} + \pi + \psi \right) \right) \beta_1^2 \sin^2 \left(\frac{2\pi h}{24} + \pi + \psi \right) \frac{\pi^2}{12}$
- 3 ☐ $E[p] \approx 0$, and $V[p] \approx \phi^2(\pi) \frac{\pi^2}{3}$
- 4 ☐ $E[p] \approx \Phi(\pi)$, and $V[p] \approx \Phi^2 \left(\beta_0 + \beta_1 \cos \left(\frac{2\pi h}{24} + \pi + \psi \right) \right) \beta_1 \sin \left(\frac{2\pi h}{24} + \pi + \psi \right) \frac{\pi^2}{3}$
- 5 ☐ $E[p] \approx p(\pi)$, and $V[p] \approx \phi^2 \left(\beta_0 + \beta_1 \cos \left(\frac{2\pi h}{24} + \pi + \psi \right) \right) \beta_1^2 \sin^2 \left(\frac{2\pi h}{24} + \pi + \psi \right) \frac{\pi^2}{3}$

Continue on page 24

Question IX.2 (27)

With $h = 12$, $\beta_0 = \psi = 0$, and $\beta_1 = 1$, which R-code approximate the mean and variance of p ?

- 1 ☐ `u <- runif(10000)`
`c(mean(pnorm(cos(pi + u))), var(pnorm(cos(pi + u))))`
- 2 ☐ `u <- rnorm(10000, 0, 2 * pi)`
`c(mean(dnorm(cos(pi + u))), var(dnorm(cos(pi + u))))`
- 3 ☐ `u <- runif(10000, 0, 2 * pi)`
`c(mean(pnorm(cos(pi + u))), var(pnorm(cos(pi + u))))`
- 4 ☐ `u <- runif(10000, 0, 2 * pi)`
`c(mean(rnorm(cos(pi + u))), var(rnorm(cos(pi + u))))`
- 5 ☐ `u <- rnorm(10000)`
`c(mean(pnorm(cos(pi + u), 0, 2 * pi)), var(pnorm(cos(pi + u), 0, 2 * pi)))`

Continue on page 25

Exercise X

Question X.1 (28)

A random variable is normal distributed with mean $\mu = 50$ and standard deviation $\sigma = 5$. What is the probability that the random variable will assume a value between 45 and 55?

1 ☐ 0.15872 ☐ 0.84133 ☐ 0.34134 ☐ 0.68275 ☐ 0.6587**Question X.2 (29)**

A software was redesigned for improving the time users take to complete a specific task. With the new interface and interaction design the task requires on average 54 seconds with a standard deviation of 3 seconds. With the previous design the task required on average 65 seconds with a standard deviation of 4 seconds. The time required by users to complete tasks using the software is assumed normal distributed and independent.

What is the probability that the time savings for the task completion for a randomly selected user in the redesigned software is less than 10 seconds?

1 ☐ 0.42072 ☐ 0.57933 ☐ 0.40214 ☐ 0.21235 ☐ 0.3694

Continue on page 26

Question X.3 (30)

Let X be a random variable representing the lifetime (in hours) of an electronic device. It has an exponential probability density function. The mean lifetime is 50 hours. What is the probability that the device will fail in the first 25 hours of operation and what is the probability that the device will operate 100 or more hours before failure (both must be correct)?

- 1 ☐ $P(X < 25) = 0.3935$ and $P(X > 100) = 0.1353$
- 2 ☐ $P(X < 25) = 0.3935$ and $P(X > 100) = 0.8647$
- 3 ☐ $P(X < 25) = 0.6065$ and $P(X > 100) = 0.1353$
- 4 ☐ $P(X < 25) = 0.6065$ and $P(X > 100) = 0.8647$
- 5 ☐ $P(X < 25) = 0.8647$ and $P(X > 100) = 0.3935$

The exam is finished. Enjoy the summer!