



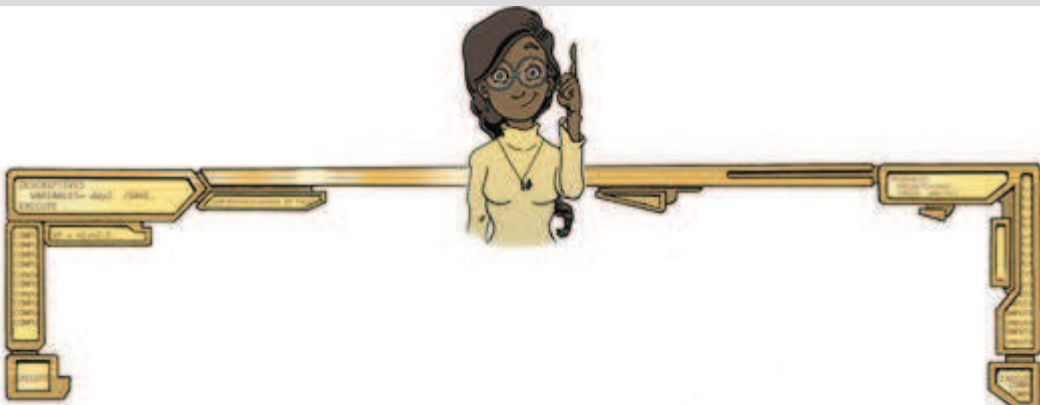
5.11 What next?

We have discovered that when it comes to graphs, minimal is best: no pink, no 3-D effects, no pictures of Errol your pet ferret superimposed on the data – oh, and did I mention no pink? Graphs are a useful way to visualize life. At the age of about 5 I was trying to visualize my future and, like many boys, my favoured career choices were going into the army (goodness only knows why, but a possible explanation is being too young to comprehend morality and death) and becoming a famous sports person. On balance, I seemed to favour the latter, and like many a UK-born child my sport of choice was football (or soccer as people outside of the UK sometimes like to call it to avoid confusion with a game in which a ball is predominantly passed through the hands, and not the feet, but is bizarrely also called football). In the [next chapter](#) we learn what became of my football career.

5.12 Key terms that I've discovered

Bar chart
Boxplot (box–whisker diagram)
Chart Builder
Chart Editor
Chartjunk
Density plot
Error bar chart
Line chart
Regression line
Scatterplot

Smart Alex's tasks



- Task 1: Using the data from [Chapter 3](#) (which you should have saved, but if you didn't, re-enter it from [Table 4.1](#)), plot and interpret an error bar chart showing the mean number of friends for students and lecturers.



- Task 2: Using the same data, plot and interpret an error bar chart

showing the mean alcohol consumption for students and lecturers.



- Task 3: Using the same data, plot and interpret an error line chart



showing the mean income for students and lecturers.

- Task 4: Using the same data, plot and interpret error a line chart showing the mean neuroticism for students and lecturers.



- Task 5: Using the same data, plot and interpret a scatterplot with regression lines of alcohol consumption and neuroticism grouped by



lecturer/student.

- Task 6: Using the same data, plot and interpret a scatterplot matrix with regression lines of alcohol consumption, neuroticism and number of



friends.

- Task 7: Using the Zhang (2013) subsample.sav data from [Chapter 4](#) (Task 8), plot a clustered error bar chart of the mean test accuracy as a function of the type of name participants completed the test under (x -axis) and whether they were male or female (different coloured bars).



- Task 8: Using the Method Of Teaching.sav data from [Chapter 4](#) (Task 3), plot a clustered error line chart of the mean score when electric shocks were used compared to being nice, and plot males and females as



different coloured lines.

- Task 9: Using the Shopping Exercise.sav data from [Chapter 4](#) (Task 5), plot two error bar graphs comparing men and women (x -axis): one for the distance walked, and the other for the time spent shopping.



- Task 10: Using the Goat or Dog.sav data from [Chapter 4](#) (Task 6), plot two error bar graphs comparing scores when married to a goat or a dog (x-axis): one for the animal liking variable, and the other for the life



satisfaction.

- Task 11: Using the same data as above, plot a scatterplot of animal liking scores against life satisfaction (plot scores for those married to dogs or



goats in different colours).

- Task 12: Using the Tea Makes You Brainy 15.sav data from [Chapter 4](#) (Task 7), plot a scatterplot showing the number of cups of tea drunk (x-



axis) against cognitive functioning (y-axis).

Answers & additional resources are available on the book's website at

<https://edge.sagepub.com/field5e>

