\*\*The best answer is (C).\*\*

Here's the breakdown:

\* \*\*Observation:\*\* The scatterplot shows a collection of points scattered without a clear, discernible pattern. There's no obvious upward or downward trend that would indicate a linear relationship. It appears that science achievement scores are clustered within a range and the anxiety level does not follow a specific pattern as it changes.

\* \*\*Analysis of Answer Choices:\*\*

\* \*\*(A) "This graph shows a strong negative linear relationship between anxiety and achievement in science."\*\* This is incorrect. There is no strong or even noticeable negative linear pattern (where as anxiety increases, achievement decreases) in the data.

\* \*\*(B) "This graph shows a moderate linear relationship between anxiety and achievement in science."\*\* This is also incorrect. A moderate relationship would still show a trend, even if it's not very strong. The scatterplot doesn't show a linear trend at all.

\* \*\*(C) "This graph shows very little, if any, linear relationship between anxiety and achievement in science."\*\* This is the most accurate description. The points are dispersed without a clear trend, suggesting no meaningful linear association between anxiety level and science achievement within this dataset.

\*\*Conclusion:\*\*

Based on the visual inspection of the scatterplot, there is no clear indication of a linear relationship between anxiety level and science achievement. The distribution of points suggests that anxiety does not predictably influence science test scores in a linear manner, at least not within the context of the depicted data.