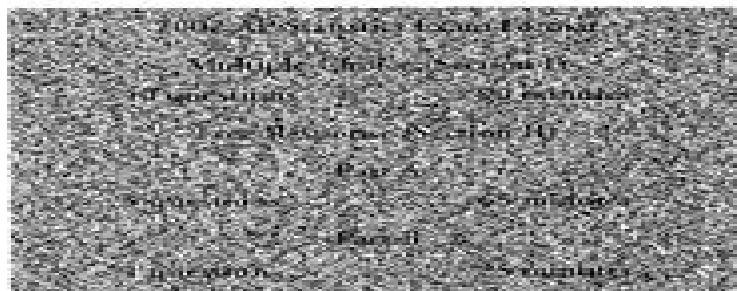


Chapter II The 2002 AP Statistics Examination

- Exam Content and Format
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Exam Content and Format

The 2002 AP Statistics Exam contained questions from all four major content areas — Exploring Data, Planning a Study, Probability, and Statistical Inference — in both the 40-question multiple-choice section and the 6-question free-response section. Each part contributed 50 percent to the total exam score.



The six free-response questions covered the content areas of data exploration, sampling and experimental design, probability, statistical inference, and fitting models to data. The first five were short-answer questions; the sixth was a longer investigative task worth 23 percent of the maximum possible score for the free-response section.

Question 1: The purpose of question 1 was to assess the student's ability to interpret a graphical display and to reason using interval estimates. To receive full credit for this question, the student needed to comment on the increasing precision of the estimates over time and

to use the intervals in the graphical display to discuss the degree of support provided for each of the two competing theories. Good communication was particularly important on this question.

Question 2: The purpose of question 2 was to assess understanding of some basic principles of experimental design, including pairing/blocking, randomization, and blinding. A response describing a matched-pairs design with appropriate randomization and a correct discussion of double blinding received full credit for this question.

Question 3: The purpose of question 3 was to evaluate the student's ability to compute probabilities based on the normal distribution and to evaluate the student's knowledge of properties of the distribution of a sum of independent random variables. To receive full credit for this question, the student was required to compute and interpret a probability, correctly determine the mean and standard deviation of a sum of independent random variables, and then use the computed mean and standard deviation to correctly compute a second probability.

Question 4: The purpose of question 4 was to determine if the student could read standard statistics computer output and to assess understanding of correlation and influential points in a regression analysis. To receive full credit for this question, the response had to include the correct equation for the least squares regression line, a correct interpretation of the correlation coefficient, and a discussion of whether it was reasonable to use the given line over a restricted range of airplane sizes.

Question 5: The purpose of question 5 was to evaluate whether the student could carry out a test of hypotheses and state conclusions in context. To receive full credit for this question, the student needed to identify two distinct pairs of hypotheses in part (a) and then in part (b) to identify an appropriate test procedure, check (not just state) any necessary conditions for the test, and then, based on the result of the test, give an appropriate conclusion in context.

2002 Ap Statistics Multiple Choice Exam Answers

David Kaplan

2002 Ap Statistics Multiple Choice Exam Answers:

Cracking the AP Statistics Exam Madhuri S. Mulekar, Princeton Review, 2004 The fiercer the competition to get into college the more schools require that students prove themselves in other ways than SAT scores and grade point averages. The more expensive college educations become the more students take advantage of the opportunity to test out of first year college courses. Includes 2 sample tests with full explanations for all answers. The Princeton Review's proven score raising skills and techniques. Complete subject review of all the material likely to show up on the AP Statistics exam. **How to**

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Choice ,2007 Mathematical Reviews ,2005 The SAGE Encyclopedia of Social Science Research Methods

Michael Lewis-Beck,Alan E Bryman,Tim Futing Liao,2003-12-15 This defining work will be valuable to readers and researchers in social sciences and humanities at all academic levels As a teaching resource it will be useful to instructors and students alike and will become a standard reference source Essential for general and academic collections CHOICE This Encyclopedia provides readers with authoritative essays on virtually all social science methods topics quantitative and qualitative by an international collection of experts Organized alphabetically the Encyclopedia of Social Science Research Methods covers research terms ranging from different methodological approaches to epistemological issues and specific statistical techniques Written to be accessible to general readers the Encyclopedia entries do not require advanced knowledge of mathematics or statistics to understand the purposes or basic principles of any of the methods To accomplish

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