

2018 AP® STATISTICS FREE-RESPONSE QUESTIONS

2. An environmental science teacher at a high school with a large population of students wanted to estimate the proportion of students at the school who regularly recycle plastic bottles. The teacher selected a random sample of students at the school to survey. Each selected student went into the teacher’s office, one at a time, and was asked to respond yes or no to the following question.

Do you regularly recycle plastic bottles?

Based on the responses, a 95 percent confidence interval for the proportion of all students at the school who would respond yes to the question was calculated as $(0.584, 0.816)$.

- How many students were in the sample selected by the environmental science teacher?
- Given the method used by the environmental science teacher to collect the responses, explain how bias might have been introduced and describe how the bias might affect the point estimate of the proportion of all students at the school who would respond yes to the question.
- The statistics teacher at the high school was concerned about the potential bias in the survey. To obtain a potentially less biased estimate of the proportion, the statistics teacher used an alternate method for collecting student responses. A random sample of 300 students was selected, and each student was given the following instructions on how to respond to the question.
 - In private, flip a fair coin.
 - If heads, you must respond no, regardless of whether you regularly recycle.
 - If tails, please truthfully respond yes or no.
 - What is the expected number of students from the sample of 300 who would be required to respond no because the coin flip resulted in heads?
 - The results of the sample showed that 213 of the 300 selected students responded no. Based on the results of the sample, give a point estimate for the proportion of all students at the high school who would respond yes to the question.

2018 AP® STATISTICS FREE-RESPONSE QUESTIONS

3. Approximately 3.5 percent of all children born in a certain region are from multiple births (that is, twins, triplets, etc.). Of the children born in the region who are from multiple births, 22 percent are left-handed. Of the children born in the region who are from single births, 11 percent are left-handed.
- (a) What is the probability that a randomly selected child born in the region is left-handed?
- (b) What is the probability that a randomly selected child born in the region is a child from a multiple birth, given that the child selected is left-handed?
- (c) A random sample of 20 children born in the region will be selected. What is the probability that the sample will have at least 3 children who are left-handed?

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2018 SCORING GUIDELINES

Question 2

Intent of Question

The primary goals of this question were to assess a student’s ability to (1) calculate the sample size when given the endpoints of a confidence interval for a proportion; (2) explain how bias could be present in a particular survey method; and (3) estimate a proportion from sample data collected using a method designed to decrease bias.

Solution

Part (a):

Using the standard formula for a confidence interval for one proportion, the interval (0.584 to 0.816) is found as follows. $\hat{p} \pm z^* \sqrt{\frac{\hat{p}(1 - \hat{p})}{n}}$ where $\hat{p} = \frac{0.584 + 0.816}{2} = 0.7$, the margin of error is $0.816 - 0.7 = 0.116$, and $z^* = 1.96$.

Solving $1.96\sqrt{\frac{0.7(1 - 0.7)}{n}} = 0.116$ yields $n = \frac{(1.96)^2(0.7)(1 - 0.7)}{(0.116)^2} \approx 59.95$. The sample size was 60.

Part (b):

Bias might have been introduced because students responded directly to the environmental science teacher. Because the students would know that an environmental science teacher cares about the environment, they might say yes when they actually don’t recycle. This would result in a point estimate that is greater than the proportion of all students who would respond yes to the question.

Part (c):

(i) The expected number is $(300)\left(\frac{1}{2}\right) = 150$.

(ii) The point estimate is based on expecting 150 students to be required to say no and 150 students to truthfully answer the question. Of the 213 answers of no, we expect that $213 - 150 = 63$ were from students who truthfully answered the question. That means we expect that the remaining $150 - 63 = 87$ students truthfully answered the question and responded yes. So the point estimate for the proportion of all students at the high school who would respond yes to the question is $\frac{87}{150} = 0.58$.

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2018 SCORING GUIDELINES

Question 2 (continued)

Scoring

Parts (a), (b), and (c) are scored as essentially correct (E), partially correct (P), or incorrect (I).

Part (a) is scored as follows:

Essentially correct (E) if the response satisfies the following five components:

1. Uses a standard error in the form $\sqrt{\frac{\hat{p}(1 - \hat{p})}{n}}$ where \hat{p} is between 0 and 1.
2. Shows evidence that $\hat{p} = 0.7$ was correctly used in the standard error.
3. Shows evidence that 0.116 was correctly used as the margin of error in the calculation.
4. Shows evidence that $z^* = 1.96$ was correctly used as the critical value in the calculation.
5. Includes a single, positive whole-number answer.

Partially correct (P) if the response satisfies only three or four of the five components.

Incorrect (I) if the response satisfies at most two of the five components.

Notes:

- Using an equation in the form $n = \frac{z^2 \hat{p}(1 - \hat{p})}{\text{MOE}^2}$ satisfies component 1.
- A value of 0.21 in the numerator of the standard error implies that $\hat{p} = 0.7$ was correctly used in the standard error and satisfies component 2.
- An equation such as $0.816 = 0.7 + \text{MOE}$ implies that 0.116 was correctly used for the margin of error and satisfies component 3.
- Statements that suggest a whole-number answer is approximate (such as, “about 60” or “ ≈ 60 ”) satisfy component 5.
- Algebraic work between the set-up and final answer does not need to be shown to satisfy component 5.
- When calculating the values 0.7, 0.116, or 1.96, ignore minor arithmetic errors or transcription errors if they can be identified by the work shown.

AP® STATISTICS
2018 SCORING GUIDELINES

Question 2 (continued)

Part (c) is scored as follows:

Essentially correct (E) if the response gives an answer of 150 in (c-i) and gives an answer of 0.58 (or equivalent) in (c-ii).

Partially correct (P) if the response gives an answer of 150 in (c-i) and gives an answer of 0.42 (or equivalent) in (c-ii);

OR

if the response does not give an answer of 150 in (c-i) but gives an answer of 0.58 (or equivalent) with supporting work in (c-ii).

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- In part (c-i) the answer must be a single number. Responses such as “at least 150” or “147–153” are incorrect. However, responses such as “about 150” or “ ≈ 150 ” are acceptable.
- In part (c-ii) the proportion can be described verbally (e.g., “87 out of 150”).
- In part (c-ii) if the response clearly indicates that 0.58 (or 0.42) is the population proportion, lower the overall score in part (c) by one level (that is, from E to P, or from P to I). Using probability notation such as $P(\text{yes})$ does not clearly indicate a population proportion.
- In part (c-ii) if the response includes a point estimate of 0.58 or 0.42 but uses a confidence interval as the final answer, lower the overall score in part (c) by one level (that is, from E to P, or from P to I).
- If the answer is incorrect in part (c-i) and the answer in part (c-ii) uses numerator = 87 and denominator = 300 – answer to (c-i), the response should be scored P.