

AP[®] Statistics **2002 Sample Student Responses**

The materials included in these files are intended for use by AP teachers for course and exam preparation in the classroom; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service® (ETS®), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2002 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. APIEL is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation.

Educational Testing Service and ETS are registered trademarks of Educational Testing Service.

(a) What is the equation of the least squares regression line that describes the relationship between operating cost per hour and number of passenger seats in the plane? Define any variables used in this equation.

(b) What is the value of the correlation coefficient for operating cost per hour and number of passenger seats in the plane? Interpret this correlation.

Correlation coefficient = r = 1.57 = .755

There is a pretty strong, positive relationship between that passinger seats and operating cost per hour.

p2= Chefficient of determination=, S7 S7% of the variability in operating cost per hour can be attributed to its linear relationship to the # of passenger seats.

(c) Suppose that you want to describe the relationship between operating cost per hour and number of passenger seats in the plane for planes only in the range of 250 to 350 seats. Does the line shown in the scatterplot still provide the best description of the relationship for data in this range? Why or why not?

No, because within this range on the scatter plot there is a negative relationship between operating Cost per hour and the number of passenger reats.

	(a) What is the equation of the least squares regression line that describes the relationship betwee cost per hour and number of passenger seats in the plane? Define any variables used in this expression is a second of the least squares regression line that describes the relationship between cost per hour and number of passenger seats in the plane? Define any variables used in this expression line that describes the relationship between cost per hour and number of passenger seats in the plane? Define any variables used in this expression line that describes the relationship between cost per hour and number of passenger seats in the plane?	quotion
bx	est mated points (399, 6900) and \$100,5100)) close to live
	$m = \frac{6000 - 5100}{399 - 270} = 13.953$	
	ý-5100 = 13.953 (x-270) G= 13.953x	+ 1332.69
	(b) What is the value of the correlation coefficient for operating cost per hour and number of particles and the correlation coefficient for operating cost per hour and number of particles and the correlation coefficient for operating cost per hour and number of particles and the correlation coefficient for operating cost per hour and number of particles are considered as a constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation coefficient for operating cost per hour and number of particles are constant of the correlation o	
	the plane? Interpret this correlation. correlation coefficient = 172 = 1.57 =	.755
	There is a strong positive correla	ation
	between operating cost fer hour an	of the number
	increases, cost increases. This does not	cost however
	increases, cost increases. This does not an increase in secrets causes an increase in seats in the plane for planes only in the range of 250 to 350 seats. Does the line shown in the	ber of passenger
	provide the best description of the relationship for data in this range? Why or why not?	, boutterprovident
	No, the line shown in the scatters	on to16
	longer provides the best descrip	tion of
	the relationship for data. Obser	vina
	the relations in the	
	the plot in that range would elimin	are not
	values, and it would look like this	7.
	L _i	
	\$0 P	
	Få °	
	sea+S	
	cuary the correlation is now st	rongly
	regative rather than strongly for	31416
	<u> </u>	