



The  
College  
Board

**AP**<sup>®</sup> **ADVANCED  
PLACEMENT  
PROGRAM**<sup>®</sup>

Course  
Description

**S T A T I S T I C S**

**S**

**M A Y 2 0 0 2 , M A Y 2 0 0 3**

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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 3,900 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<sup>®</sup>, the PSAT/NMSQT<sup>™</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), and Pacesetter<sup>®</sup>. 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.

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Visit College Board on the Web: **[www.collegeboard.com/ap](http://www.collegeboard.com/ap)**.

Dear Colleagues:

Last year more than three quarters of a million high school students benefited from the opportunity of studying in AP courses and then taking the challenging AP Exams. These students experienced the power of learning as it comes alive in the classroom, as well as the practical benefits of earning college credit and placement while still in high school. Behind each of these students was a talented, hardworking teacher. Teachers are the secret to the success of AP. They are the heart and soul of the Program.

The College Board is committed to supporting the work of AP teachers in as many ways as possible. AP workshops and Summer Institutes held around the globe provide stimulating professional development for 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these institutes, and in 2001, stipends were offered for the first time to teams of Pre-AP™ teachers as well.

Perhaps most exciting, the College Board continues to expand an interactive Web site designed specifically to support AP teachers. At this Internet site, teachers have access to a growing array of classroom resources, from textbook reviews to lesson plans, from opinion polls to cutting-edge exam information. I invite all AP teachers, particularly those who are new to the Program, to take advantage of these resources.

This AP Course Description provides an outline of content and description of course goals, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. Additional resources, including sample syllabi, can be found in the AP Teacher's Guide that is available for each AP subject.

As we look to the future, the College Board's goal is to provide access to AP courses in every high school. Reaching this goal will require a lot of hard work. We encourage you to help us build bridges to college and opportunity by finding ways to prepare students in your school to benefit from participation in AP.

Sincerely,

A handwritten signature in black ink that reads "Gaston Caperton". The signature is fluid and cursive, with a large initial "G" and a long, sweeping underline.

Gaston Caperton  
President  
The College Board



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# Welcome to the AP Program

The Advanced Placement Program is sponsored by the College Board, a non-profit membership association. AP offers 35 college-level courses and exams in 19 subject areas for highly motivated students in secondary schools. Its reputation for excellence results from the close cooperation among secondary schools, colleges, and the College Board. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams, and 1,400 institutions grant sophomore standing to students who meet their requirements. Approximately 13,000 high schools throughout the world participate in the AP Program; in May 2000, they administered more than 1.3 million AP Exams.

You will find more information about the AP Program at the back of this Course Description, and at [www.collegeboard.com/ap](http://www.collegeboard.com/ap). This Web site is maintained for the AP Program by [collegeboard.com](http://collegeboard.com), a destination Web site for students and parents.

## AP Courses

AP courses are available in the subject areas listed on the next page. (Unless noted, an AP course is equivalent to a full-year college course.) Each course is developed by a committee composed of college faculty and AP teachers. Members of these Development Committees are appointed by the College Board and serve for overlapping terms of up to four years.

## AP Exams

For each AP course, an AP Exam is administered at participating schools and multischool centers worldwide. Schools register to participate by completing the AP Participation Form and agreeing to its conditions. For more details, see *A Guide to the Advanced Placement Program*; information about ordering and downloading this publication can be found at the back of this booklet.

Except for Studio Art — which consists of a portfolio assessment — all exams contain a free-response section (either essay or problem-solving) and another section consisting of multiple-choice questions. The modern language exams also contain a speaking component, and the Music Theory exam includes a sight-singing task.

<b>AP Subject Areas</b>	<b>AP Courses and Exams</b>
Art	Art History; Studio Art: Drawing Portfolio; Studio Art: 2-D Portfolio; Studio Art: 3-D Portfolio
Biology	Biology
Calculus	AB; BC
Chemistry	Chemistry
Computer Science	A*; AB
Economics	Macroeconomics*; Microeconomics*
English	Language and Composition; Literature and Composition; International English Language (APIEL™)
Environmental Science	Environmental Science*
French	Language; Literature
German	Language
Geography	Human Geography*
Government and Politics	Comparative*; United States*
History	European; United States; World
Latin	Literature; Vergil
Music	Music Theory
Physics	B; C: Electricity and Magnetism*; C: Mechanics*
Psychology	Psychology*
Spanish	Language; Literature
Statistics	Statistics*

\* This subject is the equivalent of a half-year college course.

## Equity and Access

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equity and access guiding principles for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic and racial groups that have been traditionally underrepresented in the AP Program.

For more information about equity and access in principle and practice, contact the National Office in New York.



# AP Statistics

## Introduction

The Advanced Placement Program offers a course description and examination in statistics to secondary school students who wish to complete studies equivalent to a one-semester, introductory, non-calculus-based, college course in statistics.

Statistics and mathematics educators who serve as members of the AP Statistics Development Committee have prepared the course description and examination to reflect the content of a typical introductory college course in statistics. The examination is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in the field of introductory statistics.

In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. An introductory statistics course, similar to the AP Statistics course, is typically required for majors such as social sciences, health sciences, and business. Every semester about 236,000 college and university students enroll in an introductory statistics course offered by a mathematics or statistics department. Perhaps an equal number enroll in an introductory statistics course offered by other departments. Science, engineering, and mathematics majors usually take an upper-level calculus-based course in statistics, for which the AP Statistics course is effective preparation.

## The Course

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns
2. Planning a Study: Deciding what and how to measure
3. Anticipating Patterns: Producing models using probability theory and simulation
4. Statistical Inference: Confirming models

Students who successfully complete the course and examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school needs to determine the length of its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two-semester course.

## Student Selection

The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability.

Because second-year algebra is the prerequisite course, AP Statistics usually will be taken in either the junior or senior year. The decisions about whether to take AP Statistics and when to take it depend on a student's plans:

- Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year.
- For students who would otherwise take no mathematics in their senior year, AP Statistics allows them to continue to develop their quantitative skills.
- Students who wish to leave open the option of taking calculus in college should include precalculus in their high school program and perhaps take AP Statistics concurrently with precalculus.

Students with the appropriate mathematical background are encouraged to take AP Statistics and AP Calculus in high school.

Admission to an AP course ordinarily depends on the student's interest in the subject as well as on a superior academic record. However, many highly motivated students with less outstanding records have successfully completed AP courses and have obtained college credit and/or advanced placement through the AP Examinations. Students who take the AP Statistics course are strongly encouraged to take the examination.

## Teaching the Course

The AP Statistics course lends itself naturally to a mode of teaching that engages students in constructing their own knowledge. For example, students working individually or in small groups can plan and perform data collection and analyses where the teacher serves in the role of a consultant, rather than a director. This approach gives students ample opportunity to think through problems, make decisions, and share questions and conclusions with other students as well as with the teacher.

Important components of the course should include the use of technology, projects and laboratories, cooperative group problem-solving, and writing, as a part of concept-oriented instruction and assessment. This approach to teaching AP Statistics will allow students to build interdisciplinary connections with other subjects and with their world outside school.

The AP Statistics course depends heavily on the availability of technology suitable for the interactive, investigative aspects of data analysis. Therefore, schools should make every effort to provide students and teachers easy access to computers to facilitate the teaching and learning of statistics.

Providing instructional information and educational opportunities for teachers is an important component of the Advanced Placement Program. The College Board offers workshops and summer courses and institutes for teachers in all AP subjects. Further information about these and other training opportunities may be obtained from your College Board Regional Office (contact information is on the inside back cover).

Additionally, the following publications provide some insight into the philosophy of the AP Statistics course.

*Curriculum and Evaluation Standards for School Mathematics*, The National Council of Teachers of Mathematics, Reston, Virginia, 1989.

*Statistics for the Twenty-First Century*, Florence and Sheldon Gordon, The Mathematical Association of America, Washington, D.C., 1992 (1-800-331-1622).

*Teaching Statistics: More Data, Less Lecturing*, a paper by George Cobb in *Heeding the Call for Change: Suggestions for Curricular Action*, Lynn Arthur Steen, Ed., The Mathematical Association of America, Washington, D.C., 1992 (pp. 3–43).

## Course Content Overview

The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference.

- I. *Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns.* In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability, and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.
- II. *Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained.* The plan must identify important variables related to the conjecture and specify how they are to be measured. From the data collection plan, a model can be formulated from which inferences can be drawn.
- III. *Probability is the tool used for anticipating what the distribution of data should look like under a given model.* Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial, but is oriented toward describing data distributions.
- IV. *Statistical inference guides the selection of appropriate models.* Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

## Topic Outline

Following is an outline of the major topics covered by the AP Statistics Examination. The ordering here is intended to define the scope of the course but not necessarily the sequence.

### I. Exploring Data: Observing patterns and departures from patterns

*Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Emphasis should be placed on interpreting information from graphical and numerical displays and summaries.*

- A. Interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
  - 1. Center and spread
  - 2. Clusters and gaps
  - 3. Outliers and other unusual features
  - 4. Shape
- B. Summarizing distributions of univariate data
  - 1. Measuring center: median, mean
  - 2. Measuring spread: range, interquartile range, standard deviation
  - 3. Measuring position: quartiles, percentiles, standardized scores (z-scores)
  - 4. Using boxplots
  - 5. The effect of changing units on summary measures
- C. Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
  - 1. Comparing center and spread: within group, between group variation
  - 2. Comparing clusters and gaps
  - 3. Comparing outliers and other unusual features
  - 4. Comparing shapes
- D. Exploring bivariate data
  - 1. Analyzing patterns in scatterplots
  - 2. Correlation and linearity
  - 3. Least-squares regression line
  - 4. Residual plots, outliers, and influential points
  - 5. Transformations to achieve linearity: logarithmic and power transformations
- E. Exploring categorical data: frequency tables
  - 1. Marginal and joint frequencies for two-way tables
  - 2. Conditional relative frequencies and association

## II. Planning a Study: Deciding what and how to measure

*Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. This plan includes clarifying the question and deciding upon a method of data collection and analysis.*

- A. Overview of methods of data collection
  - 1. Census
  - 2. Sample survey
  - 3. Experiment
  - 4. Observational study
- B. Planning and conducting surveys
  - 1. Characteristics of a well-designed and well-conducted survey
  - 2. Populations, samples, and random selection
  - 3. Sources of bias in surveys
  - 4. Simple random sampling
  - 5. Stratified random sampling
- C. Planning and conducting experiments
  - 1. Characteristics of a well-designed and well-conducted experiment
  - 2. Treatments, control groups, experimental units, random assignments, and replication
  - 3. Sources of bias and confounding, including placebo effect and blinding
  - 4. Completely randomized design
  - 5. Randomized block design, including matched pairs design
- D. Generalizability of results from observational studies, experimental studies, and surveys

### III. Anticipating Patterns: Producing models using probability theory and simulation

*Probability is the tool used for anticipating what the distribution of data should look like under a given model.*

- A. Probability as relative frequency
  - 1. “Law of large numbers” concept
  - 2. Addition rule, multiplication rule, conditional probability, and independence
  - 3. Discrete random variables and their probability distributions, including binomial
  - 4. Simulation of probability distributions, including binomial and geometric
  - 5. Mean (expected value) and standard deviation of a random variable, and linear transformation of a random variable
- B. Combining independent random variables
  - 1. Notion of independence versus dependence
  - 2. Mean and standard deviation for sums and differences of independent random variables
- C. The normal distribution
  - 1. Properties of the normal distribution
  - 2. Using tables of the normal distribution
  - 3. The normal distribution as a model for measurements
- D. Sampling distributions
  - 1. Sampling distribution of a sample proportion
  - 2. Sampling distribution of a sample mean
  - 3. Central Limit Theorem
  - 4. Sampling distribution of a difference between two independent sample proportions
  - 5. Sampling distribution of a difference between two independent sample means
  - 6. Simulation of sampling distributions

#### IV. Statistical Inference: Confirming models

*Statistical inference guides the selection of appropriate models.*

- A. Confidence intervals
  - 1. The meaning of a confidence interval
  - 2. Large sample confidence interval for a proportion
  - 3. Large sample confidence interval for a mean
  - 4. Large sample confidence interval for a difference between two proportions
  - 5. Large sample confidence interval for a difference between two means (unpaired and paired)
- B. Tests of significance
  - 1. Logic of significance testing, null and alternative hypotheses;  $p$ -values; one- and two-sided tests; concepts of Type I and Type II errors; concept of power
  - 2. Large sample test for a proportion
  - 3. Large sample test for a mean
  - 4. Large sample test for a difference between two proportions
  - 5. Large sample test for a difference between two means (unpaired and paired)
  - 6. Chi-square test for goodness of fit, homogeneity of proportions, and independence (one- and two-way tables)
- C. Special case of normally distributed data
  - 1.  $t$ -distribution
  - 2. Single sample  $t$  procedures
  - 3. Two sample (independent and matched pairs)  $t$  procedures
  - 4. Inference for the slope of least-squares regression line



## The Use of Technology

The AP Statistics course adheres to the philosophy and methods of modern data analysis. Although the distinction between graphing calculators and computers is becoming blurred as technology advances, at present the fundamental tool of data analysis is the computer. The computer does more than eliminate the drudgery of hand computation and graphing — it is an essential tool for structured inquiry.

Data analysis is a journey of discovery. It is an iterative process that involves a dialogue between the data and a mathematical model. As more is learned about the data, the model is refined and new questions are formed. The computer aids in this journey in some essential ways. First, it produces graphs that are specifically designed for data analysis. These graphical displays make it easier to observe patterns in data, to identify important subgroups of the data, and to locate any unusual data points. Second, the computer allows the student to fit complex mathematical models to the data and to assess how well the model fits the data by examining the residuals. The result of this examination is often the need to re-express the data; for example, by taking the logarithm of a variable and repeating the analysis after re-expression. Finally, the computer is helpful in identifying an observation that has an undue influence on the analysis and in isolating its effects.

In addition to its use in data analysis, the computer facilitates the simulation approach to probability that is emphasized in the AP Statistics course. Probabilities of random events, probability distributions of random variables, and sampling distributions of statistics can be studied from a general, conceptual approach through simulation. This frees the student and teacher from the narrow approach that depends on a few simple probabilistic models.

Because the computer is central to what statisticians do, it is considered essential for teaching the AP Statistics course. It is not yet possible for students to have access to a computer during the AP Statistics Exam. Without a computer and under the conditions of a timed exam, students cannot be asked to perform the amount of computation that is needed for many statistical investigations. Consequently, standard computer output will be provided as necessary and students will be expected to interpret it. (See, for example, free-response question 4 on page 35.)

Each student will be expected to bring a graphing calculator with statistical capabilities to the examination and to be familiar with its use. The calculator's computational capabilities should include descriptive statistics such as the standard deviation, the correlation coefficient, and the equation of the least-squares linear regression line. Graphical capabilities

should include the ability to make a scatterplot and to graph the least-squares linear regression line. Students find calculators where data are entered into a spread-sheet format particularly easy to use. A graphing calculator is a useful computational aid, particularly in analyzing small data sets, but should not be considered equivalent to a computer in the teaching of statistics. Ideally, students in an AP Statistics course should have access to both for work in and outside the classroom.

## **Formulas and Tables**

Students enrolled in the AP Statistics course should concentrate their time and effort on developing a thorough understanding of the fundamental concepts of statistics. They do not need to memorize formulas.

The following list of formulas and tables will be furnished to students taking the AP Statistics Examination. Teachers are encouraged to familiarize their students with the form and notation of these formulas by making them accessible at the appropriate time during the course.

## I. Descriptive Statistics

$$\bar{x} = \frac{\sum x_i}{n}$$

$$s_x = \sqrt{\frac{1}{n-1} \sum (x_i - \bar{x})^2}$$

$$s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 - 1) + (n_2 - 1)}}$$

$$\hat{y} = b_0 + b_1x$$

$$b_1 = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2}$$

$$b_0 = \bar{y} - b_1\bar{x}$$

$$r = \frac{1}{n-1} \sum \left( \frac{x_i - \bar{x}}{s_x} \right) \left( \frac{y_i - \bar{y}}{s_y} \right)$$

$$b_1 = r \frac{s_y}{s_x}$$

$$s_{b_1} = \frac{\sqrt{\frac{\sum (y_i - \hat{y}_i)^2}{n-2}}}{\sqrt{\sum (x_i - \bar{x})^2}}$$

## II. Probability

$$P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

$$P(A|B) = \frac{P(A \cap B)}{P(B)}$$

$$E(X) = \mu_x = \sum x_i p_i$$

$$\text{Var}(X) = \sigma_x^2 = \sum (x_i - \mu_x)^2 p_i$$

If  $X$  has a binomial distribution with parameters  $n$  and  $p$ , then:

$$P(X = k) = \binom{n}{k} p^k (1 - p)^{n-k}$$

$$\mu_x = np$$

$$\sigma_x = \sqrt{np(1 - p)}$$

$$\mu_{\hat{p}} = p$$

$$\sigma_{\hat{p}} = \sqrt{\frac{p(1 - p)}{n}}$$

If  $\bar{x}$  is the mean of a random sample of size  $n$  from an infinite population with mean  $\mu$  and standard deviation  $\sigma$ , then:

$$\mu_{\bar{x}} = \mu$$

$$\sigma_{\bar{x}} = \frac{\sigma}{\sqrt{n}}$$

## III. Inferential Statistics

Standardized test statistic:  $\frac{\text{statistic} - \text{parameter}}{\text{standard deviation of statistic}}$

Confidence interval:  $\text{statistic} \pm (\text{critical value}) \cdot (\text{standard deviation of statistic})$

### Single-Sample

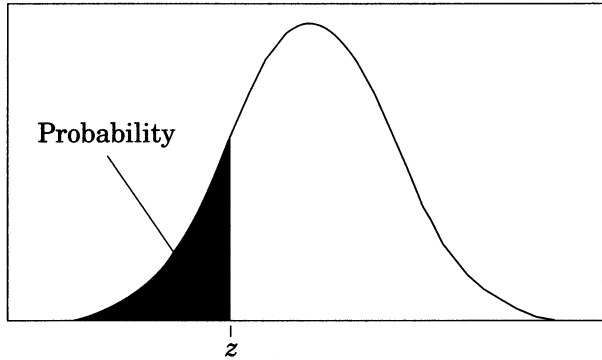
Statistic	Standard Deviation of Statistic
Sample Mean	$\frac{\sigma}{\sqrt{n}}$
Sample Proportion	$\sqrt{\frac{p(1-p)}{n}}$

### Two-Sample

Statistic	Standard Deviation of Statistic
Difference of sample means	$\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}$ <p>Special case when <math>\sigma_1 = \sigma_2</math></p> $\sigma \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$
Difference of sample proportions	$\sqrt{\frac{p_1(1-p_1)}{n_1} + \frac{p_2(1-p_2)}{n_2}}$ <p>Special case when <math>p_1 = p_2</math></p> $\sqrt{p(1-p)} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$

$$\text{Chi-square test statistic} = \sum \frac{(\text{observed} - \text{expected})^2}{\text{expected}}$$

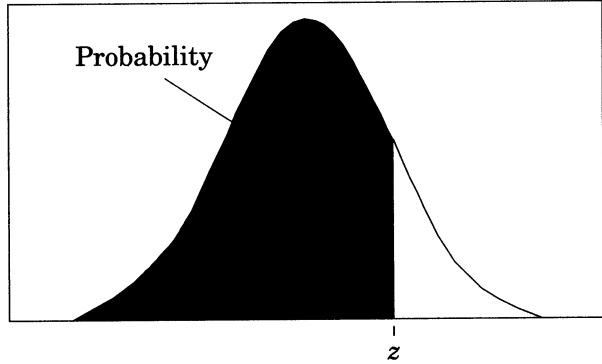
Table entry for  $z$  is the probability lying below  $z$ .



**Table A** Standard normal probabilities

$z$	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
-3.4	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0002
-3.3	.0005	.0005	.0005	.0004	.0004	.0004	.0004	.0004	.0004	.0003
-3.2	.0007	.0007	.0006	.0006	.0006	.0006	.0006	.0005	.0005	.0005
-3.1	.0010	.0009	.0009	.0009	.0008	.0008	.0008	.0008	.0007	.0007
-3.0	.0013	.0013	.0013	.0012	.0012	.0011	.0011	.0011	.0010	.0010
-2.9	.0019	.0018	.0018	.0017	.0016	.0016	.0015	.0015	.0014	.0014
-2.8	.0026	.0025	.0024	.0023	.0023	.0022	.0021	.0021	.0020	.0019
-2.7	.0035	.0034	.0033	.0032	.0031	.0030	.0029	.0028	.0027	.0026
-2.6	.0047	.0045	.0044	.0043	.0041	.0040	.0039	.0038	.0037	.0036
-2.5	.0062	.0060	.0059	.0057	.0055	.0054	.0052	.0051	.0049	.0048
-2.4	.0082	.0080	.0078	.0075	.0073	.0071	.0069	.0068	.0066	.0064
-2.3	.0107	.0104	.0102	.0099	.0096	.0094	.0091	.0089	.0087	.0084
-2.2	.0139	.0136	.0132	.0129	.0125	.0122	.0119	.0116	.0113	.0110
-2.1	.0179	.0174	.0170	.0166	.0162	.0158	.0154	.0150	.0146	.0143
-2.0	.0228	.0222	.0217	.0212	.0207	.0202	.0197	.0192	.0188	.0183
-1.9	.0287	.0281	.0274	.0268	.0262	.0256	.0250	.0244	.0239	.0233
-1.8	.0359	.0351	.0344	.0336	.0329	.0322	.0314	.0307	.0301	.0294
-1.7	.0446	.0436	.0427	.0418	.0409	.0401	.0392	.0384	.0375	.0367
-1.6	.0548	.0537	.0526	.0516	.0505	.0495	.0485	.0475	.0465	.0455
-1.5	.0668	.0655	.0643	.0630	.0618	.0606	.0594	.0582	.0571	.0559
-1.4	.0808	.0793	.0778	.0764	.0749	.0735	.0721	.0708	.0694	.0681
-1.3	.0968	.0951	.0934	.0918	.0901	.0885	.0869	.0853	.0838	.0823
-1.2	.1151	.1131	.1112	.1093	.1075	.1056	.1038	.1020	.1003	.0985
-1.1	.1357	.1335	.1314	.1292	.1271	.1251	.1230	.1210	.1190	.1170
-1.0	.1587	.1562	.1539	.1515	.1492	.1469	.1446	.1423	.1401	.1379
-0.9	.1841	.1814	.1788	.1762	.1736	.1711	.1685	.1660	.1635	.1611
-0.8	.2119	.2090	.2061	.2033	.2005	.1977	.1949	.1922	.1894	.1867
-0.7	.2420	.2389	.2358	.2327	.2296	.2266	.2236	.2206	.2177	.2148
-0.6	.2743	.2709	.2676	.2643	.2611	.2578	.2546	.2514	.2483	.2451
-0.5	.3085	.3050	.3015	.2981	.2946	.2912	.2877	.2843	.2810	.2776
-0.4	.3446	.3409	.3372	.3336	.3300	.3264	.3228	.3192	.3156	.3121
-0.3	.3821	.3783	.3745	.3707	.3669	.3632	.3594	.3557	.3520	.3483
-0.2	.4207	.4168	.4129	.4090	.4052	.4013	.3974	.3936	.3897	.3859
-0.1	.4602	.4562	.4522	.4483	.4443	.4404	.4364	.4325	.4286	.4247
-0.0	.5000	.4960	.4920	.4880	.4840	.4801	.4761	.4721	.4681	.4641

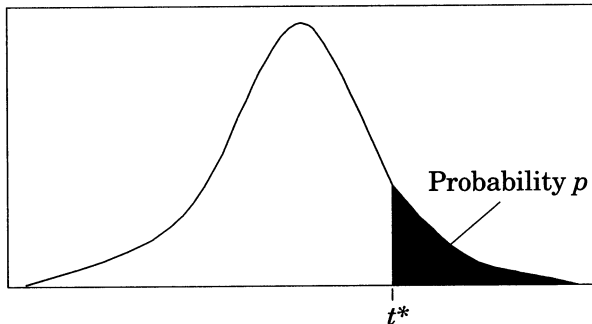
Table entry  
for  $z$  is the  
probability  
lying below  $z$ .



**Table A** (Continued)

$z$	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
0.0	.5000	.5040	.5080	.5120	.5160	.5199	.5239	.5279	.5319	.5359
0.1	.5398	.5438	.5478	.5517	.5557	.5596	.5636	.5675	.5714	.5753
0.2	.5793	.5832	.5871	.5910	.5948	.5987	.6026	.6064	.6103	.6141
0.3	.6179	.6217	.6255	.6293	.6331	.6368	.6406	.6443	.6480	.6517
0.4	.6554	.6591	.6628	.6664	.6700	.6736	.6772	.6808	.6844	.6879
0.5	.6915	.6950	.6985	.7019	.7054	.7088	.7123	.7157	.7190	.7224
0.6	.7257	.7291	.7324	.7357	.7389	.7422	.7454	.7486	.7517	.7549
0.7	.7580	.7611	.7642	.7673	.7704	.7734	.7764	.7794	.7823	.7852
0.8	.7881	.7910	.7939	.7967	.7995	.8023	.8051	.8078	.8106	.8133
0.9	.8159	.8186	.8212	.8238	.8264	.8289	.8315	.8340	.8365	.8389
1.0	.8413	.8438	.8461	.8485	.8508	.8531	.8554	.8577	.8599	.8621
1.1	.8643	.8665	.8686	.8708	.8729	.8749	.8770	.8790	.8810	.8830
1.2	.8849	.8869	.8888	.8907	.8925	.8944	.8962	.8980	.8997	.9015
1.3	.9032	.9049	.9066	.9082	.9099	.9115	.9131	.9147	.9162	.9177
1.4	.9192	.9207	.9222	.9236	.9251	.9265	.9279	.9292	.9306	.9319
1.5	.9332	.9345	.9357	.9370	.9382	.9394	.9406	.9418	.9429	.9441
1.6	.9452	.9463	.9474	.9484	.9495	.9505	.9515	.9525	.9535	.9545
1.7	.9554	.9564	.9573	.9582	.9591	.9599	.9608	.9616	.9625	.9633
1.8	.9641	.9649	.9656	.9664	.9671	.9678	.9686	.9693	.9699	.9706
1.9	.9713	.9719	.9726	.9732	.9738	.9744	.9750	.9756	.9761	.9767
2.0	.9772	.9778	.9783	.9788	.9793	.9798	.9803	.9808	.9812	.9817
2.1	.9821	.9826	.9830	.9834	.9838	.9842	.9846	.9850	.9854	.9857
2.2	.9861	.9864	.9868	.9871	.9875	.9878	.9881	.9884	.9887	.9890
2.3	.9893	.9896	.9898	.9901	.9904	.9906	.9909	.9911	.9913	.9916
2.4	.9918	.9920	.9922	.9925	.9927	.9929	.9931	.9932	.9934	.9936
2.5	.9938	.9940	.9941	.9943	.9945	.9946	.9948	.9949	.9951	.9952
2.6	.9953	.9955	.9956	.9957	.9959	.9960	.9961	.9962	.9963	.9964
2.7	.9965	.9966	.9967	.9968	.9969	.9970	.9971	.9972	.9973	.9974
2.8	.9974	.9975	.9976	.9977	.9977	.9978	.9979	.9979	.9980	.9981
2.9	.9981	.9982	.9982	.9983	.9984	.9984	.9985	.9985	.9986	.9986
3.0	.9987	.9987	.9987	.9988	.9988	.9989	.9989	.9989	.9990	.9990
3.1	.9990	.9991	.9991	.9991	.9992	.9992	.9992	.9992	.9993	.9993
3.2	.9993	.9993	.9994	.9994	.9994	.9994	.9994	.9995	.9995	.9995
3.3	.9995	.9995	.9995	.9996	.9996	.9996	.9996	.9996	.9996	.9997
3.4	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9998

Table entry for  $p$  and  $C$  is the point  $t^*$  with probability  $p$  lying above it and probability  $C$  lying between  $-t^*$  and  $t^*$ .

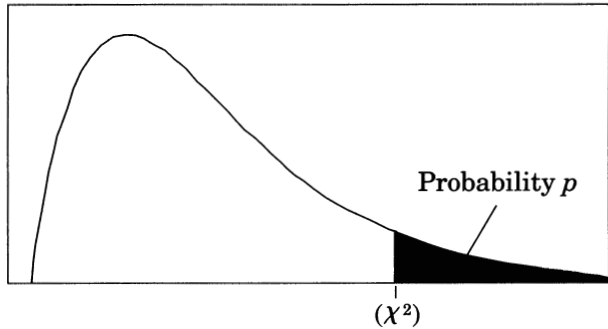


**Table B**  $t$  distribution critical values

df	Tail probability $p$											
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
$\infty$	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level $C$											



Table entry for  $p$  is the point ( $\chi^2$ ) with probability  $p$  lying above it.



**Table C**  $\chi^2$  critical values

df	Tail probability $p$										
	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001
1	1.32	1.64	2.07	2.71	3.84	5.02	5.41	6.63	7.88	9.14	10.83
2	2.77	3.22	3.79	4.61	5.99	7.38	7.82	9.21	10.60	11.98	13.82
3	4.11	4.64	5.32	6.25	7.81	9.35	9.84	11.34	12.84	14.32	16.27
4	5.39	5.99	6.74	7.78	9.49	11.14	11.67	13.28	14.86	16.42	18.47
5	6.63	7.29	8.12	9.24	11.07	12.83	13.39	15.09	16.75	18.39	20.51
6	7.84	8.56	9.45	10.64	12.59	14.45	15.03	16.81	18.55	20.25	22.46
7	9.04	9.80	10.75	12.02	14.07	16.01	16.62	18.48	20.28	22.04	24.32
8	10.22	11.03	12.03	13.36	15.51	17.53	18.17	20.09	21.95	23.77	26.12
9	11.39	12.24	13.29	14.68	16.92	19.02	19.68	21.67	23.59	25.46	27.88
10	12.55	13.44	14.53	15.99	18.31	20.48	21.16	23.21	25.19	27.11	29.59
11	13.70	14.63	15.77	17.28	19.68	21.92	22.62	24.72	26.76	28.73	31.26
12	14.85	15.81	16.99	18.55	21.03	23.34	24.05	26.22	28.30	30.32	32.91
13	15.98	16.98	18.20	19.81	22.36	24.74	25.47	27.69	29.82	31.88	34.53
14	17.12	18.15	19.41	21.06	23.68	26.12	26.87	29.14	31.32	33.43	36.12
15	18.25	19.31	20.60	22.31	25.00	27.49	28.26	30.58	32.80	34.95	37.70
16	19.37	20.47	21.79	23.54	26.30	28.85	29.63	32.00	34.27	36.46	39.25
17	20.49	21.61	22.98	24.77	27.59	30.19	31.00	33.41	35.72	37.95	40.79
18	21.60	22.76	24.16	25.99	28.87	31.53	32.35	34.81	37.16	39.42	42.31
19	22.72	23.90	25.33	27.20	30.14	32.85	33.69	36.19	38.58	40.88	43.82
20	23.83	25.04	26.50	28.41	31.41	34.17	35.02	37.57	40.00	42.34	45.31
21	24.93	26.17	27.66	29.62	32.67	35.48	36.34	38.93	41.40	43.78	46.80
22	26.04	27.30	28.82	30.81	33.92	36.78	37.66	40.29	42.80	45.20	48.27
23	27.14	28.43	29.98	32.01	35.17	38.08	38.97	41.64	44.18	46.62	49.73
24	28.24	29.55	31.13	33.20	36.42	39.36	40.27	42.98	45.56	48.03	51.18
25	29.34	30.68	32.28	34.38	37.65	40.65	41.57	44.31	46.93	49.44	52.62
26	30.43	31.79	33.43	35.56	38.89	41.92	42.86	45.64	48.29	50.83	54.05
27	31.53	32.91	34.57	36.74	40.11	43.19	44.14	46.96	49.64	52.22	55.48
28	32.62	34.03	35.71	37.92	41.34	44.46	45.42	48.28	50.99	53.59	56.89
29	33.71	35.14	36.85	39.09	42.56	45.72	46.69	49.59	52.34	54.97	58.30
30	34.80	36.25	37.99	40.26	43.77	46.98	47.96	50.89	53.67	56.33	59.70
40	45.62	47.27	49.24	51.81	55.76	59.34	60.44	63.69	66.77	69.70	73.40
50	56.33	58.16	60.35	63.17	67.50	71.42	72.61	76.15	79.49	82.66	86.66
60	66.98	68.97	71.34	74.40	79.08	83.30	84.58	88.38	91.95	95.34	99.61
80	88.13	90.41	93.11	96.58	101.9	106.6	108.1	112.3	116.3	120.1	124.8
100	109.1	111.7	114.7	118.5	124.3	129.6	131.1	135.8	140.2	144.3	149.4

## The Examination

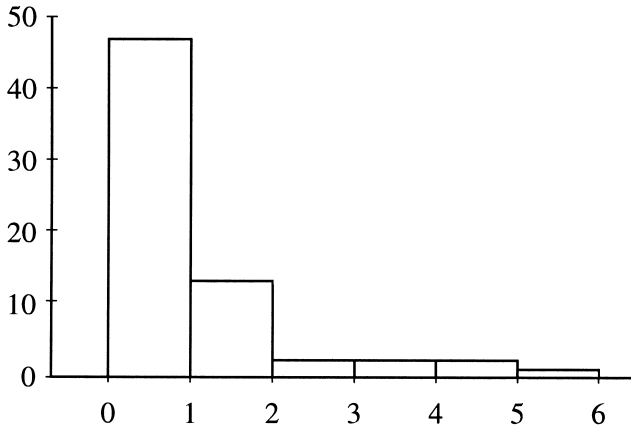
The AP Statistics Examination is three hours long and seeks to determine how well a student has mastered the concepts and techniques of the subject matter of the course. This paper-and-pencil examination consists of (1) a multiple-choice section testing proficiency in a wide variety of topics, and (2) a free-response section requiring the student to answer open-ended questions and to complete an investigative task involving more extended reasoning. In the determination of the grade for the examination, the two sections will be given equal weight. Each student will be expected to bring a graphing calculator with statistical capabilities to the examination. Minicomputers, pocket organizers, electronic writing pads (e.g., Newton), and calculators with QWERTY (i.e., typewriter) keyboards will not be allowed. Calculator memories will not be cleared. However, calculator memories may be used only for storing programs, not for storing notes. A student may bring up to two calculators to the examination.

### Multiple-Choice Questions

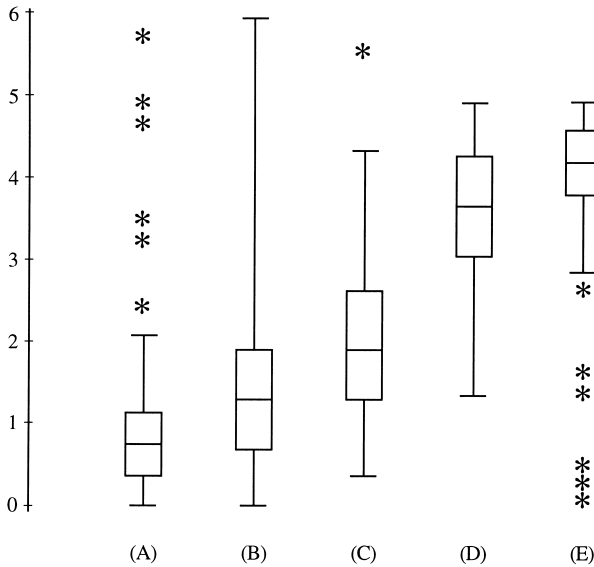
The following are examples of the kinds of multiple-choice questions found on the AP Statistics Examination (the answers to these questions are on page 28). The distribution of topics and the levels of difficulty are illustrative of the composition of the examination.

Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores, because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. However, students who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices.

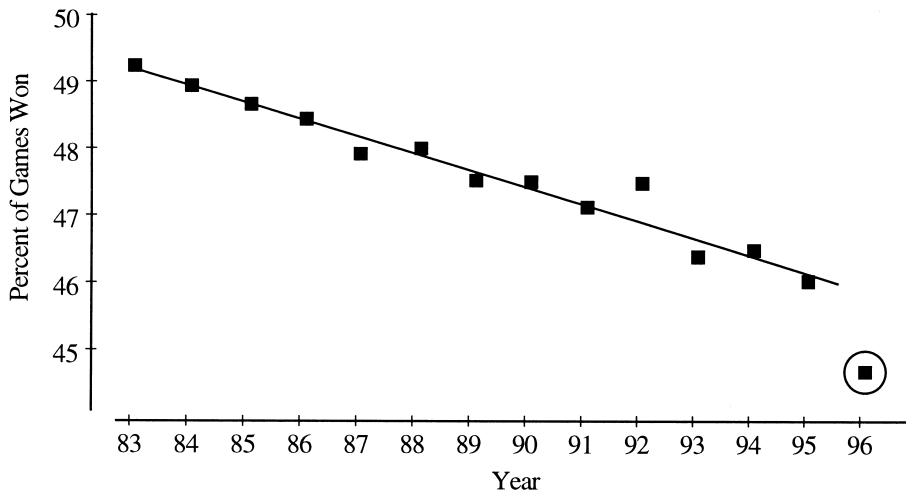
*Directions:* Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.



1. The histogram above displays a set of measurements. Which of the boxplots below displays the same set of measurements?



2. A random sample of size 10 was taken from a population. The sample has a variance of zero. Which of the following statements must be true?
- I. The population also has a variance of zero.
  - II. The sample mean is equal to the sample median.
  - III. The ten data points in the sample are equal in numerical value.
- (A) I only  
(B) II only  
(C) III only  
(D) I and II  
(E) II and III
3. A professor teaches two statistics classes. The morning class has 25 students and their average on the first test was 82. The evening class has 15 students and their average on the same test was 74. What is the average on this test if the professor combines the scores for both classes?
- (A) 76  
(B) 78  
(C) 79  
(D) 80  
(E) The average cannot be calculated since individual scores of each student are not available.



4. As shown above, a least-squares regression line has been fitted to the winning percentages for a local sports team in each of the years 1983 through 1995. The percentage for the 1996 season was then plotted (as circled above). Which of the following statements correctly describes how the value for the 1996 season will change the appearance of the least-squares regression line and the correlation coefficient if a new least-squares regression line is fitted to the 1983 through 1996 data?
- (A) The 1996 point will make the least-squares regression line steeper and the correlation coefficient stronger.
  - (B) The 1996 point will make the least-squares regression line steeper and the correlation coefficient weaker.
  - (C) The 1996 point will make the least-squares regression line closer to horizontal and the correlation coefficient stronger.
  - (D) The 1996 point will make the least-squares regression line closer to horizontal and the correlation coefficient weaker.
  - (E) The 1996 point will not have any effect on the least-squares regression line since it follows the same downward trend.

$x$	$P(X = x)$	$y$	$P(Y = y)$
1	$\frac{1}{6}$	1	?
2	$\frac{2}{3}$	2	$\frac{1}{4}$
3	?	3	$\frac{1}{4}$
		4	?

5. The tables above show part of the probability distribution for random variables  $X$  and  $Y$ . If  $X$  and  $Y$  are independent and the joint probability  $P(X = 3, Y = 4) = \frac{1}{16}$ , then  $P(Y = 1) =$

- (A)  $\frac{1}{8}$
- (B)  $\frac{1}{6}$
- (C)  $\frac{1}{4}$
- (D)  $\frac{3}{8}$
- (E)  $\frac{1}{2}$

6. For college-bound high school seniors in 1996, the nationwide mean SAT verbal score was 505 with a standard deviation of about 110, and the mean SAT math score was 508 with a standard deviation of about 110. Students who do well on the verbal portion of the SAT tend to do well on the mathematics portion. If the two scores for each student are added, the mean of the combined scores is 1,013. What is the standard deviation of the combined verbal and math scores?
- (A)  $\frac{110}{\sqrt{2}}$  (approximately 77.78)
- (B) 110
- (C)  $\sqrt{110^2 + 110^2}$  (approximately 155.56)
- (D) 220
- (E) The standard deviation cannot be computed from the information given.
7. A random sample of two observations is taken from a population that is normally distributed with a mean of 100 and a standard deviation of 5. Which of the following is closest to the probability that the sum of the two observations is greater than 221?
- (A) 0.0015
- (B) 0.0250
- (C) 0.0500
- (D) 0.4500
- (E) 0.9985

8. A particular psychological test is used to measure academic motivation. The average test score for all female college students nationwide is 115. A large university estimates the mean test score for female students on its campus by testing a random sample of  $n$  female students and constructing a confidence interval based on their scores.

Which of the following statements about the confidence interval are true?

- I. The resulting interval will contain 115.
  - II. The 95 percent confidence interval for  $n = 100$  will generally be shorter than the 95 percent confidence interval for  $n = 50$ .
  - III. For  $n = 100$ , the 95 percent confidence interval will be longer than the 90 percent confidence interval.
- (A) I only  
(B) II only  
(C) III only  
(D) II and III  
(E) None of the above gives the complete set of true responses.
9. A survey was conducted at a movie theater to determine movie-goers' preference for different kinds of popcorn. The results of the survey showed that Brand A was preferred by 65 percent of the people with a margin of error of plus or minus 3 percent. What is meant by the statement "plus or minus 3 percent"?
- (A) Three percent of the population that was surveyed will change their minds.
  - (B) Three percent of the time the results of such a survey are not accurate.
  - (C) Three percent of the population was surveyed.
  - (D) The true proportion of the population who preferred Brand A popcorn could be determined if 3 percent more of the population was surveyed.
  - (E) It would be unlikely to get the observed sample proportion of 65 percent unless the actual percentage of people in the population of movie-goers who prefer Brand A is between 62 percent and 68 percent.



10. When performing a test of significance for a null hypothesis,  $H_0$ , against an alternative hypothesis,  $H_a$ , the  $p$ -value is
- (A) the probability that  $H_0$  is true
  - (B) the probability that  $H_a$  is true
  - (C) the probability that  $H_0$  is false
  - (D) the probability of observing a value of a test statistic at least as extreme as that observed in the sample if  $H_0$  is true
  - (E) the probability of observing a value of a test statistic at least as extreme as that observed in the sample if  $H_a$  is true
11. Twenty men and 20 women with high blood pressure were subjects in an experiment to determine the effectiveness of a new drug in lowering blood pressure. Ten of the 20 men and 10 of the 20 women were chosen at random to receive the new drug. The remaining 10 men and 10 women received a placebo. The change in blood pressure was measured for each subject. The design of this experiment is
- (A) completely randomized with one factor, drug
  - (B) completely randomized with one factor, gender
  - (C) randomized block, blocked by drug and gender
  - (D) randomized block, blocked by drug
  - (E) randomized block, blocked by gender
12. A large elementary school has 15 classrooms, with 24 children in each classroom. A sample of 30 children is chosen by the following procedure.
- Each of the 15 teachers selects 2 children from his or her classroom to be in the sample by numbering the children from 1 to 24, then using a random digit table to select two different random numbers between 01 and 24. The 2 children with those numbers are in the sample.
- Did this procedure give a simple random sample of 30 children from the elementary school?
- (A) No, because the teachers were not selected randomly.
  - (B) No, because not all possible groups of 30 children had the same chance of being chosen.
  - (C) No, because not all children had the same chance of being chosen.
  - (D) Yes, because each child had the same chance of being chosen.
  - (E) Yes, because the numbers were assigned randomly to the children.

13. The primary reason for using blocking when designing an experiment is to reduce
- (A) the sensitivity of the experiment
  - (B) variation
  - (C) the need for randomization
  - (D) bias
  - (E) confounding
14. The corn rootworm is a pest that can cause significant damage to corn, resulting in a reduction in yield and thus in farm income. A farmer will examine a random sample of plants from a field in order to decide whether or not the number of corn rootworms in the whole field is at a dangerous level. If the farmer concludes that it is, the field will be treated. The farmer is testing the null hypothesis that the number of corn rootworms is not at a dangerous level against the alternative hypothesis that the number is at a dangerous level. Suppose that the number of corn rootworms in the whole field actually is at a dangerous level.

Which of the following is equal to the power of the test?

- (A) The probability that the farmer will decide to treat the field
- (B) The probability that the farmer will decide not to treat the field
- (C) The probability that the farmer will fail to reject the null hypothesis
- (D) The probability that the farmer will reject the alternative hypothesis
- (E) The probability that the farmer will not get a statistically significant result

**Answers to Multiple-Choice Questions**

1-A	4-B	7-A	10-D	13-B
2-E	5-A	8-D	11-E	14-A
3-C	6-E	9-E	12-B	

## Free-Response Questions

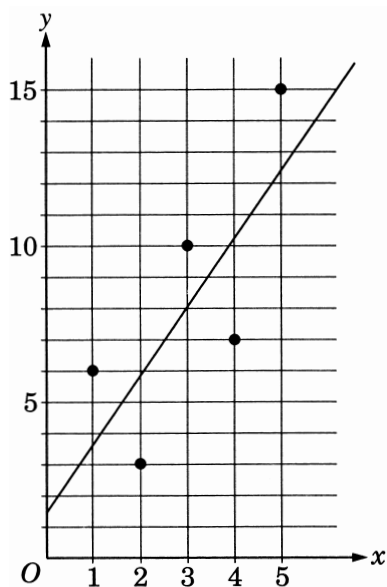
In the free-response section of the AP Statistics Examination, students are asked to answer open-ended questions and to complete an investigative task. Each open-ended question is designed to be answered in approximately 10 minutes, and each examination will contain four to seven of these questions. The longer investigative task is designed to be answered in approximately 30 minutes, and each examination will contain one of these tasks. The questions require students to relate different content areas as they formulate a complete solution to a statistics or probability problem. Students are expected to use their analytical and organizational skills to formulate cogent answers in writing their responses. Students will, as always, be expected to show enough of their work for readers to follow their line of reasoning. (It is not necessary to write out routine arithmetical calculations that can be done on a calculator.) To obtain full credit for a free-response question, students must analyze the situation completely and communicate their analyses and conclusions clearly. Answers should show enough work so that the reasoning process can be tracked throughout the analysis. This is particularly important for assessing partial credit.

Solutions to free-response questions will be graded on how appropriately the student analyzes the situation and on how clearly and completely the student communicates his or her reasoning in each step of that analysis. In the response, the student should identify the important components and assumptions of the problem, synthesize logical and correct relationships among those components using appropriate statistical principles and techniques (including plots when warranted), and state the conclusions in the context of the original problem, with necessary caveats. Answers to statistical inference questions are expected to show knowledge of assumptions and an ability to check assumptions to the extent that the given information will allow. Although correct arithmetic is of secondary importance to clear communication of knowledge of statistical principles, a student should recognize when a numerical answer is unreasonable.

Following are four sample open-ended questions and two sample investigative tasks. For additional samples, see the AP Statistics section of the College Board Web site.

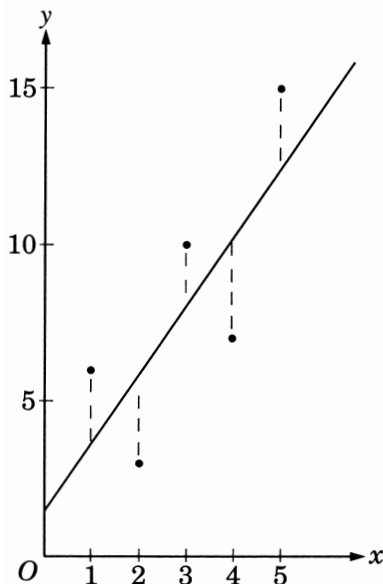
*Directions:* Show all your work. Indicate clearly the methods you use because you will be graded on the correctness of your methods as well as the accuracy of your final answers.

### Four Open-Ended Questions



1. The regression line  $\hat{y} = 1.6 + 2.2x$  for the five points on the scatterplot above was computed using the method of least squares. Use the above scatterplot to demonstrate the meaning of the term “least squares.”

### One Possible Solution to Question 1



The least-squares regression line is used as a model that predicts the value of  $y$  when  $x$  is given. Since we think of  $x$  as being fixed, we measure the error in the prediction of  $y$  as the vertical distance from the point to the regression line. These errors (residuals) are the lengths of the dotted lines on the scatterplot above.

The method of least squares finds the line that makes the sum of the squares of these errors as small as possible.

For the given points, the sum of the squared errors from the line  $\hat{y} = 1.6 + 2.2x$  is

$$[6 - (2.2(1) + 1.6)]^2 + [3 - (2.2(2) + 1.6)]^2 + [10 - (2.2(3) + 1.6)]^2 + [7 - (2.2(4) + 1.6)]^2 + [15 - (2.2(5) + 1.6)]^2 = 34.4$$

No other line gives a smaller sum than 34.4.

(Note: An acceptable response for this question need not show any calculations if the explanation is adequate.)

2. Since most people are right-handed, a company that designs machinery has traditionally placed the controls that demand the most hand strength so that they will be used by the right hand. The company decides that it should test its assumption that the right hand of right-handed adults tends to be stronger than the left hand. Nine right-handed adults are randomly selected from employees of this company for the test. Hand strength is measured by using a calibrated hand gripper. It is reasonable to assume that the difference in people's left-hand and right-hand strength is approximately normally distributed. The people test their left hand first and then their right hand. The hand strengths, in kilograms, for each person and the summary statistics are given below.

Person	1	2	3	4	5	6	7	8	9
Right hand	11.7	12.7	11.4	12.4	12.2	11.3	11.1	11.7	11.7
Left hand	11.6	11.2	10.6	11.2	10.9	10.9	10.7	10.3	10.5
Difference	0.1	1.5	0.8	1.2	1.3	0.4	0.4	1.4	1.2

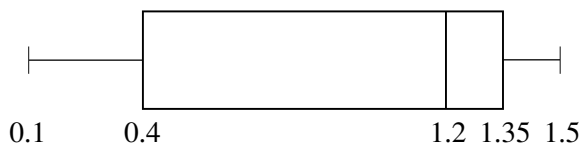
#### SUMMARY STATISTICS

	Right-hand Strength	Left-hand Strength	Right-hand Strength Minus Left-hand Strength
Mean	11.8	10.9	0.9
Standard Deviation	0.5	0.4	0.5
Variance	0.28	0.16	0.26

Do these data support the conclusion that the right hand of right-handed adults tends to be stronger than the left hand? Give an appropriate statistical justification. Briefly discuss any concerns you have about the design of this study.

#### One Possible Solution to Question 2

Since the left and right hands are matched and the subjects are randomly selected, the matched pairs t-test may be appropriate.



Although the boxplot of right-hand strength minus left-hand strength shows some skewness, there are no outliers. Since the t-test is not too sensitive to small departures from normality, it is OK to proceed with the t-test.

$H_0: \mu_D = 0$  where  $\mu_D$  is the population mean of the difference in hand strength

$H_a: \mu_D > 0$

$$\begin{aligned}t &= \frac{\bar{x} - \mu_D}{\frac{s}{\sqrt{n}}} \\&= \frac{0.9220 - 0}{\frac{0.5118}{\sqrt{9}}} \\&= 5.406\end{aligned}$$

With  $df = 8$ , this difference is significant at the 0.0005 level ( $p = 0.00032$ ). Therefore, it is highly unlikely that this difference in hand strength is due to chance variation alone.

The design of the study may be improved by randomizing the order of which hand grips the hand gripper first or by using more people since this appears to be a fairly simple test to conduct.

### Another Possible Solution to Question 2

$H_0: p = 0.5$ , where  $p$  is the proportion of right-handed adults whose right-hand strength is greater than their left-hand strength.

$H_a: p > 0.5$

Note: For all cases in this sample, right-hand strength minus left-hand strength is greater than 0.

Compute the probability that, in a population with probability  $p = 0.5$  of a success, we would get 9 successes in a random sample of size 9.

$$\begin{aligned}P(X = 9) &= \binom{n}{x} p^x (1 - p)^{n-x} \\&= (1)(0.5)^9 (1 - 0.5)^0 \\&= 0.00195.\end{aligned}$$

We reject the null hypothesis. It is highly unlikely that all 9 people in the random sample would have the right-hand strength greater than the left-hand strength if those two events are equally likely in the population.

Concerns: Left/right order should be randomized. Possibly use other measures of hand strength.

3. Cuckoos lay their eggs in the nests of other birds. Some biologists speculate that the size of the cuckoo's eggs might be different depending on whether the eggs are laid in warblers' nests or wrens' nests. To check this, biologists randomly sampled warblers' and wrens' nests at a wildlife refuge. Summary statistics for the lengths (in mm) of cuckoos' eggs found in the nests of warblers and wrens are shown below.

Eggs from warblers' nests:  $n_1 = 29$ ,  $\bar{x}_1 = 22.20$ ,  $s_1 = 0.65$

Eggs from wrens' nests:  $n_2 = 35$ ,  $\bar{x}_2 = 21.12$ ,  $s_2 = 0.75$

Use a 99 percent confidence interval to determine if these data support the biologists' speculation that the size of the eggs differ depending on whether they are laid in warblers' nests or wrens' nests. You may assume that the population of cuckoo egg lengths from warblers' nests and the population of cuckoo egg lengths from wrens' nests are both approximately normally distributed.

### One Possible Solution to Question 3

$H_0: \mu_1 = \mu_2$  or  $\mu_1 - \mu_2 = 0$

$\mu_1$  = population mean of the lengths of cuckoos' eggs in warblers' nests

$\mu_2$  = population mean of the lengths of cuckoos' eggs in wrens' nests

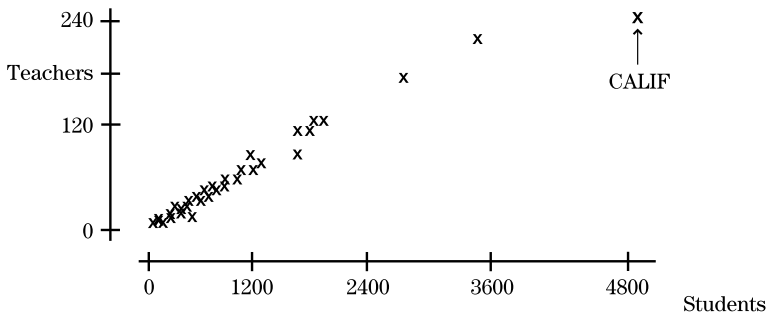
$H_a: \mu_1 \neq \mu_2$  or  $\mu_1 - \mu_2 \neq 0$

$$\begin{aligned}(\bar{x}_1 - \bar{x}_2) \pm t \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}} &= (22.20 - 21.12) \pm 2.763 \sqrt{\frac{0.65^2}{29} + \frac{0.75^2}{35}} \\ &= 1.08 \pm 0.484 \\ &= (0.596, 1.564)\end{aligned}$$

The data support the biologists' speculation because zero is not in the confidence interval. If the difference between the mean lengths of the eggs in the two populations was actually zero, then there is less than one chance in a hundred that a 99 percent confidence interval would not contain zero. Therefore we conclude that the difference probably is not zero.



4. The following scatterplot shows the number of teachers (in thousands) for each of the states plus the District of Columbia plotted against the number of students (in thousands) enrolled in kindergarten through grade 12 for those states and the District of Columbia. The computer printout under the plot shows the results of fitting a straight line to the data by the method of least squares.



The regression equation is  
 $\text{Teachers} = 4.49 + 0.0534 \text{ Students}$

Predictor	Coef	Stdev	t-ratio	p
Constant	4.486	2.025	2.22	0.031
Students	0.053401	0.001692	31.57	0.000
$s = 10.67$		$R\text{-sq} = 95.3\%$		

- What is the value of the correlation coefficient between the number of teachers and the number of students?
- Provide an interpretation of the slope of the least-squares regression line in the context of these data.
- How will the correlation coefficient change if California is removed from the data set and a new correlation coefficient is calculated? (The data point for California is labeled on the scatterplot.)  
 Explain your answer.
- How will the slope of the least-squares regression line change if California is removed from the data set and a new least-squares regression line is calculated? Explain your answer.

#### One Possible Solution to Question 4

- a. In the case of linear models, the correlation coefficient is plus or minus the square root of  $R^2$  written as a decimal. Because the slope of the line is positive,  $r = 0.976$ .
- b. The slope is the expected change in  $y$  per unit change in  $x$ . As the number of students increases by 1 unit, which is 1,000 students, the number of teachers tends to change by 0.0534 thousand, or 53.4.
- c. If California is removed from the data set, the line will swing upward, and the points will fit the line much better. Thus, the correlation coefficient will increase.
- d. As in part c, if California is removed, the line will swing upward and the slope will increase. Notice that California has the effect of lowering the teacher-to-student ratio (or increasing the student-to-teacher ratio) if it is left in the data set.

The idea behind this question is to show that students should have experience in fitting lines to data and observing the effect of points that lie outside the “cloud” represented by most of the points in the scatterplot. The easiest way to do this is to use a computer program for plotting and fitting regression models, which makes it very easy to adjust the data and fit multiple models. By removing California from the data set, it can be shown that the correlation coefficient increases to 0.992 and the slope increases to 0.0625.

## Two Investigative Tasks

1. A company has 11 mathematicians on its staff, of whom 3 are women. The president of the company is concerned about the small number of women mathematicians. The president learns that about 40 percent of the mathematicians in the United States are women, and asks you to investigate whether or not the number of women mathematicians in the company is consistent with the national pool. The president knows very little about statistics.

You decide to answer the president's question using simulation. You will use the Table of Random Digits to simulate the situation of hiring 11 randomly selected mathematicians (and counting the number of women hired).

*Note:* A Table of Random Digits will be provided as a part of any question on the examination where it is needed.

- a. Describe how you will use the table to perform one trial of your simulation. Include a description of what each of the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 will represent in your simulation.
- b. Perform your simulation 20 times. Start at the left-most digit in the first row of the table and move across. Make your procedure clear so that someone can follow what you did. You must do this by marking directly on or above the table.
- c. Place the results of your 20 simulations in a frequency table that shows the number of women mathematicians hired.
- d. On the basis of your frequency table, estimate the probability that there are 3 or fewer women in a randomly selected group of 11 mathematicians.
- e. On the basis of your simulation, write a report to the president of the company.

### One Possible Solution to Task 1

- a. Since about 40 percent of the mathematicians are women, I will let digits 0, 1, 2, and 3 represent women. The remaining digits will represent men. I will select 11 digits from the random digit table and count the number of digits that are 0, 1, 2, and 3. This number represents the number of women selected out of a random sample of 11 mathematicians.
- b. Starting at the left of the first line of the table below and working across, out of the first 11 digits, only one represents a woman. That digit is the first underlined 3. I will continue in this way with 19 more groups of 11 digits. The groups are separated by slash marks. The number of digits that represent women is written above each group.

	1		4		6	
48747	76595	<u>3</u> /2588	<u>383</u> 92	84/4 <u>22</u>	<u>800</u> 16	<u>378</u> /90
5		5			3	
<u>7</u> 1950	<u>22</u> 49/4	<u>00</u> 369	<u>61</u> 269/	<u>870</u> 73	<u>73</u> 694	9/77 <u>5</u> 1
3		8		6		4
<u>1</u> 7857	<u>52</u> /35 <u>2</u>	<u>21</u> 39 <u>2</u>	<u>229</u> /30	43776	<u>1050</u> /3	<u>582</u> 49
		5		5		4
8 <u>0</u> 993/	<u>52</u> 010	88856	<u>2</u> /3882	<u>736</u> 13	57/648	<u>470</u> 51
	5		4			4
<u>630</u> /16	<u>735</u> 72	<u>2268</u> /4	<u>02</u> 409	<u>37565</u> /	<u>52457</u>	<u>01257</u>
	6		6		2	
4/ <u>06</u> 15	<u>639</u> 10	<u>09</u> /596	<u>1024</u> 1	<u>034</u> /13	77576	7487/2
6						
574 <u>3</u> 1	<u>292</u> 51/	77848	98037	81230	38561	69580
06181	97842	48327	37976	81333	10264	77769

c.

Number of Women	Frequency
0	0
1	1
2	1
3	2
4	5
5	5
6	5
7	0
8	1

- d. From this frequency table, the estimated probability that there are 3 or fewer women in a randomly selected group of 11 mathematicians is  $\frac{4}{20}$ , or 20 percent.

- e. Dear President Smith:

As you know, 40 percent of the mathematicians in the United States are women, yet in your company only  $\frac{3}{11}$ , or 27 percent of the mathematicians, are women. I conducted a simulation of what would happen if 20 companies each hired 11 mathematicians chosen at random from the national pool. In my simulation, 4 out of the 20 companies, or 20 percent, hired 3 or fewer women out of the 11 mathematicians hired, while the remaining 16 companies, or 80 percent, hired 4 or more women. Therefore, if mathematicians were hired at random from a national pool containing 40 percent women, we would expect to see 3 or fewer women in a staff of 11 mathematicians about 20 percent of the time. Hence, although your proportion of women mathematicians is low, it is not inconsistent with what would be expected by chance. If this trend continues with future hires, the numbers may fall below what is reasonably expected by chance, so it is worth monitoring your company's hiring practices.

Sincerely,

Janet Jones  
Statistician

		All Students from 1997		Sample from 1998	
	Exam Grade	Number of Students	Percent	Number of Students	Percent
Extremely well qualified	5	1193	15.6	21	10.5
Well qualified	4	1692	22.1	58	29
Qualified	3	1872	24.5	46	23
Possibly qualified	2	1502	19.6	45	22.5
No Recommendation	1	1387	18.1	30	15
Total Number of Students		7646		200	
Mean Grade		2.97		2.975	
Standard Deviation		1.33		1.242	

2. The table shown above provides information about the scores on the 1997 and 1998 AP Statistics Examinations. The data for 1997 include all students who took the exam in 1997. The data for 1998 were obtained from a random sample of 200 students who took the exam in 1998. You will use the data from this sample to describe how you expect the performance of all students who took the exam in 1998 to differ from the performance of all students who took the exam in 1997.
- Do these data provide evidence of a change in the distribution of grades from 1997 to 1998? Give appropriate statistical justification to support your conclusion.
  - Is there evidence that there was a change in the mean grade from 1997 to 1998? Give appropriate statistical evidence to support your conclusion.
  - Using the evidence from this sample, describe how you expect the performance of all students who took the exam in 1998 to differ from the performance of all students who took the exam in 1997.

### One Possible Solution to Investigative Task 2

- The null hypothesis is that the distribution of grades was the same in 1998 as it was in 1997. The alternative hypothesis is that the distribution of grades was not the same.  
A chi-square goodness of fit test is appropriate to use as each member of the sample was selected randomly and independently from a much larger population and each member of the sample falls into exactly one category. Finally, each expected value is at least 5 as shown in the table on the following page.

Grade	Observed in 1998 Sample	Expected in 1998	$\frac{(O - E)^2}{E}$
5	21	31.2	3.33
4	58	44.2	4.31
3	46	49.0	0.18
2	45	39.2	0.86
1	30	36.2	1.06
Total	200	200	9.74

The calculated value of  $\chi^2$  is 9.74. With 4 degrees of freedom and a 5 percent level of significance, the critical value of  $\chi^2$  is 9.49. The p-value is 0.045, a bit smaller than 0.05. Thus, there is evidence to reject the null hypothesis and conclude that the distribution of grades for 1998 will be different than that for 1997.

- b. The assumptions for constructing a 95% confidence interval for the mean grade in 1998 have been met since this is a large random sample from a much larger population. Clearly, the population is not normal, but it is sufficiently symmetric for the robust t-procedures. A 95% confidence interval for the mean grade of all AP Statistics examinations in 1998 is

$$\bar{x} \pm t \frac{s}{\sqrt{n}} = 2.975 \pm 1.984 \frac{1.242}{\sqrt{200}} = 2.975 \pm 0.17$$

or 2.81 to 3.15. The mean grade for all 1997 exams was 2.97. Since this value falls in the confidence interval above, a mean of 2.97 for all 1998 exams is consistent with a mean of 2.975 from a sample of size 200. Thus, we cannot reject the possibility that the mean grade for all of the 1998 exams was 2.97.

- c. There is no statistical evidence of a change in the mean grade. However, there is evidence that the distribution of the grades changed. How can this be? Looking at the table in part (a), we see that there are fewer observed grades of 5 than expected, but also about the same number fewer observed grades of 1. There are more grades of 4 observed than expected, but also more grades of 2 observed. These shifts change the distribution, but, since they balance on both sides of the mean, keep the mean about the same. This phenomenon is reflected in the smaller standard deviation for the sample from 1998 than the standard deviation for the population in 1997. Thus, I expect the mean grade will remain about the same in 1998, but the distribution may be less spread out.

# AP Program Essentials

## The AP Reading

In June, the free-response sections of the exams, as well as the portfolios in Studio Art, are scored by college and secondary school teachers at the AP Reading. Thousands of these faculty consultants participate, under the direction of a Chief Faculty Consultant in each field. The experience offers both significant professional development and the opportunity to network with like-minded educators; if you are an AP teacher or a member of a college faculty and would like to serve as a faculty consultant, you can apply online in the AP section of the College Board's Web site. Alternatively, send an e-mail message to [apreader@ets.org](mailto:apreader@ets.org), or call Performance Scoring Services at 609 406-5383.

## AP Grades

The faculty consultants' judgments on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

## Grade Distributions

Many teachers want to compare their students' grades with the national percentiles. Grade distribution charts are available in the subject pages of the AP Web site, as is information on how the cut-off points for each AP grade are calculated.

## AP and College Credit

Advanced placement and/or credit is awarded by the college or university, not the College Board or the AP Program. The best source of specific and up-to-date information about an individual institution's policy is its catalog or Web site.



## Why Colleges Give Credit for AP Grades

Colleges need to know that the AP grades they receive for their incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is assured through several Advanced Placement Program processes:

- College faculty serve on the committees that develop the course descriptions and examinations in each AP subject.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are updated regularly, based on both the results of curriculum surveys at up to 200 colleges and universities and the interactions of committee members with professional organizations in their discipline.
- College comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1–5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP versus non-AP students in higher-level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher-level course in college are compared, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher-level course in the subject area. Such studies answer the question of greatest concern to colleges — are their AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, go to the AP pages of the College Board’s Web site. (The aforementioned Morgan and Ramist study can be downloaded from the site in its entirety.)

## Guidelines on Granting Credit for AP Grades

If you are an admission administrator and need guidance on setting a policy for your college, you will find the *College and University Guide to the Advanced Placement Program* useful; see the back of this booklet for ordering information. Alternatively, contact your local College Board Regional Office, as noted on the inside back cover of this booklet.

## Finding Colleges That Accept AP Grades

In addition to contacting colleges directly for their AP policies, students and teachers can use College Search, an online resource maintained by the College Board through its Annual Survey of Colleges. College Search can be accessed via the College Board's Web site ([www.collegeboard.com](http://www.collegeboard.com)). It is worth remembering, though, that policies are subject to change. Contact the college directly to get the most up-to-date information.

## AP Scholar Awards and the AP International Diploma

The AP Program offers a number of awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition, the AP International Diploma (APID) certifies the achievement of successful AP candidates who plan to apply to a university outside the United States.

For detailed information on AP Scholar Awards and the APID, including qualification criteria, visit the AP Web site or contact the College Board's National Office. Students' questions are also answered in the *AP Bulletin for Students and Parents*; information about ordering and downloading the *Bulletin* can be found at the back of this booklet.

## AP Calendar

To get an idea of the various events associated with running an AP program and administering the AP Exams, please refer to this year's edition of *A Guide to the Advanced Placement Program*; information about ordering and downloading the *Guide* can be found at the back of this booklet.

## Test Security

The entire AP Exam must be kept secure until the scheduled administration date. Except during the actual exam administration, exam materials must be placed in locked storage. Forty-eight hours after the exam has been administered, the green and blue inserts from the free-response section (Section II) are available for teacher and student review.\* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than candidates taking

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\*The alternate (make-up) form of the free-response section is NOT released.

the exam can ever have access to or see the questions contained in this section — this includes AP Coordinators and AP teachers. The multiple-choice section must never be shared or copied in any manner.

Various combinations of selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can only be attained when the multiple-choice questions remain secure. This is why teachers cannot view the questions and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal chance to perform on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** The manual also includes directions on how to deal with misconduct and other security problems. Any breach of security should be reported immediately through the test security hot line (call 800 353-8570, e-mail [tsreturns@ets.org](mailto:tsreturns@ets.org), or fax 609 406-9709).

## Teacher Support

Look for these enhanced Web resources at [www.collegeboard.com/ap](http://www.collegeboard.com/ap)

- Information about AP Exam development, administration, scoring and grading, fees, and scheduling.
- Program news, such as exam format changes, opinion polls (teacher surveys, ad hoc polls), and profiles of successful teachers and AP programs.
- A searchable catalog of teaching resources, including: course topic outlines, sample syllabi and lesson plans, strategies and tips, topic briefs, links, and textbook reviews.
- A searchable catalog of professional development opportunities (e.g., workshops, summer institutes, conferences). New and experienced AP teachers are invited to attend workshops and institutes to learn the fundamentals of teaching an AP course, as well as the latest expectations for each course and exam. Sessions ranging from one day to three weeks in length are held year-round. Dates, locations, topics, and fee information are also available through the College Board's Regional Offices.

- Online forums for exchanging ideas with AP teachers.
- Sample multiple-choice and free-response questions.

To supplement these online resources, there are a number of AP publications, CD-ROMs, and videos that can assist AP teachers. Please see the following pages for an overview and for ordering information.

## Pre-AP™

### Preparing Students for Challenging Courses; Preparing Teachers for Student Success

Pre-AP has two objectives: (1) to promote access to AP for all students; (2) to provide professional development through content-specific strategies to build a rigorous curriculum. Teachers employ Pre-AP strategies and materials to introduce skills, concepts, and assessment methods that prepare students for success when they take AP and other challenging academic courses. Schools use Pre-AP strategies to strengthen and align the curriculum across grade levels, and to increase the academic challenge for all students.

Pre-AP professional development is available to teachers through Building Success workshops and through AP Vertical Teams™ conferences and workshops.

- **Building Success** is a two-day workshop that assists English and history teachers in designing curricula for grade 7 and above. Teachers learn strategies to help students engage in active questioning, analysis, and constructing arguments. Workshop topics include assessment, interdisciplinary teaching and learning, and vertical planning.
- **AP Vertical Teams** are trained via one-day workshops, two-day conferences, and five-day summer institutes; they enable middle school and high school teachers to prepare Pre-AP students for academic success in AP courses and in college. Topics include organizing effective teams, aligning curricula, and developing content-specific teaching strategies.
- **Setting the Cornerstones: Building the Foundation of AP Vertical Teams** is a two-day workshop designed to provide information about the College Board and the AP Program, and to suggest strategies for establishing coherence, commitment, collegiality, and collaboration among the members of an AP Vertical Team.

For more information about Building Success workshops and for schedules of AP Vertical Teams workshops and conferences, contact your College Board Regional Office. Alternatively, contact Mondy Raibon, Pre-AP Initiatives, AP Program, The College Board, 45 Columbus Avenue, New York, NY 10023-6992; 212 713-8156; mraibon@collegeboard.org.

## AP Publications and Other Resources

A number of AP publications, CD-ROMs, and videos are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

<b>Students and Parents</b>	<b>SP</b>	<b>AP Coordinators and Administrators</b>	<b>A</b>
<b>Teachers</b>	<b>T</b>	<b>College Faculty</b>	<b>C</b>

## Ordering Information

You have several options for ordering publications:

- **Online.** Visit the College Board store to see descriptions and pictures of AP publications and to place your order.
- **By mail.** Send a completed order form with your payment or credit card information to: Advanced Placement Program, Dept. E-06, P.O. Box 6670, Princeton, NJ 08541-6670. If you need a copy of the order form, you can download one from the AP Library ([www.collegeboard.com/ap/library](http://www.collegeboard.com/ap/library)).
- **By fax.** Credit card orders can be faxed to AP Order Services at 609 771-7385.
- **By phone.** Call AP Order Services at 609 771-7243, Monday through Friday 8:00 a.m. to 9:00 p.m., and Saturday 9:00 a.m. to 4:45 p.m. ET. Have your American Express, MasterCard, or VISA information ready. This phone number is for credit card orders only.

Payment must accompany all orders not on an institutional purchase order or credit card, and checks should be made payable to the College Board. The College Board pays fourth-class book rate postage (or its equivalent) on all prepaid orders; you should allow two to three weeks for delivery. Postage will be charged on all orders requiring billing and/or requesting a faster method of shipment.

Publications may be returned within 15 days of receipt if postage is prepaid and publications are in resalable condition and still in print. Unless otherwise specified, **orders will be filled with the currently available edition**; prices are subject to change without notice.

## Print

Items marked with a computer mouse icon can be downloaded for free from the AP Library ([www.collegeboard.com/ap/library](http://www.collegeboard.com/ap/library)).

### **AP Bulletin for Students and Parents: Free** **SP**

This bulletin provides a general description of the AP Program, including policies and procedures for preparing to take the exams, and registering for the AP courses. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting and award options available to students, and includes the upcoming exam schedule.

### **College and University Guide to the AP Program: \$10** **C, A**

This guide is intended to help college and university faculty and administrators understand the benefits of having a coherent, equitable AP policy. Topics included are validity of AP grades; developing and maintaining scoring standards; ensuring equivalent achievement; state legislation supporting AP; and quantitative profiles of AP students by each AP subject.

### **Course Descriptions: \$12** **SP, T, A, C**

Course Descriptions provide an outline of the AP course content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. They also provide sample multiple-choice questions with an answer key, as well as sample free-response questions. A complete set of Course Descriptions is available for \$100.

### **A Guide to the Advanced Placement Program: Free** **A**

Written for both administrators and AP Coordinators, this guide is divided into two sections. The first section provides general information about AP, such as how to organize an AP program at your high school, the kind of training and support that is available for AP teachers, and a look at the AP Exams and grades. The second section contains more specific details about testing procedures and policies and is intended for AP Coordinators.

**Interpreting and Using AP Grades: Free****A, C, T**

A booklet containing information on the development of scoring standards, the AP Reading, grade-setting procedures, and suggestions on how to interpret AP grades.

**Pre-AP: Achieving Equity, Emphasizing Excellence: Free****A, T**

An informational brochure describing the Pre-AP concept and outlining the characteristics of a successful Pre-AP program.

**Released Exams: \$20****(\$30 for “double” subjects: Calculus, Computer Science, Latin, Physics)****T**

About every four years, on a staggered schedule, the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students’ actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

*Packets of 10: \$30.* For each subject with a released exam, you can purchase a packet of 10 copies of that year’s exam for use in your classroom (e.g., to simulate an AP Exam administration).

**Secondary School Guide to the AP Program: \$10****A, T**

This guide is a comprehensive consideration of the AP Program. It covers topics such as developing or expanding an AP program; gaining faculty, administration, and community support; AP Grade Reports, their use and interpretation; AP Scholar Awards; receiving college credit for AP; AP teacher training resources; descriptions of successful AP programs in nine schools around the country; and “Voices of Experience,” a collection of ideas and tips from AP teachers and administrators.

**Student Guides****(available for Calculus, English, and U.S. History): \$12****SP**

These are course and exam preparation manuals designed for high school students who are thinking about or taking a specific AP course. Each guide answers questions about the AP course and exam, suggests helpful study resources and test-taking strategies, provides sample questions with answers, and discusses how the free-response questions are scored.

## **Teacher's Guides: \$12**

**T**

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the Teacher's Guide is an excellent resource. Each Teacher's Guide contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of recommended teaching resources.

## **AP Vertical Team Guides**

**T, A**

An AP Vertical Team (APVT) is made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. The team's goal is to help students acquire the skills necessary for success in AP. To help teachers and administrators who are interested in establishing an APVT at their school, the College Board has published three guides: *AP Vertical Teams in Science, Social Studies, Foreign Language, Studio Art, and Music Theory: An Introduction* (\$12); *A Guide for Advanced Placement English Vertical Teams* (\$10); and *Advanced Placement Program Mathematics Vertical Teams Toolkit* (\$35). A discussion of the English Vertical Teams guide, and the APVT concept, is also available on a 15-minute VHS videotape (\$10).

## **Multimedia**

### **EssayPrep®**

**SP, T**

EssayPrep is available through the AP subject pages of the College Board's Web site. Students can select an essay topic, type a response, and get an evaluation from an experienced reader. The service is offered for the free-response portions of the AP Biology, English Language and Composition, English Literature and Composition, and U.S. History Exams. The fee is \$15 per response for each evaluation. SAT® II: Writing Subject Test topics are also offered for a fee of \$10. Multiple evaluations can be purchased at a 10–20% discount.



**APCD®: \$49 (home version),  
\$450 (multi-network site license)**

**SP, T**

These CD-ROMs are available for Calculus AB, English Language, English Literature, European History, Spanish Language, and U.S. History. They each include actual AP Exams, interactive tutorials, and other features including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. There is also a listing of resources for further study and a planner to help students schedule and organize their study time.

**Videoconference Tapes: \$15**

**SP, T, C**

AP has conducted live, interactive videoconferences for various subjects, enabling AP teachers and students to talk directly with the Development Committees that design and develop the AP courses and exams. Tapes of these events are available in VHS format and are approximately 90 minutes long.

**AP: Pathway to Success**

**(video — available in English and Spanish): \$15**

**SP, T, A, C**

This 25-minute video takes a look at the AP Program through the eyes of people who know AP: students, parents, teachers, and college admission staff. They answer such questions as: “Why do it?” “Who teaches AP courses?” and “Is AP for you?” College students discuss the advantages they gained through taking AP courses, such as academic self-confidence, improved writing skills, and college credit. AP teachers explain what the challenge of teaching AP courses means to them and their school, and admission staff explain how they view students who have stretched themselves by taking AP Exams. There is also a discussion of the impact that an AP program has on an entire school and its community, and a look at resources available to assist AP teachers, such as regional workshops, teacher conferences, and summer institutes.

# College Board Regional Offices

## **National Office**

45 Columbus Avenue, New York, NY 10023-6992  
212 713-8066  
E-mail: [ap@collegeboard.org](mailto:ap@collegeboard.org)

## **Middle States**

Serving Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico  
3440 Market Street, Suite 410, Philadelphia, PA 19104-3338  
215 387-7600  
E-mail: [msro@collegeboard.org](mailto:msro@collegeboard.org)

## **Midwestern**

Serving Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, and Wisconsin  
1560 Sherman Avenue, Suite 1001, Evanston, IL 60201-4805  
847 866-1700  
E-mail: [mro@collegeboard.org](mailto:mro@collegeboard.org)

## **New England**

Serving Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont  
470 Totten Pond Road, Waltham, MA 02451-1982  
781 890-9150  
E-mail: [nero@collegeboard.org](mailto:nero@collegeboard.org)

## **Southern**

Serving Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia  
100 Crescent Centre Parkway, Suite 340, Tucker, GA 30084-7039  
770 908-9737  
E-mail: [sro@collegeboard.org](mailto:sro@collegeboard.org)

## **Southwestern**

Serving Arkansas, New Mexico, Oklahoma, and Texas  
4330 South MoPac Expressway, Suite 200, Austin, TX 78735-6734  
512 891-8400  
E-mail: [swro@collegeboard.org](mailto:swro@collegeboard.org)

## **Dallas/Fort Worth Metroplex AP Office**

Box 19666, 600 South West Street, Room 108, Arlington, TX 76019  
817 272-7200  
E-mail: [kwilson@collegeboard.org](mailto:kwilson@collegeboard.org)

## **Western**

Serving Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming  
2099 Gateway Place, Suite 480, San Jose, CA 95110-1048  
408 452-1400  
E-mail: [wro@collegeboard.org](mailto:wro@collegeboard.org)

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1233 20th Street, NW, Suite 600, Washington, DC 20036-2304  
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## **Canada**

1708 Dolphin Avenue, Suite 406, Kelowna, BC, Canada V1Y 9S4  
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*2003 Exam Date: Wednesday, May 7, afternoon session*

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