

Why $np > 10$?

As we've been working on inference with proportions, we've been checking the success/failure condition. Specifically, we've been verifying that np and $n(1 - p)$ are at least 10. The mathematically curious have already read the Math Box in Chapter 17 and been satisfied with an argument that shows why this condition is necessary. But simulations can also be a powerful tool for exploring various What If...? possibilities. On this task, we will use a random binomial generator to see what happens when the number of successes and failures is less than 10.

Suppose you were conducting a survey and asking a question that most people will give a positive response, around 80% positive. Would you like dessert today? Do you like to go to the beach? Or some other question with a very high positive response rate. How many people would you need to survey in order to use the inference techniques in Unit V? What would happen if you surveyed too few people?

On your technology tool of choice, locate the random binomial generator. The commands usually require you to enter

n : the number of people sampled

p : the probability of success

x : the number of times you want the simulation run

This command will fill a list with as many simulated surveys as we would like.

1. First suppose you surveyed only 5 people. Run the random binomial generator with $n = 5$, $p = 0.8$ and choose $x = 100$. Graph your results and describe what you see.
2. Now suppose you survey 10 people. Run the simulation 100 times for $n = 10$ and $p = 0.8$. Graph again. What changes do you observe.
3. Repeat this process for 20, 50 and 100 people. Graph and describe the changes.
4. Write a conclusion explaining why np and $n(1 - p)$ are at least 10 is an important condition. For which of these simulations is this condition satisfied. Use the 68-95-99.7 rule to verify that the final two simulations are roughly normal.

Ap Statistics Chapter 26 Investigative Task Answers

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Proceedings of the Section on Statistical Education American Statistical Association. Section on Statistical Education, 1998 Resources in Education ,1984 Congressional Record United States. Congress, 1989 **The Country Gentleman** ,1924 *The Garment Worker* ,1914 **Journal of United Labor** Knights of Labor, 1893 **The New York Times Index** ,2009 **Selected Rand Abstracts** Rand Corporation, 1981 Includes publications previously listed in the supplements to the Index of selected publications of the Rand Corporation Oct 1962 Feb 1963 **Moore's Rural New Yorker** ,1910 *Applied Science & Technology Index* ,1996 **Resources in Education** ,1982 Rural New Yorker ,1910 Outlook Alfred Emanuel Smith, Francis Walton, 1873 Federal Times ,1970-07 **Current Index to Journals in Education** ,1993 Bulletin of the Public Affairs Information Service Public Affairs Information Service, 1957 **WORM '05** Angelos D. Keromytis, 2005 *The Washington Post Index* ,1995 **Public Affairs Information Service Bulletin** ,1957 Press Summary - Illinois Information Service Illinois Information Service, 1992

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