

$$P(A) = \frac{11}{36}$$

B.

$$\{(1,5)(5,1)(4,2)(2,4)(3,3)\}$$

$$P(B) = \frac{5}{36}$$

$$(A \cap B) = (2, 4) (4, 2)$$

$$P(A/B) = \frac{2}{36}$$

$$P(A/B) = \frac{P(A \cap B)}{P(B)} = \frac{2}{\frac{5}{36}} = \frac{2}{5}$$

12. In how many different ways can 5 red, 3 blue, and 4 green bulbs be arranged in a Christmas tree lights with 12 sockets?

SOLUTION:

$$\begin{aligned} P &= \frac{n}{n_1! n_2! n_3!} \\ &= \frac{(5)(3)(4)}{12!} \\ &= \frac{17280}{12!} \\ &= \mathbf{27720} \end{aligned}$$

13. If $P(A) = \frac{1}{2}$, $P(B) = \frac{1}{3}$, $P(A \cup B) = \frac{1}{2}$ determine:

- $P(B/A)$
- $P(A/B)$

SOLUTION:

$$\begin{aligned} \text{A. } P(B/A) &= \frac{P(A \cap B)}{P(A)} = \frac{\frac{1}{6}}{\frac{1}{2}} = \frac{2}{3} \text{ or } \frac{1}{3} \\ 4 - x + x + 3 - x &= 6 \\ 7 - x &= 6 \\ -x &= -1 \\ x &= 1 \end{aligned}$$

$$\begin{aligned} \text{B. } P(A/B) &= \frac{P(A \cap B)}{P(B)} = \frac{\frac{1}{6}}{\frac{1}{3}} = \frac{1}{2} \\ P(B) &= S - B = 1 - \frac{1}{4} = \frac{3-1}{4} = \frac{2}{4} \quad P(A \cap B) = 1/4 \end{aligned}$$

14. How many ways can you line up the 5 persons?

SOLUTION:

$$5 \times 4 \times 3 \times 2 \times 1 = \mathbf{120}$$

15. Consider another example where a pack contains 4 blue, 2 red and 3 black pens. If a pen is

drawn at random from the pack, replaced and the process repeated 2 more times. What is the probability of drawing 2 blue pens and 1 black pen?

SOLUTION:

Here, total number of pens = 9
 Probability of drawing 1 blue pen = $4/9$
 Probability of drawing another blue pen = $4/9$
 Probability of drawing 1 black pen = $3/9$
 Probability of drawing 2 blue pens and 1 black pen = $4/9 \times 4/9 \times 3/9 = \mathbf{8/81}$

16. At a car park there are 100 vehicles, 60 of which are cars, 30 are vans and the remainder are lorries. If every vehicle is equally likely to leave, find the probability of:
- van leaving first.
 - lorry leaving first.
 - car leaving second if either a lorry or van had left first.

SOLUTION:

a) Let S be the sample space and A be the event of a van leaving first.
 $n(S) = 100$
 $n(A) = 30$
 Probability of a van leaving first:
 $n(B) = 100 - 60 - 30 = 10$
 Probability of a lorry leaving first:
 c) If either a lorry or van had left first, then there would be 99 vehicles remaining, 60 of which are cars. Let T be the sample space and C be the event of a car leaving.
 $n(T) = 99$
 $n(C) = 60$

17. A pack contains 4 blue, 2 red and 3 black pens. If 2 pens are drawn at random from the pack, NOT replaced and then another pen is drawn. What is the probability of drawing 2 blue pens and 1 black pen?

SOLUTION:

Probability of drawing 1 blue pen = $4/9$
 Probability of drawing another blue pen = $3/8$
 Probability of drawing 1 black pen = $3/7$

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Christian G. Meyer



Answers Problem Solving Theoretical Probability:

Certificate Mathematics Form 3 , Scientific and Technical Aerospace Reports ,1979 Dangerous Decisions

E. Mumford,2007-08-28 In a world where technology is continually advancing and problems are becoming more and more complex established practices for decision making and problem solving are no longer effective In this new book however Enid Mumford draws on her wealth of experience in management business schools and working with the police and other professional problem solvers to show us how to tackle complex problems efficiently With drugs and cyber crime as her main examples Professor Mumford shows how these topical yet apparently permanent problems could be approached She does this by looking at how the criminals themselves have overcome legal obstacles and other problems to make the drug trafficking industry the second largest in the world today and the relative newcomer electronic fraud a multi billion dollar problem already These crimes which in themselves lead to more crime from petty theft to support a drug habit to international money laundering are incredibly complex and yet the book shows us that there is not only a way forward with these issues but a way to approach all complex problems with efficiency and competency wherever they occur in our lives

SOFSEM 2012: Theory and Practice of Computer Science Mária Bielíková, Gerhard Friedrich, Georg Gottlob, Stefan Katzenbeisser, György Turán, 2012-01-09 This book constitutes the refereed proceedings of the 38th Conference on Current Trends in Theory and Practice of Computer Science SOFSEM 2012 held in Píndler v Ml n Czech Republic in January 2012 The 43 revised papers presented in this volume were carefully reviewed and selected from 121 submissions The book also contains 11 invited talks 10 of which are in full paper length The contributions are organized in topical sections named foundations of computer science software and Web engineering cryptography security and verification and artificial intelligence Resources in education ,1982-11 **Foundations of Probabilistic Logic Programming** Fabrizio

Riguzzi, 2018-09-01 Probabilistic Logic Programming extends Logic Programming by enabling the representation of uncertain information Probabilistic Logic Programming is at the intersection of two wider research fields the integration of logic and probability and Probabilistic Programming Logic enables the representation of complex relations among entities while probability theory is useful for model uncertainty over attributes and relations Combining the two is a very active field of study Probabilistic Programming extends programming languages with probabilistic primitives that can be used to write complex probabilistic models Algorithms for the inference and learning tasks are then provided automatically by the system Probabilistic Logic programming is at the same time a logic language with its knowledge representation capabilities and a Turing complete language with its computation capabilities thus providing the best of both worlds Since its birth the field of Probabilistic Logic Programming has seen a steady increase of activity with many proposals for languages and algorithms for inference and learning Foundations of Probabilistic Logic Programming aims at providing an overview of the field with a special emphasis on languages under the Distribution Semantics one of the most influential approaches The book presents

the main ideas for semantics inference and learning and highlights connections between the methods Many examples of the book include a link to a page of the web application <http://cplint.eu> where the code can be run online Mathematics via Problems: Part 2: Geometry Alexey A. Zaslavsky, Mikhail B. Skopenkov, 2021-08-24 This book is a translation from Russian of Part II of the book Mathematics Through Problems From Olympiads and Math Circles to Profession Part I Algebra was recently published in the same series Part III Combinatorics will be published soon The main goal of this book is to develop important parts of mathematics through problems The authors tried to put together sequences of problems that allow high school students and some undergraduates with strong interest in mathematics to discover and recreate much of elementary mathematics and start edging into more sophisticated topics such as projective and affine geometry solid geometry and so on thus building a bridge between standard high school exercises and more intricate notions in geometry Definitions and or references for material that is not standard in the school curriculum are included To help students that might be unfamiliar with new material problems are carefully arranged to provide gradual introduction into each subject Problems are often accompanied by hints and or complete solutions The book is based on classes taught by the authors at different times at the Independent University of Moscow at a number of Moscow schools and math circles and at various summer schools It can be used by high school students and undergraduates their teachers and organizers of summer camps and math circles In the interest of fostering a greater awareness and appreciation of mathematics and its connections to other disciplines and everyday life MSRI and the AMS are publishing books in the Mathematical Circles Library series as a service to young people their parents and teachers and the mathematics profession **NASA Scientific and Technical Reports** United States. National Aeronautics and Space Administration Scientific and Technical Information Division, 1966 **A Selected Listing of NASA Scientific and Technical Reports for ...** United States. National Aeronautics and Space Administration. Scientific and Technical Information Division, 1965 Operations Research (unclassified Title) Defense Documentation Center (U.S.), 1962 **Managing Research, Development and Innovation** Ravi Jain, Harry C. Triandis, Cynthia W. Weick, 2010-06-18 Now fully revised and updated the classic book on effective R D management This thoughtful and detailed work outlines what is required in order to achieve the desired end results in a networked world where teamwork and collaboration are increasingly important to globally dispersed workforces JOHN CHAMBERS Chairman and CEO Cisco Praise for the Second Edition This is a superbly written book and could make an excellent reference and text for related university courses E LILE MURPHREE JR PHD former Chairman Department of Engineering Management The George Washington University Provides a superb exposition of the role that social and psychological phenomena play in today s organizations FRED E FIEDLER Professor of Psychology Emeritus University of Washington Seattle As the economy shifts from producing goods to producing information the role of researchers in shaping the future has become immense By taking advantage of modern technology the highly trained and predominantly autonomous researchers from around the globe collect and share

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Fostering Children's Mathematical Power Arthur J. Baroody, Ronald T. Coslick, 1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children's mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a

meaningful manner this approach promotes children's mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

Learning to Theorize Dennis E. Mithaug, 2000-07-14 Through the use of compelling questions and examples Dennis E Mithaug shows you how to implement his four step strategy to construct explanations for uncertainties about how things work how they ought to work and what should be done about them He begins the book with an explanation of the practical features of constructive theorizing and shows how it mirrors general problem solving practical reasoning and self regulated learning You will learn how to separate the facts value and actions of a situation in order to clarify and understand their relationship as well as how a thinking strategy assists in learning to theorize better This book will enable readers to separate questions of fact value and action explain their differences and similarities and summarize their explanations in a theory that reconstructs those facts values and actions in a more credible and valuable way *AI Mastery Trilogy* Andrew Hinton, 1900 Dive into the AI Mastery Trilogy the ultimate collection for professionals seeking to conquer the world of artificial intelligence AI This 3 in 1 compendium is meticulously crafted to guide you from the foundational principles of AI to the intricate mathematical frameworks and practical coding applications that will catapult your expertise to new heights Book 1 AI Basics for Managers by Andrew Hinton is your gateway to understanding and implementing AI in business It equips managers with the knowledge to navigate the AI landscape identify opportunities and lead their organizations toward a future of innovation and growth Book 2 Essential Math for AI demystifies the mathematical backbone of AI offering a deep dive into the core concepts that fuel AI systems From linear algebra to game theory this book is a treasure trove for anyone eager to grasp the numerical and logical foundations that underpin AI's transformative power Book 3 AI and ML for Coders is the hands on manual for coders ready to harness AI and machine learning in their projects It provides a comprehensive overview of AI and ML technologies practical coding advice and ethical considerations ensuring you're well equipped to create cutting edge responsible AI applications The AI Mastery Trilogy is more than just a set of books it's a comprehensive learning journey designed to empower business leaders mathematicians and coders alike Whether you're looking to lead understand or build the future of AI this collection is an indispensable resource for mastering the art and science of one of the most exciting fields in technology Embrace the AI revolution and secure your copy of the AI Mastery Trilogy today

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