

Year: _____

Chapter 11: Probability

1. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5.

$$P(5) = \frac{1}{10}$$

Complementary Events

2. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10.

$$P(5 \text{ or } 10) = \frac{2}{10} = \frac{1}{5}$$

3. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10, given that the ball is numbered 5.

$$P(10 | 5) = \frac{0}{10} = 0$$

Not possible

4. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10, given that the ball is numbered 10.

$$P(5 | 10) = \frac{0}{10} = 0$$

Not possible

Exhaustive Events: Events which together exhaust the sample space.

5. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10.

$$P(5 \text{ or } 10) = \frac{2}{10} = \frac{1}{5}$$

6. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10, given that the ball is numbered 5.

$$P(10 | 5) = \frac{0}{10} = 0$$

7. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10, given that the ball is numbered 10.

$$P(5 | 10) = \frac{0}{10} = 0$$

$$P(5 \text{ or } 10) = \frac{2}{10} = \frac{1}{5}$$

8. A bag contains 10 balls numbered 1 to 10. Find the probability of drawing a ball numbered 5 or 10, given that the ball is numbered 5 or 10.



$$P(5 \text{ or } 10 | 5 \text{ or } 10) = \frac{2}{2} = 1$$

$$P(5 \text{ or } 10 | 5 \text{ or } 10) = \frac{2}{2} = 1$$

Exhaustive Events

$$P(5 \text{ or } 10) = \frac{2}{10} = \frac{1}{5}$$

$$P(5 \text{ or } 10 | 5 \text{ or } 10) = \frac{2}{2} = 1$$

$$P(5 \text{ or } 10) = \frac{2}{10} = \frac{1}{5}$$

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Answer To Math Saxon Course Lesson 28

Terry C. Jones



Answer To Math Saxon Course Lesson 28:

Successful STEM Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Science Education, Committee on Highly Successful Schools or Programs for K-12 STEM Education, 2011-10-15 What students learn about the science disciplines technology engineering and mathematics during their K 12 schooling shapes their intellectual development opportunities for future study and work and choices of career as well as their capacity to make informed decisions about political and civic issues and about their own lives Most people share the vision that a highly capable STEM workforce and a population that understands and supports the scientific enterprise are key to the future place of the United States in global economics and politics and to the well being of the nation Indeed the solutions to some of the most daunting problems facing the nation will require not only the expertise of top STEM professionals but also the wisdom and understanding of its citizens Although much is known about why schools may not succeed it is far less clear what makes STEM education effective Successful STEM Education A Workshop Summary discusses the importance of STEM education The report describes the primary types of K 12 schools and programs that can support successful education in the STEM disciplines and examines data and research that demonstrate the effectiveness of these school types It also summarizes research that helps to identify both the elements that make such programs effective and what is needed to implement these elements The Educational Times, and Journal of the College of Preceptors ,1897

Educational Times ,1880 The Publishers Weekly ,1892 **THE EDUCATIONAL TIMES, AND JOURNAL OF THE COLLEGE PRECEPTORS.** c.f hodgson and sons,2, gough square,1880 **Education Outlook** ,1894 **Classical and Modern Diffraction Theory** Kamill Klem-Musatov,Henning C. Hoerber,Tijmen Jan Moser,Michael A. Pelissier,2016-06-30 Providing geophysicists with an in depth understanding of the theoretical and applied background for the seismic diffraction method **Classical and Modern Diffraction Theory** covers the history and foundations of the classical theory and the key elements of the modern diffraction theory Chapters include an overview and a historical review of classical theory a summary of the experimental results illustrating this theory and key principles of the modern theory of diffraction the early cornerstones of classical diffraction theory starting from its inception in the 17th century and an extensive introduction to reprinted works of Grimaldi Huygens and Young details of the classical theory of diffractions as developed in the 19th century and reprinted works of Fresnel Green Helmholtz Kirchhoff and Rayleigh and the cornerstones of the modern theory including Keller s geometrical theory of diffraction boundary layer theory and super resolution Appendices on the Cornu spiral and Babinet s principle are also included Resources in Education ,1998 The Publishers' Trade List Annual ,1893 **Newsweek** ,1993 Publishers' Weekly ,1894 **Christian Home Educators' Curriculum Manual** Cathy Duffy,1997-11 **The Athenaeum** ,1852 **New England Journal of Education** ,1878 **New England Journal of Education** Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1878

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