

16 Probability from a table and a restricted group

Name: _____ Class: _____ Date: _____ **Total: 13 marks**

KEY WORDS conditional probability • independent events

Objective

- Calculate event and complement probabilities from counts
- Use the conditioning group as the denominator
- Distinguish independence from disjointness

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

A probability based on equally represented observations is favourable count divided by the relevant total. A two-way table has joint counts in cells, group totals on the margins and a grand total. Read whether the question asks about a joint event, either event or one event given another before choosing the denominator.

For $P(A \text{ given } B)$, restrict attention to the B group and divide the A-and-B count by the B total. It is not generally equal to $P(B \text{ given } A)$, because the conditioning groups differ. A fraction with the correct numerator but the wrong population still answers the wrong question.

The complement probability is $1-P(A)$. For either A or B, adding separate probabilities double-counts overlap, so subtract $P(A \text{ and } B)$. Disjoint events have no overlap; independent events satisfy $P(A \text{ and } B)=P(A)P(B)$. Two positive-probability disjoint events cannot be independent, since observing one rules out the other.

For without-replacement draws, update both the remaining favourable count and total at each step. For independent repeated choices the probabilities multiply without that update. State the sampling assumptions before calculating. A table of observed relative frequencies supports empirical probabilities for that population, not a guarantee about every future draw.

Conditional probability restricts the denominator. Of 40 club members, 12 cycle; 8 of those cyclists wear a helmet. $P(H \mid C) = n(H \cap C)/n(C) = 8/12 = 2/3$. The group is cyclists, so 40 is not this denominator.

Original counts: condition on the requested group

Group	Lunch	No lunch	Total
Bus	18	12	30
Not bus	12	8	20
Total	30	20	50

Original worked example from existing native teaching; transfer tasks use their own data.

Worked example from the native lesson: Original counts: bus users–18 carry a packed lunch, 12 do not; non-bus users–12 carry lunch, 8 do not. Total 50. $P(\text{lunch})=30/50=0.6$; $P(\text{lunch given bus})=18/30=0.6$; $P(\text{bus given lunch})=18/30=0.6$ in this particular balanced table. Change one cell and these need not stay equal. $P(\text{bus and lunch})=18/50=0.36$, equal here to $0.6 \cdot 0.6$, so the table shows independence of these categories.

2 Practice

2.1 Of 20 cyclists, 8 wear red. Of all 60 people, 18 wear red. $P(\text{red given cyclist})$: [1]

- A 8/20
- B 8/60
- C 20/60

2.2 Two disjoint positive-probability events are independent. [1]

- A False
- B True
- C Always if totals match

2.3 $P(A)=0.35$. $P(\text{not } A)=$ _____. [1]

2.4 $P(A \text{ given } B)$ must equal $P(B \text{ given } A)$. [1]

3 Exam-style questions

Use the data stated in each original task.

3.1 A survey records 12 tea drinkers and 8 non-tea drinkers among 20 cyclists; among 30 walkers it records 9 tea drinkers and 21 non-tea drinkers. Find $P(tea)$, $P(tea \mid cyclist)$ and $P(cyclist \mid tea)$. [3]

3.2 In the same survey, are tea drinking and cycling independent? Are they disjoint? Use numbers for both answers. [3]

3.3 One respondent is chosen uniformly. Find the probability of walking or drinking tea, including those who do both. [3]
