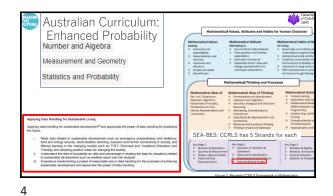


| MAGINE<br>THE<br>FUTURE, | Various wor   |                              |  | ility              | Chibertin<br>of Tabha<br>Aport   |
|--------------------------|---|------------------------------|--|--------------------|--|
|                          | Chance<br>Number of Chances<br>Possibility<br>Odds<br>Expectation<br>Probably<br>Occurrence<br>Certainty<br>Likelihood<br>Frequency<br>Equally likely<br>Probability<br>Plausible | Intuitive                    | Intuitive Probability<br>Descriptive-Statistical Probability<br>Ratio and Percent                      |                    |  |
|                          |   |                              | Mathematical Probability law of large r<br>Equally likely Distribution<br>Number of Chances Sample-Pop |                    | Statistical Probability<br>law of large number<br>Distribution<br>Sample-Population<br>null hypothesis |
|                          |   | Axiomatic                    |  |                    |  |
|                          |   | Probability<br>Part-Whole Ra | tio? VS Part-I   | Part Ratio (odds)? | 2  |

2

| Vario   | us Interpretati   | on of Proba  | bility   | Ditwesty<br>of Tablick<br>Japan   |
|---|---|--|--|---|
| probability are in<br>Furthermore, pro<br>San Francisco Ba<br>viscoelastic loadi<br>geography and m | earthquake forecasts is di<br>adequate. A model-based<br>bability models are only pr<br>y Area forecast for 2000<br>ng calculations, paleoseis<br>agnitude, simulation, and | interpretation is bette<br>art of the forecasting<br>2030 involves geologi<br>mic observations, ext<br>many appeals to exp | er, but lacks empi<br>machinery. For ex<br>cal mapping, geod<br>rapolating rules of<br>ert opinion. Philos | rical justification.<br>ample, the USGS<br>letic mapping,<br>f thumb across<br>ophical difficulties |
| aside, the numer  | icāl probability values see   | m rather arbitrary. (by  |  | nan, 2016)  |
| aside, the numer  | icāl probability values see   |  |  | man, 2016)<br>Propensity  |
| Main hypothesis   | icāl probability values seer<br>A summary of  | some interpretations of prob   | ability <sup>[2]</sup>   |   |
| aside, the numer  | icāl probability values see<br>A summary of<br>Classical  | some interpretations of prob<br>Frequentist  | ability <sup>[2]</sup><br>Subjective<br>Degree of belief   | Propensity  |
| aside, the numer  | A summary of<br>Classical<br>Principle of Indifference  | some interpretations of prob<br>Frequentist<br>Frequency of occurrence   | ability <sup>[2]</sup><br>Subjective<br>Degree of belief   | Propensity<br>Degree of causal connection   |
| aside, the numer<br>Main hypothesis<br>Conceptual basis   | A summary of a<br>Classical<br>Principle of indifference<br>Hypothetical symmetry   | some interpretations of prob<br>Frequentist<br>Frequency of occurrence<br>Past data and reference class                    | ability <sup>[2]</sup><br>Subjective<br>Degree of belief<br>Knowledge and intuition                        | Propensity<br>Degree of causal connection<br>Present state of system                                |
| aside, the numer<br>Main hypothesis<br>Conceptual basis<br>Conceptual approach                      | Cascal probability values seen<br>A summary of a<br>Classical<br>Principle of indifference<br>Hypothetical symmetry<br>Conjectural  | some interpretations of prob<br>Frequentist<br>Frequency of occurrence<br>Past data and reference class<br>Empirical       | ability <sup>[2]</sup><br>Subjective<br>Degree of belief<br>Knowledge and intuition<br>Subjective          | Propensity<br>Degree of causal connection<br>Present state of system<br>Metaphysical                |

Subjective Probability -Baysian Probability



## Australian Curriculum:Enhanced Probability 🛛 🤞

## Chance Year 1

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024 - Scootle 🗷)

## Chance Year 2

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047 - Scootle

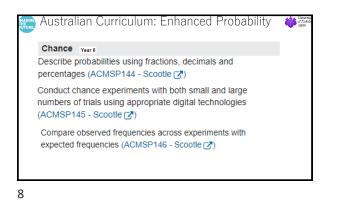
## Chance Year 3

Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067 -

5

| Chance Year 5  |          |
|--|----------|
| List outcomes of chance experiments involving          |          |
| equally likely outcomes and represent probabilities of | those    |
| outcomes using fractions (ACMSP116 - Scootle 🕜)        |          |
| Recognise that probabilities range from 0 to 1 (ACM    | ISP117 - |
| Scootle (7)  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |
|  |          |

Australian Curriculum: Enhanced Probability



Australian Curriculum: Enhanced Probability

occurring (ACMSP092 - Scootle Z)

happens (ACMSP093 - Scootle Z)

Describe possible everyday events and order their chances of

Identify everyday events where one cannot happen if the other

Identify events where the chance of one will not be affected by

the occurrence of the other (ACMSP094 - Scootle 7)

Chance Year 4

6

Chibertin e Tabuk

7

