

# Probability - Answers

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Key Stage 2: 2004 Paper A

1.

22

20

1m

Key Stage 2: 2005 Paper A

1.

14

An explanation which recognises that the numbers of odd and even cards are not equal, eg

- 'Because there are more odds than evens';
- 'Because there are fewer evens than odds';
- 'Because Sapna scores on more than half of the cards';
- 'Because there are only three even numbers';
- 'Because Josh has 3 cards and Sapna has 4 cards';
- 'Because Sapna has more chances'.

1m

U1

*No mark is awarded for circling 'No' alone.*

**Do not** accept vague or arbitrary explanations, eg

- 'Because fair means half the time';
- 'Because there are 7 cards';
- 'Because there is an odd number of cards';
- 'Because the game is unfair';
- 'Because Sapna will always win'.

*If 'Yes' is circled but a correct, unambiguous explanation is given, then award the mark.*

Key Stage 2: 2005 Paper B

1.

10

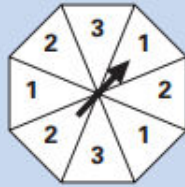
Accept for **TWO** marks any arrangement using one of the following sets of eight numbers:

1, 1, 1, 2, 2, 2, 3, 3

**OR**

1, 1, 1, 1, 2, 2, 2, 2

eg



If the answer is incorrect, award **ONE** mark for an arrangement such that:

- the number of 1s and 2s is equal

**OR**

- the number of 3s is less than the number of 2s **AND** the number of 3s is less than the number of 1s.

**Up to  
2m**

U1

*Numbers may be written in any order.*

**Do not** accept answers that leave sections blank or include numbers other than 1, 2 or 3.

Key Stage 2: 2007 Paper A

1.

<b>23</b>	Award <b>TWO</b> marks for three rows ticked correctly as shown: <table border="0"><tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> If the answer is incorrect, award <b>ONE</b> mark for any two rows ticked correctly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Up to 2m</b>	Accept alternative unambiguous indications such as <b>x</b> or <b>Y</b> .
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Key Stage 2: 2008 Paper B

1.

<b>20</b>	Award <b>TWO</b> marks for boxes ticked and crossed as shown: <table border="0"><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td></tr><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input checked="" type="checkbox"/></td></tr></table> If the answer is incorrect, award <b>ONE</b> mark for any three boxes correctly completed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Up to 2m</b>	Accept alternative unambiguous indications such as <b>Y</b> or <b>N</b> . For <b>TWO</b> marks accept: <table border="0"><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td></tr><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td></tr></table>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Key Stage 2: 2009 Paper A

1.

<b>15</b>	8	<b>1m</b>	
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Key Stage 2: 2010 Paper B

1.

<p><b>24</b></p>	<p>An explanation which correctly compares the contents of the two bags, eg:</p> <ul style="list-style-type: none"> <li>■ 'In bag A half of the marbles are blue, but in bag B more are red than blue'</li> <li>■ 'In A it's fifty-fifty, but in B red is more likely'</li> <li>■ 'Less than half of the marbles in B are blue, but in A half are blue'.</li> </ul>	<p><b>1m</b></p> <p style="text-align: center;">U1</p>	<p>No mark is awarded for circling 'A' alone.</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> <li>■ 'A is more likely even though there are more blues in B'</li> <li>■ 'A has an even chance'.</li> </ul> <p>If 'B' is circled but a correct, unambiguous explanation is given, then award the mark.</p>
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Key Stage 2: 2011 Paper B L6

1.

<p><b>3</b></p>	<p><b>2m</b></p>	<p>Completes all three rows correctly, ie</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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	<p><i>or</i></p> <p><b>1m</b></p>	<p>Completes two rows correctly</p>													


Key Stage 2: 2011 Paper A

1.

<p><b>18</b></p>	<p><b>4</b></p>	<p><b>1m</b></p>	<p>Accept 21 <b>AND</b> 22 <b>AND</b> 23 <b>AND</b> 24</p>
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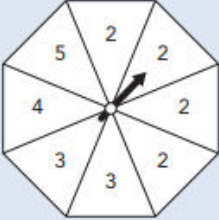
Key Stage 2: 2011 Paper B

1.

<p><b>21</b></p>	<p>An explanation which recognises that there are two counters labelled 35 and only one counter labelled 45, eg:</p> <ul style="list-style-type: none"><li>■ 'For 35 there's a white and a green, but for 45 there's only a green'</li><li>■ 'There are two 35s and one 45'</li><li>■ 'There are twice as many 35s as 45s'</li><li>■ 'The only 45 is green'</li><li>■ 'There is only one 45'</li><li>■ 'White counters only go up to 40, so 35 would be more likely to win'</li></ul> <p>■ </p>	<p><b>1m</b></p> <p><b>U1</b></p>	<p>No mark is awarded for circling 'Yes' alone.</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"><li>■ 'There are more counters below 40'</li><li>■ '45 is green'</li><li>■ 'White goes up to 40'</li><li>■ 'There are more greens'.</li></ul> <p>If 'No' is circled but a correct, unambiguous explanation is given, then award the mark.</p>
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Key Stage 2: 2012 Paper A L6

1.

<p>2</p>	<p>Fulfills all four of the conditions:</p> <ul style="list-style-type: none"><li>• No 1s</li><li>• Four 2s</li><li>• More 3s than 4s</li><li>• The same number of 4s and 5s</li></ul> <p>eg:</p> <ul style="list-style-type: none"><li>• 2 2 2 2 3 3 4 5</li></ul>  <p>OR</p> <ul style="list-style-type: none"><li>• 2 2 2 2 3 3 3 3</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• 2 2 2 2 3 7 8 9</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• 2 2 2 2 3 3 3 9</li></ul> <p>Gives a combination of numbers that fulfils three of the four conditions above</p>	<p>2m</p> <p>or</p> <p>1m</p>	<p>* Do not allow, for 2m or 1m, anything other than eight numbers given, eg one section left blank</p>
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Key Stage 2: 2012 Paper B L6

1.

<b>3a</b>	Gives a correct probability, eg: <ul style="list-style-type: none"><li>• <math>\frac{1}{2}</math></li><li>• <math>\frac{3}{6}</math></li><li>• 0.5</li><li>• 50%</li><li>• Half</li></ul>	<b>1m</b>	<b>!</b> <i>A probability that is incorrectly expressed</i> Condone eg: <ul style="list-style-type: none"><li>• 3 in 6</li><li>• 3 over 6</li><li>• 3 out of 6</li><li>• 3 from 6</li></ul> <b>*</b> <i>A probability expressed as a percentage without a percentage sign</i>  <b>*</b> <i>A fraction with other than integers in the numerator and/or denominator</i>  <b>*</b> <i>A probability expressed as a ratio</i> eg: <ul style="list-style-type: none"><li>• 3:6</li><li>• 3:3</li><li>• 1 to 2</li></ul> <b>!</b> <i>Do not accept 'equal' or 'even chance' without an acceptable answer</i> eg, accept <ul style="list-style-type: none"><li>• equal, so half</li><li>• evens, because it is 3 in 6</li></ul> eg, do not accept <ul style="list-style-type: none"><li>• equal</li><li>• even chance</li></ul>
<b>3b</b>	4	<b>1m</b>	<b>U1</b>

Key Stage 2: 2013 Paper A L6

1.

<b>1</b>	<p>Gives a correct probability, eg:</p> <ul style="list-style-type: none"> <li>• 45%</li> <li>• 0.45</li> <li>• <math>\frac{45}{100}</math></li> <li>• <math>\frac{9}{20}</math></li> </ul> <p>Shows or implies a complete correct method, with not more than one computational error, eg:</p> <ul style="list-style-type: none"> <li>• <math>\frac{1}{4} = 100 \div 4 = 40\%</math> (error) 40% + 30% = 70% 100% - 70% = 30%</li> <li>• <math>\frac{1}{4} = \frac{4}{20}</math> (error) 30% = <math>\frac{6}{20}</math> <math>\frac{4}{20} + \frac{6}{20} = \frac{10}{20}</math> <math>1 - \frac{10}{20} = \frac{10}{20}</math></li> <li>• <math>1 - \frac{1}{4} = 30\%</math> <math>1 - 0.25 = 0.30 = 0.55</math> (error)</li> <li>• P(Salt &amp; Vin) = 1 - P(Prawn) - P(Cheese) 100% - 25% - 30%</li> </ul>	<b>2m</b>	<p><b>!</b> <b>Probability</b></p> <p>See guidance (page 8)</p> <p style="text-align: center;"><b>or</b></p> <p><b>1m</b> <b>!</b> <b>Probability expressed as a percentage without a percentage sign</b></p> <p>Condone for 1m, ie:</p> <ul style="list-style-type: none"> <li>• 45</li> </ul> <p><b>!</b> <b>Conversion between fractions, decimals and percentages</b></p> <p>Within a complete correct method, conversions must be correct and/or show the method of conversion</p> <p><b>X</b> <b>Incomplete methods which do not convert the probabilities to a common format, eg:</b></p> <ul style="list-style-type: none"> <li>• <math>1 - \frac{1}{4} = 30\%</math></li> </ul>
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Key Stage 2: 2013 Paper B L6

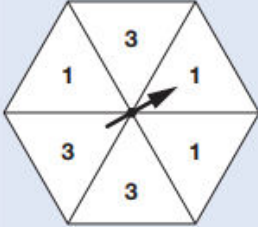
1.

<b>11</b>	<p><math>\frac{1}{2}</math> or equivalent</p> <p>Shows or implies a correct first step of algebraic manipulation that either reduces the number of terms <b>or</b> collects variables on one side of the equation and numbers on the other <b>or</b> correctly removes the brackets, eg:</p> <ul style="list-style-type: none"> <li>• <math>8y + 96 = 100</math></li> <li>• <math>y + 12 = 100 \div 8</math></li> <li>• <math>8y = 4</math></li> </ul> <p><b>OR</b></p> <p>Shows or implies a complete correct method, eg:</p> <ul style="list-style-type: none"> <li>• <math>100 \div 8 = 12</math> (error) <math>12 - 12 = 0</math></li> <li>• <math>25 \times 4 = 100</math> <math>12.5 \times 8 = 100</math> <math>12.5 - 12</math></li> </ul>	<b>2m</b>	<p><b>!</b> <b>Algebra</b></p> <p>See guidance (page 9)</p> <p><b>✓</b> <b>Equivalent fractions or decimals</b></p> <p style="text-align: center;"><b>or</b></p> <p><b>1m</b> <b>X</b> <b>A first step of algebraic manipulation which has a conceptual error, eg:</b></p> <ul style="list-style-type: none"> <li>• <math>y + 12 = 100</math></li> <li>• <math>y + 96 = 100</math></li> <li>• <math>8y + 12 = 100</math></li> </ul> <p><b>!</b> <b>Correct embedded solutions</b></p> <p>Award 1m for a response which shows <math>\frac{1}{2}</math>, or equivalent, as the embedded solution to their working</p>
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Key Stage 2: 2013 Paper A

1.

<p><b>18</b></p>	<p>An arrangement where each section contains either 1 <b>OR</b> 3, eg</p> 	<p><b>1m</b></p> <p>U1</p>	<p>Numbers may be repeated any number of times, in any order.</p> <p>Accept negative odd numbers.</p> <p><b>Do not</b> accept answers that leave sections blank or use zero.</p>
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Key Stage 2: 2013 Paper A

2.

<p><b>25</b></p>	<p>An explanation which recognises that Chen is more likely than Megan to choose a 4, eg:</p> <ul style="list-style-type: none"><li>■ 'Chen and Megan both have one 4, but Megan has more other numbers'</li><li>■ 'Chen has 1 out of 4, but Megan only 1 out of 5'</li><li>■ 'Megan has four counters that aren't 4 but Chen only has three'</li><li>■ 'Megan has a 20% chance and Chen has a 25% chance'.</li></ul>	<p><b>1m</b></p> <p>U1</p>	<p>No mark is awarded for circling 'Yes' alone.</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"><li>■ 'Megan has more counters'</li><li>■ 'Megan can choose a 5 but Chen can't'</li></ul> <p>If 'No' is circled but a correct, unambiguous explanation is given, then award the mark.</p>
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Key Stage 2: 2014 Paper A L6

1.

<p><b>5a</b> 15</p> <p><b>5b</b> 40</p>	<p>45 seen (total number of black counters)</p> <p><b>OR</b></p> <p>60 seen (total number of counters)</p> <p><b>OR</b></p> <p>Shows or implies a complete, correct method, eg:</p> <ul style="list-style-type: none"> <li>• 0.75 of 20 = 15 (white) 20 – 15 = 5 (black) 15 × 4 = 50 (error) 50 – 15 = 35 (black) 35 – 5</li> <li>• <math>\frac{3}{4}</math> of 20 is 15 15 × 4 – 20</li> <li>• 15 × 4 – 20</li> </ul>	<p><b>1m</b></p> <p><b>2m</b> ✓ For 2m, correct follow-through answer from their answer to part (a) as (4 × 'their a' – 20)</p> <p><i>or</i></p> <p><b>1m</b> ✓ For 1m, correct follow-through from their answer to part (a) as (3 × 'their a') seen (total number of black counters)</p> <p><b>OR</b></p> <p>(4 × 'their a') seen (total number of counters)</p>
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Key Stage 2: 2014 Paper A

1.

<p><b>19</b></p> <p>An explanation which recognises that 10% of 55 is not a whole number, eg:</p> <ul style="list-style-type: none"> <li>■ '10% of 55 is <math>5\frac{1}{2}</math>, and you can't have <math>5\frac{1}{2}</math> people'</li> <li>■ 'It wouldn't be a whole number of people'</li> <li>■ 'No whole number out of 55 will give you 10%'</li> <li>■ 'If it was 5 people, 5 out of 55 isn't 10%. 6 out of 55 isn't 10% either'</li> <li>■ 'Because you can't have half a person.'</li> <li>■ '<math>5\frac{1}{2}</math>'</li> </ul>	<p><b>1m</b></p> <p style="text-align: center;">(U1)</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> <li>■ 'You can't get 10% of 55'</li> <li>■ 'Some children write with both hands'.</li> </ul>
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Key Stage 2: 2015 Paper A L6

1.

<p><b>7a</b></p>	<p>Gives a correct explanation that recognises 3 of the 10 number cards are factors of 14, eg:</p> <ul style="list-style-type: none"> <li>• 1, 2 and 7 are factors of 14, so it is three out of ten</li> </ul>	<p><b>1m</b></p>	<p><b>!</b> <i>Minimally acceptable explanation:</i> factors listed without a probability, eg:</p> <ul style="list-style-type: none"> <li>• 1, 2 and 7</li> </ul> <p><b>!</b> <i>Condone explanations that indicate that 1, 2 and 7 are the only factors of 14</i></p> <p><b>!</b> <i>Incomplete explanation with numbers indicated on cards</i></p> <p>If the cards 1, 2 and 7 and no others are indicated on the diagram, award 1 mark for an incomplete explanation within the explain bubble</p> <p><b>X</b> <i>Incomplete explanation, eg:</i></p> <ul style="list-style-type: none"> <li>• Three of the ten cards are a factor of 14 so the probability is three tenths</li> <li>• Three of the cards are factors</li> </ul>
<p><b>7b</b></p>	<p>Gives a number that has four of its factors between 1 and 10 inclusive, eg:</p> <ul style="list-style-type: none"> <li>• 6</li> <li>• 50</li> </ul>	<p><b>1m</b></p>	<p><b>!</b> <i>Answers below 100 are as follows:</i> 6, 8, 10, 16, 28, 32, 45, 50, 64, 66, 78 and 88</p>

Key Stage 2: 2015 Paper B L6

1.

<p><b>5a</b></p>	<p>Gives a correct probability, eg:</p> <ul style="list-style-type: none"> <li>• <math>\frac{1}{85}</math> or <math>\frac{2}{170}</math></li> <li>• 0.012 or 0.011(...)</li> <li>• 1.2% or 1.1(...)%</li> </ul>	<p><b>1m</b></p>	<p><b>!</b> <i>Probability</i> See guidance (page 8)</p>
<p><b>5b</b></p>	<p>Gives a correct probability, eg:</p> <ul style="list-style-type: none"> <li>• <math>\frac{1}{20}</math></li> <li>• 0.05</li> <li>• 5%</li> </ul>	<p><b>1m</b></p>	<p><b>!</b> <i>Probability</i> See guidance (page 8)</p>

Key Stage 2: 2015 Paper B L6

2.

<b>8</b>	<p>Gives a correct explanation, which demonstrates that the likelihood for 9 is greater than the likelihood for 3, eg:</p> <ul style="list-style-type: none"> <li>• There are only two ways to score 3 (2 + 1, 1 + 2), but there are more ways to score 9, eg 4 + 5, 5 + 4, 3 + 6</li> <li>• Jack is incorrect because there are two ways of making 3 with those dice (1 + 2 and 2 + 1) but there are 4 ways of making 9 (3 + 6, 4 + 5, 5 + 4 and 6 + 3)</li> <li>• The probability of scoring 3 is <math>\frac{2}{36}</math> but the probability of scoring 9 is <math>\frac{4}{36}</math></li> </ul> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px 5px;">+</td> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> </tr> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> </tr> <tr> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">8</td> </tr> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">9</td> </tr> <tr> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">9</td> <td style="padding: 2px 5px;">10</td> </tr> <tr> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">9</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">11</td> </tr> <tr> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">7</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px; border: 1px solid black; border-radius: 50%;">9</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">11</td> <td style="padding: 2px 5px;">12</td> </tr> </table>	+	1	2	3	4	5	6	1	2	3	4	5	6	7	2	3	4	5	6	7	8	3	4	5	6	7	8	9	4	5	6	7	8	9	10	5	6	7	8	9	10	11	6	7	8	9	10	11	12	<b>1m</b>	<p>✓ <b>Minimally acceptable explanation</b>, eg:</p> <ul style="list-style-type: none"> <li>• 3 is <math>\frac{2}{36}</math>, 9 is <math>\frac{4}{36}</math></li> <li>• 3 has 2 ways, 9 has 4 ways</li> <li>• 1 + 2, 2 + 1 and 4 + 5, 5 + 4, 3 + 6</li> </ul> <p>! <b>Reversals not considered</b></p> <p>Condone, provided a consistent approach is used for both totals, eg:</p> <ul style="list-style-type: none"> <li>• There is one way to make 3 and two ways to make 9</li> <li>• 1 + 2, 4 + 5, 6 + 3</li> </ul> <p>! <b>Incomplete explanation in explain bubble</b></p> <p>If the response in the explain bubble is incomplete and does not include any incorrect mathematics then working outside the bubble is considered</p> <p>x <b>Incomplete or incorrect explanation</b>, eg:</p> <ul style="list-style-type: none"> <li>• 9 is more likely than 3</li> <li>• There are more ways to make 9 than 3</li> <li>• The probability of 3 is <math>\frac{1}{36}</math></li> <li>• There is only one way to score 3</li> </ul> <p>x <b>Incorrect mathematics</b>, eg:</p> <ul style="list-style-type: none"> <li>• The probability of 3 is <math>\frac{2}{12}</math> and the probability of 9 is <math>\frac{4}{12}</math></li> <li>• 3 is 1 + 2</li> <li>• 9 is 4 + 5, 6 + 3, 2 + 7, 8 + 1</li> <li>• The probability of 9 is <math>\frac{2}{21}</math> and 3 is <math>\frac{1}{21}</math></li> </ul>
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Key Stage 2: 2015 Paper B

1.

<b>23</b>	<p>An explanation which recognises that they are equally likely to choose a blue counter, eg:</p> <ul style="list-style-type: none"> <li>■ 'Half the counters in each bag are blue'</li> <li>■ '5 out of 10 is the same as 10 out of 20'</li> <li>■ 'Chen has twice as many blue counters but he also has twice as many counters altogether, so the chance is the same'.</li> </ul>	<b>1m</b>	<p>No mark is awarded for circling 'No' alone.</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> <li>■ 'There is an equal chance'</li> <li>■ 'If Chen has 10 blue and Megan has 5'.</li> </ul> <p>If 'Yes' is circled but a correct, unambiguous explanation is given, then award the mark.</p>
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Key Stage 2: 2018 Paper 3 Reasoning

1.

<b>2</b>	Two combinations, as shown: blue and red <b>OR</b> red and blue <b>AND</b> white and red <b>OR</b> red and white.	<b>1m</b>	
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