

Teacher guide: Frequency trees and probability models

Objective: Interpret frequency trees and compare model predictions with observed data.

Calculator condition: Non-calculator core; calculator optional only for checking where labelled.

Learning Cycle plan

Stage	Time	Teacher move	Evidence to collect
Connect & Check	5 min	State the objective and timeline. Retrieve dependent events and assumptions or a prerequisite. Diagnose a common error before modelling.	Independent written response, correction or verbal explanation.
Share	7 min	Pairs compare methods or predict a result for frequency trees and probability models. Ask for a reason, not only an answer.	Independent written response, correction or verbal explanation.
Present	10 min	Move between counts and probabilities; distinguish experimental from theoretical probability	Independent written response, correction or verbal explanation.
Apply	25 min	Complete a tree and assess the usefulness of a model Use guided support, then remove it for independent working.	Independent written response, correction or verbal explanation.
Recall & Review	8 min	Revisit the objective. Learners solve a fresh item without prompts, explain a check, correct one error and record the next practice.	Independent written response, correction or verbal explanation.

Differentiation

- All learners reach the same objective; route choice changes the journey, not the standard.
- Use visual, method and explanation routes to support access.
- Remove prompts before exit evidence.
- Use stretch and deep challenge only after the core method is secure.

Assessment response

- Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.

Recall & Review: feedback and extension integration

Lesson L075: Frequency trees and probability models

Objective: Interpret frequency trees and compare model predictions with observed data.

Timing for a 60-minute lesson

0-7 Connect & Check; 7-14 Share; 14-25 Present/model; 25-44 Apply route choice/practice; 44-52 independent exam-style check; 52-60 Recall & Review, WWW/EBI and next step.

Recall & Review evidence

At the end of the lesson, solve a fresh question without prompts, explain one check, correct one error and record the next practice step.

What Went Well (WWW)

I represented the outcomes systematically, used the correct probability rule and checked that the probabilities or frequencies were consistent.

Even Better If (EBI)

I will show the sample space, branch or set reasoning explicitly, state any dependence or condition and check totals before giving the final probability.

Integrated stretch and deep challenge

Stretch: Of 80 people, 45 cycle. Of those who cycle, 27 are adults. Find the conditional proportion of adults among cyclists.

Deep challenge: A frequency tree has root 60 and first branches 28 and 31. Diagnose the issue and state a possible repair.

Teacher use

Use the What Went Well (WWW) and Even Better If (EBI) prompts to write mathematics-specific feedback linked to the objective. Do not accept generic praise: identify the method, representation, reasoning or checking step that improved, then set a fresh next-step question.

Assessment evidence to inspect: Check the formative mini-test and independent workbook response against the objective. Use the teacher answers or mark guidance; group errors for reteaching. NC/C selected to purpose; label each question.