

L078 · GCSE Mathematics 1MA1 · 60 minutes

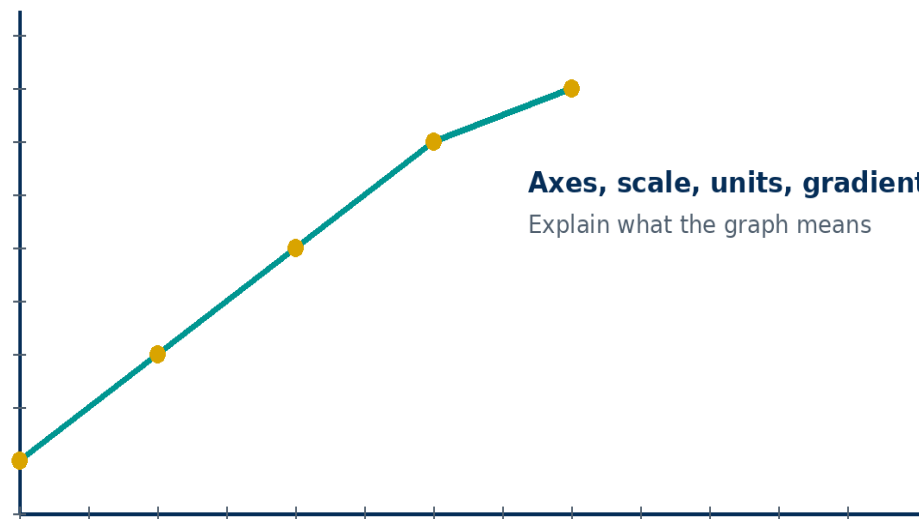
The goal

Select and interpret statistical graphs appropriate to the tier.

Connect & Check

Complete the starter in your workbook. Retrieve the prior skill, then identify one likely error before you use today's method.

L078 Statistical graphs pathway



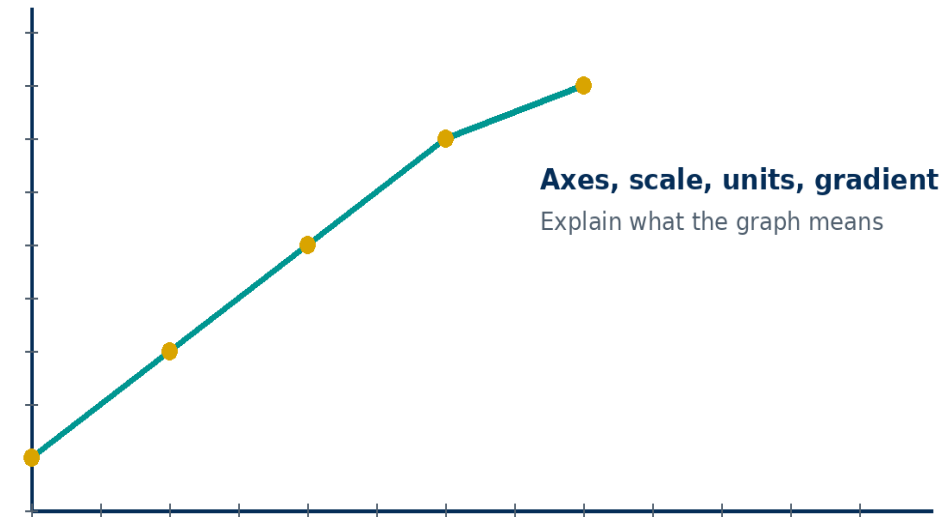
Objective: Select and interpret statistical graphs appropriate to the tier.

Compare your method with a partner. Agree on one reliable step and one check. Be ready to explain your reasoning, not just your answer.

Build the method

Use the worked model to foundation: charts and grouped summaries. Higher: cumulative frequency and histograms with unequal intervals. Record the key step and one check that proves the answer.

L078 Statistical graphs pathway



Objective: Select and interpret statistical graphs appropriate to the tier.

Choose your route

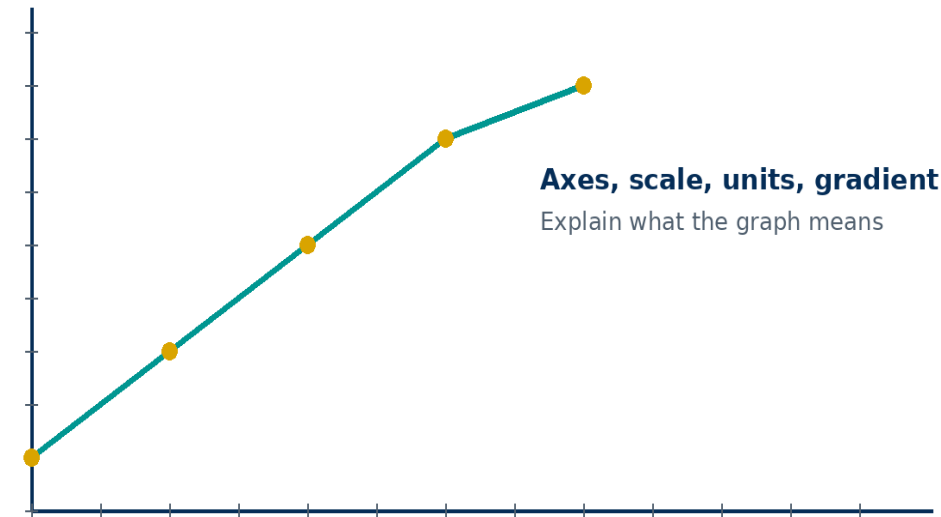
Choose your route: A - visual model, B - method first, or C - explain first.
Whichever route you choose, your final answer must prove the lesson objective.

Guided practice

A histogram class 10–14 has frequency 20 and width 4; class 14–24 has frequency 30 and width 10. Compare densities.

Apply

L078 Statistical graphs pathway



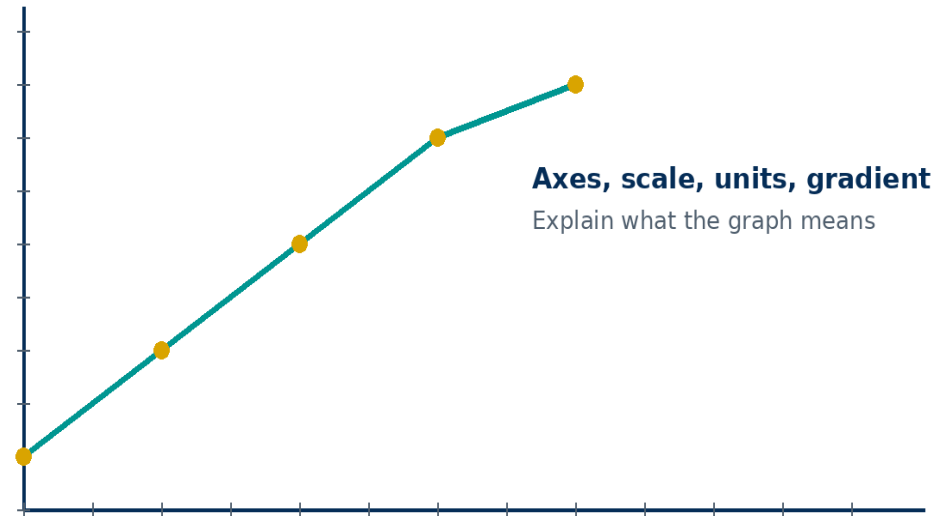
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Independent practice

Why must a histogram use area rather than bar height for frequency when widths differ?

Apply

L078 Statistical graphs pathway



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Exam-style practice

A graph is drawn for a real context. Interpret the gradient, intercept or area as appropriate. State units and justify your answer.

Recall & Review

Complete a fresh question without notes. Check your answer, correct one error if needed, and record the next practice step.

Before next lesson

Correct one error, record one target and complete the flipped learning task.

L078 Recall & Review

Statistical graphs pathway



Fresh evidence: prove the objective

Solve a new question without prompts. Explain one check, then correct one error in your working.

Objective: Select and interpret statistical graphs appropriate to the tier.

Write the next practice step before you leave. It must test the method again, not simply copy today's example.

Feedback language

Use the full phrases before the abbreviations.

What Went Well (WWW)

I read or constructed the graph accurately, used the scale and axes correctly and linked the relevant gradient, intercept, shape or trend to my conclusion.

Identify the mathematical method, representation, reasoning or check that improved.

Even Better If (EBI)

I will label units and scale clearly, show the calculation or graphical evidence I used and check that the interpretation fits the context.

Set one precise next-step action and test it on a fresh question.

Extension route

Choose this route only after the core evidence is secure.

Stretch

A histogram class 10–14 has frequency 20 and width 4; class 14–24 has frequency 30 and width 10. Compare densities.

Deep challenge

Why must a histogram use area rather than bar height for frequency when widths differ?

Explain your reasoning clearly enough that another learner could check it.