

Learner workbook: Cumulative checkpoint 6 and feedback

Objective: Apply probability and statistics with earlier number and algebra.

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

L080 Cumulative checkpoint 6 and feedback

Recall

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Model

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Practise

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Prove

Objective: Apply probability and statistics with earlier number and algebra.

Connect & Check

- State the objective and timeline. Retrieve comparing distributions pathway or a prerequisite. Diagnose a common error before modelling.
- Write one starting question you want answered today.

Choose your route

Route A: Visual Use a diagram, graph, table or annotation first.	Route B: Method Use a worked method, formula or calculation chain first.	Route C: Explain Start with words: what is known, what is changing, and why.
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Share

- Pairs compare methods or predict a result for cumulative checkpoint 6 and feedback. Ask for a reason, not only an answer.

Present

- Use a cumulative diagnostic followed by targeted repair and a fresh check

Apply: supported to independent

Recall: Retrieve the key fact or method needed for cumulative checkpoint 6 and feedback.

Working: _____

Check/explanation: _____

Core practice: A class interval width 6 has frequency 27. Find density, then expected frequency for width 10 at the same density.

Working: _____

Check/explanation: _____

Reasoning: Explain why a single experimental probability estimate may change when more trials are added.

Working: _____

Check/explanation: _____

Exam-style: Solve an exam-style problem involving cumulative checkpoint 6 and feedback. Show working, include a check and interpret your answer.

Working: _____

Check/explanation: _____

Recall & Review

- Revisit the objective. Learners solve a fresh item without prompts, explain a check, correct one error and record the next practice.

WWW: _____ EBI: _____

Recall & Review: feedback and extension integration

Lesson L080: Cumulative checkpoint 6 and feedback

Objective: Apply probability and statistics with earlier number and algebra.

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 used my working and assessment evidence to identify the exact mathematical step that was secure and the specific misconception that needs attention.

Even Better If (EBI)

I will correct one precise step, explain why the correction works and complete a fresh delayed question without the original scaffold.

Integrated stretch and deep challenge

Stretch: A class interval width 6 has frequency 27. Find density, then expected frequency for width 10 at the same density.

Deep challenge: Explain why a single experimental probability estimate may change when more trials are added.

My next-step response
