

L080 · GCSE Mathematics 1MA1 · 60 minutes

The goal

Apply probability and statistics with earlier number and algebra.

Connect & Check

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

L080 Cumulative checkpoint 6 and feedback



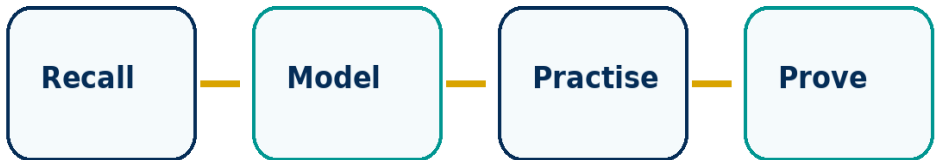
Objective: Apply probability and statistics with earlier number and algebra.

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 use a cumulative diagnostic followed by targeted repair and a fresh check. Record the key step and one check that proves the answer.

L080 Cumulative checkpoint 6 and feedback



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

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

Apply

L080 Cumulative checkpoint 6 and feedback

Recall

Model

Practise

Prove

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

7/11

Independent practice

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

L080 Cumulative checkpoint 6 and feedback

Recall

Model

Practise

Prove

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Exam-style practice

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

L080 Recall & Review

Cumulative checkpoint 6 and feedback



Fresh evidence: prove the objective

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

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

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

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

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.

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 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.

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