

L088 · GCSE Mathematics 1MA1 · 60 minutes

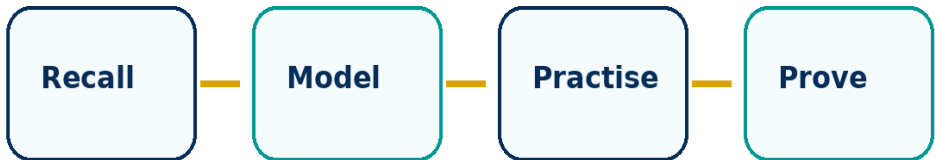
The goal

Apply algebra and geometry pathways in a cumulative assessment.

Connect & Check

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

L088 Cumulative checkpoint 7 and feedback



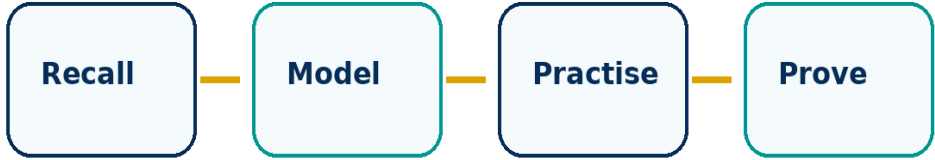
Objective: Apply algebra and geometry pathways in a cumulative assessment.

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 errors to select a prerequisite, model a repair and reassess independently. Record the key step and one check that proves the answer.

L088 Cumulative checkpoint 7 and feedback



Objective: Apply algebra and geometry pathways in a cumulative assessment.

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 line $y=2x-3$ and a quadratic $y=x^2-4x+1$ intersect. Form the equation for their x-coordinates.

Apply

L088 Cumulative checkpoint 7 and feedback

Recall

Model

Practise

Prove

Objective: Apply algebra and geometry pathways in a cumulative assessment.

7/11

Independent practice

Why is substituting a found root back into the original equations stronger than repeating the same algebra?

L088 Cumulative checkpoint 7 and feedback

Recall

Model

Practise

Prove

Objective: Apply algebra and geometry pathways in a cumulative assessment.

Exam-style practice

Solve an exam-style problem involving cumulative checkpoint 7 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.

L088 Recall & Review

Cumulative checkpoint 7 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 algebra and geometry pathways in a cumulative assessment.

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 line $y=2x-3$ and a quadratic $y=x^2-4x+1$ intersect. Form the equation for their x -coordinates.

Deep challenge

Why is substituting a found root back into the original equations stronger than repeating the same algebra?

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