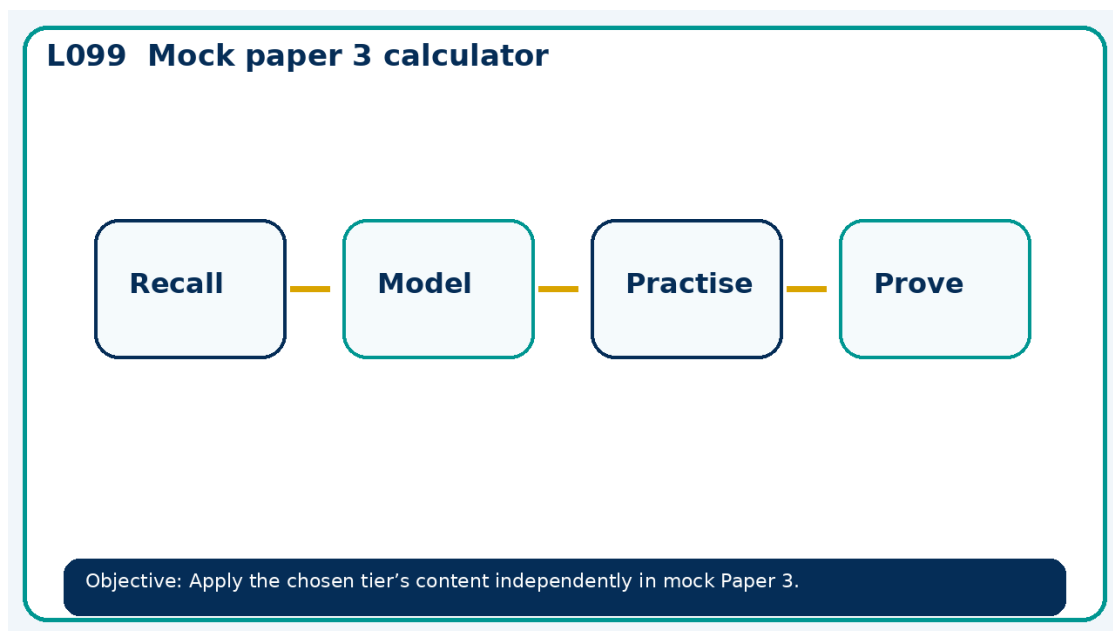


Learner workbook: Mock paper 3 calculator

Objective: Apply the chosen tier's content independently in mock Paper 3.

Calculator condition: Calculator allowed where labelled; non-calculator reasoning remains required.



Connect & Check

- Confirm the tier, paper conditions and 45 minute section. State the objective and connect to the prior coverage diagnostic.
- 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

- Before timing begins, share one exam strategy and clarify how method marks are evidenced; do not discuss answers during the assessment.

Present

- Explain paper instructions, time allocation and permitted equipment.
- Distribute the selected 45 minute tier section; maintain exam conditions.

Apply: supported to independent

Recall: Retrieve the key fact or method needed for mock paper 3 calculator.

Working: _____

Check/explanation: _____

Core practice: For later feedback, not during timed work. Stretch: A cylinder of radius 2.5 cm and height 12 cm has what volume to 1 d.p.? Deep challenge: A learner rounds π to 3 before multiplying in a multistep question. Explain the risk and repair.

Working: _____

Check/explanation: _____

Reasoning: A learner rounds π to 3 before multiplying in a multistep question. Explain the risk and repair.

Working: _____

Check/explanation: _____

Exam-style: Solve an exam-style problem involving mock paper 3 calculator. Show working, include a check and interpret your answer.

Working: _____

Check/explanation: _____

Recall & Review

- Collect scripts. Learners note confidence and one time-management decision; mark and give method feedback at the next lesson.

WWW: _____ EBI: _____

Recall & Review: feedback and extension integration

Lesson L099: Mock paper 3 calculator

Objective: Apply the chosen tier's content independently in mock Paper 3.

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 cylinder of radius 2.5 cm and height 12 cm has what volume to 1 d.p.?

Deep challenge: A learner rounds π to 3 before multiplying in a multistep question. Explain the risk and repair.

My next-step response
