Teacher guide: 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.

Learning Cycle plan

Stage	Time	Teacher move	Evidence to collect
Connect & Check	5 min	Confirm the tier, paper conditions and 45 minute section. State the objective and connect to the prior coverage diagnostic.	Independent written response, correction or verbal explanation.
Share	7 min	Before timing begins, share one exam strategy and clarify how method marks are evidenced; do not discuss answers during the assessment.	Independent written response, correction or verbal explanation.
Present	10 min	Explain paper instructions, time allocation and permitted equipment. Distribute the selected 45 minute tier section; maintain exam conditions.	Independent written response, correction or verbal explanation.
Apply	25 min	Complete the selected section independently under timed conditions. Save the full 90 minute rehearsal for a separately scheduled session.	Independent written response, correction or verbal explanation.
Recall & Review	8 min	Collect scripts. Learners note confidence and one time-management decision; mark and give method feedback at the next lesson.	Independent written response, correction or verbal explanation.

Differentiation

- All learners reach the same objective; route choice changes the journey, not the standard.
- Use visual, method and explanation routes to support access.
- Remove prompts before exit evidence.
- Use stretch and deep challenge only after the core method is secure.

Assessment response

- Mark the selected 45 minute section using the tier mark scheme; log topic and method errors. Schedule the complete 90 minute paper separately if needed. Calculator permitted.

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.

Teacher use

Use the What Went Well (WWW) and Even Better If (EBI) prompts to write mathematics-specific feedback linked to the objective. Do not accept generic praise: identify the method, representation, reasoning or checking step that improved, then set a fresh next-step question.

Assessment evidence to inspect: Mark the selected 45 minute section using the tier mark scheme; log topic and method errors. Schedule the complete 90 minute paper separately if needed. Calculator permitted.