

L107 · GCSE Mathematics 1MA1 · 60 minutes

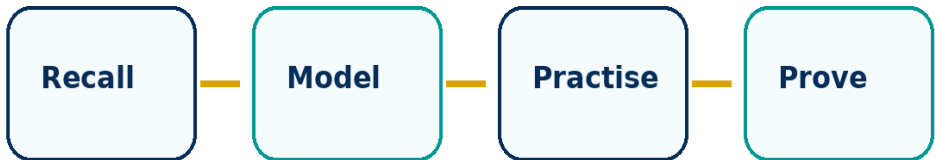
The goal

Demonstrate paper readiness through mixed tier-appropriate questions.

Connect & Check

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

L107 Paper readiness



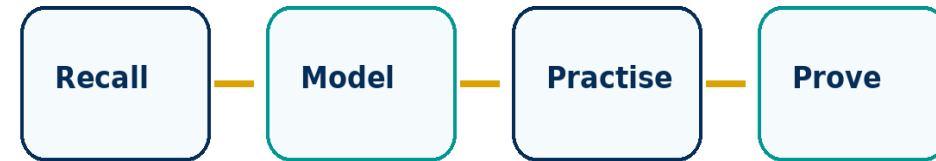
Objective: Demonstrate paper readiness through mixed tier-appropriate questions.

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 assessment evidence to select a worked-example/problem pair. Fade prompts and review a fresh independent response with the learner. Record the key step and one check that proves the answer.

L107 Paper readiness



Objective: Demonstrate paper readiness through mixed tier-appropriate questions.

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 learner spends 18 minutes on a 6-mark question. At 90 minutes for 80 marks, how many minutes above proportional allocation is that?

Apply

L107 Paper readiness

Recall

Model

Practise

Prove

Objective: Demonstrate paper readiness through mixed tier-appropriate questions.

7/11

Independent practice

Give a practical paper strategy after finding an unfamiliar question.

L107 Paper readiness

Recall

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Exam-style practice

Solve an exam-style problem involving paper readiness. 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.

L107 Recall & Review

Paper readiness



Fresh evidence: prove the objective

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

Objective: Demonstrate paper readiness through mixed tier-appropriate questions.

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 learner spends 18 minutes on a 6-mark question. At 90 minutes for 80 marks, how many minutes above proportional allocation is that?

Deep challenge

Give a practical paper strategy after finding an unfamiliar question.

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