

## Using variables

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| <p>Example:<br/>STU 7.4<br/>lesson 2 activity 3</p> | <p>Applying</p> | <p>Yes, guided group work could be used here. The extension questions could be used with a group of more-able pupils. You could also question the pupils about why a football manager would make use of such a model and how that manager might use it.</p> |
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## Plausibility

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| <p>Example:<br/>STU 7.4<br/>lesson 2 activity 5</p> | <p>Introducing</p> | <p>Yes, this is an opportunity for the homework to lead into guided group work. The introduction to plausibility here is the point about fractional numbers of teachers. Pupils could be guided to a solution using rounding functions, depending upon how they want the model to work.</p> |
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## Rules

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| <p>Example:<br/>STU 8.4<br/>lesson 2 activity 4</p> | <p>Introducing</p> | <p>Yes, there is an opportunity here for guided group work. When you have identified the pupils who need more help with formulae you can focus on these and after dealing with any mathematical issues you can further question the pupils about how the rules work.</p> |
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## Validity

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| <p>Example:<br/>STU 9.3<br/>lesson 4 starter</p> | <p>Introducing</p> | <p>Yes, the opportunity here is based around the use of the random function in order to cause the model to behave more like real life and so have greater validity. Extra work could be done with a group to reinforce why we need to generate random numbers in some models and not in others. We could also help pupils to decide what the probabilities should be for each of the outcomes. For example, if we are dealing with choices people make we could do a survey – the validity of the model may then be compromised if we do not survey within the appropriate target group.</p> |
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