

# Draft National Unit Specification



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<b>Unit title:</b>	Measurement (Access 2)
<b>SCQF:</b>	level 2 (3 SCQF credit points)
<b>Unit code:</b>	to be advised

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## Unit outline

The general aim of this Unit is to enable learners to interpret and use measurements in familiar, real-life contexts. Learners will be required to select and use appropriate measuring instruments and use the results of measurements to make decisions. Learners will also apply their skills, knowledge and understanding of measurement to carry out real-life practical tasks.

Learners who complete this Unit will be able to:

- 1 Recognise and use measurement in familiar, real-life contexts
- 2 Carry out practical tasks involving measurement in familiar, real-life contexts

This Unit is an optional Unit of the Access 2 Lifeskills Mathematics Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Recognise and use measurement in familiar, real-life contexts by:**

- 1.1 Selecting appropriate measuring instruments for familiar, real-life tasks
- 1.2 Interpreting very simple scales to the nearest marked division
- 1.3 Recording measurements, using appropriate units
- 1.4 Using appropriate vocabulary to compare measured items

### Outcome 2

The learner will:

#### **2 Carry out practical tasks involving measurement in familiar, real-life contexts by:**

- 2.1 Selecting appropriate measuring instruments and units
- 2.2 Using measuring instruments appropriately
- 2.3 Making a decision based on the results of measurements

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For Outcome 1, evidence will include:

- ◆ selecting and using appropriate measuring instruments to measure two of the following: length, weight, capacity, or temperature. Learners must interpret scales to a functional level of accuracy. Estimation or approximation may be used where appropriate
- ◆ a record of measurements using appropriate units
- ◆ use of appropriate vocabulary to compare two measured items using the same unit of measurement

For Outcome 2, evidence will include carrying out a practical task involving the measurement of any one of the following in a real-life context: length, weight, capacity, or temperature. The learner must make a decision based on the results of their measurements.

Evidence may take a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication. Appropriate resources, a calculator or other form of technology may be used.

Learners may give exact or approximate answers as appropriate.

It is expected that learners will receive support throughout the delivery of this Unit.

There are many ways in which the requirements of the Unit can be generated. Evidence may be gathered using different assessments and more than one context for each Outcome, or it

may be gathered for the Unit as a whole through one assessment and a single context. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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## Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### 2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement

### 5 Thinking skills

- 5.2 Understanding
- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.