



Access 2 Lifeskills Mathematics

Draft National Course Specification



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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Access 2 Lifeskills Mathematics

SCQF: level 2 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

Lifeskills Mathematics: Number and Number Processes
(Access 2) 6 SCQF credit points

Lifeskills Mathematics: Personal Mathematics
(Access 2) 6 SCQF credit points

Optional Units

Lifeskills Mathematics: Money (Access 2) 3 SCQF credit points

Lifeskills Mathematics: Time (Access 2) 3 SCQF credit points

Lifeskills Mathematics: Measurement (Access 2) 3 SCQF credit points

The Course comprises **two** mandatory Units and **two** optional Units from the list above.

Recommended entry

Entry to this Course 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 Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other qualifications in Mathematics or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Lifeskills Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics and principles and practice and experiences and outcomes of Numeracy across learning.

Mathematics and numeracy equip us with many of the skills required for learning, life and work. Engaging in mathematics develops logical thinking, problem solving, and the ability to think in different ways. It uses the language of numbers and symbols to allow us to become numerate and to communicate ideas clearly and concisely.

Being numerate helps us to function responsibly in everyday life and contribute effectively to society, allowing us to make sense of the world around us and to manage our lives. Mathematics and numeracy also support young people to access the wider curriculum and to increase their opportunities within the world of work.

Through the study of Lifeskills Mathematics at Access 2, learners are encouraged to develop the confidence and ability to tackle everyday problems using mathematics and numeracy. Learners will develop the confidence to make informed choices based on their interpretation of data and the results of calculations, which in turn will encourage their participation in everyday activities.

This Course also develops the skills, knowledge and attributes that are complementary for learners in other areas of study, such as the technologies, science and social subjects.

Purpose and aims of the Course

This Course will help learners to become numerate, to make sense of the world, to function responsibly and independently in everyday life and to contribute effectively to society.

Access 2 Lifeskills Mathematics includes the exploration and application of number and number patterns; shape and relationships; and money, time and measurement in everyday life. It allows individuals to use mathematics and numeracy to solve real-life problems and make informed choices.

The Course will motivate and challenge learners by enabling them to select and use mathematical and numerical skills in a variety of real-life situations. The Course will develop confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

The aims of this Course are to enable learners to:

- ◆ know when to use mathematics and numeracy in everyday situations
- ◆ select the most appropriate mathematical and numerical skills to solve everyday problems
- ◆ use a range of numeracy skills involving number, money, time and measurement to make choices for personal life and life in the community
- ◆ recognise and use shape, patterns and relationships in everyday life
- ◆ interpret data and the results of calculations to make informed choices

In addition, learners will have the opportunity to develop broad, generic and transferable skills including thinking skills, communication and application of technology.

This Course is also designed to develop learners' skills for learning, skills for life and skills for work in a contextualised, engaging and enjoyable way.

Information about typical learners who might do the Course

The Course is suitable for all learners who want to develop their mathematical and numerical skills. It is suitable for learners with a general interest in the subject and for those wanting to progress to higher levels of study.

The Course may be suitable for those wishing to work towards a Mathematics qualification for the first time.

This qualification will allow learners to consolidate and further extend their mathematical and numerical skills developed through the experiences and outcomes for Mathematics and Numeracy across learning.

This Course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

On completing the Course, learners will have developed the confidence to know when to use mathematics and numeracy in everyday situations, select the most appropriate mathematical and numerical skills to use, know how to apply those skills, and then make informed choices based on their interpretation of the results.

successful learner, confident individual, responsible citizen, effective contributor

The numeracy skills within this Lifeskills Mathematics Course have applications in many other subject areas. Skills developed in this Course support progression in other curriculum areas, as well as in Skills for Work and National Progression Awards.

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Course structure and conditions of award

Course structure

This Course consists of a combination of mandatory and optional Units. Learners who complete the mandatory Units and any combination of optional Units will be able to demonstrate their ability in the same skills. The mandatory Units provide breadth by introducing learners to the range of skills and contexts available within mathematics. The optional Units provide depth, with scope for personalisation and choice, and provide learners with opportunities to apply their mathematical and numerical skills to solve real-life problems.

Some learners may choose to complete additional optional Units from within the Course. Learners will benefit from this opportunity to extend their learning.

This Course enables learners to develop skills in deciding when to use mathematics and numeracy in everyday situations to solve everyday problems, and to interpret data and the results of calculations to make informed choices.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills where possible.

Mandatory Units

Lifeskills Mathematics: Number and Number Processes (Access 2)

In this Unit, learners will recognise and use whole numbers, number patterns, very simple decimal fractions (such as £2.25 and 3.5m) and fractions (such as $\frac{1}{2}$ and $\frac{1}{4}$) used in familiar, everyday contexts. Learners will select and use basic numerical notation for addition and subtraction to carry out very simple calculations in familiar everyday contexts, and demonstrate an awareness of multiplication and sharing in familiar, practical contexts.

Lifeskills Mathematics: Personal Mathematics (Access 2)

In this Unit, learners will recognise and use basic shape, patterns and relationships to organise and plan a range of everyday activities. This will include interpreting and communicating information to make informed choices. Learners will also make informed choices by developing an awareness of chance and uncertainty in familiar everyday contexts.

Optional Units — any two from the following three Units:

Lifeskills Mathematics: Money (Access 2)

In this Unit, learners will apply a basic knowledge and understanding of money and finance to solve a range of familiar real-life problems. By solving real-life problems, learners will make informed choices by recognising and using coins and banknotes, carrying out calculations, comparing costs, determining affordability and managing personal finance.

Lifeskills Mathematics: Time (Access 2)

In this Unit, learners will apply a basic knowledge and understanding of time to solve a range of familiar real-life problems. Learners will solve real-life problems and make informed choices by using appropriate resources, such as timetables and clocks, to plan the timing of events and activities and to carry out calculations involving time.

Lifeskills Mathematics: Measurement (Access 2)

In this Unit, learners will apply a basic knowledge and understanding of measurement to solve a range of simple and familiar real-life problems. This will include selecting and using a range of measuring instruments, estimating, reading scales and comparing measures involving length, weight, volume and temperature to make informed choices.

Conditions of award

To achieve the Access 2 Lifeskills Mathematics Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 2 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course includes:

- ◆ knowing when to use basic mathematics and numeracy in familiar, everyday activities
- ◆ selecting the most appropriate mathematical and numerical skills to use
- ◆ using a range of very simple numeracy skills to make choices for personal life and life in the community
- ◆ recognising and using basic shape, patterns and relationships in familiar, everyday life
- ◆ reading and interpreting basic data and the results of calculations to make informed choices
- ◆ communicating basic numerical information
- ◆ being aware of the likelihood of events happening in a range of familiar, everyday activities

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Lifeskills Mathematics: Number and Number Processes (Access 2)

For this Unit, learners will be able to:

- ◆ use whole numbers, number patterns, very simple decimal fractions (such as £2.25 and 3.5m) and fractions (such as $\frac{1}{2}$ and $\frac{1}{4}$) in familiar everyday contexts
- ◆ select and use basic numerical notation for addition and subtraction to carry out very simple calculations in familiar, everyday contexts
- ◆ demonstrate an awareness of multiplication and sharing in familiar practical contexts

Lifeskills Mathematics: Personal Mathematics (Access 2)

For this Unit, learners will be able to:

- ◆ recognise and use basic shape, patterns and relationships to organise and plan familiar, everyday activities
- ◆ interpret and communicate basic data
- ◆ state the likelihood of events happening in familiar, everyday contexts

Lifeskills Mathematics: Money (Access 2)

For this Unit, learners will be able to:

- ◆ recognise and use coins and banknotes in familiar, everyday contexts
- ◆ carry out very simple calculations to manage personal finance
- ◆ solve very simple, routine real-life problems involving money

Lifeskills Mathematics: Time (Access 2)

For this Unit, learners will be able to:

- ◆ use basic calendars, timetables and clocks to manage personal activities
- ◆ carry out very simple calculations to manage personal time
- ◆ solve very simple, routine real-life problems involving time

Lifeskills Mathematics: Measurement (Access 2)

For this Unit, learners will be able to:

- ◆ select and use measuring instruments in familiar, everyday contexts
- ◆ carry out very simple calculations involving measurement
- ◆ solve very simple, routine real-life problems involving measurement

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.1 Remembering
- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Specification.