



Access 3 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 3 Lifeskills Mathematics

SCQF: level 3 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

Lifeskills Mathematics: Mathematics in Everyday Contexts (Access 3)	6 SCQF credit points
Lifeskills Mathematics: Personal Mathematics (Access 3)	6 SCQF credit points
Numeracy (Access 3)	6 SCQF credit points

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ Access 2 Lifeskills Mathematics

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

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics equips us with the skills we need to interpret and use information, to model real-life situations, to simplify and solve problems, to assess risk, and to make informed decisions.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical thinking, problem-solving skills and the ability to think in general terms. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a clear and concise way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

This Mathematics Course allows learners to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will assist in becoming an effective contributor.

The Access 3 Lifeskills Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics.

Purpose and aims of the Course

The Access 3 Lifeskills Mathematics Course will help learners to become numerate and to become responsible and independent in everyday life. The Course, which includes the freestanding Unit in Numeracy at SCQF level 3, will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations. The Course develops confidence in the subject and a positive attitude towards further study in mathematics and other subject areas.

The Course includes the study of number, money, shape, patterns and measurement in everyday life, allowing individuals to interpret information and solve basic problems. It is designed to develop the learner's skills relevant to learning, life and work in an engaging and enjoyable way.

The aims of this Course are to enable learners to:

- ◆ investigate the use of basic mathematical ideas and number processes in everyday contexts
- ◆ apply basic numeracy skills in the context of personal life and life in the community
- ◆ recognise mathematical patterns in everyday life
- ◆ read, interpret and use a range of basic information to make informed choices
- ◆ solve basic problems set in everyday contexts

Information about typical learners who might do the Course

The Course is suitable for learners who have experienced learning across the Mathematics experiences and outcomes or for those wishing to study Mathematics for the first time. It takes account of the needs of all learners and provides sufficient flexibility to enable learners to achieve in different ways.

Mathematics has applications in many other subjects, and skills developed in this Course support progression in mathematics and in other curriculum areas, as well as in Skills for Work and National Progression Awards.

Course structure and conditions of award

Course structure

This Mathematics Course will develop skills for further learning, as well as skills for life and work.

Learners will acquire basic mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop reasoning skills and will gain experience in making informed decisions. The Course includes the freestanding Unit in Numeracy at SCQF level 3.

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

Lifeskills Mathematics: Mathematics in Everyday Contexts (Access 3)

In this Unit, learners will develop knowledge and skills that involve number processes within basic formulae in words and symbols. These formulae will be in everyday contexts and will enable learners to use numbers in a more mathematically structured way. The Unit will cover the use of measurement with formulae and with elementary aspects of geometry.

Lifeskills Mathematics: Personal Mathematics (Access 3)

This Unit will develop knowledge and skills that focus on the use of basic mathematical ideas and strategies that can be applied to organising and planning aspects of personal life. Learners will cover elementary aspects of financial awareness and statistical representation in everyday contexts.

Numeracy (Access 3)

This Unit will allow learners to develop numerical skills in number processes and information handling in order to solve problems and to make informed decisions. These skills will be developed in contexts including those of money, time and measurement.

Conditions of award

To achieve the Access 3 Lifeskills Mathematics Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 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 is given in this section.

The Course will develop learners’:

- ◆ knowledge and understanding of basic mathematical concepts
- ◆ ability to identify and use basic mathematical relationships
- ◆ ability to select and apply basic operational skills in familiar contexts:
 - financial: working with money and budgeting
 - measurement: using instruments and formulae
 - geometric: using basic properties of shapes
 - statistical: presenting information
- ◆ ability to select and apply basic numeracy skills:
 - number processes: working with number and number operations to solve real-life problems in contexts including money, time, and measurement
 - information handling: making informed decisions based on data and ideas of chance and uncertainty in contexts including money, time, and measurement
- ◆ ability to extract and interpret information given in basic contexts
- ◆ ability to communicate basic mathematical information

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: Mathematics in Everyday Contexts (Access 3)

Learners who complete the Unit will be able to:

- ◆ use numerical and measurement skills linked to basic formulae in context
- ◆ use geometric skills linked to basic formulae in context

Lifeskills Mathematics: Personal Mathematics (Access 3)

Learners who complete the Unit will be able to:

- ◆ use financial skills linked to basic contexts in personal life
- ◆ use statistical skills linked to basic contexts in personal life

Numeracy (Access 3)

Learners who complete the Unit will be able to:

- ◆ use numerical processes to solve given, simple real-life problems involving money, time, and measurement
- ◆ interpret data and ideas of chance and uncertainty to solve given, simple real-life problems involving money, time, and measurement

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

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

- 5.3 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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