

# Draft National Unit Specification



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**Unit title:** Lifeskills Mathematics: Personal Mathematics (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to organising and planning aspects of personal life. These include skills in planning and budgeting. The Outcomes cover aspects of finance, measurement and statistics, in situations requiring skills of reasoning.

Learners who complete this Unit will be able to:

- 1 Use reasoning skills and financial skills linked to contexts in personal life
- 2 Use reasoning skills and measurement skills linked to contexts in personal life
- 3 Use reasoning skills and statistical skills linked to contexts in personal life

This Unit is a mandatory Unit of the Lifeskills Mathematics (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Lifeskills Mathematics (National 4) Course or its component Units
- ◆ Mathematics (National 4) Course or its component Units

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 Use reasoning skills and financial skills linked to contexts in personal life by:**

- 1.1 Analysing a financial position using budget information
- 1.2 Analysing and interpreting factors affecting income
- 1.3 Determining the best deal, given three pieces of information
- 1.4 Completing a task involving converting between several currencies
- 1.5 Investigating the impact of interest rates for savings and borrowing

### Outcome 2

The learner will:

**2 Use reasoning skills and measurement skills linked to contexts in personal life by:**

- 2.1 Investigating measurement in everyday life
- 2.2 Solving a problem in time management

### Outcome 3

The learner will:

**3 Use reasoning skills and statistical skills linked to contexts in personal life by:**

- 3.1 Using a combination of statistics to investigate risk and its impact on life
- 3.2 Using a combination of statistical information presented in different diagrams

## 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.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For this Unit, learners will be required to produce evidence of using reasoning skills with financial, measurement and statistical skills linked to contexts in personal life.

A calculator or equivalent technologies may be used.

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*.

## 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
- 2.3 Information handling

### 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

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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**Published:** August 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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