

National Unit Specification: general information

UNIT Recognising Number (Access 1)

CODE DM58 07

SUMMARY

This Unit is designed principally for candidates developing basic number skills in a supported learning environment. It provides opportunities for the candidate to develop an awareness of number and numerical calculations in familiar everyday situations.

OUTCOME

Recognise and use number in everyday situations.

RECOMMENDED ENTRY

Entry to this unit is at the discretion of the centre, and as this is an introductory unit, no prior knowledge or experience is required.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: HD

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National Unit Specification: statement of standards

UNIT Recognising Number (Access 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Recognise and use number in everyday situations.

Performance Criteria

- a) Add accurately two whole numbers from 0–10 given by the teacher/lecturer.
- b) Subtract accurately two whole numbers from 0–10 given by the teacher/lecturer.
- c) Identify two numbers from 10–20.
- d) Compare two numbers from 10–20.
- e) Match a number from a choice of three numbers from 20–100.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral and/or performance evidence to show that the candidate can:

- a) add accurately two whole numbers from 0–10, on one occasion.
- b) subtract accurately two whole numbers from 0–10 on one occasion.
- c) identify two numbers from 10–20 on one occasion
- d) compare two numbers from 10–20 on one occasion, stating which one is greater.
- e) match a number from 20–100 from a list of at least three numbers given by the teacher/lecturer

National Unit Specification: support notes

UNIT Recognising Number (Access 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed for candidates who are developing an understanding of number which arises naturally in the immediate environment. Wherever possible, the Unit should be integrated into everyday activities and several opportunities given for the candidate to practise these skills before the summative assessment is carried out. The candidate and teacher/lecturer may wish, for example, to carry out all of the performance criteria during the planning of a special event, eg birthday party or in a shopping context where whole number calculations and number recognition can be developed.

A candidate who successfully completes this Unit may progress to one or more of the Access 1 Mathematics units:

D9EV 07: Recognising Time (Access 1)

D9ET 07: Handling Money (Access 1)

DM59 07 Using Mathematics to Handle Information

DM57 07 Problem Solving in Mathematics

DM53 07 Investigating Measurement

DM54 07 Investigating Length in Familiar Situations

DM55 07 Investigating Weight in Familiar Situations

DM56 07 Investigating Volume in Familiar Situations

or to the Derived Access 1 Mathematics units:

D3KO 07 Using Maths in Everyday Situations 1 — Time

D3K1 07 Using Maths in Everyday Situations 1 — Money

D3K2 01 Using Maths in Everyday Situations 1 — Weight

For further information on progression please see Appendix 1.

National Unit Specification: support notes (cont)

UNIT Recognising Number (Access 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should have the opportunity to work individually, in pairs or in a small group.

The learning and teaching approaches used should encourage candidates to be aware of their attainment and help them to transfer the skills into other contexts. It is envisaged that the candidate would be given a high degree of teacher/lecturer support throughout the Unit. At this level it is acceptable for the teacher/lecturer to prompt candidates while they are demonstrating certain aspects of completing the task. It is anticipated that support will be given, for example, by the teacher/lecturer to support candidates undertaking the task.

If appropriate, the skills of recognising and using number being taught should be developed in a real life context. Candidates should be encouraged to carry out calculations mentally. Some candidates may require the visual cue of a number line when being asked to state which number is greater. Teachers/lecturers should be aware of the learning style of the candidate, and should take this into consideration when delivering and assessing the Unit.

For PC (a) it is expected that the candidate will learn through familiar tasks how to reach a total sum by adding numbers together.

For PC (b) it is expected that the candidate will learn through familiar tasks how to reach a total by subtracting numbers.

For PC (c) it is expected that the candidate will, through practise, be able to demonstrate his/her ability to identify all numbers from (10–20) although they are only required to identify two.

For PC (d) it is expected that the candidate will through practise, be able to compare two numbers and state which is greater.

For PC (e) it is expected that the number from (20–100) that the candidate is asked to match will not be random, but will have relevance to the candidate and the task being carried out.

This Unit should be activity based and should give the candidate plenty of opportunities for formative assessment to take place in real or simulated situations prior to the candidate undertaking the summative assessment for the Unit.

National Unit Specification: support notes (cont)

UNIT Recognising Number (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be allowed to use his/her normal mode of communication while undertaking the assessment.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal assessment.

Practical activities should be used to gather evidence. Where necessary, video or photographic evidence may be used as evidence.

The statement of satisfactory performance in each Performance Criterion indicates the minimum required for the purpose of summative assessment. The candidate's activities should not be restricted to those specified for assessment. While a high degree of support may be necessary from the tutor during the development of these number skills, the candidate must provide evidence that he/she can complete the task with minimal support.

For example: the candidate can give the answer orally/use a number card/write the answer/sign.

For PC (a) the teacher/lecturer may ask, "How many altogether"?

For PC (b) the teacher/lecturer may ask, "How many are you left with?"

For PC (c) the teacher/lecturer may ask, "Can you see this number"?

For PC (d) the teacher/lecturer may ask, "Which number is bigger/smaller?"

For PC (e) the teacher/lecturer may ask, "Which number is the same?"

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by written and/or oral and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

All printed evidence should be signed and dated and video or photographic evidence stored for moderation purposes.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07 Sampling Work: An Introduction D9EV 07 Recognising Time D9EW 07 Basic Communication in a Familiar Setting D9EX 07 Using Basic Computer Skills D9EY 07 Personal Profiling: An Introduction D9F0 07 Working with Others on a Group Activity</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

Assessment Exemplar/Checklist

This assessment exemplar is offered for guidance. Teachers/lecturers may devise their own checklists in the format that is most appropriate to the needs of their candidates.

Candidate name: _____

PC (a) Add two numbers from 0–10

The candidate may be shown the two pictures

$$\begin{array}{c} \boxed{4} \end{array} + \begin{array}{c} \boxed{+} \end{array} \begin{array}{c} \boxed{3} \end{array} = \begin{array}{c} \boxed{} \end{array}$$

Teacher/lecturer's signature: _____

Date: _____

PC (b) Subtract two numbers from 0–10

The candidate may be shown the two pictures

$$\boxed{10} \quad \boxed{-} \quad \boxed{4} \quad \boxed{=} \quad \boxed{}$$

Teacher/lecturer's signature: _____

Date: _____

PC© Identify two numbers from 10–20

Numbers	Date identified	Signature
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

PC (d) Compare two numbers from 10–20

The candidate may be shown the two digits

Numbers compared	Greatest	Signature/Date
10 15		
10 20		
15 17		
13 14		
12 18		
17 20		
10 11		
19 20		

PC(e) Match a number from 20–100

Number selection	Number matched	Signature / Date
45, 51, 60		
20, 23, 42		
30, 56, 72	56	
28, 67, 93		

The named candidate has successfully achieved this Unit.

Teacher/lecturer's signature _____

Date: _____