



National 2  
Course  
Specification



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# National 2 Lifeskills Mathematics Course Specification (C744 72)

**Valid from August 2013**

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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:** National 2 Lifeskills Mathematics

**SCQF:** level 2 (18 SCQF credit points)

**Course code:** C744 72

### Mandatory Units

<b>H21R 72</b>	<b>Lifeskills Mathematics: Number and Number Processes (National 2)</b>	<b>6 SCQF credit points</b>
<b>H21T 72</b>	<b>Lifeskills Mathematics: Shape, Space and Data (National 2)</b>	<b>6 SCQF credit points</b>

### Optional Units

<b>H21V 72</b>	<b>Lifeskills Mathematics: Money (National 2)</b>	<b>3 SCQF credit points</b>
<b>H21W 72</b>	<b>Lifeskills Mathematics: Time (National 2)</b>	<b>3 SCQF credit points</b>
<b>H21Y 72</b>	<b>Lifeskills Mathematics: Measurement (National 2)</b>	<b>3 SCQF credit points</b>

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. However, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

## Core Skills

Achievement of this Course gives automatic certification of the following:

Complete Core Skill                      Numeracy at SCQF level 2

## Progression

This Course or its Units may provide progression to:

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

## 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 National 2 Lifeskills Mathematics Course builds on the principles and practice and experiences and outcomes of Mathematics and Numeracy.

Mathematics equips 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 also supports young people to access the wider curriculum and to increase their opportunities within the world of work.

Through the study of Lifeskills Mathematics at National 2, learners are encouraged to develop the confidence and ability to tackle real-life situations using mathematics. Learners will develop the confidence to make informed choices based on their understanding of: numeracy; shape and space, interpretation of data; and the use of money, time and measurement in real-life contexts. This understanding will lead to increased confidence, which in turn will encourage greater participation in everyday activities.

The Course also develops the skills, knowledge and understanding complementary to other areas of study such as: technology, health and wellbeing, 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 to society.

The National 2 Lifeskills Mathematics Course includes the exploration and application of number and number processes; shape, space and data; and money, time and measurement in real-life situations. It allows individuals to use mathematics and numeracy to tackle real-life situations 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 contexts. The Course will develop confidence in the subject and a positive attitude towards further study in mathematics and other subject areas which use mathematics.

This Course aims to enable learners to:

- ◆ know when to use mathematics and numeracy in everyday situations
- ◆ select the most appropriate mathematical and numerical skills to tackle real-life situations
- ◆ 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, space and data in everyday life
- ◆ interpret data and the results of calculations to make informed choices

Learners will also have the opportunity to develop thinking skills and listening and talking in a contextualised and engaging way as skills for learning, skills for life and skills for work.

## **Information about typical learners who might do the Course**

The Course is suitable for 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.

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.

The 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, Personal Achievement Awards and Personal Development Awards.

# 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 tackle real-life situations.

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 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 number of ways.

## Mandatory Units

### **Lifskills Mathematics: Number and Number Processes (National 2)**

The general aim of this Unit is to enable learners to recognise and use number in real-life contexts. Learners will select and use their knowledge of number, numerical notation and number processes to tackle real-life situations.

### **Lifskills Mathematics: Shape, Space and Data (National 2)**

The general aim of this Unit is to enable learners to recognise and use basic shape, space and data 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 everyday contexts.

## **Optional Units — any two from the following three Units:**

### **Lifskills Mathematics: Money (National 2)**

The general aim of this Unit is to enable learners to manage money in real-life contexts. Learners will recognise and use coins and banknotes, carry out basic calculations and compare costs. Learners will also apply their skills, knowledge and understanding of money to tackle real-life situations.

### **Lifskills Mathematics: Time (National 2)**

The general aim of this Unit is to enable learners to manage time in real-life contexts. Learners will use appropriate resources to plan and manage the timing of events or activities. Learners will also apply their skills, knowledge and understanding of time to tackle real-life situations.

## **Lifeskills Mathematics: Measurement (National 2)**

The general aim of the Unit is to enable learners to interpret and use measurements in real-life contexts. Learners will select and use appropriate measuring instruments, and interpret the results of measurements to make decisions or choices. Learners will also apply their skills, knowledge and understanding of measurement to tackle real-life situations.

## **Conditions of award**

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

National 2 Courses are not graded.

## **Skills, knowledge and understanding**

Full skills, knowledge and understanding for the Course are 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. These include:

- ◆ knowing when to use basic mathematics and numeracy in everyday situations
- ◆ selecting the most appropriate mathematical and numerical skills to use
- ◆ using a range of numeracy skills to make choices for personal life and life in the community
- ◆ recognising and using shape, space and data in real-life situations
- ◆ reading and interpreting 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 everyday situations

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](http://www.sqa.org.uk/scqf)).

# Assessment

Further information about assessment for the Course is 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 an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

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

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

### **Lifeskills Mathematics: Number and Number Processes (National 2)**

For this Unit, learners will be able to:

- ◆ recognise and use number in real-life contexts
- ◆ tackle situations involving number in real-life contexts

### **Lifeskills Mathematics: Shape, Space and Data (National 2)**

For this Unit, learners will be able to:

- ◆ recognise and use shape and space in real-life contexts
- ◆ use data in real-life contexts

### **Lifeskills Mathematics: Money (National 2)**

For this Unit, learners will be able to:

- ◆ recognise and use money in real-life contexts
- ◆ tackle situations involving money in real-life contexts

### **Lifeskills Mathematics: Time (National 2)**

For this Unit, learners will be able to:

- ◆ recognise and use time in real-life contexts
- ◆ tackle situations involving time in real-life contexts

### **Lifeskills Mathematics: Measurement (National 2)**

For this Unit, learners will be able to:

- ◆ recognise and use measurement in real-life contexts
- ◆ tackle situations involving measurement in real-life contexts



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

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.

## 1 Literacy

1.3 Listening and talking

## 2 Numeracy

2.1 Number processes

2.2 Money, time and measurement

2.3 Information handling

## 5 Thinking skills

5.2 Understanding

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*.

Numeracy skills shown in this National Course provide automatic certification of the Core Skill: Numeracy at SCQF level 2.

# Administrative information

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**Published:** June 2013, version 1.1

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Core Skills information added.	Qualifications Development Manager	June 2013

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

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