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

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** H21R 72

### Unit outline

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.

Learners who complete this Unit will be able to:

- 1 Recognise and use number in real-life contexts
- 2 Tackle situations involving number in real-life contexts

This Unit is a mandatory Unit of the National 2 Lifeskills Mathematics Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide 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 *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

### 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 Recognise and use number in real-life contexts by:**

- 1.1 Recognising and using whole numbers
- 1.2 Recognising very simple fractions
- 1.3 Carrying out calculations involving addition and subtraction of whole numbers
- 1.4 Carrying out very simple tasks involving multiplication or division

### Outcome 2

The learner will:

#### **2 Tackle situations involving number in real-life contexts by:**

- 2.1 Selecting appropriate calculations
- 2.2 Using numerical notation
- 2.3 Carrying out very simple calculations
- 2.4 Using the results of calculations to make a decision

## 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 for both Outcomes may draw on the contexts of money, time and measurement.

For Outcome 1, evidence will include:

- ◆ recognising and using whole numbers to at least 1,000
- ◆ recognising very simple fractions including halves and quarters in a practical context
- ◆ at least one calculation involving addition of whole numbers
- ◆ at least one calculation involving subtraction of whole numbers
- ◆ multiplication or division carried out in a practical context

For Outcome 2, evidence will include:

- ◆ one situation set in a real-life context. This situation must allow the learner to provide evidence of two of the following: addition/subtraction/multiplication/division

Evidence may take a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication. Appropriate resources such as a number line, calculator or other form of technology may be used. Learners may give exact or approximate answers, as appropriate.

It is expected that learners will receive support throughout the delivery of this Unit.

There are many ways in which the requirements of the Unit can be generated. Evidence may be gathered using different assessments and more than one context for each Outcome, or it may be gathered for the Unit as a whole through one assessment and a single context. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Exemplification of assessment is provided in *Unit Assessment Support*. 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.

## 1 Literacy

1.3 Listening and talking

## 2 Numeracy

2.1 Number processes

## 5 Thinking skills

5.2 Understanding

5.3 Applying

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 as 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:** April 2012, version 1.0

**Superclass:** HD

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## History of changes

Version	Description of change	Authorised by	Date

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

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