



NUMERACY
SCQF Level 2
40 Hour Unit (F3GF 08)

CORE SKILLS UNIT

What are Core Skills?

Core Skills are skills and abilities that everyone uses in their family and personal life, at work, in public, in the community, and in education and training.

The Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

They are important because they help you to be effective in almost everything you do. That's also why employers value them.

Improving your Core Skills helps you cope with today's quickly changing world. It will make you more confident, help you to learn more easily, and improve your career prospects.

What is this Core Skills Unit about?

This Unit is about using very simple number skills in calculations with time, money, and measuring. You will also use very simple graphical information to solve problems. The calculations will be based on familiar, everyday things.

If there are any words you don't understand in this Unit, your tutor will explain them to you.

What should I know or be able to do before I start?

You do not need any knowledge or experience before you start. Your tutor will offer you time to practise your skills.

What do I need to do?

Time

You will:

- ◆ recognise and use very simple fractions (for example, 45 minutes is $\frac{3}{4}$ of an hour)
- ◆ compare times using very simple examples (for example, 4 pm is later than 2 pm)
- ◆ use the 12- and 24-hour clock systems (for example, 2 pm or 14.00)
- ◆ express dates in both words and numbers (for example, 5 October 2007 is 05/10/07)
- ◆ solve a problem involving time (for example, choosing to add, subtract, multiply, or divide)

Money

You will:

- ◆ recognise and use whole numbers (for example, 5) and very simple decimals to deal with money (for example, £2.50)
- ◆ carry out addition, subtraction, very simple multiplication, and division of amounts of money
- ◆ solve a very simple money problem by adding, subtracting, multiplying, or dividing

- ◆ make a very simple numerical comparison between items (for example, £2.50 is a larger amount of money than £2.30)

Measuring

You will:

- ◆ read and use a very simple measuring instrument (for example, a ruler, a metre stick, or a thermometer) to make a measurement to the nearest marked number
- ◆ recognise common units in which different quantities are measured (for example, length in centimetres or metres; weight in grams or kilograms; volume in litres)
- ◆ recognise and use whole numbers (for example, 5)
- ◆ make a very simple numerical comparison between items
- ◆ use the results of your measuring activities to make decisions

Using graphical information

You will:

- ◆ get information from a very simple table containing one type of information (for example, a timetable) or a very simple diagram (for example, a diagram of a two-dimensional shape such as a floor plan or a very simple map)
- ◆ add information to a very simple table containing one type of information (for example, a timetable) and a very simple diagram (for example, a diagram of a two-dimensional shape such as a floor plan or a very simple map)

How do I get this Unit?

You will need to show that you have all the skills in the Unit. You can use a calculator or other electronic method to get your answers if you would usually do this. You could also show your skills by writing or by telling your tutor your answers.

Time and money

Your tutor might watch you carrying out calculations involving time and money.

Measuring

Your tutor might watch you using a ruler or a thermometer to take measurements and then ask you about your results.

Using graphical information

Your tutor might watch you working with simple tables and diagrams. You might be asked to get information from them or to add information to complete them.

What might this involve?

Here are examples of some things you might do:

Time:

- ◆ work out that eight o'clock in the evening can be written as 8 pm or 20.00
- ◆ recognise that 45 minutes is $\frac{3}{4}$ of an hour
- ◆ recognise that 2.45 pm is 15 minutes later than 2.30 pm
- ◆ calculate when to leave the house for work, if it takes you 15 minutes to get there and you have to be there at 8.30 am
- ◆ work out the number of days between 18/06/09 and 23/06/09
- ◆ calculate how many hours you spend at work each day if you arrive at one o'clock in the afternoon and leave at seven o'clock in the evening
- ◆ recognise that 13.00 is the same as 1 pm

Money:

- ◆ work out how much change you would get from £4 if an item costs £3.70
- ◆ calculate how much two tins of beans cost, if one tin costs 30p
- ◆ work out how much each friend pays if a bus driver charges four friends a total of £8 for their fares
- ◆ work out the total bill if you buy a pizza costing £4.50 and a drink costing £2.00
- ◆ decide if a ham sandwich priced at £2.80 is more expensive than a cheese sandwich costing £2.60

Measuring

- ◆ use a measuring jug to measure out 200 ml of fruit juice
- ◆ use scales to weigh yourself to find if you are below or above average weight
- ◆ use a thermometer to measure the temperature of a room to decide if the heating should be turned on
- ◆ use a metre stick to measure the depth of a fish tank to decide on the height of plants you might put in it
- ◆ use a tape measure to measure a table to see if it will fit into a space

Using graphical information

- ◆ find bus departure times from a timetable showing one destination
- ◆ find the time of the news in a very simple TV schedule
- ◆ add your home, school/college or workplace to a very simple street map of the local area
- ◆ produce a simple room plan using shapes provided by your tutor

What can I do next?

You could move on to the Numeracy Unit at SCQF level 3.

You could think about doing other Core Skills Units in:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

Your tutor can advise you about this.

Guidance for tutors

Learners may carry out calculations mentally, in writing, or using a calculator or other electronic device such as a computer. Learners should check their answers, although evidence of checking is not required.

Time and money

The number tasks involving time and money should be familiar to learners and only involve one numerical operation.

Measuring

Learners should be clear about the reasons for making the measurement and should be guided as to the deductions that can be made from the results.

Use instruments with scales where all the divisions are numbered. Learners are only expected to measure to the nearest marked number.

Measuring instruments must have analogue scales: electronic instruments with digital readouts are not applicable for this Unit.

Using graphical information

Use graphical formats that are familiar to learners from which they can extract information with some prompting or support.

You should design partially completed tables and diagrams for learners to finish with prompting or support.

Further guidance is available in the accompanying Assessment Support Pack.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

ADMINISTRATIVE INFORMATION

Credit value

6 SCQF credit points (1 SQA credit) at SCQF level 2



Unit code: F3GF 08
Superclass: RB
Publication date: August 2009
Source: Scottish Qualifications Authority
Version: 02

Helpdesk: 0845 279 1000
Fax: 0845 213 5000
E-mail: customer@sqa.org.uk
Website: www.sqa.org.uk

Optima Building	Ironmills Road
58 Robertson Street	Dalkeith
Glasgow	Midlothian
G2 8DQ	EH22 1LE

© Scottish Qualifications Authority 2009