



Lifeskills Mathematics: Time (Alternative Context) National 2

SCQF: level 2 (3 SCQF credit points)

Unit code: HK4C 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

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.

Learners who complete this Unit will be able to:

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

This Unit is an optional 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 time in real-life contexts by:

- 1.1 Recognising and ordering days of the week and months of the year
- 1.2 Recognising and ordering time using an analogue or digital clock
- 1.3 Using resources to work out very simple date intervals
- 1.4 Using resources to work out very simple time intervals

Outcome 2

The learner will:

2 Tackle situations involving time in real-life contexts by:

- 2.1 Selecting appropriate resources for the situation
- 2.2 Using appropriate resources
- 2.3 Making 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.

For Outcome 1, evidence will include:

- ◆ recognising and ordering days of the week and months of the year in numerical or word format
- ◆ recognising and ordering time using an analogue or digital clock including whole, half and quarter hours
- ◆ working out very simple date intervals within a calendar year; answers may be in days, weeks or months
- ◆ working out very simple time intervals within a day; answers may be in minutes and/or hours

For Outcome 2, evidence will include one situation involving either date or time intervals. Learners must select and use appropriate resources to make a decision.

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 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

2.2 Money, time and measurement

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

Published: May 2017 (version 1.0)

Superclass: RB

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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