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

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

**Unit code:** HK46 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 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.

Learners who complete this Unit will be able to:

- 1 Recognise and use shape and space in real-life contexts
- 2 Use data 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 shape and space in real-life contexts by:**

- 1.1 Recognising and using common 2D shapes and 3D objects
- 1.2 Describing the position of shapes or objects appropriately
- 1.3 Using appropriate vocabulary to compare shapes or objects
- 1.4 Continuing a simple pattern

### Outcome 2

The learner will:

#### **2 Use data in real-life contexts by:**

- 2.1 Adding to data given in a basic graphical form
- 2.2 Interpreting simple data to make a choice
- 2.3 Using data to make a choice based on the likelihood of an event happening

## 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 common 2D shapes and 3D objects, for activities such as creating plans, models or patterns, fitting shapes and objects together for maximum use of space
- ◆ describing the position of shapes or objects in relation to other shapes or objects by using vocabulary such as: 'next to', 'behind', 'above', 'below'
- ◆ using appropriate vocabulary to compare shapes or objects according to their size or weight
- ◆ continuing a simple pattern, using a range of 2D shapes or 3D objects

For Outcome 2, evidence will include:

- ◆ data added to a partially completed graphical form, such as a simplified timetable, pictogram, diagram or map
- ◆ a choice based on the learner's interpretation of given data, such as a simplified timetable, pictogram, diagram or map
- ◆ a choice based on the likelihood of an event happening, such as arrival time, what clothes to wear, risks to personal health and safety, and winning an event

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**

2.3 Information Handling

## **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:** May 2017, 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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