National Open College Network

Qualification Guide

for

Providers/Tutors/Assessors

National Open College Network Entry Level Certificate in Adult Numeracy

Accreditation No: 100/1770/7

NOCN Qualification Code: HD4PCQ0001

All providers offering this qualification must also have access to:

- Adult Numeracy Standards
- Adult Numeracy Core Curriculum
- Externally set tasks and associated administration documentation

Publication No: 02
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Coding and Numbering System for Units

ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY

QCA Qualification Accreditation Number: 100/1770/7

Accreditation Start Date (extended in August 2004): 1st September 2004
Accreditation End date: 31st August 2006
Certification End Date: 31st August 2008

National Open College Network Unit Code	Unit Title	Accredited Units: Unit Number
HD4EQQ015	Number and Money Entry 1	K/101/4906
HD4EQQ016	Addition Entry 1	K101/5389
HD4EQQ017	Subtraction Entry 1	D/101/5390
HD4EQQ018	Time Entry 1	H/101/5391
HD4EQQ019	Measures and Shape Entry 1	K/101/5392
HD4EQQ020	Data Handling Entry 1	M/101/5393
HD4EQQ009	Number and Fractions Entry 2	T/101/5394
HD4EQQ010	Addition, Subtraction and Money Entry 2	A/101/5395
HD4EQQ011	Multiplication Entry 2	F/101/5396
HD4EQQ012	Time Entry 2	J/101/5397
HD4EQQ013	Measures and Shape Entry 2	L/101/5398
HD4EQQ014	Data Handling Entry 2	R/101/5399
HD4EQQ003	Number and Fractions Entry 3	A/101/5400
HD4EQQ004	Decimals and Money Entry 3	F/101/5401
HD4EQQ005	Addition, Subtraction and Multiplication Entry 3	J/101/5402
HD4EQQ006	Division Entry 3	L/101/5403
HD4EQQ007	Measures, Shape and Time Entry 3	R/101/5404
HD4EQQ008	Data Handling Entry 3	Y/101/5405

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The Qualification

This qualification in Adult Numeracy at Entry 1, Entry 2 and Entry 3 aims to:

- Develop skills, knowledge and understanding at each of the sub-levels of the three areas of mathematics:
  - Understanding and using mathematical information.
  - Calculating and manipulating mathematical information.
  - Interpreting results and communicating mathematical information.

- Develop the basic building blocks that learners need in order to use numeracy skills effectively in everyday life.

- Provide opportunities to develop skills in problem solving involving number.

- Promote success for learners in other areas of learning through an understanding of numbers and the relationship between them and an ability to manipulate numbers efficiently and confidently at the standard required for Entry Level.

- Draw upon learners' previous knowledge and experience to develop new skills and understanding in numeracy at Entry 1, Entry 2 and Entry 3.

- Identify opportunities to progress to other appropriate learning opportunities, in particular Level One Key Skill in the Application of Number and Level One Certificate in Adult Numeracy.

Approval to Deliver the Qualification

The qualification has been developed to support providers in responding to learner need and to offer accreditation that recognises smaller steps toward the achievement of the qualification. *Skills for Life* calls for "bite sized goals (achievement recorded and certification where possible)". This qualification, or individual units of the qualification, must be embedded in an OCN approved learning programme. The approved learning programme may offer locally accredited units as well as units of the qualification. Your local OCN will work with you to enable the full qualification or individual units from the qualification to be embedded in a variety of curriculum settings suitable for the target group of learners.

It is NOCN's intention that the qualification and individual units from the qualification are made widely available to promote access and achievement for learners. The OCN standard approval and quality assurance processes will apply. In summary, the OCN will:

- Provide curriculum support and advice.

- Approve the details of your proposals for the delivery of the qualification or units of the qualification.

- Approve the details of your internal quality assurance arrangements.

- Appoint an external moderator for the approved programme within which the qualification or units of the qualification are delivered.

- Through external moderation, verify the results of internally assessed tasks leading to the award of units of the qualification.

- Through external moderation, verify the internally assessed results of externally set tasks.

- Provide unit and qualification certification for learners.

What's in the Qualification

The qualification consists of a total of 18 units, comprising 6 units at each of the sub-levels of Entry Level: Entry 1, Entry 2 and Entry 3.

The unit titles are as follows:

Entry 1	**Entry 2**	**Entry 3**
Number and Money Addition Subtraction Time Measure and Shape Data Handling	Number and Fractions Addition, Subtraction and Money Multiplication Time Measure and Shape Data Handling	Number and Fractions Decimals and Money Addition, subtraction and Multiplication Division Measure, Shape and Time Data Handling

The qualification is intended to be delivered flexibly to meet the needs of learners. Learners should be guided to access the qualification in accordance with their skill needs. Each unit of the qualification can be separately certificated, however, to achieve the qualification, the unit achievement requirements must be met at each sub-level.

Achieving the Qualification

The qualification recognises achievement at each of the sub-levels of Entry Level: Entry 1, Entry 2 and Entry 3. To achieve the qualification at a specific sub-level learners must be entered for assessment at that sub-level. Thus one learner may achieve the qualification at Entry 3 while another may achieve the qualification at Entry 1. The qualification certificate will identify the sub-level of Entry Level that has been achieved by the learner. If a learner achieves the qualification at Entry 1, they may retake the qualification at Entry 2 or Entry 3. If a learner achieves the qualification at Entry 2, they may retake the qualification at Entry 3.

Establishing a Learner's Achievement Profile for Qualification Certification

The learner's achievement profile is determined by combining unit achievement results and external assessment results as identified below.

ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY AT ENTRY 1

A learner entered for the NOCN Entry Level Certificate in Adult Numeracy at Entry 1 must achieve all six units below **and** achieve the External Assessment available at Entry 1.

Units Entry 1

National Open College Network Unit Code	Unit Title	National Open College Network 10 Hour Credit Value	Level	Accredited Units: Unit Number
HD4EQQ015	Number and Money	3	Entry 1	K/101/4906
HD4EQQ016	Addition	3	Entry 1	K101/5389
HD4EQQ017	Subtraction	3	Entry 1	D/101/5390
HD4EQQ018	Time	3	Entry 1	H/101/5391
HD4EQQ019	Measure and Shape	3	Entry 1	K/101/5392
HD4EQQ020	Data Handling	3	Entry 1	M/101/5393

External Assessment Entry 1

A series of externally set tasks covering at least 50% of the learning outcomes at Entry 1 (minimum 16 learning outcomes).

ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY AT ENTRY 2

A learner entered for the NOCN Entry Level Certificate in Adult Numeracy at Entry 2 must achieve all six units below **and** achieve the External Assessment available at Entry 2.

Units Entry 2

National Open College Network Unit Code	Unit Title	National Open College Network 10 Hour Credit Value	Level	Accredited Units: Unit Number
HD4EQQ009	Number and Fractions	3	Entry 2	T/101/5394
HD4EQQ010	Addition, Subtraction and Money	3	Entry 2	A/101/5395
HD4EQQ011	Multiplication	3	Entry 2	F/101/5396
HD4EQQ012	Time	3	Entry 2	J/101/5397
HD4EQQ013	Measure and Shape	3	Entry 2	L/101/5398
HD4EQQ014	Data Handling	3	Entry 2	R/101/5399

External Assessment Entry 2

A series of externally set tasks covering at least 50% of the learning outcomes at Entry 2 (minimum 17 learning outcomes).

ENTRY LEVEL CERTIFICATE IN ADULT NUMERACY AT ENTRY 3

A learner entered for the NOCN Entry Level Certificate in Adult Numeracy at Entry 3 must achieve all six units below **and** achieve the External Assessment available at Entry 3.

Units Entry 3

National Open College Network Unit Code	Unit Title	National Open College Network 10 Hour Credit Value	Level	Accredited Units: Unit Number
HD4EQQ003	Number and Fractions	3	Entry 3	A/101/5400
HD4EQQ004	Decimals and Money	3	Entry 3	F/101/5401
HD4EQQ005	Addition, Subtraction and Multiplication	3	Entry 3	J/101/5402
HD4EQQ006	Division	3	Entry 3	L/101/5403
HD4EQQ007	Measure, Shape and Time	3	Entry 3	R/101/5404
HD4EQQ008	Data Handling	3	Entry 3	Y/101/5405

External Assessment Entry 3

Three externally set tasks covering at least 50% of the learning outcomes at entry 3 (minimum 18 learning outcomes).

Quality Assurance

You will be working with your local OCN to assure quality and standards in the delivery of this qualification.

The OCN standard quality assurance arrangement will apply and include the following:

Internal Moderation

Internal moderation is critical to the success of this qualification, including the maintenance of national standards. The internal moderation will need to be consistent with the assessment methodology of both internal and external assessment. NOCN recommends that the internal moderator should hold the NOCN Internal Moderators Award or be working towards achieving it.

Key Roles of the Internal Moderator

- To sample assessment.
- Verification of assessment.
- Supporting and providing feedback to assessors.
- Identifying good practice.
- Liasing with External Moderators.
- Identifying training and development requirements.
- Maintaining accurate and up to date records of the internal moderation process.

Guidelines for Internal Moderation Sampling

- Samples should be equal to the square root of learners or a minimum of five.
- All methods of assessment must be sampled.
- Assessment samples should be drawn from all individual tutors.
- Assessment samples must include internally marked external assessment tasks.

External Moderation

External Moderators will be appointed through the OCN and will be fully conversant with assessment processes and the national standards in adult numeracy.

Key Roles of the External Moderator

- Ensure compliance with the qualification specification and assessment strategy.
- Ensure approved centre and programme approval details are followed.
- Assessment of the quality of the learner experience.
- Verification of internally set assessments.
- Verification of the achievement of external assessment.
- Report to NOCN.
- Participate in standardisation activity.

Please also refer to the Internal Assessment Requirements and External Assessment Requirements.

UNIT ACHIEVEMENT

Units of the qualification at a particular sub-level of Entry Level can be separately achieved and accumulated towards the qualification at that sub-level. Unit Credit can be achieved by learners who undertake programmes which have been designed to embed the qualification or units of the qualification. In summary:

- Unit achievement is assessed by internally set tasks which are internally marked and internally and externally moderated.
- Assessment should be designed to test the achievement of the learning outcomes against the standards identified in the assessment criteria.
- All learning outcomes have to be demonstrated as achieved in order for a unit to be awarded.
- A variety of methods of assessment should be used across units of the qualification.
- Assessment should be designed to facilitate learning in practical situations.
- Benchmark assessments for each unit are included in this guide. These are tools to support standardisation and consistency in internal assessment across different assessors and providers (see below).
- Learners achieving all the outcomes of a unit will be awarded a unit certificate.
- Learners should be given sufficient practice on a range of activities before undertaking assessment tasks.

Internal Assessment Requirements for Unit Achievement

Individual unit achievement is assessed through internally set and marked tasks. Centres are required to devise their own tasks which will be internally marked.

The tasks should cover all the outcomes within a unit and unit assessment may comprise a single task or a series of tasks. Tasks may assess outcomes from more than one unit.

Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. Benchmark assessment in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

A variety of approaches to tasks is desirable, e.g. written work, short answer questions, practical work.

In designing the tasks, assessors should identify the achievement criteria for the tasks.

The Benchmark Assessments provided in this guide can be used as the actual assessment for the unit. However, tutors are required to ensure that tasks are appropriate to the context of learning.

Completing Tasks

Assessors are responsible for delivering tasks when they feel students are adequately prepared to complete them successfully. Learners should undertake assessment tasks at the sub-level appropriate to their skill profile. Tasks are devised for assessment, not teaching, and it is essential that the assessor ensures each learner's work is their own (authentic) work. This is especially true of naturally occurring evidence where the assessor may wish to authenticate through questioning.

Tasks for different units can be completed in any order. Centres will be expected to administer the tasks in a logical order according to the requirements of the learner.

Marking Tasks

Each task must be assessed as either achieved or not achieved against the achievement criteria identified for the task. Where a series of tasks are set, learners must demonstrate the achievement of the standard in all tasks in order to achieve the unit. The unit is either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit, it is expected that a Task Assessment sheet is included for each learner's assessed work. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

Moderation of Internal Assessment

The assessed tasks will be internally and externally moderated. The external moderator will report on the standard of tasks used to assess in relation to the published benchmark.

MAPPING TO THE NATIONAL STANDARDS FOR ADULT NUMERACY

The units of this qualification have been mapped to the National Standards and core curriculum for adult numeracy at Entry Level.

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KEY TO REFERENCE SYSTEM

Number*	**N**	**Measures, shape and space***	**MSS**	**Handling data***	**HD**
Whole numbers	N1	Common measures	MSS1	Data	HD1
Fractions, decimals and percentages	N2	Shape and Space	MSS2	Probability	HD2
Understanding and using mathematical information**	**UI**	**Interpreting results and communicating mathematical information****	**CI**		

* From Adult Numeracy Core Curriculum document.
** NOCN generated codes based on Adult Core Curriculum Document (capabilities).

Number

Entry Level			
	Entry 1	**Entry 2**	**Entry 3**
Whole numbers	**N1/E1.1** Count reliably up to 10 items. **N1/E1.2** Read and write numbers up to 10, including zero. **N1/E1.3** Order and compare numbers up to 10, including zero. **N1/E1.4** Add single-digit numbers with totals to 10. **N1/E1.5** Subtract single-digit numbers from numbers up to 10. **N1/E1.6** Interpret +, - and = in practical situations for solving problems. **N1/E1.7** Use a calculator to check calculations using whole numbers.	**N1/E2.1** Count reliably up to 20 items. **N1/E2.2** Read, write, order and compare numbers up to 100. **N1/E2.3** Add and subtract two-digit whole numbers. **N1/E2.4** Recall addition and subtraction facts to 10. **N1/E2.5** Multiply using single-digit whole numbers. **N1/E2.6** Approximate by rounding to the nearest 10. **N1/E2.7** Use and interpret +, -, x and ÷ in practical situations for solving problems. **N1/E2.8** Use a calculator to check calculations using whole numbers.	**N1/E3.1** Count, read and write, order and compare numbers up to 1000. **N1/E3.2** Add and subtract using three-digit whole numbers. **N1/E3.3** Recall addition and subtraction facts to 20. **N1/E3.4** Multiply two-digit whole numbers by single-digit whole numbers. **N1.E3.5** Recall multiplication facts (e.g. multiples of 2,3,4,5,10). **N1/E3.6** Divide two-digit whole numbers by single-digit whole numbers and interpret remainders. **N1/E3.7** Approximate by rounding numbers less than 1000 to the nearest 10 or 100. **N1/E3.8** Estimate answers to calculations. **N1/E3.9** Use and interpret +, -, x, ÷ and = in practical situations for solving problems.
Fractions, decimals and percentages		**N2/E2.1** Read, write and compare halves and quarters of quantities. **N2/E2.2** Find halves and quarters of small numbers of items or shapes.	**N2/E3.1** Read, write and understand common fractions (e.g. 3/4 2/3 1/10). **N2/E3.2** Recognise and use equivalent forms (e.g. 5/10 = 1/2). **N2/E3.3** Read, write and understand decimals up to two decimal places in practical contexts (such as: common measures to one decimal place, e.g. 1.5 m; money in decimal notation, e.g. 2.37). **N2/E3.4** Use a calculator to calculate using whole numbers and decimals to solve problems in context and to check calculations.

Measures, shape and space

Entry Level

	Entry 1	Entry 2	Entry 3
Common Measures	**MSS1/E1.1** Recognise and select coins and notes. **MSS1/E1.2** Relate familiar events to: times of the day; days of the week; seasons of the year. **MSS1/E1.3** Describe size and use direct comparisons for the size of at least two items. **MSS1/E1.4** Describe length, width, height and use direct comparisons for length, width and height of items. **MSS1/E1.5** Describe weight and use direct comparisons for the weight of items. **MSS1/E1.6** Describe capacity and use direct comparisons for the capacity of items.	**MSS1/E2.1** Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins. **MSS1/E2.2** Calculate the cost of more than one item and the change from a transaction, in pence or in whole pounds. **MSS1/E2.3** Read and record time in common date formats. **MSS1/E2.4** Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours. **MSS1/E2.5** Read, estimate, measure and compare length using common standard and non-standard units (e.g. metres, centimetres, paces). **MSS1/E2.6** Read, estimate, measure and compare weight using common standard units (e.g. kilograms). **MSS1/E2.7** Read, estimate, measure and compare capacity using common standard and non-standard units (e.g. litre, cupful). **MSS1/E2.8** Read and compare positive temperatures in everyday situations such as weather charts. **MSS1/E2.9** Read simple scales to the nearest labelled division.	**MSS1/E3.1** Add and subtract sums of money using decimal notation. **MSS1/E3.2** Round sums of money to the nearest £ and 10p and make approximate calculations. **MSS1/E3.3** Read, measure and record time. **MSS1/E3.4** Read and interpret distance in everyday situations. **MSS1/E3.5** Read, estimate, measure and compare length using non-standard and standard units. **MSS1/E3.6** Read, estimate, measure and compare weight using non-standard and standard units. **MSS1/E3.7** Read, estimate, measure and compare capacity using non-standard and standard units. **MSS1/E3.8** Choose and use appropriate units and measuring instruments. **MSS1/E3.9** Read, measure and compare temperature using common units and instruments.
Shape and Space	**MSS2/E1.1** Recognise and name common 2-D and 3-D shapes. **MSS1/E1.2** Understand everyday positional vocabulary (e.g. between, inside or near to).	**MSS1/E2.1** Recognise and name 2-D and 3-D shapes. **MSS1/E2.2** Describe the properties of common 2-D and 3-D shapes. **MSS1/E2.3** Use positional vocabulary.	**MSS1/E3.1** Sort 2-D and 3-D shapes to solve practical problems using properties (e.g. lines of symmetry, side length, angles).

Handling data

Entry Level			
	Entry 1	**Entry 2**	**Entry 3**
Data and statistical measures	**HD1/E1.1** Extract simple information from lists. **HD1/E1.2** Sort and classify objects using a single criterion. **HD1/E1.3** Construct simple representations or diagrams, using knowledge of numbers, measures or shape and space.	**HD1/E2.1** Extract information from lists, tables, simple diagrams and block graphs. **HD1/E2.2** Make numerical comparisons from block graphs. **HD1/E2.3** Sort and classify objects using two criteria. **HD1/E2.4** Collect simple numerical information. **HD1/E2.5** Represent information so that it makes sense to others (e.g. in lists, tables and diagrams).	**HD1/E3.1** Extract numerical information from lists, tables, diagrams and simple charts. **HD1/E3.2** Make numerical comparisons from bar charts and pictograms. **HD1/E3.3** Make observations and record numerical information using a tally. **HD1/E3.4** Organise and represent information in different ways so that it makes sense to others.

Understanding and Using Mathematical Information

Entry Level			
	Entry 1	**Entry 2**	**Entry 3**
Understanding and using mathematical information	**UI/E1.1** Use whole numbers to measure and make observations. **UI/E1.2** Use space and shape to help understanding. **UI/E1.3** Use information from lists and simple diagrams to help understanding. **UI/E1.4** Copy a given process or routine to increase understanding.	**UI/E2.1** Use whole numbers and simple fractions to measure and make observations. **UI/E2.2** Use space and shape to record simple information. **UI/E2.3** Use information from lists, tables, simple diagrams and block graphs to help understanding. **UI/E2.4** Collect simple numerical information to help understanding. **UI/E2.5** Follow a given process or routine.	**UI/E3.1** Use whole numbers, fractions and decimals to measure and make observations. **UI/E3.2** Use space and shape to record information. **UI/E3.3** Use numerical information from lists, tables, diagrams and simple charts to help understanding. **UI/E3.4** Make observations and record numerical information using a tally. **UI/E3.5** Use given materials and methods.

Interpreting Results and Communicating Mathematical Information

Entry Level			
	Entry 1	**Entry 2**	**Entry 3**
Interpreting results and communicating mathematical information	**CI/E1.1** Use whole numbers to present results. **CI/E1.2** Use appropriate vocabulary for common measures to describe quantities. **CI/E1.3** Use objects or simple images to present results. **CI/E1.4** Reach a suitable outcome.	**CI/E2.1** Use whole numbers and common fractions to present results. **CI/E2.2** Use common measures and units of measure to define quantities. **CI/E2.3** Use tables, simple charts and diagrams to present results. **CI/E2.4** Follow a given routine to reach an appropriate outcome.	**CI/E3.1** Use whole numbers, common fractions and decimals to present results. **CI/E3.2** Use common measures and units of measure to define quantities. **CI/E3.3** Use tables, charts and diagrams to present results, e.g. for amounts and sizes. **CI/E3.4** Use given methods to check results. **CI/E3.5** Use given methods to present results. **CI/E3.6** Use appropriate methods and forms to describe outcomes.

DETAILED MAPPING OF THE UNITS TO THE ADULT NUMERACY STANDARDS AND CORE CURRICULUM

The units of this qualification have been mapped to the National Standards and core curriculum for Numeracy at Entry Level. The reference system used is that used in the Adult Numeracy Core Curriculum document (see pages 13-17 for key to reference system).

Entry 1:

Number and Money	Addition	Subtraction	Time	Measures and Shape	Data Handling
1. N1/E1.1 UI/E1.1 CI/E1.4	N1/E1.4 N1/E1.6	N1/E1.5 N1/E1.6	MSS1/E1.2	MSS1/E1.3 CI/E1.2 CI/E1.3	HD1/E1.1 UI/E1.3
2. N1/E1.2 UI/E1.1 UI/E1.4	N1/E1.4 N1/E1.7 UI/E1.4	N1/E1.5 UI/E1.4	MSS1/E1.2 UI/E1.1	MSS1/E1.4 CI/E1.2	HD1/E1.2 CI/E1.3
3. N1/E1.3 UI/E1.1	N1/E1.7 CI/E1.4	N1/E1.7 CI/E1.4	MSS1/E1.2	MSS1/E1.5 CI/E1.2	HD1/E1.3 CI/E1.3 UI/E1.4
4. N1/E1.1 N1/E1.2 N1/E1.3 UI/E1.1 CI/E1.3	N1/E1.6	N1/E1.6	MSS1/E1.2	MSS1/E1.6	
5. MSS1/E1.1 UI/E1.1			MSS1/E1.2 UI/E1.3	MSS2/E1.1 UI/E1.2 CI/E1.3	
6. MSS1/E1.1 UI/E1.1 CI/E1.3				MSS2/E1.1 UI/E1.2	
7. MSS1/E1.1 UI/E1.1				MSS2/E1.2 UI/E1.2	
8. MSS1/E1.1 UI/E1.1					

Entry 2 :

Number and Fractions	Addition, Subtraction and Money	Multiplication	Time	Measures and Shape	Data Handling
1. N1/E2.1 UI/E2.1	N1/E2.7 CI/E2.1	N1/E2.5	MSS1/E2.4	MSS1/E2.5 UI/E2.1 CI/E2.2	HD1/E2.1 HD1/E2.2 UI/E2.1 UI/E2.3
2. N1/E2.2 UI/E2.1	N1/E2.3 N1/E2.4 N1/E2.8 UI/E2.5 CI/E2.4	N1/E2.5 UI/E2.5 CI/E2.4	MSS1/E2.3	MSS1/E2.6 MSS1/E2.9 UI/E2.1 CI/E2.2	HD1/E2.3
3. N1/E2.2 N1/E2.6	N1/E2.3 N1/E2.4 N1/E2.7	N1/E2.5	MSS1/E2.3	MSS1/E2.7 MSS1/E2.9 UI/E2.1	HD1/E2.4 UI/E2.4
4. N1/E2.2 UI/E2.1	N1/E2.7 CI/E2.1	N1/E2.5 N1/E2.7	MSS1/E2.3 MSS1/E2.4 UI/E2.3	MSS2/E2.1 MSS2/E2.2 UI/E2.2	HD1/E2.5 CI/E2.3
5. N1/E2.2 MSS1/E2.8 UI/E2.1 UI/E2.3	N1/E2.3 N1/E2.4 N1/E2.8 UI/E2.5 CI/E2.4			MSS2/E2.1 MSS2/E2.2 UI/E2.2	
6. N2/E2.1 UI/E2.1	N1/E2.3 N1/E2.4 N1/E2.7			MSS2/E2.3 UI/E2.2 UI/E2.5	
7. N2/E2.2 UI/E2.1 UI/E2.5	MSS1/E2.1 UI/E2.1 CI/E2.2				
8. N2/E2.1 N2/E2.2 UI/E2.1	MSS1/E2.2 CI/E2.4				

Entry 3 :

Number and Fractions	Decimals and Money	Addition, Subtraction and Multiplication	Division	Measures, Shape and Time	Data Handling
1. N1/E3.1 CI/E3.1	N2/E3.3 N2/E3.4 MSS1/E3.2 UI/E3.1 CI/E3.1 CI/E3.2 CI/E3.4 CI/E3.5 CI/E3.6	N1/E3.2 N1/E3.3 UI/E3.5	N1/E3.6 UI/E3.5	MSS1/E3.4 UI/E3.1 CI/E3.2	HD1/E3.1 UI/E3.1 UI/E3.3
2. N1/E3.1	N2/E3.4 MSS1/E3.1 UI/E3.5	N1/E3.2 N1/E3.3 UI/E3.5	N1/E3.8 CI/E3.4	MSS1/E3.5 MSS1/E3.8 UI/E3.1 CI/E3.1 CI/E3.2 CI/E3.6	HD1/E3.1 HD1/E3.2 UI/E3.1 UI/E3.3 CI/E3.1
3. N1/E3.1 N1/E3.5	N2/E3.4 MSS1/E3.1 MSS1/E3.2 UI/E3.1 CI/E3.4 CI/E3.6	N1/E3.9 CI/E3.1 CI/E3.5 CI/E3.6	N1/E3.9 CI/E3.1 CI/E3.5 CI/E3.6	MSS1/E3.6 MSS1/E3.8 UI/E3.1 CI/E3.2	HD1/E3.3 UI/E3.4 UI/E3.5
4. N1/E3.7		N1/E3.9 CI/E3.1 CI/E3.5 CI/E3.6		MSS1/E3.7 MSS1/E3.8 UI/E3.1 CI/E3.2	HD1/E3.4 CI/E3.3 CI/E3.6
5. N1/E3.1 UI/E3.1 CI/E3.1		N1/E3.2 N1/E3.9 CI/E3.1 CI/E3.5 CI/E3.6		MSS1/E3.9 UI/E3.1 CI/E3.2	
6. N2/E3.1 UI/E3.1 CI/E3.1		N1/E3.4 N1/E3.5 UI/E3.5		MSS1/E3.3 UI/E3.1 CI/E3.1 CI/E3.5 CI/E3.6	
7. N2/E3.2		N1/E3.9 CI/E3.1 CI/E3.6		MSS1/E3.3 UI/E3.1 CI/E3.1 CI/E3.3	
8. N2/E3.2		N1/E3.3 N1/E3.8 CI/E3.4		MSS2/E3.1	
9. N2/E3.1 N2/E3.2 UI/E3.1					

THE UNITS IN DETAIL

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NUMERACY ENTRY 1

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UNIT TITLE: Number and Money Entry 1 K/101/4906

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ015

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UNIT TITLE: Number and Money Entry 1 K/101/4906

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ015**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Count to 10 and count back **(N1/E1.1)** **(UI/E1.1)** **(CI/E1.4)**	**1.1** Say the numbers 1 to 10 in order. **1.2** Say the numbers 1 to 10 back (i.e. 10 to 1 in order). **1.3** Count on and back from any number up to 10. **1.4** Count reliably items up to 10, recognising that if they are rearranged they are still the same number.
2. Recognise the written form of numbers 0 to 10 **(N1/E1.2)** **(UI/E1.1, 1.4)**	**2.1** Copy or reproduce the numbers 0 to 10 in digit form including different fonts and styles e.g. Roman numerals, Arabic numerals. **2.2** Copy or reproduce number names 1 to 10 with support. **2.3** Read numbers up to 10 in digit form. **2.4** Read number names up to ten. **2.5** Match numbers in words and digit form.
3. Order numbers 0 to 10. **(N1/E1.3)** **(UI/E1.1)**	**3.1** Arrange numbers in order of size up to 10. **3.2** Compare numbers up to 10 using appropriate vocabulary e.g. more than, less than. **3.3** Identify ordinal position in a sequence e.g. third item on a list.
4. Use numbers up to 10 in everyday contexts. **(N1/E1.1, 1.2, 1.3)** **(UI/E1.1)** **(CI/E1.3)**	**4.1** Read numbers in everyday materials and contexts. e.g. signs, notices, adverts, posters, door numbers. **4.2** Use numbers in everyday situations e.g. set table for correct number of people, make correct number of drinks for visitors. **4.3** Follow directions involving numbers in everyday situations e.g. take the lift to the third floor, deliver to room 5.
5. Recognise coins and notes involving whole numbers 1 to 10. **(MSS1/E1.1)** **(UI/E1.1)**	**5.1** Identify 1p, 2p, 5p and 10p coins. **5.2** Identify £1 and £2 coins and £5 and £10 notes. **5.3** Identify, copy or reproduce the symbols “p” and “£”.
6. Select coins and notes involving whole numbers 1 to 10. **(MSS1/E1.1)** **(UI/E1.1)** **(CI/E1.3)**	**6.1** Choose coins to total up to 10p in different ways. **6.2** Choose whole pound coins and notes to total up to £10 in different ways.
7. Appreciate the relative value of the coins and notes involving whole numbers 1 to 10. **(MSS1/E1.1)** **(UI/E1.1)**	**7.1** Recognise the relative value of coins up to 10p, (e.g. 5p coin is the same as 5 x 1p coins). **7.2** Recognise the relative value of coins and notes up to £10.

UNIT TITLE: Number and Money Entry 1 K/101/4906

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
8. Use coins and notes involving whole numbers 1 to 10 in everyday contexts. **(MSS1/E1.1)** **(UI/E1.1)**	**8.1** Use coins (pence up to 10p and pounds) and notes (up to £10) in community and economic situations (e.g. choosing correct coins for using public telephones, choosing the correct coins and notes to pay for shopping). **8.2** Use coins (pence up to 10p and pounds) and notes (up to £10) in family, home and leisure situations (e.g. choosing the correct coins for a meter, paying for a round of drinks).

UNIT TITLE: NUMBER AND MONEY ENTRY 1 K/101/4906 BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ015**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use numbers 0 – 10. Learners will be able to count to ten, recognise and reproduce digits and number names, order numbers and use them in everyday situations, including with money.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: MAKING DRINKS

Task Components

- Prepare for activity by counting to 10 and back and arranging a set of cards 0 – 10 in order [Learning Outcome 1].
- Count the number of people in the group (a group of ten) [Learning Outcome 1].
- Count the number of people wanting tea, the number of people wanting coffee, the number of people wanting a cold drink and the number of people who do not want a drink [Learning Outcome 1].
- Record the number for each type of drink and for no drinks wanted [Learning Outcome 2].
- Say whether the number of hot drinks needed is more or less than the number of cold drinks needed [Learning Outcome 3].
- Follow written and oral directions using some numbers as words, for example:
  - find the kitchen (room five),
  - find cups / glasses in second cupboard,
  - find sugar in third cupboard, [Learning Outcome 2,3,4].
- Choose the correct number of cups and glasses [Learning Outcome 4].
- Make or order the correct number of teas and / or coffees and / or cold drinks [Learning Outcome 4].
- Read the cost of drinks up to 10p from a given list [Learning Outcome 5].
- Use different coins to make the required amount for each type of drink [Learning Outcome 5,6,7].

- A jar of coffee, bottle of milk, sugar and teabags need to be bought, totalling £10. Select whole pound coins and notes to total £10 [Learning Outcome 7,8].
- Record coins and notes used to make up each amount [Learning Outcome 8].

Tutor Marking Guidance

- Say the numbers 1 to 10 ***in order***.
- Say the numbers 1 to 10 back (i.e. 10 to 1 ***in order***).
- Count ***reliably*** on and back from any number up to 10.
- Count ***reliably*** items up to 10, recognising that if they are rearranged they are still the same number.
- Copy or reproduce the numbers 0 to 10 in digit form including ***different fonts*** and styles e.g. Roman numerals, Arabic numerals.
- Copy or reproduce number names 1 to 10 ***with support.***
- ***Accurately*** read numbers up to 10 in digit form.
- ***Accurately*** read number names up to ten.
- ***Accurately*** match numbers in words and digit form.
- ***Accurately*** arrange numbers in order of size up to 10.
- Compare numbers up to 10 ***using appropriate vocabulary e.g. more than, less than.***
- Identify ordinal position ***in a sequence*** eg. third item on a list.
- ***Reliably*** read numbers in everyday materials and contexts e.g. signs, notices, adverts, posters, door numbers.
- ***Reliably*** use numbers in everyday situations e.g. set table for ***correct number of people, make correct number of drinks for visitors***.
- ***Accurately*** follow directions involving numbers in everyday situations e.g. take the lift to the third floor, deliver to room 5.
- ***Correctly*** identify 1p, 2p, 5p and 10p coins.
- ***Correctly*** identify £1 and £2 coins and £5 and £10 notes.
- ***Correctly*** identify, copy or reproduce the symbols “p” and “£”.
- ***Correctly*** choose coins to total up to 10p, in different ways.
- ***Correctly*** choose whole pound coins and notes to total up to £10 in different ways.
- ***Accurately*** recognise the relative value of coins up to 10p. (e.g. 5p coin is the same as 5 x 1p coins).
- ***Accurately*** recognise the relative value of coins and notes up to £10.
- Use coins (pence up to 10p and pounds) and notes (up to £10) in community and economic situations (e.g. choosing ***correct coins*** for using public telephones, choosing the ***correct*** coins and notes to pay for shopping).
- Use coins (pence up to 10p and pounds) and notes (up to £10) in family, home and leisure situations (e.g. choosing the ***correct coins*** for a meter, paying for a round of drinks).

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Addition Entry 1 K/101/5389

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ016

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UNIT TITLE: Addition Entry 1 K/101/5389

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ016**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise the + and = symbols and the related vocabulary. **(N1/E1.4, 1.6)**	**1.1** Identify the operation of addition when presented using different vocabulary e.g. add, sum of, total, plus. **1.2** Identify and reproduce the + and = symbols. **1.3** Identify the operation of addition when presented in simple number sentences e.g. match sums in words to simple number sentences such as 5 add 3 is 8, matches 5 + 3 = 8.
2. Understand how to add single digit numbers to total up to 10. **(N1/E1.4, 1.7)** **(UI/E1.4)**	**2.1** Add objects to total up to 10. **2.2** Add digits, written or oral, to total up to 10. **2.3** Identify all pairs of numbers which total up to 10. **2.4** Identify that addition is commutative (concept not terminology) e.g. 2 + 5 = 5 + 2. **2.5** Use a calculator to add digits to total up to 10.
3. Check answers as required. **(N1/E1.7)** **(CI/E1.4)**	**3.1** Check answers. If necessary by using a different method (e.g. by counting or using a calculator).
4. Use addition involving single digit numbers to total up to 10 in everyday contexts. **(N1/E1.6)**	**4.1** Use addition in community and economic situations (e.g. work out total number of people in two small groups, total number of pens for two small groups of people). **4.2** Use addition in family, home and leisure situations (e.g. board games, total number of items for shopping).

UNIT TITLE: ADDITION ENTRY 1 K/101/5389
BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ016**

Introduction

This benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use numbers up to ten. Learners will be able to count to ten, recognise and reproduce digits and symbols in words and use addition up to ten in everyday contexts.

This could be an observed activity, written work or computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: USING A CALCULATOR FOR ADDITION

Task Components

- Prepare for activity by using the calculator (signs and numbers) for + and =.
- Identify and record the symbols used for 'plus' and 'is equal to'.
- Match sums in words to number sentences,
  e.g five goes with 5, add goes with +
  five males add 3 females equals eight people (5+3=8) [Learning Outcome 1]
- Add objects up to ten in a room.
  e.g. 4 rulers + 6 cups
- Using different sets, fill in the missing numbers to pair to ten,
  e.g. 8 +? = 10 2 + ? = 10 [Learning Outcome 2]
- Check results for above on a calculator [Learning Outcome 3].
- Use till receipts to add up how many items were bought on 2 or 3 shopping bills (up to ten items) [Learning Outcome 4].

Tutor Marking Guidance

- ***Correctly*** identify the operation of addition when presented using different vocabulary e.g. Add, sum of, total, plus.
- ***Correctly*** identify and reproduce the + and = symbols.
- ***Correctly*** identify the operation of addition when represented in simple number sentences i.e. match sums in words to simple number sentences such as 5 add 3 is 8, matches
  5 + 3 = 8.
- ***Accurately*** add objects to total up to 10.
- ***Accurately*** add digits, written or oral, up to a total of 10.
- ***Correctly*** identify all pairs of numbers which total up to 10.
- ***Correctly*** identify that addition is commutative (concept not terminology).
- ***Correctly*** use a calculator to add digits up to 10.
- Check answers ***correctly*** if necessary using a different method (e.g. by counting or using a calculator.
- Use addition ***reliably*** in community and economic situations (e.g. work out total number of people in two small groups, total number of pens for two small groups of people).
- ***Reliably*** use addition in family, home and leisure situations (e.g. board games, total number of items for shopping).

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Subtraction Entry 1 D/101/5390

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ017

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UNIT TITLE: Subtraction Entry 1 D/101/5390

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ017**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise the vocabulary of subtraction and the – and = symbols. **(N1/E1.5, 1.6)**	**1.1** Identify the operation of subtraction when presented using different vocabulary e.g. difference, take away, less than, minus. **1.2** Identify and reproduce the – and = symbols. **1.3** Write simple number sentences. e.g. 7–3 = 4
2. Understand how to subtract single digit whole numbers from numbers up to 10. **(N1/E1.5)** **(UI/E1.4)**	**2.1** Use objects to subtract single digit numbers from numbers up to 10. **2.2** Identify that a number can only be subtracted from a larger one. **2.3** Use known subtraction facts for pairs of numbers with totals up to 10 to subtract single digit numbers from numbers up to 10. **2.4** Use a calculator to subtract single digit numbers from numbers up to 10. **2.5** Use different strategies for mental subtraction eg. counting on.
3. Check answers as required. **(N1/E1.7)** **(CI/E1.4)**	**3.1** Check answers by using a different method such as counting on or adding back e.g. 10–6=4, 4+6=10.
4. Use subtraction involving whole numbers up to 10 in everyday contexts. **(N1/E1.6)**	**4.1** Use subtraction in community and economic situations e.g. shortfall in number of helpers at jumble sale or total number of plants in display tray. **4.2** Use subtraction in family, home and leisure situations e.g. board games, shortfall in number of eggs for a recipe.

UNIT TITLE: SUBTRACTION ENTRY 1 D/101/5390 BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ017**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessment. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use numbers up to ten. Learners will be able to recognise and reproduce digits and symbols, recognise the vocabulary of subtraction, subtract digits from numbers up to ten and use subtraction up to ten in everyday contexts.

The task below could be an observed activity or series of activities, a set question or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical, as well as written material.

TASK: USING A CALCULATOR FOR SUBTRACTION

Task Components

- Prepare learner for task by identifying keys on calculator for subtraction, equals and numbers.
- Copy - and = symbols on paper or computer calculator.
- Match words to numbers,
  e.g. five cups take away three cups is the same as 5-3 [Learning Outcome 1].
- Use a set of ten objects to subtract different amounts.
- Use sets of number starting with 10 to take away single digits,
  e.g. 10 - 1 = 9 10 - 9 = 1 [Learning Outcome 2].
- Use the calculator to check above calculations [Learning Outcome 4].
- Use subtraction in everyday contexts,
  e.g. work out how many eggs have been used from a part full box [Learning Outcome 4].

Tutor Marking Guidance

- ***Correctly*** identify the operation of subtraction when presented using different vocabulary e.g. difference, take away, less than, minus.
- ***Correctly*** identify and reproduce the - and = symbols.
- ***Correctly*** identify the operation of subtraction when presented in simple number sentences e.g. match sums in words to simple number sentences, such as seven minus three is four, matches 7 - 3 = 4.
- ***Reliably*** use objects to subtract single digit numbers from numbers up to 10.
- ***Correctly*** identify that a number can only be subtracted from a larger one.
- ***Correctly*** use known subtraction facts for pairs of numbers with totals up to 10 to subtract single digit numbers up to 10.
- ***Correctly*** use a calculator to subtract single digit numbers from numbers up to 10.
- ***Reliably*** use different strategies for mental subtraction e.g. counting on.
- ***Accurately*** check answers by using a different method such as counting on or adding back e.g. 10 - 6 -= 4, 4 + 6 = 10.
- ***Reliably*** use subtraction in community and economic situations eg shortfall in number of helpers at summer fair, sale of total number of plants in display tray.
- ***Reliably*** use subtraction in family, home and leisure situations e.g. board games, shortfall in number of eggs for a recipe.

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Time H/101/5391

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ018

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UNIT TITLE: Time H/101/5391

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ018**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise parts of the day using appropriate vocabulary. **(MSS1/E1.2)**	**1.1** Relate familiar daily events to parts of the day (e.g. morning, afternoon, evening, night, midday).
2. Recognise time in "o'clock" times. **(MSS1/E1.2)** **(UI/E1.1)**	**2.1** Tell the time in "o'clock" times. **2.2** Relate "o'clock" times of familiar events to parts of the day (e.g. postman delivers letters at 7 o'clock in the **morning**)**.**
3. Recognise days of the week**.** **(MSS1/E1.2)**	**3.1** Say the days of the week. **3.2** Identify written names of the days of the week **3.2** Copy or reproduce the days of the week. **3.3** Order the days of the week.
4. Recognise summer and winter. **(MSS1/E1.2)**	**4.1** Relate familiar events and weather to summer and winter (e.g. New Year, snow, seaside holiday).
5. Demonstrate a knowledge of o' clock time in everyday contexts. **(MSS1/E1.2)** **(UI/E1.3)**	**5.1** Use the language and concept of o'clock time in community and economic situations (e.g. recognise opening times of library, community centres, etc, arrange appointment at job centre, work, etc). **5.2** Use the language and concept of time in family, home and leisure situations (e.g. arranging time and day for delivery, arrange time and day to meet friends).

UNIT TITLE: TIME ENTRY 1 H/101/5391
BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ018**

Introduction

This benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to access the ability to understand time. Learners will be able to relate familiar daily events to parts of the day and tell the time in o'clock. Learners will be able to recognise, reproduce and order the days of the week, relate familiar events / seasons / weather in everyday contexts.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical, as well as set written material.

TASK: RELATING FAMILIAR DAILY EVENTS TO PARTS OF THE DAY

Task Components

- Prepare for activity by counting up to 12 [Learning Outcome 1].
- Arrange numbers in correct order up to 12 [Learning Outcome 2].
- Match personal activity to parts of the day,
  e.g. waking, work, dinner, bedtime [Learning Outcome 1].
- Tell the time using o'clock [Learning Outcome 3].
- Read and order written names of days of week [Learning Outcome 3].
- Say days of week in order [Learning Outcome 3].
- Complete missing days of the week.
- Put down on a week planner their own time-table,
  e.g. When they go shopping, attend college or go swimming.
- Match 4 symbols
  e.g. sun, snowman, autumn, tree, daffodils to appropriate months on calendar [Learning Outcome 4].
- On a week planner fill in the opening time and closing time of your local shop/supermarket for one day [Learning Outcome 5].
- On same planner arrange lunch time with friend [Learning Outcome 5].

Tutor Marking Guidance

- ***Correctly*** relate familiar daily events to parts of the day (e.g. morning - breakfast; afternoon - swim; evening - watch television; night - go to bed).
- ***Accurately*** tell the time in "o'clock" times.
- ***Accurately*** relate "o'clock" times of familiar events to parts of the day (e.g. postman delivers letters at 7 o'clock in the morning.
- ***Accurately*** say the days of the week.
- ***Correctly*** identify written names of the days of the week.
- ***Correctly*** copy or reproduce the days of the week.
- ***Order*** the days of the week correctly.
- ***Correctly*** relate familiar events to days of the week.
- ***Correctly*** relate familiar events and weather to summer and winter (e.g. New Year - winter, seaside holiday - summer, snow - winter).
- ***Use language and recognise the concept of*** o'clock time in community and economic situations (e.g. recognise opening times of supermarket, community centres, etc, arrange appointment at job centre, work etc).
- ***Use appropriate language and concept of time*** in family, home and leisure situations (e.g. arranging time and day for home delivery, arrange time and day to meet friends).

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Measure and Shape Entry 1 K/101/5392

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ019

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UNIT TITLE: Measures and Shape Entry 1 K/101/5392

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ019**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Describe size and make comparisons of size between items, using appropriate vocabulary. **(MSS1/E1.3)** **(CI/E1.2, 1.3)**	**1.1** Identify items when described in terms of size e.g. large, small, big. **1.2** Describe the size of familiar items, using appropriate vocabulary eg. large, small, big. **1.3** Compare objects in terms of size e.g. larger, smaller, largest, smallest. **1.4** Sort similar objects in order of size.
2. Describe length using appropriate vocabulary and make comparisons for the length, width and height of items. **(MSS1/E1.4)** **(CI/E1.2)**	**2.1** Identify items when described in terms of length, width and height e.g. long, short, wide, narrow, tall, longer, too long, longest. **2.2** Compare objects in terms of length, width and height e.g. Ali is taller than Jahved, this piece of paper is wider than that piece. **2.3** Describe familiar objects using the vocabulary of length appropriately e.g. describe the size of a room, using length/long, width/wide, height/high.
3. Describe weight using appropriate vocabulary and make comparisons of the weight of items, understanding that weight is independent of size. **(MSS1/E1.5)** **(CI/E1.2)**	**3.1** Identify items when described in terms of weight e.g. heavy, light. **3.2** Compare items of different sizes to identify which is heavier or lighter. **3.3** Compare items of the same size but different weights to identify which is heavier or lighter. **3.4** Describe the weight of familiar objects using vocabulary related to weight appropriately e.g. heavy, light, heavier, lighter, heaviest.
4. Describe capacity as a measure of volume using appropriate vocabulary and make comparisons for the capacity of items. **(MSS1/E1.6)**	**4.1** Identify containers when described using the vocabulary of capacity e.g. full, empty, holds more than, holds less than etc. **4.2** Compare the capacity of similar containers with different capacities to decide which holds more or less e.g. 2 jugs or 2 bottles. **4.3** Identify containers of different shapes with the same capacity. (Check this by pouring contents of one into the other).
5. Recognise and name common 2 D shapes. **(MSS2/E1.1)** **(UI/E1.2)** **(CI/E1.3)**	**5.1** Identify common 2D shapes e.g. rectangle, square, circle. **5.2** Name common 2D shapes. **5.3** Sort a set of 2D shapes of different sizes according to shape including shapes in different orientations.

UNIT TITLE: Measures and Shape Entry 1 K/101/5392

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
6. Recognise and name common 3 D shapes. **(MSS2/E1.1)** **(UI/E1.2)**	**6.1** Identify 2D shapes as flat and 3D shapes as having depth by sorting a set of items containing 2D and 3D shapes. **6.2** Identify common 3D shapes by sorting a set of 3D objects e.g. identifying a cube from a group of 3D objects which may include a cuboid.
7. Respond to everyday positional vocabulary. **(MSS2/E1.2)** **(UI/E1.2)**	**7.1** Demonstrate understanding of the vocabulary of position (to include between, inside, near to) by following oral or written directions e.g. 'Draw a circle beside the square' or 'Put the spoon in the cup'**.**

UNIT TITLE: MEASURES AND SHAPE ENTRY 1 K/101/5392 BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ019**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to make comparisons in size, length, weight and capacity using appropriate vocabulary. Learners will be able to order, compare and describe familiar objects relating to the above and recognise, name and sort 2D and 3D shapes.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK A: SIZE MATTERS

Material: box containing 10 cube / cuboid items of various sizes.

Task Components

- Relate or record the size of each item e.g. Large / small [Learning Outcome 1].
- Sort the items into smallest to biggest order [Learning Outcome 1].
- Select the ***widest*** box
  the ***tallest*** box
  the ***shortest*** box
  the ***narrowest*** box [Learning Outcome 2]
- Sort the items in terms of weight from lightest to heaviest.
- Compare two items of same size to decide which is heavier [Learning Outcome 3].

TASK B: SHORT MEASURES

Material: 2 different tumblers or glasses of same capacity + 1 additional tumbler with different capacity.

Task Components

- Fill one tumbler / glass with liquid of choice.
- Fill 2nd tumbler from first.
- Say whether 1st tumbler holds the same, more or less liquid.
- Repeat for third tumbler.
- Say whether 3rd tumbler holds more, less or the same.

TASK C: NAMING AND PLACING

Task Components

- Name shapes to include circle, rectangle, square and triangle [Learning Outcome 5].
- Recognise and group together different sizes of the same shape name. [Learning Outcome 5].
- Using a set of 3D shapes, learners to identify a cube, cuboid, a cylinder [Learning Outcome 6].
- Use written or oral directions for position
  e.g. Put the cube on top of the cuboid [Learning Outcome 7].

Tutor Marking Guidance

TASK A

- ***Correctly*** identify items when described in terms of size e.g. large, small, big.
- ***Accurately*** describe the size of familiar items, using appropriate vocabulary e.g. large, small, big.
- ***Reliably*** compare objects in terms of size e.g. larger, smaller, largest, smallest.
- ***Correctly*** sort similar objects in order of size.
- ***Correctly*** identify items when described in terms of length, width and height e.g. long, short, wide, narrow, tall, longer, too long, longest.
- ***Accurately*** compare objects in terms of length, width, and height e.g. Ali is taller than Jahved, this piece of paper is wider than that piece of paper.
- ***Reliably*** describe familiar objects using vocabulary of length appropriately e.g. describe the size of a room, using length / long, width / wide, height / high.
- ***Correctly*** identify items when described in terms of weight e.g. heavy, light.
- ***Reliably*** compare items of different sizes to identify which is heavier or lighter.
- ***Reliably*** compare items of the same size but different weights to identify which is heavier or lighter.
- ***Correctly*** describe the weight of familiar objects using vocabulary related to weight appropriately e.g. heavy, light, heavier, lighter, heaviest.

TASK B

- ***Correctly*** identify containers when described using vocabulary of capacity e.g. full, empty, holds more than, holds less than etc.
- ***Reliably*** compare the capacity of similar containers with different capacities to decide which holds more or less.
- ***Correctly*** identify containers of different shapes with the same capacity.

TASK C

- ***Correctly*** identify common 2D shapes e.g. rectangle, square, circle.
- ***Correctly*** name common 2D shapes.
- ***Correctly*** sort a set of 2D shapes of different sizes according to shape, including shapes in different orientations.
- ***Correctly*** identify 2D shapes as flat and 3D shapes as having depth by sorting a set of items containing 2D and 3D shapes.
- ***Correctly*** identify common 3D shapes by sorting a set of 3D objects, e.g. identifying a cube from a group of 3D objects which may include a cuboid.
- ***Correctly*** demonstrate understanding of the vocabulary of position (to include: between; inside; near to.) by following oral or written directions e.g. 'Draw a circle beside the square' or 'put the spoon in the cup'.

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UNIT TITLE: Data Handling M/101/5393

LEVEL: Entry 1
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ020

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UNIT TITLE: Data Handling M/101/5393

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ020**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Extract simple information from a list. **(HD1/E1.1)** **(UI/E1.3)**	**1.1** Select information from simple lists e.g. find an emergency telephone number from a short contact list. **1.2** Check items against a short list e.g. a shopping list.
2. Sort and classify objects using a single criterion. **(HD1/E1.2)** **(CI/E1.3)**	**2.1** Sort objects using a single given criterion e.g. colour, shape, gender. **2.2** Identify different possible criteria for sorting the same objects e.g. playing cards, CDs by artist or type of music. **2.3** Sort a set of items using different single criteria in turn e.g. playing cards by number, colour, suit.
3. Construct simple lists, tables, pictograms and diagrams. **(HD1/E1.3)** **(CI/E1.3)** **(UI/E1.4)**	**3.1** Suggest different ways that information can be represented e.g. a shopping list, a numbered list, simple pictogram, colour coding or diagram. **3.2** Practise representing information simply in different ways.

UNIT TITLE: DATA HANDLING ENTRY 1 M/101/5393 BENCHMARK ASSESSMENT

LEVEL: **Entry 1**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ020**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to handle data in simple formats. Learners will be able to extract information from lists and diagrams, sort and classify using a single criterion and construct simple lists, tables, pictograms and diagrams.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: SORTING AND RECORDING ITEMS IN EVERYDAY USE

Task Components

- Prepare for activity by selecting and assembling items from a list i.e. pencil, lined paper, coloured pens, ruler, graph paper [Learning Outcome 1].
- Sort objects into categories of colour and / or shape and / or size (at least 2 categories) [Learning Outcome 2].
- Using a variety of different coloured pens (10 in total) sort items first by colour and then by number,
  e.g. red, blue, green, black and then 4 black pens, 3 red pens, 2 blue pens, 1 green pen [Learning Outcome 2].
- Suggest ways of displaying and recording sorted pens [Learning Outcome 3].
- Record information in a pictogram or suitable diagram [Learning Outcome 3].
- Extract information,
  e.g. from simple pictogram.

Tutor Marking Guidance

- ***Reliably*** select items / information from a short list to be used for a task.
- ***Accurately*** check items against the short list.
- ***Correctly*** sort objects using a given criterion e.g. colour, shape, gender.
- ***Correctly*** identify different possible criteria for sorting the same objects.
- ***Correctly*** sort a set of items using different single criteria in turn e.g. colour and number.
- ***Suggest*** different ways that information can be represented e.g. a shopping list, a numbered list, simple pictogram, colour coding or diagram.
- ***Represent*** information simply in different ways.
- ***Correctly*** extract information from simple diagrams e.g. simple pictogram.

All criteria must be met in order to achieve the unit.

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NUMERACY ENTRY 2

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UNIT TITLE: Number and Fractions Entry 2 T/101/5394

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ009

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UNIT TITLE: Number and Fractions Entry 2 T/101/5394

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ009**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Count to 20. **(N1/E2.1)**	**1.1** Say the numbers 1 to 20 in order. **1.2** Count reliably items up to 20.
2. Recognise the written form of whole numbers up to 100. **(N1/E2.2)** **(UI/E2.1)**	**2.1** Read whole numbers 0 to 100 in digit form. **2.2** Record whole numbers 0 to 100 in digit form. **2.3** Read number names of whole numbers 0 to 100. **2.4** Record number names of whole numbers 0 to 100. **2.5** Match numbers 0 to 100 in digits to numbers 0 to 100 in words.
3. Understand place value for two-digit whole numbers up to 100, including use of zero as place holder. **(N1/E2.2, 2.6)**	**3.1** Identify units and tens in two-digit numbers e.g. write two- digit numbers as sums of tens and units such as 36=30+6. **3.2** Approximate whole numbers to the nearest 10.
4. Order and compare one-digit and two-digit whole numbers up to 100. **(N1/E2.2)** **(UI/E2.1)**	**4.1** Arrange whole numbers in order of size up to 100. **4.2** Identify odd and even numbers up to 100. **4.3** Arrange and extend sequences of even numbers up to 100. **4.4** Arrange and extend sequences of odd numbers up to 100. **4.5** Arrange and extend sequences of multiples of 10 up to 100. **4.6** Count on in 10s up to 100 starting from any multiple of 10. **4.7** Compare numbers up to 100 e.g. 82 is bigger than 28.
5. Use whole numbers up to 100 in everyday contexts. **(N1/E2.2, MSS1/2.8)** **(UI/E2.1, 2.2)**	**5.1** Use whole numbers up to 100 in practical community and economic situations (e.g. bus numbers, address numbers, finding room in an office block). **5.2** Use whole numbers up to 100 in practical family, home and leisure situations (e.g. reading age guides on videos, reading football league tables). **5.3** Read and compare positive temperatures in everyday situations such as weather charts.
6. Read, record and compare halves and quarters of quantities. **(N2/E2.1)**	**6.1** Read and record the words half, quarter and the symbols ½, ¼. **6.2** Identify that two halves make one whole. **6.3** Identify that four quarters make one whole. **6.4** Identify two quarters and one half as equivalent. **6.5** Identify that one half is more than one quarter e.g. half an hour is longer than a quarter of an hour.

UNIT TITLE: Number and Fractions Entry 2 T/101/5394

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
7.Find halves and quarters of small numbers of items or shapes. **(N2/E2.2)** **(UI/E2.1, 2.5)**	**7.1** Find half of a number of items by sharing into two equal groups. **7.2** Find half of shapes by dividing into two equal parts. **7.3** Recall halves of even numbers up to 20. **7.4** Find a quarter of a number of items by sharing into four equal groups. **7.5** Find a quarter of a shape by dividing into four equal parts.
8. Use halves and quarters in everyday context. **(N2/E2.2, 2.1)** **(UI/E2.1)**	**8.1** Identify practical examples of the use of halves and quarters e.g. sports (half-time), measures (half pint), time (half hour, quarter hour). **8.2** Identify half and quarter positions on a clock face. **8.3** Use halves and quarters in at least 2 practical situations e.g. cut pizza into quarters, share a packet of sweets into two half portions.

UNIT TITLE: NUMBER AND FRACTIONS ENTRY 2 T/101/5394 BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ009**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use number 0 - 100. Learners will be able to count to twenty, recognise, reproduce and order digits and number names up to one hundred in everyday situations, and recognise and use halves and quarters in an everyday context.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as written material.

TASK: USING BOOKS FOR NUMBERS AND FRACTIONS

Task Components

- Prepare for activity by counting to 20 in order, matching numbers 0 - 100 in digits to the words and sorting a set into odd and even numbers [Learning Outcome 1,2,4].
- Using a book or magazine of up to 100 pages, copy the first words on given page numbers. Read and record given page numbers in words. Read and record numbers of the next seven pages in words and figures [Learning Outcome 2].
- Write given page numbers in tens and units [Learning Outcome 3].
- Approximate these numbers to the nearest 10 [Learning Outcome 3].
- Replace a set of (photocopied) pages in the correct numerical order [Learning Outcome 4].
- From a given even number, predict the next 10 even page numbers from the given page number [Learning Outcome 4,5].
- Repeat for odd numbers [Learning Outcome 4,5].
- Predict the page number a reader would be on if they read 10 more pages from a given number, then 10 further pages [Learning Outcome 4,5].
- From given examples, decide who has read most from a given set of page numbers, e.g. Mary has read pages 20 - 42 / Ramon has read pages 18 - 40 [Learning Outcome 4,5].
- Use 2 loose pages (eg A4 paper) cut or draw to show one half of a page, and one quarter of a page [Learning Outcome 6,7,8].
- Put the parts back together in 2 different ways to include showing that two quarters equal one half [Learning Outcome 6,7,8].
- Compare a half page and a quarter page to show which is bigger [Learning Outcome 6].

- Calculate a half of an even number of pages up to 20 [Learning Outcome 7].
- Using a set of over 20 pages (a number divisible by 4) find half by dividing the set into equal groups [Learning Outcome 7].
- Find a quarter of the set similarly [Learning Outcome 7].
- Match symbols and words for half and quarter on circle diagrams [Learning Outcome 6].

Tutor Marking Guidance

- Say the numbers 1 to 20 ***in order*** reliably.
- Count ***reliably*** items up to 20.
- Read whole numbers 0 to 100 in digit form ***accurately.***
- Record whole numbers 0 to 100 in digit form ***correctly.***
- Read number names of whole numbers 0 to 100 ***accurately.***
- Record number names of whole numbers 0 to 100 ***correctly.***
- Match numbers 0 to 100 in digits to numbers 0 to 100 in words ***correctly.***
- ***Correctly*** identify units and tens in two-digit numbers.
- Approximate whole numbers to the nearest 10 ***reliably.***
- Arrange whole numbers in order of size up to 100 ***accurately.***
- Identify odd and even numbers up to 100 ***accurately.***
- Arrange and extend sequences of even numbers up to 100 ***accurately.***
- Arrange and extend sequences of odd numbers up to 100 ***accurately.***
- Arrange and extend sequences of multiples of 10 up to 100 ***accurately.***
- Count on in 10s up to 100 starting from any multiple of 10 ***accurately.***
- Compare numbers up to 100 ***correctly.***
- Use whole numbers up to 100 ***reliably*** in practical community and economic situations.
- Use whole numbers up to 100 ***reliably*** in practical family, home and leisure situations.
- Read and record ***correctly*** the words half, quarter and the symbols.
- ***Identify*** that two halves make one whole.
- ***Identify*** that four quarters make one whole.
- ***Identify*** two quarters and one half as equivalent.
- ***Identify*** that one half is more than one quarter.
- Find half of a number of items by sharing into two equal groups ***correctly***.
- Recall halves of even numbers up to 20 ***correctly.***
- Find a quarter of a number of items by sharing into four equal groups ***correctly.***
- Find half of shapes by dividing into two equal parts ***reliably.***
- Find a quarter of a shape by dividing into four equal parts ***reliably.***
- Identify practical examples of the use of halves and quarters ***correctly.***
- Use halves and quarters ***correctly*** in at least two practical situations.

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Addition, Subtraction and Money Entry 2 A/101/5395

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ010

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UNIT TITLE: Addition, Subtraction and Money Entry 2 A/101/5395

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ010**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Use and interpret the symbols and related vocabulary of addition. **(N1/E2.7)** **(CI/E2.1)**	**1.1** Identify the operation of addition when presented using different vocabulary e.g. add, sum, total, plus. **1.2** Identify the + and = symbols **1.3** Write simple number sentences eg 2+5=7.
2.Understand how to add one and two digit whole numbers with totals up to 100. **(N1/E2.3, 2.4, 2.8)** **(UI/E2.5)** **(CI/E2.4)**	**2.1** Add objects with totals up to 20. **2.2** Recall addition facts up to 10. **2.3** Align numbers correctly for vertical addition. **2.4** Add accurately one and two digit whole numbers with totals up to 100, showing the working out. **2.5** Add accurately one and two digit whole numbers with totals up to 100, using a calculator. **2.6** Identify that addition is commutative (concept not terminology) i.e. 2+10=10+2. **2.7** Check answers appropriately by using a different method e.g. by counting (for small numbers) or by using a calculator.
3. Use addition involving one and two digit whole numbers with totals up to 100 in everyday context. **(N1/E2.3, 2.4, 2.7)**	**3.1** Use addition (with totals up to 100) in practical community and economic situations (e.g. adding up total number of chairs needed for a community meeting, total number of photocopies required). **3.2** Use addition (with totals up to 100) in practical family, home and leisure situations (e.g. total cutlery/ crockery required for a family party/gathering, keeping totals in board games).
4. Use and interpret the symbols and related vocabulary of subtraction. **(N1/E2.7)** **(CI/E2.1)**	**4.1** Identify the operation of subtraction when presented using different vocabulary e.g. difference, take away, less than, minus. **4.2** Identify the – and = symbols. **4.3** Write simple number sentences e.g. 9-5=4.
5. Understand how to subtract one and two digit whole numbers involving whole numbers up to 100. **(N1/E2.3, 2.4, 2.8)** **(UI/E2.5)** **(CI/E2.5)**	**5.1** Subtract numbers of objects involving whole numbers up to 20. **5.2** Recall subtraction facts up to 10. **5.3** Align numbers correctly for vertical subtraction. **5.4** Identify that a number can only be subtracted from a larger one. **5.5** Subtract accurately one and two digit whole numbers involving numbers up to 100, showing working out. **5.6** Subtract accurately one and two digit whole numbers involving numbers up to 100 on a calculator. **5.7** Check answers appropriately by using a different method e.g. By counting on for small differences or by using a calculator.

UNIT TITLE: Addition, Subtraction and Money Entry 2 A/101/5395

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
6. Use subtraction involving one and two digit whole numbers up to 100 in everyday situations. **(N1/E2.3, 2.4, 2.7)**	**6.1** Use subtraction (numbers up to 100) in practical community and economic situations (e.g. the difference in cost of items, involving whole number prices, the difference in numbers in two community groups). **6.2** Use subtraction (numbers up to 100) in practical family, home and leisure situations (e.g. how many items left after some have been used, difference in game scores).
7. Select coins and notes involving whole numbers 1 to 100 appropriately, appreciating their relative values. **(MSS1/E2.1)** **(UI/E2.1)** **(CI/E2.2)**	**7.1** Identify coins up to £1. **7.2** Identify pound coins and notes up to £20. **7.3** Recognise to relative value of coins up to £1. **7.4** Recognise the relative value of pound coins and notes up to £100. **7.5** Choose coins to make amounts of money up to £1 in different ways. **7.6** Choose coins and notes to make amounts of money in whole pounds up to £100 total.
8. Use whole number calculations involving money up to £100 in everyday contexts. **(MSS1/E2.1)** **(CI/E2.4)**	**8.1** Calculate the cost of more than one item (up to three items) to total up to £1. **8.2** Calculate the cost of more than one item (up to three items) to total up to £100. **8.3** Calculate change from £1 in whole pence in different ways (e.g. by subtraction or counting on). **8.4** Calculate change from up to £100 in whole pounds in different ways (e.g. by subtraction or counting on). **8.5** Check calculations of cost/change by any appropriate method.

UNIT TITLE: ADDITION, SUBTRACTION AND MONEY ENTRY 2 A/101/5395

BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ010**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to recognise addition and subtraction facts to 10, understand and use addition and subtraction of numbers in everyday situations, identify coins to the value of £1 and calculate appropriate change.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: BUYING STAMPS

Task Components

- Prepare for activity by identifying appropriate signs + - and = to solve problems described in different ways,
  e.g. 2 plus 6, 6 take away 4, 2 more than 4, 3 less than 7, total of 3 cups and 5 cups, including number bonds to 10 [Learning Outcomes 1,2,5].
- Add stamps to a total of 20p,
  e.g. 3p + 17p, and make up to the value of 20p [Learning Outcome 2].
- Using different sets, fill in missing numbers to show that addition is commutative [Learning Outcome 2].
- Using stamps of various values totalling up to £1 and including stamps of less than 10p, calculate the total cost of different sets of stamps showing the working out [Learning Outcome 2,3,8].
- Select sets of two stamps to find and record the lowest and highest values which could be made [Learning outcome 2,3].
- Choose which two stamps to buy for a given postage [Learning Outcome 2,3].
- Find the remainder from a book or sheet of stamps (up to 20) [Learning Outcome 5].
- Calculate what value stamps are needed to make given values up to a higher value including up to £1, showing the working out [Learning Outcome 5,6].
- Find and record savings made by sending second class instead of first class on different parcels, showing the working out [Learning Outcome 5].
- Check answers appropriately [Learning Outcome 5].
- Choose coins to find three different ways of paying for stamps to the value of £1 and two ways to pay for stamps to another value less than £1 [Learning Outcome 7].

- Find change form £1 for stamps of different values [Learning Outcome 8].
- Find the total of three (whole number) bills to be paid at the Post Office, totalling less that £100 [Learning Outcome 8].
- Show three different ways of paying the amount in case [Learning Outcome 7].
- Find the change from £100 and check the answer [Learning Outcome 8].

Tutor Marking Guidance

- ***Correctly*** identify the operation of addition when presented using different vocabulary.
- Identify the + and = symbols ***correctly.***
- Write simple number sentences ***correctly.***
- Add objects with totals up to 20 ***correctly.***
- Recall addition facts up to 10 ***accurately.***
- Align numbers ***correctly*** for vertical addition.
- Add ***accurately*** one and two digit whole numbers with totals up to 100, showing the working out.
- Add ***accurately*** one and two digit whole numbers with totals up to 100, using a calculator.
- Identify that addition is commutative (concept not terminology).
- Check answers ***appropriately*** by using a different method.
- Use addition ***accurately*** (with totals up to 100) in practical community and economic situations.
- Use addition ***accurately*** (with totals up to 100) in practical family, home and leisure situations.
- ***Correctly*** identify the operation of subtraction when presented using different vocabulary.
- Identify the - and = symbols ***correctly.***
- Write simple number sentences ***correctly.***
- Subtract numbers of objects involving whole numbers up to 20 ***correctly.***
- Recall subtraction facts up to 10 ***accurately.***
- Align numbers ***correctly*** for vertical subtraction.
- Identify that a number can only be subtracted from a larger one.
- Subtract ***accurately*** one and two digit whole numbers involving numbers up to 100, showing working out.
- Subtract ***accurately*** one and two digit whole numbers involving numbers up to 100 on a calculator.
- Check answers ***appropriately*** by using a different method.
- Use subtraction ***correctly*** (numbers up to 100) in practical community and economic situations.
- Use subtraction ***correctly*** (numbers up to 100) in practical family, home and leisure situations.
- Identify coins up to £1 ***correctly.***
- Identify pound coins and notes up to £20 ***correctly.***
- Recognise the relative value of coins up to £1 ***correctly.***
- Recognise the relative value of pound coins and notes up to £100 ***accurately.***
- Choose coins ***correctly*** to make amounts of money up to £1 in different ways.
- Choose coins and notes ***correctly*** to make amounts of money in whole pounds up to £100 in total.
- Calculate the cost of more than one item (up to three items) to total up to £1 ***correctly.***
- Calculate the cost of more than one item (up to three items) to total up to £100 ***correctly.***
- Calculate ***correctly*** change from £1 in whole pence in different ways.
- Calculate ***correctly*** change from up to £100 in whole pounds in different ways.
- Check calculations of cost/change by any ***appropriate*** method.

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Multiplication Entry 2 F/101/5396

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ011

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UNIT TITLE: Multiplication Entry 2 F/101/5396

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ011**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise, interpret and use the vocabulary and symbol for multiplication. **(N1/E2.5)**	**1.1** Identify the operation of multiplication described using different vocabulary e.g. times, lots of. **1.2** Identify the operation of multiplication from the x symbol. **1.3** Write down own calculations using the x symbol.
2. Understand how to multiply single digit whole numbers together. **(N1/E2.5)** **(UI/E2.5)** **(CI/E2.4)**	**2.1** Multiply single digit numbers by repeated addition e.g. 3x5=5+5+5. **2.2** Write repeated addition sums as multiplication. **2.3** Identify that multiplication is commutative (concept not terminology) e.g. 2x4=4x2, but that the meaning may be different e.g. 2 tablets 4 times a day is different to 4 tablets twice a day. **2.4** Use a calculator to multiply single digit whole numbers together. **2.5** Check answers as required using a different method.
3. Understand the relationship between halving and doubling. **(N1/E2.5)**	**3.1** Identify doubles of whole numbers up to double 10. **3.2** Recall halves of even numbers up to 20.
4. Use multiplication involving whole numbers up to 10 in everyday contexts. **(N1/E2.5, 2.7)**	**4.1** Use multiplication in common community and economic situations e.g. total number of items in batches, wages. **4.2** Use multiplication in common home, family and leisure situations e.g. games.

UNIT TITLE: MULTIPLICATION ENTRY 2 F/101/5396 BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ011**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use multiplication of numbers to 10 with the use of a calculator in everyday contexts. Learners will be able to identify doubles and halves of numbers up to a total of 20.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: ORDERING FROM A CATALOGUE

Task Components

- Prepare for the activity by identifying x and = signs to solve problems described in different ways,
  e.g. 3 lots of 5, 4 times 3 and recording own calculations using x *symbol* [Learning Outcome 1].
- Using a catalogue of choice with items of value in whole numbers up to £10, find the cost of buying multiple numbers of single items,
  e.g. 3 items at £4 each and 4 items at £3 each, check answers by using repeated addition [Learning Outcome 2,4].
- Choose five catalogue items each costing less than £10 and find the cost of a given number of each using the calculator to multiply [Learning Outcome 2,4].
- Check the answers using another method [Learning Outcome 2].
- Identify the cost of two items costing up to £10 each for at least two separate items [Learning Outcome 3,4].
- Identify the cost of each item at half price up to an original price of £20 [Learning Outcome 3,4].
- For at least three items, identify the cost of the item, if there was an offer of two for the price of one.

Tutor Marking Guidance

- ***Correctly*** identify the operation of multiplication described using `different vocabulary.
- Identify the operation of multiplication from the x symbol ***correctly.***
- Write down own calculations using the x symbol ***correctly.***
- Multiply single digit numbers by repeated addition ***accurately.***
- Write repeated addition sums as multiplication ***correctly.***
- ***Identify*** that multiplication is commutative (concept not terminology).
- Use a calculator to multiply single digit whole numbers together ***reliably.***
- Check answers ***appropriately*** as required using a different method.
- Identify doubles of whole numbers up to double 10 ***accurately.***
- Recall halves of even numbers up to 20 ***accurately.***
- Use multiplication ***correctly*** in common community and economic situations and / or in common home, family and leisure situations.

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UNIT TITLE: Time Entry 2 J/101/5397

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ012

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UNIT TITLE: Time Entry 2 J/101/5397

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ012**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise time in hours, half hours and quarter hours (in 12 hour time). **(MSS1/E2.4)**	**1.1** Read the time in hours, half hours and quarter hours from analogue display clocks marked in different ways e.g. numbers, Roman numerals. **1.2** Read the time in hours, half hours and quarter hours from a digital display clock. **1.3** Record the time in hours, half hours and quarter hours.
2. Recognise months of the year. **(MSS1/E2.3)**	**2.1** Say the months of the year. **2.2** Read the months of the year, including in their abbreviated forms. **2.3** Record the months of the year. **2.4** Order the months of the year. **2.5** Identify the months of the year in numbered sequence e.g. what is the third month?
3. Recognise common date formats for day and month. **(MSS1/E2.3)**	**3.1** Identify the day and month given in common date format. **3.2** Record dates in common format for day and month.
4. Apply the language and concept of time in everyday contexts. **(MSS1/E2.3, 2.4)** **(UI/E2.4)**	**4.1** Use date and time in practical everyday community and economic situations (e.g. recognise opening times of library, community centre etc, arranging and attending meetings at work, job centre etc). **4.2** Use date and time in practical family, home and leisure situations (e.g. setting an alarm clock or timer, arranging time and day to meet friends).

UNIT TITLE: TIME ENTRY 2 J/101/5397
BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ012**

Information

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and record time in hours, half and quarter hours on digital and analogue clocks, to know and order months of the year and to read and record dates in common format.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: BIRTHDAY TIME

Task Components

- Prepare for activity by matching months of the year to their abbreviations and put the months in chronological order [Learning Outcome 2].
- Identify different months in cardinal numbers,
  e.g. third [Learning Outcome 2].
- Match different ways of writing day and month in various formats [Learning Outcome 3].
- Identify the birth day and month of self and 10 members of family and / or friends [Learning Outcome 3,4].
- Record the birth dates in words, abbreviated forms and common date format [Learning Outcome 3,4].
- Sort the birth dates into chronological order starting from 1st January [Learning Outcome 2,4].
- From three birthday invitations provided, set and record start and finish times in hours, half and quarter hours on analogue and digital clocks on three separate occasions [Learning Outcome 1].

Tutor Marking Guidance

- ***Correctly*** read the time in hours, half hours and quarter hours from analogue display clocks marked in different ways.
- ***Correctly*** read the time in hours, half hours and quarter hours from different digital display clocks.
- ***Correctly*** record the time in hours, half hours and quarter hours for the above.
- Say the months of the year ***accurately.***
- ***Reliably*** read the months of the year, including in their abbreviated forms.
- Record the months of the year ***correctly.***
- Order the months of the year ***correctly.***
- ***Correctly*** identify the months of the year in numbered sequence.
- ***Correctly*** identify day and month given in common date format.
- Record dates ***correctly*** in common format for day and month.
- Use date and time ***correctly*** in practical family, home and leisure situations.

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Measures and Shape Entry 2 L/101/5398

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ013

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UNIT TITLE: Measures and Shape Entry 2 L/101/5398

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ013**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Estimate, measure and compare length using common standard and non-standard measures (metres and centimetres). **(MSS1/E2.5)** **(UI/E2.1)** **(CI/E2.2)**	**1.1** Estimate length using non-standard measures (e.g. the length of a room in paces) recognising that non-standard measures may vary (e.g. by comparing different people's estimates of the length of the room). **1.2** Identify metres and centimetres as fixed measures of metric length and that 1 metre = 100 centimetres. **1.3** Compare standard and non-standard units in order to estimate the size of a metre in relation to familiar things (e.g. pace and metre). **1.4** Read and record lengths given in metric units (metres and centimetres) including abbreviations (m and cm). **1.5** Use a ruler to measure the length of lines to the nearest centimetre. **1.6** Use a ruler to draw lines to the nearest centimetre. **1.7** Use a metre rule to measure large items e.g. doors, windows, furniture to the nearest metre and half metre.
2. Estimate, measure and compare weight using common standard units (kilogram). **(MSS1/E2.6, 2.9)** **(UI/E2.1)** **(CI/E2.2)**	**2.1** Identify a kilogram as a fixed metric unit of weight. **2.2** Read and record weights in kilograms including the abbreviations kilo and kg. **2.3** Estimate weights of items to be more than or less than a kilogram e.g. by comparing with the weight of a bag of sugar. **2.4** Estimate the weights of familiar objects to the nearest kilogram. **2.5** Using a simple balance weigh items using kilogram weights. **2.6** Identify kilogram divisions when weighing items using simple scales. **2.7** Compare estimated weights to actual weights to the nearest kilogram.
3. Estimate, measure and compare capacity using common standard measures and non-standard measures (cupful, litre). **(MSS1/E2.7, 2.9)** **(UI/E2.1)**	**3.1** Estimate using non-standard measures of capacity recognising that non-standard measures can vary (e.g. estimate how many cups may be filled from a carton of orange juice). **3.2** Identify the litre as a fixed metric measure of capacity. **3.3** Identify a litre, in relation to familiar objects (e.g. a carton of orange juice). **3.4** Read and record capacity in litres including the abbreviation l. **3.5** Read and record capacity on a simple scale in whole litres. **3.6** Estimate capacity in whole litres of containers with 1,2 or 3 litres.

UNIT TITLE: Measures and Shape Entry 2 L/101/5398

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
4. Recognise and name common 2D shapes and describe their properties. **(MSS2/E2.1, 2.2)** **(UI/E2.2)**	**4.1** Identify common 2 D shapes e.g. circle, square, rectangle, triangle. **4.2** Sort 2D shapes into sets by shape, recognising that shape is independent of size. **4.3** Complete a table for common 2D shapes for number of sides and number of corners, including consideration of the result for a circle. **4.4** Describe orally properties of 2D shapes using appropriate vocabulary.
5. Recognise and name common 3D shapes. **(MSS2/E2.1, 2.2)** **(UI/E2.2)**	**5.1** Sort shapes into 2D and 3D sets. **5.2** Identify common 3D shapes e.g. cube, cuboid, cylinder, pyramid. **5.3** Sort 3D shapes into sets by shape, recognising that shape is independent of size. **5.4** Complete a table for common 3D shapes for numbers of faces, edges, corners, including consideration of a cylinder. **5.5** Describe orally properties of 3D shapes using appropriate vocabulary.
6. Understand and use everyday positional vocabulary. **(MSS2/E2.3)** **(UI/E2.2, 2.5)**	**6.1** Demonstrate understanding of the vocabulary of position (to include between, inside, near to) by following oral or written directions e.g. draw a circle **beside** the square, put the spoon **in** the cup. **6.2** Give oral or written directions using positional vocabulary to include between, inside, near to.

UNIT TITLE: MEASURES AND SHAPE ENTRY 2 L/101/5398 BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ013**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards to be achieved in internally set and marked assessments. Centre devised and marked assignments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to use skills involving estimating and measuring, using metric measures for length, weight and capacity and to recognise and use common 2D and 3D shapes and positional vocabulary in everyday situations.

The tasks below could be an observed activity or series of activities, set questions or computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK A

Task Components

- Estimate the length of a room in paces, width of table in spans, record results and compare with others' estimates [Learning Outcome 1].
- Measure the length of a room in metres to the nearest half metre and record using the abbreviation m [Learning Outcome 1].
- Compare estimate in paces and measurement in metres [Learning Outcome 1].

TASK B

Task Components

- Measure lines with a ruler to the nearest centimetre [Learning Outcome 1].
- Draw lines with a ruler to the nearest centimetre [Learning Outcome 1].

TASK C

Task Components

- Estimate the weight of familiar objects (e.g. bag of potatoes, plant pot) to the nearest kilogram, in relation to a bag of sugar [Learning Outcome 2].
- Weigh familiar objects to the nearest kilogram and record results using the abbreviation kg [Learning Outcome 2].
- Compare estimated and measured weights [Learning Outcome 2].

TASK D

Task Components

- Estimate capacity using non standard measures,
  e.g. using cups of different sizes, record how many cups of each size may be filled from the same teapot [Learning Outcome 3].
- Estimate capacity of familiar objects to the nearest whole litre or nearest five litres as appropriate,
  e.g. bucket, watering can, washing up liquid container, a carton of orange juice, petrol can [Learning Outcome 3].
- Measure capacity to the nearest half litre,
  e.g. by filling containers, bucket, watering can, washing up liquid container, using a litre jug and recording results using the abbreviation l[Learning Outcome 3].

TASK E

Task Components

- Sort sets of 2D and 3D shapes into 2D and 3D sets by shape, describing the properties of each set using appropriate vocabulary [Learning Outcome 4,5].
- Complete tables for common 2D and 3D shapes identifying properties, number of faces, corners (worksheet or computer based activity) [Learning Outcome 4,5].

TASK F

Task Components

- Follow directions and give directions to lay a table for a restaurant meal, with different glasses and cutlery for three courses using appropriate positional vocabulary, place the forks on the left between the side plate and the place mat [Learning Outcome 6].

Tutor Marking Guidance

TASK A

- Estimate length using non-standard measures (e.g. the length of a room in paces) ***recognising that non-standard measures may vary*** (e.g. by comparing different people's estimates of the length of the room).
- Count paces ***accurately***. ***Report that own measures can be different from others.***
- Identify metres and centimetres as fixed measures of metric length and that 1 metre = 100 centimetres.
- ***Show that*** 1 metre is the same on different measuring instruments. ***Recall*** that 1 metre = 100 centimetres.
- ***Compare*** standard and non-standard units in order to estimate the size of a metre in relation to familiar things (e.g. pace and metre).
- Say that a pace compares to a metre, but it varies in size and is usually not as big as a metre.

TASK B

- Read and record lengths given in metric units (metres and centimetres) including abbreviations (m and cm). ***Accurately*** recognise and write in full and abbreviated.
- Use a ruler to ***accurately*** measure the length of lines to the nearest centimetre.
- Use a ruler to ***accurately*** draw lines to the nearest centimetre.
- Use a metre rule to ***accurately*** measure large items e.g. doors, windows, furniture to the nearest metre and half metre.

TASK C

- Identify a kilogram as a ***fixed metric*** unit of weight.
- Say that a kilogram is always the same. It does not change if measured using different measuring instruments.
- Read and record weights in ***kilograms*** including the abbreviations ***kilo*** and ***kg*.**
- Recognise and write ***'kilogram'***, ***'kilo'*** and ***'kg'***. Say that these are all the same.
- Estimate weights of items to be ***more than*** or ***less than*** a kilogram e.g. by comparing with the weight of a bag of sugar.
- Distinguish, e.g. by holding, between items that are more than and items that are less than a kilogram.
- Estimate the weights of familiar objects ***to the nearest kilogram*.**
- Using a simple balance weigh items using kilogram weights, f***ind weight of three objects*** using kilogram weights.
- ***Accurately*** identify kilogram divisions when weighing items using simple scales.
- Compare estimated weights to actual weights ***to the nearest kilogram*.**

TASK D

- Estimate using non standard measures of capacity recognising that non-standard measures can vary (e.g. estimate how many cups may be filled from a carton of orange juice).
- ***Accurately*** count out how many containers, e.g. cups are filled from a larger container.
- Identify the litre as a fixed metric measure of capacity.
- Identify a litre, in relation to familiar objects (e.g. a carton of orange juice) - ***at least three****.*
- Read and ***accurately*** record capacity in litres including the abbreviation L.
- Read and record capacity on a simple scale in whole litres.
- Estimate capacity in whole litres of containers with 1,2 or 3 litres.

TASK E

- Identify common 2D shapes, circle, square, rectangle, triangle - ***know the names of 2D shapes.***
- Sort 2D shapes into ***sets by shape***, recognising that shape is independent of size and orientation.
- Complete a table for ***common 2D shapes*** for number of sides and number of corners, including consideration of the result for a circle.
- Describe orally ***properties of 2D shapes*** using appropriate vocabulary including the number of sides and corners.
- Sort shapes into 2D and 3D sets - ***correctly identify 2D and 3D shapes***.
- ***Identify common 3D shapes,*** e.g. cube, cuboid, cylinder, pyramid know the names of 3D shapes.
- Sort 3D shapes into sets by shape, ***recognising that shape is independent of size*****.**
- Complete a table for ***common 3D shapes*** for numbers of faces, edges, corners, including consideration of a cylinder.
- Describe orally ***properties of 3D shapes*** using ***appropriate vocabulary*** including the number of sides and corners.

TASK F

- ***Demonstrate understanding*** of the vocabulary of position (to include between, inside, near to) by following oral or written directions, e.g. draw a circle beside the square, put the spoon in the cup.
- Give oral or written directions using positional vocabulary to ***accurately*** include between, on the left, on the right, above, below, behind, inside and near to.

UNIT TITLE: Data Handling Entry 2 R/101/5399

LEVEL: Entry 2
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ014

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UNIT TITLE: Data Handling Entry 2 R/101/5399

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ014**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Extract and interpret information from lists, tables, simple diagrams and block graphs. **(HD1/E2.1, 2.2)** **(UI/E2.1, 2.3)**	**1.1** Extract information from lists and tables (e.g. from simple price lists, menus, catalogues and brochures) recognising that title, labels etc, provide information and that tables are arranged in rows and columns. **1.2** Read measurements in whole metres from a simple floor plan of a room. **1.3** Read dimensions in centimetres from simple diagrams or tables e.g. in a catalogue. **1.4** Extract information from simple bar charts and block graphs, recognising that titles and labels provide information. **1.5** Make numerical comparisons from bar charts and simple block graphs, recognising that the height of a bar represents the numerical value in that category.
2. Sort and classify objects using two criteria. **(HD1/E2.3)**	**2.1** Sort a set of objects using two criteria e.g. clothes in a charity shop by size and person (men's, women's, children's).
3. Collect simple numerical information. **(HD1/E2.4)** **(UI/E2.4)**	**3.1** Carry out a survey to collect data, e.g. mode of transport to work/class. **3.2** Organise data into appropriate categories and record data, e.g. use a tally chart.
4. Represent information so that it makes sense to others. **(HD1/E2.5)** **(CI/E2.3)**	**4.1** Use appropriate methods to represent information, e.g. list, table, diagram, recognising the importance of labelling. **4.2 Represent information in everyday practical situations using each of the following methods appropriately:** - sequence a set of daily activities in tabular form. - draw a simple map of a nearby location. - sketch a simple room plan to show the location of the main features.

UNIT TITLE: DATA HANDLING ENTRY 2 R/101/5399
BENCHMARK ASSESSMENT

LEVEL: **Entry 2**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ014**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to extract information from lists and tables, sort objects by two criteria, and organise data. The learner will carry out a survey, record data and represent information appropriately.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: HOLIDAY INFORMATION

Task Components

- Using a holiday brochure of choice, find out the cost of a given holiday for one person [Learning Outcome 1].
- Sort a set of brochures according to two criteria,
  e.g. UK / abroad; winter / summer [Learning Outcome 2].
- Read the measurements of a hotel room or an apartment.
- Choose a preferred room using simple plans. Describe why the layout is preferred [Learning Outcome 1].
- Sketch a chosen bedroom from a photograph marking in furniture [Learning Outcome 4].
- Draw a straightforward map showing the way to a travel agent, or home [Learning Outcome 4].
- Use temperature charts to choose a holiday destination and record reasons for choice [Learning Outcome 1].
- Use weather charts to identify hours of sunshine, temperature and rainfall [Learning Outcome 1].
- Carry out a survey to collect data from family and / or friends on holiday preferences using at least three categories of preference,
  e.g. home - abroad preference, hotel - self catering - camping preference, car - rail - air preference[Learning Outcome 3].
- Organise data collected and record appropriately,
  e.g. in a tally chart [Learning Outcome 3].
- Represent information appropriately in table form and as straight-forward bar chart [Learning Outcome 4].

Tutor Marking Guidance

- Extract information ***accurately*** from lists and tables recognising that title, labels etc provide information and that tables are arranged in rows and columns.
- ***Correctly*** read measurements in whole metres from a simple floor plan of a room.
- ***Correctly*** read dimensions in centimetres from simple diagrams or tables.
- Extract information ***accurately*** from simple bar charts and block graphs, recognising that titles and labels provide information.
- Make ***accurate*** numerical comparisons from bar charts and simple block graphs, recognising that the height of a bar represents the numerical value in that category.
- Sort a set of objects ***reliably*** using two criteria.
- Carry out a survey ***reliably*** to collect date.
- Organise data into appropriate categories and record data ***accurately.***
- Use appropriate methods to represent information ***correctly*** recognising the importance of labelling.
- Represent information ***reliably*** in everyday practical situations using each of the following methods appropriately.
  - Sequence a set of activities in tabular form.
  - Draw a simple map of a nearby location.
  - Sketch a simple room plan to show the location of the main features.

All criteria must be met in order to achieve the unit.

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NUMERACY ENTRY 3

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UNIT TITLE: Number and Fractions Entry 3 A/101/5400

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ003

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UNIT TITLE: Number and Fractions Entry 3 A/101/5400

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ003**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Recognise the written form of whole numbers up to 1000. **(N1/E3.1)** **(CI/E3.1)**	**1.1** Read whole numbers up to 1000 in digit form. **1.2** Read number names of whole numbers up to 1000. **1.3** Record whole numbers up to 1000 in digit form. **1.4** Record number names of whole numbers up to 1000.
2. Understand (and compare) the value of whole numbers up to 1000. **(N1/E3.1)**	**2.1** Arrange whole numbers up to 1000 in order of size. **2.2** Understand HTU place value e.g. in the number 399, the 3 represents three hundred.
3. Recognise number patterns involving whole numbers up to 1000. **(N1/E3.1, 3.5)**	**3.1** Count up to 100 in 2s, 5s, and 10s. **3.2** Count up to 1000 in 100s.
4. Approximate by rounding (to the nearest 10 or 100 for whole numbers up to 1000). **(N1/E3.7)**	**4.1** Round whole numbers up to 1000 to the nearest 10. **4.2** Round whole numbers up to 1000 to the nearest 100.
5. Use numbers up to1000. **(N1/E3.1)** **(UI/E3.1)** **(CI/E3.1)**	**5.1** Use numbers in at least two different everyday situations* .
6. Read, write and understand common fractions such as 3/4, 2/3, 1/10. **(N2/E3.1)** **(UI/E3.1)** **(CI/E3.1)**	**6.1** Identify (e.g. from diagrams) and record a unit fraction as one part of the whole when divided into equal parts, with the bottom number (denominator) indicating the number of equal parts, for common fractions such as 1/4, 1/2, 1/3, 1/10. **6.2** Identify (e.g. from diagrams) and record a non-unit fraction as several equal parts of a whole, the number of parts indicated by the top number (numerator), for common fractions such as 3/4, 2/3, 3/10. **6.3** Read and record common unit and non-unit fraction names e.g. thirds, quarters, tenths.
7. Recognise and use equivalent fraction forms such as 5/10=1/2, 5/5=1. **(N2/E3.2)**	**7.1** Identify equivalent fractions for common fractions such as halves, quarters, fifths, tenths. **7.2** Identify a fraction with the numerator and denominator the same as equivalent to a whole one.

The learner should be able to:	The learner has achieved this outcome because s/he can:
8. Use common fractions and equivalent fractions in everyday context. **(N2/E3.1, 3.2)** **(UI/E3.1)**	**8.1** Use common fractions in at least two practical situations e.g. time (3/4 hour), sales and special offers (1/3 off). **8.2** Identify equivalent relationships such as in the context of measures e.g. 50cm. Is half a metre, 500ml. Is half a litre, 500g is half a kilo.

UNIT TITLE: Number and Fractions Entry 3 A/101/5400

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In a community situation e.g. find address numbers.
In an economic setting e.g. counting votes in a local election.
In a domestic setting e.g. reading quantities of ingredients needed in a recipe.
In a leisure setting e.g. reading cricket scores.
In an education and training setting e.g. identifying room numbers in a large building.

UNIT TITLE: NUMBER & FRACTIONS ENTRY 3 A/101/5400 BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ003**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to understand and use numbers up to 1000, read, write and recognise common fractions and their equivalents in everyday contexts.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as written material.

TASK: BUYING A CAR

Task Components

- Prepare learners for activity by counting to 100 in tens and to 1000 in hundreds [Learning Outcome 3].
- Use chosen and / or given advertisement for cars up to £1000. Arrange cars in order starting with the cheapest [Learning Outcome 2].
- Round prices to the nearest £10 or £100 as appropriate [Learning Outcome 4].
- Choose a car and write a cheque for the full amount [Learning Outcome 1 and 5].
- Deduct £50 off the price of the car. Write the new amount to the nearest £100 [Learning Outcome 5].
- Draw a petrol gauge and mark on it the markings for empty, ¼, ½, ¾ and full [Learning Outcome 6].
- On a given diagram, the oil dipstick shows $^{1}/_{3}$ full, (you add oil to fill to $^{2}/_{3}$) and shade $^{2}/_{3}$ on the diagram. [Learning Outcome 8]
- Check your spare petrol container. It's empty. The garage sells in tenths of a litre. You buy $^{6}/_{10}$. What is this in fifths? Mark it on a given diagram [Learning Outcome 6 and 7].

Tutor Marking Guidance

- ***Accurately*** read whole numbers up to 1000 in digit form.
- ***Accurately*** read whole number names up to 1000 in digit form.
- Record ***correctly*** whole numbers up to 1000 in digit form.
- Record ***correctly*** number names of whole numbers up to 1000.
- Arrange ***in order*** of size, whole numbers up to 1000.
- Understand place value (HTU) and compare number sizes ***using appropriate vocabulary e.g. more than or less than*** e.g. 3 tens is less than 3 hundreds.
- ***Accurately*** recognise negative numbers on a weather map.
- Count ***reliably*** up to 100 in 2s, 5s, & 10s.
- Count ***reliably*** up to 1000 in 100's.
- ***Correctly*** round up whole numbers up to 1000 to the nearest 10.
- ***Correctly*** round up whole numbers up to 1000 to the nearest 100.
- Use numbers in at least two different everyday situations e.g. ***correctly*** writing a cheque using words & digits, using a discount to ***accurately*** record the new cost.
- ***Accurately*** identify and record a unit fraction when divided equally with common fractions.
- ***Reliably*** identify and record a non unit fraction as several parts of a whole e.g. ¾.
- ***Accurately*** read and record several parts of a whole e.g.¼.
- Identify equivalent fractions ***correctly*** for common fractions e.g. $^2/_4$ = ½.
- Identify ***correctly*** a fraction with numerator and denominator the same is equivalent to a whole one.
- Use common fractions in at least two practical situations.
- ***Correctly*** identify equivalent relationships in context. e.g. $^2/_4$ = ½.

All criteria must be met in order to achieve the unit.

UNIT TITLE: Decimals and Money Entry 3 F/101/5401

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ004

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UNIT TITLE: Decimals and Money Entry 3 F/101/5401

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ004**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Read, understand and compare written amounts of money in decimal notation up to £1000. **(N2/E3.3, 3.4, MSS1/E3.2)** **(UI/E3.1)** **(CI/E3.1, 3.2, 3.4, 3.5, 3.6)**	**1.1** Identify the decimal point as separating pounds and pence. **1.2** Change pence into decimal notation eg 105p = £1.05 or 76p = £0.76**.** **1.3** Read and record prices (pounds and pence) in words and in decimal notation correctly using zero as a place holder (eg. £1.05 is £1 and 5p, £0.35 is 35p). **1.4** Read a calculator display showing less than two numbers after the decimal point and record the answer appropriately e.g. in the context of money 2.5 is £2.50. **1.5** Order sums of money in decimal notation. **1.6** Round sums of money to the nearest £. **1.7** Read a calculator display showing more than two numbers after the decimal point and record the answer appropriately to the nearest penny (i.e. using only two decimal places) e.g. 1.33333=£1.33. **1.8** Check that answers are sensible by approximating (by rounding) e.g. £2.75 + £15.25 is approximately £3 + £15.
2. Calculate using money in decimal notation. **(N2/E3.4, MSS1/E3.1)** **(UI/E3.5)**	**2.1** Add (up to three) amounts of money in decimal notation (showing the working out). **2.2** Add (up to three) amounts of money in decimal notation using a calculator. **2.3** Subtract amounts of money in decimal notation (showing the working out). **2.4** Subtract amounts of money in decimal notation using a calculator.
3. Use money in decimal notation in everyday contexts. **(N2/E3.4, MSS1/E3.1, 3.2)** **(UI/E3.1)** **(CI/E3.4, 3.6)**	**3.1** Read and record prices in decimal notation in at least two practical situations *. **3.2** Compare prices in decimal notation in at least two practical situations *. **3.3** Calculate using money in £s and pence in at least two different practical situations *. **3.4** Check answers are sensible by estimation and/or context e.g. magazine should cost about £2, so £200 is too much.

UNIT TITLE: Decimals and Money Entry 3 F/101/5401

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In a community situation e.g. checking simple accounts for a coffee morning.
In an economic setting e.g. compare the cost of photocopying at 4p a sheet and £0.05 a sheet, compare hourly rates of pay and identify the highest.
In a domestic setting e.g. reading price labels, calculating change when shopping, compare prices and identifying cheapest.
In a leisure situation e.g. use a calculator to find the total cost of two cinema tickets costing £3.75 and 90 pence.
In an education and training setting e.g. knowing how to enter prices on a till in a training restaurant

UNIT TITLE: DECIMALS AND MONEY ENTRY 3 F/101/5401 BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ004**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to read, understand and compare money up to £1000 and calculate using money in decimal notation.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: SHOPPING FROM A CATALOGUE

Task Components

- Prepare students for activity by re-capping decimal notation, (pence into pounds, pounds into pence) including use of zero as a place holder [Learning Outcome 1].
- Choose a double page in catalogue and arrange prices, largest to smallest. Round these prices to the nearest pound [Learning Outcome 1].
- Choose three items you would buy. Add them up, show your working out. Check answer is sensible by rounding each item to the nearest pound and adding. Check on calculator and record appropriately (two decimal places) [Learning Outcome 2].
- Find the difference between the dearest and cheapest items. Check answer is sensible by rounding. Finally check on a calculator and record appropriately [Learning Outcome 2].
- Return to your total cost of your three chosen items. Postage and packing costs £1.95. What is the total cost now? [Learning Outcome 2].
- Complete a payment slip for £15.95 [Learning Outcome 3].

Tutor Marking Guidance

- ***Correctly*** identify the decimal point as separating pounds and pence.
- ***Accurately*** convert pence to pounds e.g. 105p = £1.05.
- ***Correctly*** read and record prices in words and decimal notation, using zero as a place holder, e.g. £1.05 is £1 and 5p. £0.35 is 35p.
- ***Accurately*** read a calculator display showing less than two numbers after the decimal point and record the answer appropriately, e.g. when using money 2.5 will be £2.50.
- Put sums of money in decimal notation ***in order***.
- Reliably round sums of money to the nearest £.
- Read a calculator display showing more than two decimal places & record appropriately by ***rounding*** correctly to the nearest penny e.g. 1.3333 will be £1.33, 1.6666 will be £1.67.
- Check answers are sensible by approximating by rounding ***correctly*** e.g. £2.75 +15.25 is approximately 3 + 15.
- ***Accurately*** add up to three amounts of money in decimal notation.
- ***Accurately*** add up to three amounts of money using a calculator.
- ***Accurately*** subtract amounts showing workings.
- ***Accurately*** subtract amounts using a calculator.
- ***Correctly*** read and record prices in decimal notation in practical situations.
- ***Reliably*** compare prices using appropriate vocabulary e.g. *dearer than, cheaper than**.***
- ***Correctly*** calculate using money in £s & pence in practical situations.
- Check answers are sensible by rounding/estimation and/or context, e.g. £2 for a magazine not £2.00.

All criteria must be met in order to achieve the unit

UNIT TITLE: Addition, Subtraction and Multiplication Entry 3 J/101/5402

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ005

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UNIT TITLE: Addition, Subtraction and Multiplication Entry 3 J/101/5402

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ005**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Understand how to add whole numbers of up to three digits to give totals up to 1000. **(N1/E3.2, 3.3)** **(UI/E3.5)**	**1.1** Recall addition facts to 20 **1.2** Add accurately (up to three) positive whole numbers with up to three digits to give totals up to 1000 (showing the working out). **1.3** Add accurately (up to three) positive whole numbers with up to three digits to give totals up to 1000 (using a calculator).
2. Understand how to carry out subtraction calculations involving whole numbers of up to three digits. **(N1/E3.2, 3.3)** **(UI/3.5)**	**2.1** Recall subtraction facts to 20. **2.2** Subtract accurately positive whole numbers with up to three digits (showing the working out). **2.3** Subtract accurately positive whole numbers with up to three digits, (using a calculator).
3. Use addition involving whole numbers with up to three digits to give totals up to 1000. **(N1/E3.9)** **(CI/E3.1, 3.5, 3.6)**	**3.1** Decide appropriately when to use addition in at least two different practical situations*. **3.2** Present results in context.
4. Use subtraction involving numbers of up to three digits. **(N1/E3.9)** **(CI/E3.1, 3.5, 3.6)**	**4.1** Decide appropriately when to use subtraction in at least two different practical situations*. **4.2** Present results in context.
5. Use a combination of addition and subtraction calculation. **(N1/E3.2, 3.9)** **(CI/E3.1, 3.5, 3.6)**	**5.1** Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations* **.** **5.2** Present results in context.
6. Understand how to multiply two digit whole numbers by a single digit. **(N1/E3.4, 3.5)** **(UI/E3.5)**	**6.1** Recall multiplication facts (i.e. tables) for 2, 3, 4, 5, 10. **6.2** Identify two digit and three digit multiples of 2, 5, 10, 50, 100. **6.3** Multiply two digit whole numbers by a single digit, showing the working out. **6.4** Multiply two digit whole numbers by a single digit using a calculator. **6.5** Use distributive law (concept not terminology) as a strategy for multiplication e.g. 5x34=(5x30)+(5x4). **6.6** Use different strategies for multiplication e.g. 2x26=(2x25)+(2x1). **6.7** Write down own multiplication calculations using symbols.

UNIT TITLE: Addition, Subtraction and Multiplication Entry 3 J/101/5402

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
7. Use multiplication of two digit whole numbers by a single digit in everyday context. **(N1/E3.9)** **(CI/E3.1, 3.6)**	**7.1** Identify the appropriate use of multiplication in different practical situations. **7.2** Select and use multiplication appropriately in at least two different practical situations e.g. total number of items in batches. **7.3** Present results in context.
8. Check answers as required. **(N1/E3.3, 3.8)** **(CI/E3.4)**	**8.1** Check answers appropriately using a different method.

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In a community situation e.g. to check the total number of people in three local residential care homes.
In an economic setting e.g. to find remaining distance to travel on a business trip between London and Newcastle (286 miles), after 127 miles have been travelled.
In a domestic setting e.g. finding the total numbers of CDs owned by four members of a family.
In a leisure situation e.g. calculating scores in a game of darts.
In an education and training setting e.g. finding the total number of vehicles serviced in three months in a motor vehicle workshop.

UNIT TITLE: ADDITION SUBTRACTION & MULTIPLICATION ENTRY 3
J/101/5402
BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ005**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to add, subtract and multiply with whole numbers up to three digits.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: TRAVEL

Task Components

TASK A

- Using a given list / table of distances with identified towns (including home town / village) appropriate to the geographical area and learners, to include two and three digit distances with total distance together to add up to 1000 miles.
- Add the total distances together to total up to 1000 [Learning Outcome 1,3].
- Subtract the shortest distance travelled from longest distance travelled from list using a calculator to check [Learning Outcome 2].
- Identifying the longest distance, how far have you travelled if you have 96 miles to go? [Learning Outcome 4].
- In response to set questions from the table / list, use combined addition and subtraction [Learning Outcome 5].
- Using the shortest journey on the table calculate the distance you would travel if you did the <u>return</u> journey from your home town / village to the nearest town every day for five days [Learning Outcome 6,7,8].
- Show other ways of finding the answer to the above calculation [Learning Outcome 6, 7, and 8].
- Use a calculator to check all results.

TASK B

- Say or write 2, 3, 4, 5 & 10 times tables [Learning Outcome 6].
- Arrange multiples of 50 in order using flash cards [Learning Outcome 6].

Tutor Marking Guidance

TASK A

- Add ***accurately*** totals up to 1000 showing workings.
- Add ***accurately*** totals up to 1000 using calculators.
- Subtract ***accurately*** from a whole number with three digits, showing the workings out.
- Subtract ***accurately*** from a whole number with three digits using a calculator.
- ***Reliably*** decide when to use addition in practical situations.
- Present results in context, e.g. working out total distances.
- ***Reliably*** decide appropriately when to use subtraction in at least two practical situations.
- Present results ***in context,*** e.g. working out distance left to travel.
- ***Reliably*** decide when to use addition and subtraction together in at least two practical situations.
- Present the results ***in context,*** e.g. total distances travelled in a week from the total distances in a month.
- ***Correctly*** identify the appropriate use of multiplication in different practical situations.
- ***Reliably*** select and use multiplication in different practical situations.
- Present results in context.
- Check answers ***appropriately*** using a different method.

TASK B

- ***Accurately*** recall multiplication facts i.e. tables for 2, 3, 4, 5, 10.
- ***Accurately*** identify two digits & three digits multiples of 2, 5, 10, 50, 100.
- ***Correctly*** multiply two digit whole numbers by a single digit showing the working out.
- ***Correctly*** multiply two digit whole numbers by a single digit using a calculator.
- Recognise that 5 x 34 is the same as (5 x 30) + (5 x 4) and ***reliably*** use this strategy.
- ***Reliably*** use different multiplication strategies.
- ***Accurately*** write down own multiplication calculations using symbols.

All criteria must be met in order to achieve the unit.

UNIT TITLE: Division Entry 3 L/101/5403

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ006

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UNIT TITLE: Division Entry 3 L/101/5403

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ006**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Understand how to divide two digit whole numbers by a single digit. **(N1/E3.6)** **(UI/E3.5)**	**1.1** Divide two digit whole numbers by single digits by repeated subtraction. **1.2** Divide two digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10. **1.3** Divide two digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using multiplication tables/number squares. **1.4** Divide two digit whole numbers by single digits using a calculator. **1.5** Identify that division is not commutative (concept not terminology) e.g. 8÷4 is not the same as 4÷8.
2. Check answers as required. **(N1/E3.8)** **(CI/E3.4)**	**2.1** Check answers using a different method appropriately.
3. Use division of two digit whole numbers by single digits in everyday context. **(N1/E3.9)** **(CI/E3.1, 3.5, 3.6)**	**3.1** Select and use division appropriately in at least two different practical situations e.g. number of cars needed to transport a group, number of glasses which can be **filled.** **3.2** Present results and interpret remainders in context e.g. four cars needed for 18 people with five people per car.

UNIT TITLE: DIVISION ENTRY 3 L/101/5403
BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ006**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to divide two digit whole numbers by a single digit and to interpret remainders in context.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: CATALOGUE PAYMENTS

Task Components

- Choose item from catalogue over £50, round to nearest £ if appropriate.
- If paid back at ten pounds per week, use subtraction to show how many weeks you will be paying for [Learning Outcome 1,2].
- Change the payments for the above article to £3, £4, and £5 to calculate how many weeks to pay for each amount. Check answers using multiplication (weeks times payment) [Learning Outcome 1,2].
- Use a multiplication table to calculate the number of weeks if payments are £6, £7, £8 and £9 per week. Put the remainder in context [Learning Outcome 3].
- Check this on a calculator using an appropriate method [Learning Outcome 2].

Tutor Marking Guidance

- ***Correctly*** divide two-digit whole numbers by single digits by repeated subtraction.
- Divide two-digit whole numbers by single digits by ***correctly*** identifying multiples of 2, 3, 4, 5 and 10.
- ***Correctly*** divide two-digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9.
- Divide two-digit whole numbers by single digits ***correctly*** using a calculator.
- ***Accurately*** identify that division is not commutative (concept not terminology) e.g. 8÷4 is not the same as 4÷8.
- ***Check*** answers are accurate ***using a different method appropriately.***
- ***Recognise*** when to select and use division appropriately in at least two practical situations e.g. number of cars needed to transport a group.
- ***Correctly*** present results and interpret remainders in context e.g. four cars needed for 18 people with five people per car.

All criteria must be met to achieve the unit.

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UNIT TITLE: Measures, Shape and Time Entry 3 R/101/5404

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ007

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UNIT TITLE: Measures, Shape and Time Entry 3 R/101/5404

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ007**

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
1. Read and interpret distance in everyday situations. **(MSS1/E3.4)** **(UI/E3.1)** **(CI/E3.2)**	**1.1** Identify the units for measuring longer distances (kilometres, miles). **1.2** Read and record distances on road signs. **1.3** Discuss the use of miles in UK and kilometres in other countries. **1.4** Estimate distance in miles when following and giving directions e.g. distance from home to shops or college, what is in walking distance.
2. Estimate, measure and compare length using appropriate units and instruments. **(MSS1/E3.5, 3.8)** **(UI/E3.1)** **(CI/E3.1, 3.2, 3.6**)	**2.1** Read and record lengths in decimal notation using metric measurements (including their abbreviations), recognising that the decimal point separates the metres from the centimetres. **2.2** Recognise that 100cm = 1m. **2.3** Recognise that 10mm = 1cm = 0.01m, 50cm = 0.5m (using zero as a place holder). **2.4** Order lengths in decimal notation (with up to 2 dpl). **2.5** Select appropriate units of length (metric or imperial) to measure in everyday situations, e.g. height of a door, length of a pencil, length of a football pitch. **2.6** Estimate lengths to a reasonable degree of accuracy in everyday situations, e.g. height of a door (to nearest whole metre), length of a pencil (to nearest whole centimetre), length of a football pitch (to nearest 10 metres). **2.7** Select appropriate instruments (e.g. metre rule) to measure items in practical situations. **2.8** Measure items using labelled and unlabelled divisions on measuring instruments (e.g. 17mm on a scale labelled in cm, 175cm on a scale labelled in metres) and record measurements in decimal notation.

UNIT TITLE: Measures, Shape and Time Entry 3 R/101/5404

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
3. Estimate, measure and compare weight using appropriate units and instruments. **(MSS1/E3.6, 3.8)** **(CI/E3.2)**	**3.1** Read and record weights in decimal notation using metric measurements (including their abbreviations), recognising that the decimal point separates kilograms from grams. **3.2** Recognise that 1000mg = 1kg. **3.3** Order weights in decimal notation (with up to 2 dpl). **3.4** Select appropriate units of weight (metric or imperial) for everyday items. **3.5** Match familiar items (e.g. a bag of crisps, a tin of beans, an adult person) to given weights (e.g. 30g, 415g, 70kg). **3.6** Estimate weight of everyday items to an appropriate degree of accuracy, e.g. parcels, foods. **3.7** Read a weighing scale to labelled and unlabelled divisions**.** **3.8** Compare estimated and actual weights.
4. Estimate, measure and compare capacity using appropriate units and instruments. **(MSS1/E3.7, 3.8)** **(CI/E3.2)** **(UI/E3.1)**	**4.1** Read and record capacity in decimal notation using metric measurements (including their abbreviations), recognising that the decimal point separates litres from millilitres. **4.2** Identify that 1000ml = 1 litre. **4.3** Select appropriate units of capacity, metric or imperial, for everyday items. **4.3** Match familiar items (e.g. a spoonful of medicine, a can of drink, a watering can) to given measures (e.g. 5ml, 330ml, 5 *l*). **4.4** Estimate the capacity of containers. **4.5** Measure the capacity of containers by filling them using containers of known capacity. **4.6** Measure the capacity of containers by reading labelled and unlabelled divisions on a measuring jug. **4.7** Compare estimated and actual capacities of containers.
5. Read, measure and compare temperature using common units and instruments. **(MSS1/E3.9)** **(UI/E3.1)** **(CI/E3.2)**	**5.1** Know how to read a thermometer, e.g. to take own temperature. **5.2** Understand that temperature can be measured on different scales, e.g. set the oven temperature for cooking.
6. Read and record time in five minute intervals using am and pm. **(MSS1/E3.3)** **(UI/E3.1)** **(CI/E3.1, 3.5, 3.6)**	**6.1** Tell the time in five minute intervals on analogue clocks. **6.2** Tell the time in five minute intervals on 12 hour digital clocks. **6.3** Tell the time in five minute intervals using am and pm. **6.4** Record the time in five minute intervals using am and pm.
7. Read, understand and record common date formats. **(MSS1/E3.3)** **(UI/E3.1)** **(CI/E3.1, 3.3)**	**7.1** Recognise day, month and year in common date formats. **7.2** Read the date from a calendar. **7.3** Record the date in common formats.
8. Use time in practical situations. **(MSS1/E3.3)**	**8.1** Use time and date in at least two different everyday situations*.

UNIT TITLE: Measures, Shape and Time Entry 3 R/101/5404

LEARNING OUTCOMES **The learner should be able to:**	ASSESSMENT CRITERIA **The learner has achieved this outcome because s/he can:**
9. Identify and use the properties of 2D and 3D shapes to solve practical problems using appropriate vocabulary. **(MSS2/E3.1)**	**9.1** Use appropriate vocabulary related to shape, e.g. side, length, angle, line of symmetry. **9.2** Identify right angles on everyday items. **9.3** Sort 2D and 3D items into those with and without right angles. **9.4** Find lines of symmetry of paper cut outs of regular shapes by folding. **9.5** Identify and sketch lines of symmetry in shapes and images. **9.6** Sort 2D shapes according to the number of sides, number of angles, number of equal sides, number of equal angles, number of lines of symmetry. **9.7** Identify which 2D shapes fit together without leaving gaps. **9.8** Investigate ways of stacking 3D shapes of the same size, e.g. cans on a shop shelf, items in packing cases or delivery vans.

*In a community situation, e.g. to understand opening hours of doctor's surgery, to arrange a hospital appointment.
In an economic setting, e.g. arrange a date and time for an interview.
In a domestic setting, e.g. to set an alarm clock.
In a leisure situation, e.g. understand programme times in cinema listings.
In an education and training setting, e.g. understand personal college timetable.

UNIT TITLE: MEASURES, SHAPE & TIME ENTRY 3 R/101/5404 BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ007**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark.

This unit aims to assess the ability to use measure, shape and time using appropriate units, equipment and vocabulary in context.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK A: PARCELS AND LETTERS

Prepare students for task by showing a variety of weights for postage.

Task Components

- Estimate weights of items,
  e.g. packet of crisps, person, parcel, tin of beans.
- Match weights with items,
  e.g. 30 grams = packet of crisps, 70 kg = a person, 415 grams = tin of beans [Learning Outcome 3].
- Estimate weight of parcels, weigh them, read and record weights to include decimals to two places [Learning Outcome 3].
- Compare estimate with actual weight [Learning Outcome 3].
- Put weights in order, lightest to heaviest [Learning Outcome 3].

TASK B: PARCELS AND LETTERS

Prepare students for task by measuring everyday items, e.g. table, piece of paper.

Task Components

- Record answers for length in metres or centimetres, centimetres or millimetres as appropriate,
  e.g. 6.2m = 620cm and 6.2cm = 62mm [Learning Outcome 2].
- Match lengths to appropriate units,
  e.g. football pitch in metres, stamp in mm, handspan in cm [Learning Outcome 2].
- Estimate lengths of letters / parcels from a selection [Learning Outcome 2].
- Choose appropriate instrument to measure letters / parcels and record in both mm and cm [Learning Outcome 2].
- Order the measurements smallest to biggest [Learning Outcome 2].
- Sort parcels into those with / without right angles [Learning Outcome 9].

- Sort those with / without lines of symmetry [Learning Outcome 9].
- Sort those 2D (letters) which tessellate [Learning Outcome 9].
- Complete a table to show the number of sides, angles, equal sides, equal angles, lines of symmetry and tessellation properties of parcels and letters [Learning Outcome 9].
- Investigate ways of stacking 3D shapes (parcels) [Learning Outcome 9].
- Calculate the date and day a parcel would arrive in Madrid in Spain if delivery is five days [Learning Outcome 7].
- Discuss and record the units of measurement used for longer distances, *e.g. distance to Madrid* [Learning Outcome 1].
- Estimate distances in miles when following and giving directions [Learning Outcome 1].

TASK C: CAPACITY

Prepare for capacity activity by matching millilitres and litres to everyday items.

Task Components

- Record capacity for everyday items using appropriate units. Recognise that 1 litre = 1000 millilitres [Learning Outcome 4].
- Estimate the capacity of various items [Learning Outcome 4].
- Compare and record actual capacity with estimated capacity [Learning Outcome 4].

TASK D: TIME

Task Components

- Record the time now on an analogue and digital clock using am / pm to the nearest five minutes [Learning Outcome 6].
- Record time at five minute intervals for fifteen minutes total.
- Set analogue and digital clocks for given times am and pm.
- From digital clock and calendar, read and record day and date and add year in common date format.
- Record the next Sundays opening hours for two local shops / supermarkets, giving actual date and times of Sunday opening for a particular Sunday.
- Record the time in another forty five minutes [Learning Outcome 6].

Tutor Marking Guidance

TASK A

- ***Correctly*** read and record weights in decimal notation using metric measurement (including their abbreviations) recognising that the decimal point separates kilograms from grams.
- ***Recognise*** that 1000g = 1 kg.
- ***Order*** weights in decimal notation (up to two decimal places).
- ***Reliably*** select appropriate units of weight (metric or imperial) for everyday items.
- ***Correctly*** match familiar items (e.g. a bag of crisps, a tin of beans, an adult person) to given weights (e.g. 30g, 415g, 70kg).
- ***Reliably*** estimate weight of everyday items to an appropriate degree of accuracy.
- Read a weighing scale to labelled and unlabelled divisions ***correctly.***
- ***Accurately*** compare estimated and actual weights.

TASK B

- ***Correctly*** identify the units for measuring longer distances (kilometres, miles).
- ***Accurately*** read and record distances on road signs.
- ***Reliably*** discuss the use of miles in the UK and kilometres in other countries.
- ***Reliably*** estimate distance in miles when following and giving directions e.g. distance from home to shops or college, deciding what is within walking distance.
- ***Accurately*** read and record lengths in decimal notation using metric measurements (including their abbreviations) recognising that the decimal point separates the metres from the centimetres.
- ***Recognise*** that 100cm = 1m.
- ***Recognise*** that 10mm = 1cm = 0.01m, 50cm=0.5m (using zero as a place holder).
- ***Order*** lengths in decimal notation (with up to two decimal places).
- ***Correctly*** select appropriate units of length (metric or imperial) to measure in everyday situations, e.g. height of a door, length of a pencil, length of a football pitch.
- ***Reliably*** estimate lengths to a reasonable degree of accuracy in everyday situations, e.g. height of a door (to nearest whole metre), length of a pencil (to nearest whole centimetre), length of a football pitch to the nearest 10 metres.
- ***Correctly*** select appropriate instruments (e.g. metre rule) to measure items in practical situations.
- ***Reliably*** measure items using labelled and unlabelled divisions on measuring instruments (e.g. 17mm on a scale labelled in cm, 175cm on a scale labelled in metres).
- ***Use appropriate vocabulary related to shape eg side, length, angle, line of symmetry.***
- ***Correctly identify right angles in everyday situations.***
- ***Correctly sort 2D and 3D items into those with and without right angles.***
- ***Correctly find lines of symmetry of paper cut outs of regular shapes by folding.***
- ***Reliably identify and sketch lines of symmetry in shapes and images.***
- ***Correctly sort 2D shapes according to the number of sides, number of angles, number of equal sides, number of equal angles, number of lines of symmetry.***
- ***Correctly identify which 2D shapes fit together without leaving gaps.***
- ***Reliably*** investigate ways of stacking 3D shapes of the same size, e.g. cans on a shop shelf, items in packing cases, or delivery vans.

TASK C

- ***Correctly*** read and record capacity in decimal notation using metric measurements (including their abbreviations) recognising that the decimal point separates the litres from millilitres.
- ***Identify*** that 1000ml = 1 litre.
- ***Correctly*** select appropriate units of capacity, metric or imperial, for everyday items.
- ***Reliably*** estimate the capacity of containers.
- ***Correctly*** measure the capacity of containers by filling them using containers of known capacity.
- ***Reliably*** measure the capacity of containers by reading labelled and unlabelled divisions on a measuring jug.
- ***Accurately*** compare estimated and actual capacities of containers.

TASK D

- ***Correctly*** tell the time in five minute intervals on analogue clocks.
- ***Correctly*** tell the time in five minute intervals using am and pm.
- ***Accurately*** tell the time in five minute intervals on 12 hour digital clocks.
- Record the time in five minute intervals using am and pm.
- ***Reliably*** calculate duration of time using digital clocks to the nearest five minutes.
- ***Reliably*** calculate duration of time using analogue clocks to the nearest five minutes.
- ***Recognise*** day, month and year in common date formats.
- ***Correctly*** read the date from a calendar.
- ***Correctly*** record date in common formats.
- ***Reliably*** use time and date in at least two different everyday situations to understand opening hours.

All criteria must be met in order to achieve the unit.

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UNIT TITLE: Data Handling Entry 3 Y/101/5405

LEVEL: Entry 3
10 HOUR CREDIT VALUE: 3
UNIT CODE: HD4EQQ008

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UNIT TITLE: Data Handling Entry 3 Y/101/5405

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ008**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	**The learner has achieved this outcome because s/he can:**
1. Extract and interpret information from lists, tables, diagrams, charts and simple maps. **(HD1/E3.1)** **(UI/E3.3, 3.1)**	**1.1** Extract and interpret information from tables and straightforward charts (e.g. holiday brochures, charts in magazines) understanding that title, labels, key etc provide information. **1.2** Follow directions on simple local maps. **1.3** Interpret simple diagrams, e.g. room plans.
2. Make numerical comparisons from bar charts and pictograms. **(HD1/E3.1, 3.2)** **(UI/E3.1, 3.3)** **(CI/E3.1)**	**2.1** Identify categories on a bar chart or pictogram. **2.2** Identify the scale on a bar chart and use it to read the frequencies of categories by the length of the bars. **2.3** Identify the scale on a pictogram to find the frequency of a category, recognising that each icon represents the same number of items. **2.4** Make comparisons between categories on bar charts and pictograms with appropriate scales.
3. Make observations and record numerical information using a tally. **(HD1/E3.3)** **(UI/E3.4, 3.5)**	**3.1** Identify sensible categories for different collections of data, e.g. number of people in a household, month of birthday, favourite football team or pop group, traffic survey. **3.2 Collect data relevant to work, training or leisure interests in a tally chart.** **3.3** Translate the tally chart into a frequency table by totalling the tallies.
4. Organise and represent information in different ways so that it makes sense to others. **(HD1/E3.4)** **(CI/E3.3, 3.6)**	**4.1** Display data collected relevant to work, training or leisure interests in a suitable table, bar chart or pictogram, with appropriate labelling, e.g. title, axes, scale, key. **4.2** Display given data sets in different ways appropriately, e.g. table, bar chart, pictogram, spreadsheet.

UNIT TITLE: DATA HANDLING ENTRY 3 Y/101/5405
BENCHMARK ASSESSMENT

LEVEL: **Entry 3**
10 HOUR CREDIT VALUE: **3**
UNIT CODE: **HD4EQQ008**

Introduction

This Benchmark Assessment is a tool to support standardisation and to exemplify the standards to be achieved in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the ability to gather information and record it in an appropriate way.

The task below could be an observed activity or series of activities, set questions or a computer activity. Evidence for the task must include a range from naturally occurring and / or practical as well as set written material.

TASK: TELEVISION VIEWING

Task Components

- From a TV Guide, extract information on two types of programmes for one day (eg soap, news, documentaries) from a minimum of three channels, including programme start and finish time.
- Collect data on television advertising by product type (food, cars, leisure) during peak viewing time on one channel in one evening.
- Represent collected data on TV advertising in a bar chart.
- Represent collected data on the two types of programmes in a suitable form, including tables, charts or diagrams.
- Make comparisons and observations on the frequency and duration of the different types of programmes and advertisements.

Tutor Marking Guidance

- Information is presented ***accurately*** with correct programme type classification and accurate start and finish times.
- Categories of TV advertisement ***are defined prior*** to collection of data.
- The data is collected using a tally.
- The tally marks are ***accurately*** counted up to give a frequency.
- The data is presented to an ***agreed level of accuracy*** on a bar chart.
- Programme information is organised and represented in a suitable form to include ***at least one bar chart and a pictogram.***
- The diagram and charts are ***suitably labelled.***
- The numerical comparisons and observations are ***accurate*** and ***relevant***.

All criteria must be met in order to achieve the unit.

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EXTERNAL ASSESSMENT

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EXTERNAL ASSESSMENT CENTRE - ENTRY 1

In addition to achieving the assessment requirements for the Entry 1 units of the qualification, learners must undertake External Assessment at Entry 1.

External Assessment at Entry 1 consists of three tasks. Each task may be taken either separately or on the same occasion. All three tasks must be achieved in order to meet the External Assessment achievement requirements for Entry 1.

The External Assessments are set by NOCN and taken in supervised conditions. The External Assessment will be marked internally and moderated externally.

The overall aim is to ensure that national standards are met by all learners within a consistent, fair and valid framework for assessment.

The external assessments have been developed to provide learners with recognisable, practical situations in which an understanding of the basic concepts of numeracy is required.

Emphasis is placed on giving learners the opportunity to apply their skills and understanding that have been developed through the achievement of the Entry Level units.

Tutors/internal assessors are encouraged to provide learners with appropriate real-life examples of the equipment and articles that are diagramatically represented in the External Assessment papers. Several of the assessment tasks identify equipment that must be provided for the learner(s) to carry out the task.

It is essential that external assessments are accessible to all learners, therefore if necessary tutors may read the written text to learners.

Presentation

The assessed work will be referenced to the mark scheme, and will include tutor assessment comments as appropriate.

Calculations should be at an appropriate level for Entry 1, as specified in the assessment criteria.

Achievement Criteria

Each externally set task specifies the minimum achievement required, and the learner must evidence this minimum achievement in all tasks. The externally set tasks cover learning outcomes and assessment criteria from the units together with the overarching sections of the National Standards. Each task specifies the learning outcomes and standards that it covers.

EXTERNAL ASSESSMENT - ENTRY 2

In addition to achieving the assessment requirements for the entry 2 units of the qualification, learners must undertake External Assessment at Entry 2.

External Assessment at Entry 2 consists of three tasks. Each task may be taken either separately or on the same occasion. All three tasks must be achieved in order to meet the External Assessment achievement requirements for Entry 2.

The external assessments are set by NOCN and taken in supervised conditions. The External Assessment will be marked internally and moderated externally.

The overall aim is to ensure that national standards are met by all learners within a consistent, fair and valid framework for assessment.

The External Assessments have been developed to provide learners with recognisable, practical situations in which an understanding of the basic concepts of numeracy is required.

Emphasis is placed on giving learners the opportunity to apply their skills and understanding that have been developed through the achievement of the Entry Level units.

Tutors/internal assessors are encouraged to provide learners with appropriate real-life examples of the equipment and articles that are diagramatically represented in the External Assessment papers. Several of the assessment tasks identify equipment that must be provided for the learner(s) to carry out the task.

It is essential that external assessments are accessible to all learners, therefore if necessary tutors may read the written text to learners.

Presentation

The assessed work will be referenced to the mark scheme, and will include tutor assessment comments as appropriate.

Calculations should be at an appropriate level for Entry 2, as specified in the assessment criteria. Calculations will be expected to be accurate and presentation legible.

Achievement Criteria

Each externally set task specifies the minimum achievement required, and the learner must evidence this minimum achievement in all tasks. The externally set tasks cover learning outcomes and assessment criteria from the units together with the overarching sections of the National Standards. Each task specifies the learning outcomes and standards that it covers.

EXTERNAL ASSESSMENT - ENTRY 3

In addition to achieving the assessment requirements for the Entry 3 units of the qualification, learners must undertake External Assessment at Entry 3.

External Assessment at Entry 3 consists of three tasks. Each task may be taken either separately or at the same time. All three tasks must be achieved in order to meet the External Assessment achievement requirements for Entry 3.

The External Assessments are set by NOCN and taken in supervised conditions. The External Assessment will be marked internally and moderated externally.

The overall aim is to ensure that national standards are met by all learners within a consistent, fair and valid framework for assessment.

The External Assessments have been developed to provide learners with recognisable, practical situations in which an understanding of the basic concepts of numeracy is required.

Emphasis is placed on giving learners the opportunity to apply their skills and understanding that have been developed through the achievement of the Entry Level units.

Tutors/internal assessors are encouraged to provide learners with appropriate real-life examples of the equipment and articles that are diagramatically represented in the External Assessment papers. Several of the assessment tasks identify equipment that must be provided for the learner(s) to carry out the task.

It is essential that external assessments are accessible to all learners, therefore if necessary tutors may read the written text to learners.

Presentation

The assessed work will be referenced to the mark scheme, and will include tutor comments as appropriate.

Calculations should be at an appropriate level for Entry 3, as specified in the assessment criteria. Calculations will be expected to be accurate and presentation legible.

Achievement Criteria

Each externally set task specifies the minimum achievement required, and the learner must evidence this minimum achievement in all tasks. The externally set tasks cover learning outcomes and assessment criteria from the units together with the overarching sections of the National Standards. Each task specifies the learning outcomes and standards that it covers.

EXTERNAL ASSESSMENT

REGULATIONS FOR THE CONDUCT AND SECURITY OF EXTERNAL ASSESSMENT

Security of External Assessment

1. External assessment task sheets **must** be retained in a secure location.

2. External assessment task sheets **must** be given to the learner at the beginning of the designated assessment period.

3. Completed external assessment task sheets **must** be collected in at the end of the designated assessment period, marked and retained by the centre.

4. At no point should the completed external tasks be removed from the centre.

5. Completed tasks must not be returned to the learner or placed in the learner's portfolio.

6. Learners may receive feedback on the external assessments and at this point of feedback be shown their assessed tasks.

7. Tasks, other than those 'designated for retention purposes', must be securely destroyed once they are no longer required for external moderation purposes.

Conduct of External Assessment

1. Learners may enter for each external assessment task at different times.

2. It is the assessor's responsibility to ensure that the external task at the appropriate sub-level of Entry Level is taken by the learner.

3. The external assessment tasks are undertaken within the learner's normal learning environment, which must be supervised.

4. The external assessment tasks are not time limited, although it is recognised that timetabling constraints will apply.

5. The External Tasks have to be achieved in order to meet the requirement for the achievement of the qualification.

6. All work submitted will be clearly labelled and referenced.

7. All work submitted will be subject to centre internal moderation and external moderation by the OCN.

8. The learner can have access to external assessment when he/she is deemed ready to undertake assessment at the appropriate sub-level.

9. The Learner Assessment Record (form LAR) **must** be completed for each incidence of external assessment. This record sheet is available in the Assessment Pack for this qualification and must show the outcome of assessment for each assessed component.

10. All assessed tasks must be available for external moderation.

11. If a learner does not achieve the task, s/he may retake the task provided a three week period has lapsed from the previous attempt.

12. For learners who have achieved all the requirements for the qualification, the outcomes of the three external assessment tasks must be forwarded (on Form LAR) to the OCN within two weeks of external moderation of the qualification results.

13. Unit credit achievement results should be notified to the OCN through the standard OCN recommendation for the Award of Credit processes.

14. The external assessments may only be used to assess achievement for the qualification. They are not to be used as diagnostic assessment or teaching tools.