



## Ascentis Entry Level 2 Award in Mathematical Skills Ascentis Entry Level 2 Extended Award in Mathematical Skills

- Whole Numbers (Entry 2)
- Addition of Whole Numbers (Entry 2)
- Subtraction of Whole Numbers (Entry 2)
- Multiplication of Whole Numbers (Entry 2)
- Developing and Applying Fraction Skills (Entry 2)
- Understanding and Using Money (Entry 2)
- Understanding Time (Entry 2)
- Understanding Measure: Length (Entry 2)
- Understanding Measure: Weight, Capacity and Temperature (Entry 2)
- Understanding Shape and Space (Entry 2)
- Data Handling: Extracting and Sorting Data (Entry 2)
- Data Handling: Collecting and Representing Data (Entry 2)

## Ascentis Entry Level 2 Certificate in Mathematical Skills

### Specification

**Ofqual Number** (See page 4 of the specification)

Ofqual Start Date	01/01/2014
Ofqual Review Date	31/07/2020
Ofqual Certification Review Date	31/07/2021

## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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## TABLE OF CONTENTS

### MATHEMATICAL SKILLS

Introduction	4
Aims	4
Target Group	4
Ofqual Qualification Number	4
Rationale for Rules of Combination	5
Rules of Combination	5
Recommended Prior Knowledge, Attainment and / or Experience	8
Recommended Guided Learning Hours	8
Total Qualification Time	9
Age Range of Qualification	9
Opportunities for Progression	9
Mapping / Relationship to National Occupational Standards	9
Centre Recognition	9
Qualification Approval	9
Registration	9
Status in England, Wales and Northern Ireland	10
Reasonable Adjustments and Special Considerations	10
Enquiries and Appeals Procedure	10

### ASSESSMENT ARRANGEMENTS

Assessment	11
Ascentis Designed Assessments	11

### VERIFICATION ARRANGEMENTS

Internal Verification	12
External Verification	12
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	12

### UNIT SPECIFICATIONS

Whole Numbers	13
Addition of Whole Numbers	14
Subtraction of Whole Numbers	15
Multiplication of Whole Numbers	16
Developing and Applying Fraction Skills	17
Understanding and Using Money	18
Understanding Time	19
Measure: Length	20
Understanding Measure: Weight, Capacity and Temperature	21
Understanding Shape and Space	22
Data Handling: Extracting and Sorting Data	23
Data Handling: Collecting and Representing Data	24
Appendix 1: Summary Record of Achievement	25

## ASCENTIS ENTRY LEVEL AWARDS IN MATHEMATICAL SKILLS (ENTRY 2)

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### Introduction

The Ascentis Entry Level Awards in Mathematical Skills (Entry 2) and the Entry Level Certificate in Mathematical Skills (Entry 2) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 2. They are intended to aid progression to further study through Mathematics Functional Skills qualifications. The Ascentis Entry Level Awards in Mathematical Skills (Entry 2) are a range of small qualifications which have been designed to 'bridge the gap' in learners' mathematical knowledge thus focussing on developing confidence and ability.

There are several features of these qualifications that make them very appropriate for their target learners

- Wide range of single unit Awards – 12 in total
- Relatively short qualifications of 10 – 20 guided learning hours – bite sized learning
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessed by completion of Ascentis designed assessment – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

### Aims

The aims of this suite of qualifications are to enable learners

- 1 To gain underpinning mathematical skills
- 2 To bridge the gap in their mathematical knowledge
- 3 To prepare for the completion of the Functional Skills in Mathematics at Entry 2
- 4 To progress onto the Ascentis Entry 3 Awards in Mathematical Skills
- 5 To develop the skills required to move into the world of work or work-based learning

### Target Group

These qualifications are aimed at a range of learners, including:

- Adults who wish to develop and demonstrate their skills in Mathematics
- Young people aged 14 – 19 who wish to develop and demonstrate their skills in some aspects of Mathematics.

### Ofqual Qualification Numbers

Ascentis Entry Level 2 Award in Mathematical Skills – Whole Numbers	601/2213/4
Ascentis Entry Level 2 Award in Mathematical Skills – Addition of Whole Numbers	601/2195/6
Ascentis Entry Level 2 Award in Mathematical Skills – Subtraction of Whole Numbers	601/2202/X
Ascentis Entry Level 2 Award in Mathematical Skills – Multiplication of Whole Numbers	601/2201/8
Ascentis Entry Level 2 Award in Mathematical Skills – Developing and Applying Fraction Skills	601/2200/6
Ascentis Entry Level 2 Award in Mathematical Skills – Understanding and Using Money	601/2204/3
Ascentis Entry Level 2 Award in Mathematical Skills – Understanding Time	601/2211/0
Ascentis Entry Level 2 Award in Mathematical Skills – Understanding Measure: Length	601/2205/5
Ascentis Entry Level 2 Award in Mathematical Skills – Understanding Measure: Weight, Capacity and Temperature	601/2206/7
Ascentis Entry Level 2 Award in Mathematical Skills – Understanding Shape and Space	601/2210/9
Ascentis Entry Level 2 Award in Mathematical Skills – Data Handling: Extracting and Sorting Data	601/2199/3
Ascentis Entry Level 2 Award in Mathematical Skills – Data Handling: Collecting and Representing Data	601/2198/1
Ascentis Entry Level 2 Award in Mathematical Skills	601/3844/0
Ascentis Entry Level 2 Extended Award in Mathematical Skills	601/3830/0
Ascentis Entry Level 2 Certificate in Mathematical Skills	601/2145/2

## Rationale for the Rules of Combination

Learners must complete one unit for each Award at Entry 2. These are single unit qualifications and certification is given for achieving a pass in the Ascentis designed assessment.

Learners who achieve a minimum of 13 credits using any combination of the Entry 2 Awards may wish to claim an Entry Level Certificate in Mathematical Skills (Entry 2).

## Rules of Combination

### Ascentis Entry Level Award in Mathematical Skills – Whole Numbers (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E2	2	20	L/505/7224

### Ascentis Entry Level Award in Mathematical Skills – Addition of Whole Numbers (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Addition of Whole Numbers	E2	1	10	J/505/6024

### Ascentis Entry Level Award in Mathematical Skills - Subtraction Whole Numbers (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Subtraction of Whole Numbers	E2	1	10	H/505/6032

### Ascentis Entry Level Award in Mathematical Skills – Multiplication of Whole Numbers (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Multiplication of Whole Numbers	E2	1	10	K/505/6016

### Ascentis Entry Level Award in Mathematical Skills – Developing and Applying Fraction Skills (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Developing and Applying Fraction Skills	E2	1	10	T/505/6021

### Ascentis Entry Level Award in Mathematical Skills – Understanding and Using Money (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Understanding and Using Money	E2	2	20	A/505/6022

### Ascentis Entry Level Award in Mathematical Skills – Understanding Time (Entry 2)

Title	Level	Credit Value	GLH	Unit ref
Understanding Time	E2	1	10	F/505/6023

**Ascentis Entry Level Award in Mathematical Skills – Understanding Measure: Length (Entry 2)**

Title	Level	Credit Value	GLH	Unit ref
Understanding Measure: Length	E2	1	10	K/505/6033

**Ascentis Entry Level Award in Mathematical Skills – Understanding Measure: Weight, Capacity and Temperature (Entry 2)**

Title	Level	Credit Value	GLH	Unit ref
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034

**Ascentis Entry Level Award in Mathematical Skills – Understanding Shape and Space (Entry 2)**

Title	Level	Credit Value	GLH	Unit ref
Understanding Shape and Space	E2	1	10	K/505/6064

**Ascentis Entry Level Award in Mathematical Skills – Data Handling: Extracting and Sorting Data (Entry 2)**

Title	Level	Credit Value	GLH	Unit ref
Data Handling: Extracting and Sorting Data	E2	2	20	M/505/6065

**Ascentis Entry Level Award in Mathematical Skills – Data Handling: Collecting and Representing Data (Entry 2)**

Title	Level	Credit Value	GLH	Unit ref
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

### Ascentis Entry Level Award in Mathematical Skills (Entry 2)

Minimum credits: 3  
Minimum credits: 5

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E2	2	20	L/505/7224
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	K/505/6016
Developing and Applying Fraction Skills	E2	1	10	T/505/6021
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	F/505/6023
Measure: Length	E2	1	10	K/505/6033
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	K/505/6064
Data Handling: Extracting and Sorting Data	E2	2	20	M/505/6065
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

Credits from equivalent Units:  
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

### Ascentis Entry Level Extended Award in Mathematical Skills (Entry 2)

Minimum credits: 6  
Minimum credits: 12

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E2	2	20	L/505/7224
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	K/505/6016
Developing and Applying Fraction Skills	E2	1	10	T/505/6021
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	F/505/6023
Measure: Length	E2	1	10	K/505/6033
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	K/505/6064
Data Handling: Extracting and Sorting Data	E2	2	20	M/505/6065
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

Credits from equivalent Units:  
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

## Ascentis Entry Level Certificate in Mathematical Skills (Entry 2)

Credits: 13

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E2	2	20	L/505/7224
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	K/505/6016
Developing and Applying Fraction Skills	E2	1	10	T/505/6021
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	F/505/6023
Measure: Length	E2	1	10	K/505/6033
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	K/505/6064
Data Handling: Extracting and Sorting Data	E2	2	20	M/505/6065
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

### Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence a level of mathematical skill to at least Entry Level 1 prior to starting to study these qualifications.

### Recommended Guided Learning Hours

The recommended guided learning hours are –

- Entry Level 2 Award in Mathematical Skills – Whole Numbers is 20
- Entry Level 2 Award in Mathematical Skills – Addition of Whole Numbers is 10
- Entry Level 2 Award in Mathematical Skills – Subtraction of Whole Numbers is 10
- Entry Level 2 Award in Mathematical Skills – Multiplication of Whole Numbers is 10
- Entry Level 2 Award in Mathematical Skills – Developing and Applying Fraction Skills is 10
- Entry Level 2 Award in Mathematical Skills – Understanding and Using Money is 20
- Entry Level 2 Award in Mathematical Skills – Understanding Time is 10
- Entry Level 2 Award in Mathematical Skills – Understanding Measure: Length is 10
- Entry Level 2 Award in Mathematical Skills – Understanding Measure: Weight, Capacity and Temperature is 20
- Entry Level 2 Award in Mathematical Skills – Understanding Shape and Space is 10
- Entry Level 2 Award in Mathematical Skills – Data Handling: Extracting and Sorting Data is 20
- Entry Level 2 Award in Mathematical Skills – Data Handling: Collecting and Representing Data is 20
- Entry Level 2 Award in Mathematical Skills is 30
- Entry Level 2 Extended Award in Mathematical Skills is 60
- Entry Level 2 Certificate in Mathematical Skills is 130



## Total Qualification Time

The total qualification time is –

Entry Level 2 Award in Mathematical Skills – Whole Numbers is 20  
Entry Level 2 Award in Mathematical Skills – Addition of Whole Numbers is 10  
Entry Level 2 Award in Mathematical Skills – Subtraction of Whole Numbers is 10  
Entry Level 2 Award in Mathematical Skills – Multiplication of Whole Numbers is 10  
Entry Level 2 Award in Mathematical Skills – Developing and Applying Fraction Skills is 10  
Entry Level 2 Award in Mathematical Skills – Understanding and Using Money is 20  
Entry Level 2 Award in Mathematical Skills – Understanding Time is 10  
Entry Level 2 Award in Mathematical Skills – Understanding Measure: Length is 10  
Entry Level 2 Award in Mathematical Skills – Understanding Measure: Weight, Capacity and Temperature is 20  
Entry Level 2 Award in Mathematical Skills – Understanding Shape and Space is 10  
Entry Level 2 Award in Mathematical Skills – Data Handling: Extracting and Sorting Data is 20  
Entry Level 2 Award in Mathematical Skills – Data Handling: Collecting and Representing Data is 20  
Entry Level 2 Award in Mathematical Skills is 30  
Entry Level 2 Extended Award in Mathematical Skills is 60  
Entry Level 2 Certificate in Mathematical Skills is 130

## Age Range of Qualification

These qualifications are suitable for young people aged 14 – 19 and adult learners.

## Opportunities for Progression

These qualifications offer

- The opportunity to move towards Mathematics Functional Skills at Entry 2 or Entry 3 or Mathematics Awards at Entry 3
- Evidence of achievement for learners moving into the world of work or work-based learning

## Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Adult Numeracy Core Curriculum. This can be viewed at: <http://www.excellencegateway.org.uk/sflcurriculum>

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date.

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. All assessment papers may be enlarged, if required, with the exception of the **Understanding Measure: Length** assessment paper. If enlargement of this paper is required, please contact the Ascentis office prior to the assessment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## ASSESSMENT ARRANGEMENTS

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### Assessment

Each unit is assessed through an assessment to be taken under supervised conditions. Guide times are provided for each assessment. The assessment is then internally assessed and verified by the centre and then externally verified by Ascentis.

The assessment assesses directly the mathematical skills within the unit and may contain questions that require the learner to apply the skills they have learnt to simple practical situations.

The learner will evidence achievement of all the Assessment Criteria for each unit by completing the Ascentis-designed assessment for that unit. Once a learner has all the evidence for an Award or the Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made. The work should be kept in the centre under secure conditions.

### Ascentis Designed Assessments

Each Entry 2 Award is assessed through an Ascentis designed assessment. This must be conducted in centres under supervised conditions. Learners may re-sit the assessment three times.

These assessments are available to download in the secure examinations section of Ascentis' on-line portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions. Three sets of live assessments will be made available.

## VERIFICATION ARRANGEMENTS

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### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk)

### External Verification

In order to support the roll-on, roll-off nature of this provision, which is likely to be offered over short time scales, Ascentis will offer a flexible approach to External Verification. This will include verification by post.

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

### Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of Mathematics and Numeracy in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

## UNIT SPECIFICATIONS

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### Whole Numbers

#### Credit Value of Unit 2

#### GLH of Unit 20

#### Level of Unit E2

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#### Introduction

This unit will give learners an opportunity to recognise numbers up to 100.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
N1/E2.1, N1/E2.2, N1/E2.6

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to count reliably up to 20 items	1.1 Count up to 20 items 1.2 Count in twos up to 100 1.3 Count in tens up to 100 1.4 Count on in tens up to 100, starting from any two-digit number
2 Be able to read numbers up to 100	2.1 Read the numbers 0 to 100
3 Be able to write numbers up to 100	3.1 Write numbers 0 to 100
4 Be able to order and compare numbers up to 100	4.1 Arrange digits in order of size from 0 to 100 4.2 Identify when a number is lower or higher than another, using numbers up to 100 4.3 Compare the numbers 0 to 100 as being more than or less than another 4.4 Identify what each digit in a two-digit number represents, including the use of zero as a place holder
5 Be able to approximate by rounding to the nearest 10	5.1 Identify place values for units and tens 5.2 Round numbers to the nearest 10

## UNIT SPECIFICATIONS

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### Addition of Whole Numbers

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to add two digit whole numbers. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to add two-digit whole numbers	1.1	Add together whole numbers with two digits
2	Be able to recall addition facts to 10	2.1	Align numbers for column addition
		2.2	Identify different strategies to help with mental addition
3	Be able to use and interpret + and = in solving problems	3.1	Write or copy the + and = signs
		3.2	Identify words that mean addition
		3.3	Work out given problems using + and =
4	Be able to use a calculator to check calculations using whole numbers	4.1	Enter a two digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

## UNIT SPECIFICATIONS

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### Subtraction of Whole Numbers

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to subtract two digit whole numbers. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to subtract two-digit whole numbers	1.1	Subtract whole numbers with two digits
2	Be able to recall subtraction facts to 10	2.1	Identify that subtraction is the inverse of addition
		2.2	Identify different strategies to help with mental subtraction
3	Be able to use and interpret – and = in solving problems	3.1	Write or copy the - and = signs
		3.2	Identify words that mean subtraction
		3.3	Work out given problems using - and =
4	Be able to use a calculator to check calculation using whole numbers	4.1	Enter a two digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

## UNIT SPECIFICATIONS

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### Multiplication of Whole Numbers

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to multiply single digit whole numbers and check answers. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
N1/E2.5, N1/E2.7, N1/E2.8

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to multiply using single-digit whole numbers	1.1 Identify that multiplication is the same as repeated addition, e.g. $3 \times 5 = 5 + 5 + 5$
	1.2 State that multiplication is commutative, e.g. $2 \times 4 = 4 \times 2$
	1.3 Halve and double quantities
	1.4 Multiply single-digit whole numbers
2 Be able to use and interpret x and = in solving problems	2.1 Write or copy the x and = signs
	2.2 Identify words that mean multiplication
	2.3 Work out given problems using x and =
3 Be able to use a calculator to check calculations using whole numbers	3.1 Enter a two digit number into a calculator in the correct order
	3.2 Key in numbers and operators in the correct order
	3.3 Use a calculator to check answers in given calculations



## UNIT SPECIFICATIONS

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### Developing and Applying Fraction Skills

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to read, write and understand halves and quarters. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
N2/E2.1, N2/E2.2

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to read and write halves and quarters of quantities	1.1	Read the numbers and symbols for half and quarter
		1.2	Write or copy the numbers and symbols for half and quarter
2	Be able to compare halves and quarters of quantities	2.1	State the number of halves it takes to make one whole
		2.2	State the number of quarters it takes to make one whole
		2.3	State that two quarters and one half are equivalent
		2.4	Compare halves and quarters of amounts of given quantities
3	Be able to find halves and quarters of shapes	3.1	Find halves of shapes
		3.2	Find quarters of shapes
4	Be able to find halves and quarters of small numbers of items	4.1	Work out halves of given amounts
		4.2	Work out quarters of given amounts

## UNIT SPECIFICATIONS

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### Understanding and Using Money

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to add, subtract and use money. This unit assumes that the learner has prior skills in addition and subtraction at Entry 2. These skills may have been gained through the achievement of the Ascentis Addition Skills and the Subtraction Skills units at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills of addition and subtraction through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
MSS1/E2.1, MSS1/E2.2

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to make up amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	1.1	Add together coins to make amounts of money up to £1
2	Be able to calculate the cost of more than one item in pence	2.1	Apply the same strategies used with numbers to practical situations using money
		2.2	Calculate the cost in pence of more than one item
3	Be able to calculate the change from a transaction in pence	3.1	Calculate the change from different transactions in pence
4	Be able to calculate the cost of more than one item in whole pounds	4.1	Calculate the cost in whole pounds of more than one item
5	Be able to calculate the change from a transaction in whole pounds	5.1	Calculate the change from different transactions in whole pounds

## UNIT SPECIFICATIONS

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### Understanding Time

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to read time and read and record dates.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
MSS1/E2.3, MSS1/E2.4

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will be able to	The learner can
1 Be able to read and record time in common date formats	1.1 State the months of the year in words
	1.2 State the months of the year in abbreviated forms
	1.3 Match the month of the year to its numerical position
	1.4 Read dates in different formats
	1.5 Write dates in different formats
2 Be able to read time displayed on analogue clocks	2.1 Read time displayed on different analogue clock faces in hours
	2.2 Read time displayed on different analogue clock faces in half hours
	2.3 Read time displayed on different analogue clock faces in quarter hours
3 Be able to read time displayed on 12-hour digital clocks	3.1 Read time displayed on 12-hour digital clocks in hours
	3.2 Read time displayed on 12-hour digital clocks in half hours
	3.3 Read time displayed on 12-hour digital clocks in quarter hours

## UNIT SPECIFICATIONS

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### Measure: Length

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to estimate, measure and compare length. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
MSS1/E2.5, MSS1/E2.9

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will be able to	The learner can
1 Be able to read length using common standard and non-standard units	1.1 Recognise that 1m = 100cm
	1.2 Read m and cm divisions on simple scales
	1.3 Record measurements using metre and centimetre in full and abbreviated to m and cm
2 Be able to estimate length using common standard and non-standard units	2.1 Estimate the lengths of familiar items using common standard units
	2.2 Estimate the lengths of familiar items using non-standard units
3 Be able to measure and compare lengths using common standard and non-standard units	3.1 Measure lengths with reasonable accuracy in common standard units
	3.2 Compare lengths in common standard and non-standard units

## UNIT SPECIFICATIONS

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### Understanding Measure: Weight, Capacity and Temperature

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to estimate, measure and compare weight, capacity and temperature. This unit assumes that the learner has prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
MSS1/E2.6, MSS1/E2.7, MSS1/E2.8, MSS1/E2.9

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to read weights using common standard units	1.1	Read kilogram divisions on simple scales
		1.2	Record measurements using kilogram in full and abbreviated to kilo and kg
2	Be able to estimate weights using common standard units.	2.1	Estimate the weights of familiar items using common standard units
3	Be able to compare weights using common standard units	3.1	Compare the weights of familiar items in common standard units
4	Be able to read capacities using common standard and non-standard units	4.1	Read litre divisions on simple scales
		4.2	Record measurements using litre in full and abbreviated to l
5	Be able to estimate capacities using common standard and non-standard units	5.1	Estimate the capacities of familiar items using common standard units
		5.2	Estimate the capacities of familiar items using non-standard units
6	Be able to compare capacities using common standard and non-standard units	6.1	Compare the capacities of familiar items in common standard and non-standard units
7	Be able to read and compare positive temperatures in an everyday situation	7.1	Identify the units used for measuring temperature
		7.2	Write the units used for measuring temperature
		7.3	Compare temperatures in an everyday situation

# UNIT SPECIFICATIONS

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## Understanding Shape and Space

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E2**

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### Introduction

This unit will give learners an opportunity to recognise common 2D and 3D shapes and use positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
MSS2/E2.1, MSS2/E2.2, MSS2/E2.3

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to recognise and name 2D and 3D shapes	1.1	Identify common 2D shapes in a range of orientations and sizes
		1.2	Identify common 3D shapes in a range of orientations and sizes
2	Be able to describe the properties of common 2D and 3D shapes	2.1	Describe the properties of common 2D shapes, e.g. number of sides and corners
		2.2	Describe the properties of common 3D shapes, e.g. shape of faces and the number of faces, edges and corners
3	Be able to use positional vocabulary	3.1	Write words which describe position, e.g. above, below, behind, etc.
		3.2	Give directions using positional vocabulary, e.g. on the left, on the right, etc.

## UNIT SPECIFICATIONS

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### Data Handling: Extracting and Sorting Data

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to extract information from lists, tables, diagrams and block graphs and sort objects using two criteria.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
HD1/E2.1, HD1/E2.2, HD1/E2.3

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to extract information from lists and tables	1.1	Extract information from lists, e.g. sports league tables, price lists, etc.
		1.2	Extract information from tables, e.g. catalogues, brochures, etc.
2	Be able to extract information from simple diagrams and block graphs	2.1	Extract information from simple diagrams, e.g. room plan, etc.
		2.2	Extract information from block graphs, e.g. hours of sunshine, rainfall and temperature, etc.
3	Be able to make numerical comparisons from block graphs	3.1	Select numerical information from block graphs, e.g. temperatures at holiday destinations, etc.
		3.2	Compare numerical information obtained from block graphs
4	Be able to sort and classify objects using two criteria	4.1	Sort given objects using two criteria, e.g. books by subject and author, clothes by size and person i.e. men/women/children, etc.

## UNIT SPECIFICATIONS

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### Data Handling: Collecting and Representing Data

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E2**

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#### Introduction

This unit will give learners an opportunity to collect and represent information.

This unit maps to the Adult Numeracy Core Curriculum in the following areas  
HD1/E2.4, HD1/E2.5

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to collect simple numerical information	1.1	Collect simple numerical information, e.g. preferred day of the week for a meeting
		1.2	Record simple numerical information
2	Be able to represent information	2.1	Construct a simple table of information, e.g. a simple timetable
		2.2	Construct a simple diagram, e.g. a simple room plan showing the location of the main features
		2.3	Construct a simple bar chart, e.g. to show the results for the preferred day of the week for a meeting



## Summary Record of Achievement

## Entry Level Award/Extended Award/Certificate in Mathematical Skills (Entry 2)

Learner Name \_\_\_\_\_

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Whole Numbers	Entry 2	2			
Addition of Whole Numbers	Entry 2	1			
Subtraction of Whole Numbers	Entry 2	1			
Multiplication of Whole Numbers	Entry 2	1			
Developing and Applying Fraction Skills	Entry 2	1			
Understanding and Using Money	Entry 2	2			
Understanding Time	Entry 2	1			
Measure: Length	Entry 2	1			
Understanding Measure: Weight, Capacity and Temperature	Entry 2	2			
Understanding Shape and Space	Entry 2	1			
Data Handling: Extracting and Sorting Data	Entry 2	2			
Data Handling: Collecting and Representing Data	Entry 2	2			

Minimum Credit Value of Qualification \_\_\_\_\_

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_