Ascentis Entry 2 Extended Award in Mathematical Skills

Ascentis Entry 2 Certificate in Mathematical Skills

Specification

Operational Start Date	15/09/2026
Operational End Date	31/07/2027
Certification End Date	31/07/2028

ABOUT ASCENTIS

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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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www.ascentis.co.uk

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ASCENTIS ENTRY 2 EXTENDED AWARD AND CERTIFICATE IN MATHEMATICAL SKILLS

Introduction

The Ascentis Entry 2 Extended Award and Certificate in Mathematical 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. The units 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

- 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 these qualifications are to enable learners:

1 To gain underpinning mathematical skills
2 To bridge the gap in their mathematical knowledge
3 To progress onto further qualifications
4 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.

Regulation Codes

Ascentis Entry 2 Extended Award in Mathematical Skills: 610/6407/5
Ascentis Entry 2 Certificate in Mathematical Skills: 610/6406/3

Rationale for the Rules of Combination

Learners can achieve the Extended Award by achieving at least 6 credits and a maximum of 12 credits.

Learners must achieve a minimum of 13 credits to achieve the Certificate.

Rules of Combination

Ascentis Entry 2 Extended Award in Mathematical Skills				
				Minimum credits: 6 Maximum credits: 12
Title	Level	Credit Value	GLH	Unit Reference
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 2 Certificate in Mathematical Skills				
				Credits: 13
Title	Level	Credit Value	GLH	Unit Reference
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.				

Unit certification is available

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.

Guided Learning Hours (GLH)

The recommended guided learning hours are –

- Entry 2 Extended Award in Mathematical Skills is 60.
- Entry 2 Certificate in Mathematical Skills is 130.

Total Qualification Time (TQT)

The total qualification time is –

- Entry 2 Extended Award in Mathematical Skills is 60.
- Entry 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:

- Evidence of achievement for learners moving into the world of work or work-based learning.
- Precursory achievement to establish progression onto further Mathematics qualifications such as Essential Skills qualifications or GCSEs.

Mapping/Relationship to National Occupational Standards

This qualification is mapped to the Adult Numeracy Core Curriculum (Basic Skills Agency 2001)

Centre Recognition

These qualifications 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.

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.

Once approved, Ascentis will deliver subject specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

These qualifications are only available in Northern Ireland. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

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 learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website 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 CCEA *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT ARRANGEMENTS

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 unit is assessed through an Ascentis designed assessment. This must be conducted in centres under supervised conditions.

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 per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to re-sit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

Conduct of Assessments

The assessor may read out the instructions on the front page of the assessment paper to the candidate and may read out the instructions and questions within the paper, which could include rephrasing of the questions if necessary.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

VERIFICATION ARRANGEMENTS

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website 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 centre's 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 Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence and talking to learners; and by 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 qualifications 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 qualifications 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 the Ascentis website

Whole Numbers

Credit Value of Unit 2 | **GLH of Unit 20** | **Level of Unit E2**

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 The learner will be able to	Assessment Criteria 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

Addition of Whole Numbers

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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

Subtraction of Whole Numbers

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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

Multiplication of Whole Numbers

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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 x 5 = 5 + 5 + 5
	1.2 State that multiplication is commutative, e.g. 2 x 4 = 4 x 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

Developing and Applying Fraction Skills

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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

Understanding and Using Money

Credit Value of Unit 2 | **GLH of Unit 20** | **Level of Unit E2**

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 The learner will be able to		**Assessment Criteria** 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

Understanding Time

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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.

Learning Outcomes The learner will be able to	Assessment Criteria 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

Measure: Length

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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.

Learning Outcomes The learner will be able to	**Assessment Criteria** 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

Understanding Measure: Weight, Capacity and Temperature

Credit Value of Unit 2 | **GLH of Unit 20** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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

Understanding Shape and Space

Credit Value of Unit 1 | **GLH of Unit 10** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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.

Data Handling: Extracting and Sorting Data

Credit Value of Unit 2 | **GLH of Unit 20** | **Level of Unit E2**

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 The learner will be able to	**Assessment Criteria** 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.

Data Handling: Collecting and Representing Data

Credit Value of Unit 2	GLH of Unit 20	Level of Unit E2

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 The learner will be able to	Assessment Criteria 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
Ascentis Entry 2 Extended Award/Certificate in Mathematical Skills

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 _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____