

**Entry level Certificate in Adult Numeracy – 03393
Using Common Measures, Shape and Space and Data**

Unit 2

Clarification

- 1 Money** – learners must identify coins/notes and not make amounts of money. This is best done as a practical task observed by the tutor rather than through the use of a worksheet, e.g. the learner selected correct coins to get a drink from a vending machine.
- 2 Time** – am and pm should be used to clarify times/parts of day, or recorded as ‘evening’, ‘morning’, ‘midday’, ‘midnight’, etc. It is recommended that tutors suggest the events to the learners as some learners choose events that all happened in the morning (e.g. got up, cleaned my teeth, ate breakfast) rather than at different times of the day.
- 3 Measurement** – should be a description **and** comparison of measurements and size of two everyday objects. The intention here is for learners to experience useful practical work. Learners should describe and compare the measurements and size of everyday objects rather than use worksheets e.g. the pen is light, the book is heavy, the book is heavier than the pen.
- 4 Shape and space** – object should be identified as well as shape named. The intention here is for learners to be able to recognise shapes, so everyday objects should be used e.g. the poster is a rectangle; the box of chocolates is a cuboid.
- 5 Sort and Classify**- should have a numerical outcome. Learners should be encouraged to give a numerical outcome e.g. there were 6 pound coins in the pile of money **or** there were three paperbacks on the shelf.

Unit 4

Clarification

- 1 Money** – already clear what evidence is required. Make sure change has been calculated.
- 2 Time** – three different times used for analogue and a different three times for digital (6 in total). Digital must be 12 hour. The times may be sequential e.g. 9:00, 9:15, 9:30 or random times on the hour, quarter past or half past. It is a more grown up activity for learners to set the time on a clock or watch rather draw hands on clock faces, though this is acceptable.

- 3 **Measurement and temperature** – The evidence must show that the learner has a good grasp of the units being used. If the difference between estimate and actual is way out i.e. the estimate is over twice the actual measurement, it is not acceptable. Metric measurements should be used except when asked for non-standard units of measurement, could use egg cups; finger lengths etc. Comparisons must be made and correctly calculated and labeled.
- 4 **Shape and space** – object should be identified, then named and correct vocabulary used to describe it. 3D shapes have faces, edges, corners. 2D shapes have sides and corners/angles. Properties of shapes described as 'not having any sides' which would be incorrect for a cylinder which has one curved face and two flat circular faces. It is better to focus on the properties which a shape has rather than those which it doesn't have.
- 5 **Sort and Classify** – the outcome is the result of combining the two sort criteria and should be numerical. An appropriate task could be to give learners a pile of photographic images, both black and white and coloured with images of animals, people, buildings etc. The task would be for them to fit black and white photographs of people on the display board. In this case the first criterion is black and white images and the second criterion is images of people. An appropriate outcome would be "I fitted 5 black and white photographs of people on the display board". The outcome should be numerical and should refer to the two chosen criteria. It should also be clear that at least 10 items have been sorted.

Unit 6

Clarification

- 1 **Money** – Estimated cost – means the actual cost of each item rounded to the nearest £; 50p or 10p. The actual total cost must be used to calculate the change. b) the total cost **must** be between £10 and £20.
- 2 **Time** – the same month must **not** be used. Selected dates should be marked on two different **types** of calendar not just different years. Either submit a copy of the actual calendars used or a witness statement should be provided by the assessor stating the types of calendars used e.g. wall chart, diary.

Three different times should be used for analogue and a different set of three times for the 12 hour digital clock that is six different times in total. The times recorded should not be on consecutive 5 minute intervals but ideally be spread around the day. For example: 8.25, 2.55, and 11.35.

It is a more grown up activity for the tutor to set the time on a clock or watch and ask the learner to read this. The times read should be recorded in the box on the evidence sheet.

- 3 Distance and Measurement** – The evidence is to show that the learner has a good grasp of the units being used. If the difference between estimate and actual is over twice the actual measurement, it is not acceptable. Metric measurements should be used except when asked for non-standard units of measurement. Comparisons must be made, correctly calculated and labeled. Non-standard units should be realistic.
- 4 Shape and space** – A statement of the actual shapes used for the 2D and 3D activity and/or a digital photograph of the outcome is needed to clarify outcome. To state that "I was pleased with the results" isn't really a suitable description of an outcome at this level.
- 5 Collating and presenting data** – The bar chart must be labeled and a title which describes the survey used. Observation of values should be numerical. Statements of (more/less) are not acceptable at this level.