PART OF nocn GROUP

QUALIFICATION SPECIFICATION

Suite of Entry Level Awards in Mathematics Skills Qualifications

NOCN Entry Level Award in Mathematics Skills (Entry 1)

Qualification No: 603/5675/3

NOCN Entry Level Award in Mathematics Skills (Entry 2)

Qualification No: 603/5676/5

NOCN Entry Level Award in Mathematics Skills (Entry 3)

Qualification No: 603/5678/9

Operational Start Date

1st May 2020

Version

1.1 – February 2021

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

INTRODUCTION

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

ABOUT NOCN GROUP

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

ABOUT THE QUALIFICATIONS

This document is a resource for NOCN centres who wish to offer the NOCN Entry Level Award in Mathematics Skills at Entry 1, Entry 2 or Entry 3 and provides guidance to support delivery of the qualification.

These qualifications are relevant to organisations working with learners who need to improve their Mathematics skills in preparation for further study in Mathematics such as Functional Skills or to support learners' Mathematics skills to help them to progress to other vocational or academic qualifications.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

TABLE OF CONTENTS

1. Overview of Qualifications

NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3)

These qualifications are vocationally based and as such, offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in Mathematics.

These qualifications will enable learners to build confidence and provide a foundation for further study towards a GCSE in Mathematics, a Functional Skill in Mathematics, a move into employment or as a stepping stone to higher level study. Learners will gain knowledge of communicating, reading and writing.

These qualifications support government priorities to improve the standard of Mathematics and English. Completion of the NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3) does not mean that the learner has reached full competence across the Mathematics curriculum at the level achieved, but it does show that the learner has made significant progress in improving competence in specific areas and recognises the first steps of the journey that the learner needs to make in order to progress to further study in Mathematics or into employment.

These qualifications are for learners aged **14** years and over and will provide learners with an opportunity to:

- build their confidence and develop their skills in using mathematics
- achieve a standalone qualification that offers a route to further learning and gives recognition for progress in mathematics skills
- work in detail on identified areas of mathematics that need further development and to prepare the learner to progress on to other relevant qualifications such as the NOCN Entry Level Award in Mathematics Skills at Entry 2 and/or Entry 3, Functional Skills qualifications or, eventually, GCSE in Mathematics
- gain the knowledge and skills required to prepare for further learning and employment and to make progress in their function at home, work and in the community.

These qualifications link to the Adult Numeracy Core Curriculum and Functional Skills in Mathematics and are underpinned by the national standards for Adult Numeracy.

These qualifications allow the development of learners' skills, so they have the underpinning knowledge to progress onto Functional Skills qualifications.

1.1 Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications. Learners will range from those with emerging skills in communication, reading and writing to those who are starting to apply their developing knowledge and skills to everyday situations.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

These qualifications are available to learners aged **14** years or over**.**

1.2 Progression Routes

- gain employment in a variety of roles, feeling more confident with Mathematics
- progress onto the relevant level of Functional Skills Qualification
- progress onto an apprenticeship.

2. Qualification Details

2.1 Qualification Structures

NOCN Entry Level Award in Mathematics Skills (Entry 1)

The NOCN **Entry Level Award in Mathematics Skills (Entry 1)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning to Improve Performance in Mathematics	E1	1	Mandatory	T/618/0400
Addition	E1	2	Optional	A/618/0401
Handling Data	E1	2	Optional	F/618/0402
Number	E1	1	Optional	J/618/0403
Subtraction	E1	2	Optional	L/618/0404
Understanding Measures	E1	2	Optional	R/618/0405
Understanding Shape and Space	E1	2	Optional	Y/618/0406

Using Mathematics in Everyday Contexts	E1	2	Optional	D/618/0407
Using Money and Time	E1	3	Optional	H/618/0408

NOCN Entry Level Award in Mathematics Skills (Entry 2)

The NOCN **Entry Level Award in Mathematics Skills (Entry 2)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning to Improve Performance in Mathematics	E2	1	Mandatory	K/618/0409
Addition	E2	2	Optional	D/618/0410
Fractions	E2	3	Optional	H/618/0411
Handling Data	E2	3	Optional	K/618/0412
Money	E2	1	Optional	M/618/0413
Multiplication	E2	2	Optional	T/618/0414
Number	E2	2	Optional	A/618/0415
Subtraction	E2	2	Optional	F/618/0416
Time and Temperature	E2	2	Optional	J/618/0417
Understanding Measures: Capacity	E2	1	Optional	L/618/0418
Understanding Measures: Length	E2	1	Optional	R/618/0419
Understanding Measures: Weight	E2	1	Optional	T/618/0445
Understanding Shape and Space	E2	2	Optional	J/618/0420
Division	E2	2	Optional	L/618/0421
Understanding Decimals	E2	2	Optional	R/618/0422

NOCN Entry Level Award in Mathematics Skills (Entry 3)

The NOCN **Entry Level Award in Mathematics Skills (Entry 3)** is a **6** credit qualification with a Total Qualification Time (TQT) of 60, including 60 Guided Learning Hours (GLH).

Learners **must** achieve the 1 credit from the mandatory component and 5 credits from the optional components below:

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Planning to Improve Performance in Mathematics	E3	1	Mandatory	Y/618/0423
Applying Fraction Skills	E3	2	Optional	D/618/0424
Applying Number, Addition and Subtraction Skills	E3	2	Optional	K/618/0426
Handling Data	E3	3	Optional	M/618/0430
Measure: Distance and Length	E3	2	Optional	T/618/0431
Measure: Weight and Capacity	E3	2	Optional	F/618/0433
Money: Adding and Subtracting	E3	1	Optional	Y/618/0437
Multiplication and Division of Whole Numbers	E3	3	Optional	Y/618/0440
Time, Position and Direction	E3	2	Optional	H/618/0442
Understanding the Properties of Regular Shapes	E3	2	Optional	K/618/0443
Understanding Decimals	E3	2	Optional	M/618/0444

2.2 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training

- Other Learning Hours (OLH):
    - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
        - preparatory work
        - self-study
        - or any other form of education or training, including assessment.

Examples of GLH activities include:

- classroom-based learning supervised by a teacher
- work-based learning supervised by a teacher
- live webinar or telephone tutorial with a teach in real time
- e-learning supervised by a teacher in real time
- all forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- exam time.

Examples of OLH activities include:

- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3 Assessment and Evidence

These qualifications are **externally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a variety of job roles.

Assessment activities must be robust in that they are:

Valid Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.

Sufficient Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.

Reliable Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

Authentic Evidence presented must be the learner's own work.

These qualifications are graded at Pass/Fail.

2.4 Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** within the Centres, NOCN Centres, Processes and Documents Section on www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

2.6 Recognised Prior Learning

No Recognising Prior Learning is required for these qualifications.

2.7 Assessment and Evidence for the components

Components will be assessed by:

- **summative assessment task (NOCN Assignment)**

Assessment materials are only available to centres approved to deliver the qualification.

Summative assessment materials can be accessed within **MyNOCN**.
Components can also be assessed by:

- **portfolio tasks**

Centres can use the following assessment methods:

- case studies
- oral question and answer
- role play/simulation
- practical demonstration
- written question and answer
- participation in group discussions
- text sorting, annotating activities
- internally set written tasks.

This is not an exhaustive list, assessments can be tailored to meet the needs of the individual.

Evidence can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Centre Information

3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1 Tutor/Assessor Requirements

Tutors should:

- be competent and confident in the subject being taught
- have a detailed understanding of the Qualification Specification and assessment requirements, in order to fully and effectively support the learners

- hold or should be working towards a teaching qualification (NOCN recommendation), although there is no regulatory requirement to have this
- hold or should be working towards an appropriate subject specialist qualification. NOCN recommends that this should be at or above the level that the Tutor is teaching.

Assessors should:

• be technically competent, have experience of carrying out assessment activities and hold, or be working towards a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.2 Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- be able meet the quality assurance requirements for the specific qualification, and therefore should be confident in the subject area.
- have a detailed understanding of the Qualification Specification and assessment requirements, in order to fully support the learners and the Assurer and to be compliant with NOCN requirements.
- hold or should be working towards an Internal Quality Assurer qualification (NOCN recommendation), although there is no regulatory requirement to have this
- ideally hold or should be working towards a teaching qualification to support the role requirements, although there is no regulatory requirement to have this
- ensure that their Continuous Professional Development record evidences recent and ongoing upskilling in Functional Skills. Ideally this should show a minimum of two years' experience in Skills for Life or Key Skills or Functional Skills delivery.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.3 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.4 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.

- verify the Award of Credit using the Recommendation for the Award of Credit form (RAC).

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2 Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these qualifications**,** please contact: business-enquiries@nocn.org.uk.

Use Horizon to add these qualifications to your centre.

New Centres

If you are interested in offering these qualifications**,** but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

4. Component Information

These qualifications consist of 1 **mandatory** component and several optional components.
To achieve these qualifications a learner **must** provide evidence of learning and achievement against **6 credits.** However, a number of assessment criteria can be taught and assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

The NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3) are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3) provide a flexible way for learners to make progress in improving competence in specific areas of Mathematics and as such, the components offer the opportunity for learners to achieve a balance of practical skill and knowledge.
Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

To achieve a qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

For each of the components in the qualifications this qualification specification provides the scope of learning to be covered to ensure coverage of the skills required by the component. There is also the following assessment information:

- method of assessment
- examples of evidence
- evidence requirements
- Learner Evidence Record for each component
- Feedback Sheet.

Learner Evidence Record forms and a Feedback sheet are provided as optional forms in the Appendices for gathering learner evidence against the individual assessment criteria.

Centres can customise these forms or use their own paperwork provided they can ensure that the work is ordered and portfolio references provided as required.
Full details of the components and assessment requirements for each of the components are detailed in Appendices 4 to 6 - Components and Assessment Guidance, which immediately follows (appears at the end of this Qualification Specification).

In addition, please see:

Appendix 1 – Resource Suggestions
Appendix 2 – Assessment Documentation
Appendix 3 – Feedback Sheet
Appendix 4 – Components and Assessment Guidance - Entry 1
Appendix 5 – Components and Assessment Guidance - Entry 2
Appendix 6 – Components and Assessment Guidance - Entry 3

Appendix 1 - Resource Suggestions

- selection of commonly read/seen mathematical problems in everyday texts such as newspapers, magazines, signage in shops advertising promotional deals; menus; books; extracts from webpages; leaflets etc.
- visual number line.
- interactive learning resources.
- physical resources of real/plastic money, clocks, rulers and calculators, thermometers, scales.
- selection of mathematical templates e.g. shapes and their properties, how to measure accurately, multiplication tables.

Further guidance for planning a suitable learning programme can be found at http://www.excellencegateway.org.uk.

Resources for teachers uploaded by teachers can be found at http://www.skillsworkshop.org

Note: *this is not an exhaustive list.*

Appendix 2 - Assessment Documentation

Learner Evidence Record Component Title:

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 3 – Feedback Sheet for XXXX – Entry Level X

Assessor comments:	
Learner comments:	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 4 – Components and Assessment Guidance (Entry 1)

NOCN Entry Level Award in Mathematics Skills (Entry 1)

Appendix 4 Contents

1. Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

- who the qualifications are for
- what the qualifications cover
- progression
- qualification structure
- centre requirements
- centre approval
- centre staffing
- learner entry requirements
- support materials
- recording documents
- summary of assessment methods.

2. Assessment and Evidence

The NOCN Entry Level Award in Mathematics Skills (Entry 1) is a flexible way for learners to make progress in improving competence in specific areas of Mathematics and as such, the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in Mathematics Skills (Entry 1) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in Mathematics Skills (Entry 1) is a **6-credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning to Improve Performance in Mathematics, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of Mathematics including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 1, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1 Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of evidence. The

level of support that an assessor gives to a learner should be appropriate to the level of the qualification, therefore at Entry 1 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2 Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3 Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise these forms to suit the context. Alternatively, centres can use their own paperwork, provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

- case studies
- oral question and answer
- role play/simulation
- practical demonstration
- written question and answer
- participation in group discussions
- number sorting, annotating activities
- internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

- a front cover which gives the learner and centre details and information relating to the assessors involved in the process
- an authenticity statement
- a copy of the component which is being evidenced
- learner's signature
- assessor's signature
- feedback from the assessor
- relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

- assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
- tutors/assessors receive on-going advice and support, for example in designing assessment activities
- learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
- learners' work is presented in a manner that enables effective internal quality assurance to take place
- learners' assessed work presented as evidence for the award of credit is authentic
- learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
- evidence of learner achievement is clearly mapped to the assessment criteria
- recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

- an identified individual responsible for co-ordinating the Internal Quality Assurance process
- a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
- an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
- pre verification of assessment tasks
- clear and documented roles and responsibilities for all those involved
- a forum for discussion of borderline cases and good practice in assessment
- sampling of assessment tasks and assessed work
- standardisation of assessed work
- full and clear records and action plans
- process and procedure for dealing with cases of suspected or actual malpractice
- process and procedure for dealing with Appeals
- regular evaluation of the process.

A centre may have one or more Internal Quality Assurers, according to the size and variety of its provision. All must have experience relevant to the area(s) for which they have responsibility. They should also have or be working towards an Internal Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Components for NOCN Entry Level Award in Mathematics Skills (Entry 1)
See the following pages.

4. Assessment Documentation

Appendix 4a	Learner Evidence Record Component – Entry 1 (complete one per component)
Appendix 4b	Feedback Sheet

Appendix 4

Components for NOCN Entry Level Award in Mathematics Skills (Entry 1)

E1.1 Planning to Improve Performance in Mathematics

Component Title:	**Planning to Improve Performance in Mathematics**
Component Level:	**Entry 1**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**T/618/0400**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to recognise his/her strengths in mathematics.	1.1. Recognise, from given material, three of his/her strengths in mathematics.
2. Be able to recognise areas for self-improvement in mathematics.	2.1. Choose, from given material, one priority area for self-improvement in mathematics.
3. Be able to identify a personal target for improvement in mathematics.	3.1. Recognise, from given material, one target which will help to improve his/her performance in mathematics. 3.2. Communicate the target and how it might be achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in mathematics with another person; discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on.

In addition, they should be able to suggest how to achieve the target and a likely timescale for achievement.

It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context in which they are actively involved in the target setting and review process. Learners might:

- complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to a tutor about how they felt they did (this feedback could be verbal)
- complete an internal, centre set assessment, such as part of a practice functional skills Entry 1 paper
- take part in an action planning discussion with a member of centre staff in which the member of staff records the outcomes on an individual learning plan
- use a written or pictorial method of recording targets, such as an action planning booklet, logbook, timeline etc.

Evidence requirements

Competence should be demonstrated on one occasion for each learning outcome.

Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E1.2 Addition

Component Title:	**Addition**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**A/618/0401**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for addition. (SC10) (SC4)	1.1. Identify words used for addition. 1.2. Identify symbols used for addition. 1.3. Match sums in words to number sentences.
2. Be able to add single digit numbers up to 20. (SC2) (SC3) (SC4)	2.1. Add objects to total up to 20. 2.2. Add single digit numbers to total up to 20. 2.3. Make addition sentences with numbers and symbols to total up to 20. 2.4. Use a calculator to add single digit numbers to total up to 20.
3. Know that answers for addition are correct. (SC3)	3.1 Use a calculator to check answers are correct for additions that total up to 20.
4. Be able to identify equivalent additions. (SC3)	4.1 Match equivalent additions that total up to 20.
5. Be able to use addition in practical situations. (SC3)	5.1 Use addition in practical situations where the answer totals up to 20.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify words and symbols used for addition and to match sums in words to digits.

In addition, they should be able to add different objects together to make up to 20, demonstrate, using a calculator, how to add single digit numbers and check answers to addition questions. They should demonstrate how to use addition in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match symbols with words i.e. + with add
- identify symbols using a verbal or non-verbal response
- say different words and symbols they use for addition.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in an addition sum up to 20
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to work out addition sums, identifying the numbers and symbols, using both verbal and non-verbal responses.

To demonstrate competence for learning outcome 3, learners might:

- use a calculator to check answers of a variety of sums that add up to 20.

To demonstrate competence for learning outcome 4, learners might:

- find all the pairs of numbers with totals to 20, using coins or counters if needed
- use different strategies for mental addition e.g. 5 + 4 is one less than 5 + 5.

To demonstrate competence for learning outcome 5, learners might:

- read and write numbers from everyday material such as signs, notices, adverts or posters
- add together numbers of items e.g. the number of cups on a shelf plus three in the wash, giving a verbal or non-verbal response.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.3 Handling Data

Component Title:	**Handling Data**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**F/618/0402**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to extract information from a list. (SC11)	1.1. Select information from lists. 1.2. Check items against a short list.
2. Be able to sort objects using a single criterion. (SC12)	2.1. Sort objects using a single given criterion. 2.2. Give a reason for using specific criteria for sorting objects. 2.3. Sort a set of objects using different single criteria in turn. 2.4. Give a reason for using different criteria for sorting objects.
3. Be able to classify objects using a single criterion. (SC12)	3.1. Classify objects using a single given criterion. 3.2. Give a reason for using specific criteria for sorting objects. 3.3. Classify a set of objects using different single criteria in turn. 3.4. Give a reason for using different criteria for classifying objects.
4. Be able to represent data in simple charts and diagrams, including tally chart and bar chart. (SC13)	4.1. Identify ways that information can be represented. 4.2. Represent data in different ways, including simple bar charts, diagrams, and tally charts.

Scope of learning

In order to be successful in this component, learners are expected to be able to give information clearly and concisely to another person. They will be able to extract information from a list. In addition, they should be able to sort and classify data using a single criterion. Finally, they should demonstrate the construction of a simple representation or diagram.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- find phone numbers stored in a mobile phone
- access information from a variety of lists e.g.
    - quantities on a shopping list
    - email addresses from a personnel list
    - ingredients needed in a recipe.

To demonstrate competence for learning outcome 2 and 3, learners might:

- sort bottles by colour
- sort the recycling into groups – paper, plastic or glass
- sort the washing before it goes into the washing machine
- arrange books by author or subject.

To demonstrate competence for learning outcome 4, learners might:

- look at different ways to represent information e.g.
    - a numbered list
    - colour coding
    - a simple pictogram or diagram.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.4 Number

Component Title:	**Number**
Component Level:	**Entry 1**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**J/618/0403**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to count to 20 including zero. (SC2)	1.1. Count forward from 1 to 20 in order. 1.2. Count on from any number up to 20. 1.3. Count items up to 20, recognising that if they are rearranged they are still the same number.
2. Be able to count back from 20. (SC2)	2.1. Count back from 20 to 1. 2.2. Count back to 1 from any number up to 20.
3. Know the written form of numbers 0 to 20. (SC1)	3.1. Write number names 0 to 20. 3.2. Read numbers from 0 to 20 in digit form. 3.3. Read number names from 0 to 20. 3.4. Match numbers in words and digit form up to 20.
4. Be able to order digits 0 to 20. (SC1)	4.1. Arrange digits in order of size 0 to 20. 4.2. Identify when a number is lower or higher than another, using numbers up to 20. 4.3. Compare numbers 0 to 20 as being more than or less than another. 4.4. Identify ordinal numbers up to 20.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They will be to count to 10 both forward and back and include zero. They should also be able to read and write both digits and words for numbers up to 20.

Additionally, learners should be able to demonstrate arranging numbers up to 20 in order of size and compare numbers up to 20, with 20 being more and zero being less. Learners should also know that numbers can be represented in different ways, for example Roman numerals when seen on a clock face.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1and 2, learners might:

- count items, re-arrange them and count them again
- count on in 1p coins starting from a different number e.g. from 3p, from 5p up to 20p
- using counters, count backwards from 20
- write a small shopping list of items then count the items in their list.

To demonstrate competence for learning outcome 3, learners might:

- use flash cards to match ordinal and cardinal numbers e.g.
  - 2nd = second or 2^{nd}
  - 3rd = third or 3^{rd}
- read numbers in everyday material and context e.g. signs, notices, adverts or posters
- write ordinal numbers next to a sequence such as a list of instructions
- match numbers in words and numerals.

To demonstrate competence for learning outcome 4, learners might:

- fill in the missing numbers in a sequence
- place a jumbled sequence of numbers in order, including using a mix of numerals and words
- arrange the results of a race in the correct order
- recognise more or less e.g. 6 is more than 2.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

E1.5 Subtraction

Component Title:	**Subtraction**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**L/618/0404**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for subtraction. (SC1) (SC4)	1.1. Identify words used for subtraction. 1.2. Identify symbols used for subtraction. 1.3. Match subtraction sums in words to number sentences.
2. Be able to subtract single digit numbers from numbers up to 20. (SC2) (SC3) (SC4)	2.1. Subtract objects from numbers up to 20. 2.2. Subtract numbers from numbers up to 20. 2.3. Make subtraction sentences with numbers and symbols. 2.4. Use a calculator to subtract numbers from numbers up to 20.
3. Know that subtraction answers are correct. (SC3)	3.1. Use a calculator to check answers to subtractions are correct where the highest number is 20 or less.
4. Be able to use subtraction in practical situations for solving problems. (SC3)	4.1. Use subtraction in practical situations where the highest number is 20 or less.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They will be able to identify words and symbols used for subtraction and to match subtraction questions in words to digits.

In addition, they should be able to subtract from numbers up to 20, demonstrate, using a calculator, the subtraction of single digit numbers and check answers to subtraction questions. They should demonstrate how to use subtraction in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match symbols with words i.e. – with subtract
- identify symbols using a verbal or non-verbal response
- give different words and symbols they use for subtraction.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in subtraction sums up to 20
- place the numbers and symbols of a jumbled subtraction sum in the correct order
- use a calculator to carry out subtraction sums, identifying the numbers and symbols, using both verbal and non-verbal responses.

To demonstrate competence for learning outcome 3, learners might:

- use a calculator to check answers of a variety of subtraction sums that add up to 20.

To demonstrate competence for learning outcome 4, learners might:

- identify subtraction facts for pairs of numbers with totals to 10, e.g. 10 – 6 = 4, and for pairs of numbers with totals to 20, e.g. 20 – 15 = 5, using coins or counters if needed
- use different strategies for mental subtraction, such as counting on or e.g. 9 – 4 is one less than 10 – 4.

To demonstrate competence for learning outcome 5, learners might:

- subtract numbers seen in everyday material such as adverts – '£5 off, Reduced by £2'
- work out the shortfall in numbers, giving a verbal or non-verbal response, e.g.
    - eggs for a recipe
    - plants to fill a display tray
    - cups to serve visitors
    - volunteers for a jumble sale.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.6 Understanding Measures

Component Title:	**Understanding Measures**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**R/618/0405**

This component has 8 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to describe the size of objects. (SC8)	1.1. Identify familiar objects in terms of size.
2. Be able to compare the size of objects. (SC8)	2.1. State whether a familiar object is bigger or smaller than another.
3. Be able to describe objects using vocabulary related to length, width and height. (SC8)	3.1. Use mathematical vocabulary to state the: a) Length of familiar objects b) Width of familiar objects c) Height of familiar objects.
4. Be able to use specific vocabulary to make comparisons about the size of objects. (SC8)	4.1. Compare familiar objects using specific vocabulary related to: a) Length b) Width c) Height.
5. Be able to describe the weight of objects. (SC8)	5.1. Identify familiar objects in terms of weight. 5.2. Use the vocabulary of weight to identify familiar objects.
6. Be able to compare the weight of objects. (SC8)	6.1 Compare familiar objects of different sizes in terms of weight. 6.2 Compare familiar objects of the same size in terms of weight.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
7. Be able to describe objects in terms of capacity. (SC8)	7.1. Use the vocabulary of capacity to identify familiar objects.
8. Be able to compare items in terms of capacity. (SC8)	8.1. Compare familiar objects in terms of capacity.

Scope of learning

In order to be successful in this component, learners will be expected to describe and compare objects including:

- length
- width
- height
- weight
- capacity.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- use their judgement when packing or storing items to identify the correct sized boxes
- ask for items by comparative size e.g. larger / smaller.

To demonstrate competence for learning outcome 3 and 4, learners might:

- judge that a screw is too short and select a longer one e.g. when putting up a shelf
- check a child's height against the minimum measure for a fairground ride
- discuss the size of the room, using the words length, long, width, wide, height, high

- compare the length of objects with a metre rule and decide if they are longer, shorter or the same length.

To demonstrate competence for learning outcome 5 and 6, learners might:

- compare the weight of two objects of different sizes with a set of scales or with their hands to decide which is heavier
- compare objects of the same size but with different weights and decide which is the heaviest/lightest and then put them in order by weight.

To demonstrate competence for learning outcome 7 and 8, learners might:

- discuss capacity, looking at common containers for liquids and solids e.g. cartons, bottles, cans or jars
- look at different shaped containers which hold the same amount and check by pouring liquids from one to the other.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.7 Understanding Shape and Space

Component Title:	**Understanding Shape and Space**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**Y/618/0406**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to recognise 2D and 3D shapes. (SC9)	1.1. Identify regular 2D shapes. 1.2. Identify regular 3D shapes.
2. Be able to name 2D and 3D shapes. (SC9)	2.1. Name 2D shapes, including circle, rectangle, square and triangle. 2.2. Name 3D shapes including cube.
3. Be able to sort 2D and 3D shapes. (SC9)	3.1. Sort a set of 2D and 3D shapes of different sizes.
4. Understand everyday positional vocabulary. (SC10)	4.1. Use positional language in familiar contexts.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They will be able to identify a variety of 2D and 3D shapes and to sort shapes in order of size. They should demonstrate the use of everyday positional vocabulary.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- identify a rectangle, square, circle and triangle from a range of 2D shapes
- find shapes around them and identify as 2D or 3D e.g. in clothes, books, room objects or in nature
- use flash cards to match the 2D shape with its 3D version.

To demonstrate competence for learning outcome 2, learners might:

- use flash cards to match a 2D or 3D shape with its name
- identify the names of different 2D and 3D shapes they find around them e.g.
  - in clothes
  - books
  - room objects
  - in nature.

To demonstrate competence for learning outcome 3, learners might:

- place a variety of 2D shapes in order of size
- use the relevant vocabulary to describe larger or smaller
- recognise the connection between 2D and 3D shapes e.g. square and a cube
- experiment with drawing common shapes e.g.
  - different size rectangles
  - can use a simple graphics package such as paint
  - use graph paper.

To demonstrate competence for learning outcome 4, learners might:

- follow directions that include positional vocabulary e.g. between, inside or near to.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.8 Using Mathematics in Everyday Contexts

Component Title:	**Using Mathematics in Everyday Contexts**
Component Level:	**Entry 1**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**D/618/0407**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to use numbers up to the number 20 in everyday contexts. (SC2)	1.1. Read numbers up to the number 20 in everyday contexts. 1.2. Write numbers up to the number 20 in everyday contexts. 1.3. Compare numbers up to the number 20 in everyday contexts. 1.4. Use numbers up to the number 20 in everyday situations.
2. Be able to use coins and notes involving numbers up to 20 in everyday contexts. (SC5)	2.1. Use coins and notes involving numbers up to 20 in everyday contexts.
3. Be able to use o'clock time in everyday contexts. (SC6)	3.1. Use the language and concept of o' clock in everyday contexts. 3.2. Read 12-hour digital clocks in hours 3.3. Read analogue clocks in hours
4. Be able to use addition involving numbers up to 20 in everyday contexts. (SC3)	4.1. Use addition of numbers up to 20 in everyday contexts.
5. Be able to use subtraction involving numbers up to 20 in everyday contexts. (SC3)	5.1. Use subtraction involving numbers up to 20 in everyday contexts.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They will be able to identify and use numbers up to 20 in everyday contexts including addition and subtraction.

Learners will also be able to work with coins and notes involving numbers up to 20 in everyday contexts. They will recognise the time on the hour in everyday contexts.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- fill in the missing numbers in a sequence
- place a jumbled sequence of numbers in order, including a mix of numerals and words
- arrange the results of a race in the correct order
- recognise more or less e.g. 6 is more than 2
- count items, re-arrange them and count them again
- count on in 1p coins starting from a different number e.g. from 3p, from 5p up to 20p
- using counters count backwards from 20
- write a small shopping list of items then count the items in their list.

To demonstrate competence for learning outcome 3, learners might:

- in a group, discuss activities and the time they happen e.g. bedtime, tea-time or class-time
- fill in events on a simple day plan marked in hours.

To demonstrate competence for learning outcome 4 and 5, learners might:

- fill in the missing symbols or numbers in an addition sum up to 20
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to work out addition sums, identifying the numbers and symbols, using both verbal and non-verbal responses
- fill in the missing symbols or numbers in subtraction sums up to 20
- place the numbers and symbols of a jumbled subtraction sum in the correct order
- use a calculator to work out subtraction sums, identifying the numbers and symbols, using both verbal and non-verbal responses.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E1.9 Using Money and Time

Component Title:	**Using Money and Time**
Component Level:	**Entry 1**
Component Credit Value:	**3**
GLH:	**30**
Ofqual Reference Number:	**H/618/0408**

This component has 8 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know coins and notes involving whole numbers 1 to 20. (SC5)	1.1. Identify 1p, 2p, 5p and 10p coins. 1.2. Identify £1 and £2 coins and £5, £10 and £20 notes. 1.3. Identify the symbols 'p' and '£' in practical contexts.
2. Be able to select coins and notes involving whole numbers 1 to 20. (SC5)	2.1. Choose coins to total up to 10p in different ways. 2.2. Choose pound coins and notes to total to £20 in different ways.
3. Know the relative value of coins and notes involving whole numbers 1 to 20. (SC5)	3.1. Identify the relative value of coins up to 20p. 3.2. Identify the relative value of coins and notes up to £20.
4. Know parts of the day. (SC7)	4.1. Relate familiar daily events to parts of the day.
5. Be able to recognise time in o' clock times. (SC6)	5.1. Tell the time in o' clock times. 5.2. Relate o'clock times of familiar events to parts of the day.
6. Know days of the week. (SC7)	6.1. List the days of the week. 6.2. Order the days of the week.
7. Know the months of the year. (SC7)	7.1. List the months of the year. 7.2. Order and sequence the months of the year.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
8. Know the seasons of the year. (SC7)	8.1. Relate familiar events to the seasons of the year. 8.2. Order the seasons of the year.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They will be able to identify the value of coins and notes used in currency up to £20.

They should recognise:

- the different days of the week
- parts of the day
- the four seasons
- the correct time in o'clock time using a 12hr clock on either an analogue or digital display.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 1 that the learner should receive support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, 2 and 3, learners might:

- exchange coins and notes for their equivalent value using a number of smaller coins or notes (up to £20)
- select from coins to match requirements in practical situations e.g. £1 coin for a trolley, coins for a parking meter or vending machine.

To demonstrate competence for learning outcome 4, learners might:

- in a group, discuss activities and the time they happen e.g. bedtime, tea-time or class-time.

To demonstrate competence for learning outcome 5, learners might:

- fill in events on a simple day plan marked in hours.

To demonstrate competence for learning outcome 6, learners might:

- complete a timetable for classes over a week
- in order, list the days of the week, list the months of the year.

To demonstrate competence for learning outcome 8, learners might:

- discuss the seasons in relation to events such as Christmas, summer holiday or religious festivals.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Appendix 4a

Assessment Documentation

Appendix 4a - Learner Evidence Record Component – Entry 1

Component Title: E1.1 Planning to Improve Performance in Mathematics

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Indicate an area of strength in Mathematics skills.				
1.2 Indicate an area to develop in Mathematics skills.				
2.1 Indicate one personal target to enable progress in Mathematics skills.				
2.2 Indicate a way to achieve that target.				
2.3 Indicate when the target will be achieved.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.2 Addition

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1. Identify words used for addition.				
1.2. Identify symbols used for addition.				
1.3. Match sums in words to number sentences.				
2.1. Add objects to total up to 20.				
2.2. Add single digit numbers to total up to 20.				
2.3. Make addition sentences with numbers and symbols to total up to 20.				
2.4. Use a calculator to add single digit numbers to total up to 20.				
3.1. Use a calculator to check answers are correct for additions that total up to 20.				
4.1. Match equivalent additions that total up to 20.				
5.1. Use addition in practical situations where the answer totals up to 20.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.3 Handling Data

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Select information from lists.				
1.2 Check items against a short list.				
2.1 Sort objects using a single given criterion.				
2.2 Give a reason for using specific criteria for sorting objects.				
2.3 Sort a set of objects using different single criteria in turn.				
2.4 Give a reason for using different criteria for sorting objects.				
3.1 Classify objects using a single given criterion.				
3.2 Give a reason for using specific criteria for sorting objects.				
3.3 Classify a set of objects using different single criteria in turn.				
3.4 Give a reason for using different criteria for classifying objects.				
4.1 Identify ways that information can be represented.				
4.2 Represent data in different ways, including simple bar charts, diagrams, and tally charts.				

Learner Signature: _____

Assessor Signature: _____ IQ Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.4 Number

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Count forward from 1 to 20 in order.				
1.2 Count on from any number up to 20.				
1.3 Count items up to 20, recognising that if they are rearranged, they are still the same number.				
2.1 Count back from 20 to 1.				
2.2 Count back to 1 from any number up to 20.				
3.1 Write number names 0 to 20.				
3.2 Read numbers from 0 to 20 in digit form.				
3.3 Read number names from 0 to 20.				
3.4 Match numbers in words and digit form up to 20.				
4.1 Arrange digits in order of size 0 to 20.				

4.2 Identify when a number is lower or higher than another, using numbers up to 20.				
4.3 Compare numbers 0 to 20 as being more than or less than another.				
4.4 Identify ordinal numbers up to 20.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.5 Subtraction

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify words used for subtraction.				
1.2 Identify symbols used for subtraction.				
1.3 Match subtraction sums in words to number sentences.				
2.1 Subtract objects from numbers up to 20.				
2.2 Subtract single digit numbers from numbers up to 20.				
2.3 Make subtraction sentences with numbers and symbols.				
2.4 Use a calculator to subtract single digit numbers from numbers up to 20.				
3.1 Use a calculator to check answers to subtractions are correct where the highest digit is 20 or less.				

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
4.1 Use subtraction in practical situations where the highest number is 20 or less.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.6 Understanding Measures

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify familiar objects in terms of size.				
2.1 State whether a familiar object is bigger or smaller than another.				
3.1 Use mathematical vocabulary to state the: a) length of familiar objects b) width of familiar objects c) height of familiar objects.				
4.1 Compare familiar objects using specific vocabulary related to: a) length b) width c) height.				
5.1 Identify familiar objects in terms of weight.				
5.2 Use the vocabulary of weight to identify familiar objects.				
6.1 Compare familiar objects of different sizes in terms of weight.				

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
7.1 Use the vocabulary of capacity to identify familiar objects. 8.1 Compare familiar objects in terms of capacity.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.7 Understanding Shape and Space

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify regular 2D shapes.				
1.2 Identify regular 3D shapes.				
2.1 Name 2D shapes, including circle, rectangle, square and triangle.				
2.2 Name 3D shapes, including cube.				
3.1 Sort a set of 2D and 3D shapes of different sizes.				
4.1 Use positional language in familiar contexts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.8 Using Mathematics in Everyday Contexts

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Read numbers up to the number 20 in everyday contexts.				
1.2 Write numbers up to the number 20 in everyday contexts.				
1.3 Compare numbers up to the number 20 in everyday contexts.				
1.4 Use numbers up to the number 20 in everyday situations.				
2.1 Use coins and notes involving numbers up to 20 in everyday contexts.				
3.1 Use the language and concept of o'clock in everyday contexts. 3.2 Read 12-hour digital clocks in hours				
3.3 Read analogue clocks in hours				
4.1 Use addition of numbers up to 20 in everyday contexts.				

5.1 Use subtraction involving numbers up to 20 in everyday contexts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4a - Learner Evidence Record Component - Entry 1

Component Title: E1.9 Using Money and Time

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify 1p, 2p, 5p and 10p coins.				
1.2 Identify £1 and £2 coins and £5 and £10 notes.				
1.3 Identify the symbols 'p' and '£' in practical contexts.				
2.1 Choose coins to total up to 10p in different ways.				
2.2 Choose pound coins and notes to total to £10 in different ways.				
3.1 Identify the relative value of coins up to 10p.				
3.2 Identify the relative value of coins and notes up to £10.				
4.1 Relate familiar daily events to parts of the day.				
5.1 Tell the time in o'clock times.				
5.2 Relate o'clock times of familiar events to parts of the day.				
6.1 List the days of the week.				

6.2 Order the days of the week.				
7.1 List the months of the year.				
7.2 Order and sequence the months of the year.				
8.1 Relate familiar events to the seasons of the year.				
8.2 Order the seasons of the year.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 4b

Feedback Sheet

Entry 1

Appendix 4b – Feedback Sheet for XXXX – Entry 1

Assessor comments:	
Learner comments:	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 5 – Components and Assessment Guidance (Entry 2)

NOCN Entry Level Award in Mathematics Skills (Entry 2)

Appendix 5 Contents

1. Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

- who the qualifications are for
- what the qualifications cover
- progression
- qualification structure
- centre requirements
- centre approval
- centre staffing
- learner entry requirements
- support materials
- recording documents
- summary of assessment methods.

2. Assessment and Evidence

The NOCN Entry Level Award in Mathematics Skills (Entry 2) is a flexible way for learners to make progress in improving competence in specific areas of Mathematics and as such, the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in Mathematics Skills (Entry 2) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in Mathematics Skills (Entry 2) is a **6-credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning to Improve Performance in Mathematics, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of Mathematics including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 2, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1 Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of

evidence. The level of support that an assessor gives to a learner should be appropriate to the level of the qualification, therefore at Entry 2 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2 Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3 Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise these forms to suit the context. Alternatively, centres can use their own paperwork, provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

- case studies
- oral question and answer
- role play/simulation
- practical demonstration
- written question and answer
- participation in group discussions
- number sorting, annotating activities
- internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

- a front cover which gives the learner and centre details and information relating to the assessors involved in the process
- an authenticity statement
- a copy of the component which is being evidenced
- learner's signature
- assessor's signature
- feedback from the assessor
- relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

- assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
- tutors/assessors receive on-going advice and support, for example in designing assessment activities
- learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
- learners' work is presented in a manner that enables effective internal quality assurance to take place
- learners' assessed work presented as evidence for the award of credit is authentic
- learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
- evidence of learner achievement is clearly mapped to the assessment criteria
- recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

- an identified individual responsible for co-ordinating the Internal Quality Assurance process
- a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
- an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
- pre verification of assessment tasks
- clear and documented roles and responsibilities for all those involved
- a forum for discussion of borderline cases and good practice in assessment
- sampling of assessment tasks and assessed work
- standardisation of assessed work
- full and clear records and action plans
- process and procedure for dealing with cases of suspected or actual malpractice
- process and procedure for dealing with Appeals
- regular evaluation of the process.

A centre may have one or more Internal Quality Assurers, according to the size and variety of its provision. All must have experience relevant to the area(s) for which

they have responsibility. They should also have or be working towards an Internal Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:
http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Components for NOCN Entry Level Award in Mathematics Skills (Entry 2)
See the following pages.

4. Assessment Documentation

Appendix 5a	Learner Evidence Record Component – Entry 2 (complete one per component)
Appendix 5b	Feedback Sheet

Appendix 5

Components for NOCN Entry Level Award in Mathematics Skills (Entry 2)

E2.1 Planning to Improve Performance in Mathematics

Component Title:	**Planning to Improve Performance in Mathematics**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**K/618/0409**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to recognise some of own strengths in mathematics.	1.1 Indicate strengths in mathematics.
2. Be able to recognise areas for development in mathematics.	2.1 Identify an area to develop in mathematics skills.
3. Be able to identify personal targets to develop skills in mathematics.	3.1 Identify one priority area for development to progress in mathematics. 3.2 Indicate steps to achieve that target. 3.3 State when the target will be achieved. 3.4 Indicate how she/he will know the target is achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in mathematics with another person, discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on.

In addition, learners should be able to suggest how to achieve the target and a likely timescale for achievement.

It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context in which they are actively involved in the target setting and review process. They might:

- complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to a tutor about how they felt they did (this feedback could be verbal)
- complete an internal, centre set assessment, such as part of a practice functional skills Entry 2 paper
- take part in an action planning discussion with a member of centre staff in which the member of staff records the outcomes on an individual learning plan
- use a written or pictorial method of recording targets such as an action planning booklet, logbook or timeline.

Evidence requirements

Competence should be demonstrated on <u>one occasion</u> for each learning outcome.

Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E2.2 Addition

Component Title:	**Addition**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**D/618/0410**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for addition. (SC4)	1.1 Identify words used for addition. 1.2 Identify symbols used for addition. 1.3 Write number sentences for addition.
2. Be able to add two digit whole numbers with totals up to 200. (SC5)	2.1. Add two digit whole numbers with totals up to 200 using different methods. 2.2. Use a calculator to add double digit numbers to total up to 200.
3. Be able to use a calculator to check answers using addition of whole numbers up to 200. (SC5)	3.1. Use a calculator to show the answers for addition are correct. 3.2. Approximate by rounding to the nearest 10, and use rounded numbers to check answers.
4. Know how to use and interpret + and = in practical situations for solving problems. (SC4)	4.1. Use + and = in practical situations to solve problems.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify words and symbols used for addition and to match sums in words to digits.

In addition, learners should be able to add different objects together to make up to 200, demonstrate using a calculator to add two-digit numbers and check answers to addition questions. They should demonstrate how to use addition in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match symbols with words i.e. + with add
- identify symbols using a verbal or non-verbal response
- say what different words and symbols they use for addition.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in an addition sum up to 200
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to work out addition sums, identifying the numbers and symbols using both verbal and non-verbal responses
- break down numbers e.g. 17 + 11, 10 + 7 + 10 + 1.

To demonstrate competence for learning outcome 3, learners might:

- use a calculator to check answers of a variety of sums that add up to 200.

To demonstrate competence for learning outcome 4, learners might:

- find the total of a collection of different items e.g. 2 books, 4 pencils and 11 pens
- add together numbers of items e.g. the number of cups on a shelf plus three in the wash. Give a verbal or non-verbal response.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.3 Fractions

Component Title:	**Fractions**
Component Level:	**Entry 2**
Component Credit Value:	**3**
GLH:	**30**
Ofqual Reference Number:	**H/618/0411**

This component has 7 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read and write halves of quantities. (SC10)	1.1. Identify the word half. 1.2. Identify the symbol for half. 1.3. Write the word for half. 1.4. Write the symbol for half.
2. Be able to read and write quarters of quantities. (SC10)	2.1. Identify the word quarter. 2.2. Identify the symbol for quarter. 2.3. Write the word for quarter. 2.4. Write the symbol for quarter.
3. Be able to read and write tenths of quantities. (SC10)	3.1. Identify the word tenth. 3.2. Identify the symbol for tenth. 3.3. Write the word for tenth. 3.4. Write the symbol for tenth.
4. Be able to identify equivalent fractions. (SC10)	4.1 Identify that two halves make one whole. 4.2 Identify that four quarters make one whole. 4.3 Identify that ten tenths make one whole. 4.4 Identify two quarters and one half as equivalent. 4.5 Identify that 5 tenths make a half. 4.6 Identify that one half is more than one quarter and one tenth is less than one quarter.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5. Be able to find halves of collections of items and shapes. (SC10)	5.1. Sort items into two equal groups to find half of a collection of items. 5.2. Find half of shapes by dividing into two equal parts.
6. Be able to find quarters of collections of items and shapes. (SC10)	6.1 Sort items into four equal groups to find a quarter of a collection of items. 6.2 Find a quarter of a shape by dividing into four equal parts.
7. Recognise a tenth of a collection of items and shapes. (SC10)	7.1 Sort items into ten equal groups to find a tenth of a collection of items. 7.2 Recognise a tenth of a shape divided into ten equal parts.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify words and symbols used for fractions and to recognise simple equivalents e.g.

- two halves make a whole
- two quarters make a half
- four quarters make a whole one
- five tenths make a half.

In addition, learners should be able to find halves and quarters of small amounts of items and shapes. They should demonstrate how to use simple fractions in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2 learners might:

- use flash cards to match symbols with words i.e. ½ = the word half or pictorial half
- find examples of halves and quarters used in everyday materials e.g. ½ price or half time at a sporting event
- state what different words and symbols they use for fractions.

To demonstrate competence for learning outcome 3, learners might:

- fill in the missing symbols, words or shading showing simple fractions.

To demonstrate competence for learning outcome 4 and 5, learners might:

- cut up a pizza or cake into simple fraction portions e.g. cut into half or quarters
- divide a collection of objects into half or quarters.

To demonstrate competence for learning outcome 6 and 7, learners might:

- divide a collection of objects into fours or tenths.
- divide shapes into their categories, eg identify squares from 10 provided shapes, 4 squares, 6 rectangles provided.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.4 Handling Data

Component Title:	**Handling Data**
Component Level:	**Entry 2**
Component Credit Value:	**3**
GLH:	**30**
Ofqual Reference Number:	**K/618/0412**

This component has 6 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to extract information from tables and lists. (SC22)	1.1 Extract information from tables. 1.2 Extract information from lists.
2. Be able to extract information from diagrams. (SC22)	2.1. Extract information from diagrams.
3. Be able to make numerical comparisons from block graphs. (SC23)	3.1. Extract information from block graphs. 3.2. Make numerical comparisons from block graphs.
4. Be able to sort objects using two criteria. (SC24)	4.1. Sort a set of objects using two criteria. 4.2. Give reasons for using specific criteria for sorting.
5. Be able to collect numerical information. (SC22)	5.1. Collect numerical information. 5.2. Organise information into categories. 5.3. Record information.
6. Be able to represent information. (SC25)	6.1. Represent information as a: a) simple table b) simple bar chart c) diagram d) list

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will need to be extracted from lists, tables, simple diagrams and block graphs.

In addition, learners should be able to compare and collect data and sort and classify data using two criteria.

Finally, they should demonstrate the construction of a simple representation or diagram to display information and data.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- access and extract information from a variety of lists, tables, diagrams and block graphs e.g:
    - quantities on a shopping list
    - charts in a holiday brochure
    - flow chart
    - exam timetable.

To demonstrate competence for learning outcome 3, learners might:

- compare temperatures of holiday destinations using charts in holiday brochures compare the ages of people in the class from a chart.

To demonstrate competence for learning outcome 4, learners might:

- sort bottles by colour and type
- sort the clothing into groups – size, type or colour etc.
- arrange books by author and subject.

To demonstrate competence for learning outcome 5 and 6, learners might:

- collect information from a range of sources, e.g. class survey, observation or research
- decide how to categorise the information
- make a record of the information
- look at different ways to represent information e.g.
    - a numbered list
    - colour coding
    - tables
    - simple pictogram or diagram.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.5 Money

Component Title:	**Money**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**M/618/0413**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know coins and notes.	1.1. Identify coins. 1.2. Identify notes up to £20.
2. Be able to select coins and notes involving whole numbers 1 to 200. (SC12)	2.1. Choose coins to make amounts of money up to £1 in different ways. 2.2. Choose coins and notes to make amounts of money up to £200 total.
3. Be able to calculate the cost of more than one item. (SC12)	3.1. Calculate the cost of more than one item in pence in familiar contexts. 3.2. Calculate the cost of more than one item in whole pounds in familiar contexts.
4. Be able to calculate the change from given amounts. (SC12)	4.1. Calculate the change from given amounts in pence. 4.2. Calculate the change from given amounts in whole pounds.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify the value of coins and notes used in currency up to £200. Learners will be able to calculate the costs of multiple items and identify the correct change to give or receive.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- recognise and name a variety of notes and coins up to face value of £20.

To demonstrate competence for learning outcome 2, learners might:

- exchange coins and notes for their equivalent value using a number of smaller coins or notes (up to £1) e.g. 80p can be 4 x 20p coins or 8 x 10p coins
- choose coins or notes to make amounts of money up to £200 e.g. 4 x £20 and 4 x £5 notes = £100.

To demonstrate competence for learning outcome 3 and 4, learners might:

- find the total of a selection of coins and notes
- calculate the cost of two or three items from a shop, the appropriate money to give to the shopkeeper and identify the correct change they should have, if any
- work out total bus fare for a week.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.6 Multiplication

Component Title:	**Multiplication**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**T/618/0414**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for multiplication.	1.1. Identify words used for multiplication. 1.2. Write calculations using the symbol for multiplication.
2. Be able to multiply whole numbers up to 12. (SC6)	2.1. Multiply whole numbers in the range 0x0 to 12x12. 2.2. Use a calculator to multiply whole numbers up to 12.
3. Be able to use a calculator to check answers using whole numbers. (SC9)	3.1. Use a calculator to show the answers for multiplication are correct. 3.2. Approximate by rounding to the nearest 10, and use to check answers.
4. Be able to use and interpret x and = in practical situations for solving problems. (SC4)	4.1. Use x and = in practical situations to solve given problems.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify vocabulary and symbols used for multiplication and recognise that multiplication is the same as repeated addition.

In addition, learners should be able to multiply single digit numbers and check answers to multiplication questions. They should demonstrate how to use multiplication in practical situations including understanding the relationship between halving and doubling.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to identify multiplication vocabulary
- ask learners what different words and symbols they use for multiplication.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in a multiplication sum of single digits
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to work out multiplication sums, identifying the numbers and symbols, using both verbal and non-verbal responses.

To demonstrate competence for learning outcome 3, learners might:

- show they can use a calculator to check answers to a variety of multiplication sums using single digits
- show they can round amounts to the nearest 10 and use the rounded amounts to check answers are sensible.

To demonstrate competence for learning outcome 4, learners might:

- use multiplication to solve everyday problems e.g. calculate the total number of stamps in three books of stamps.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.7 Number

Component Title:	**Number**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**A/618/0415**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to count to 100. (SC1)	1.1. Count 1 to 100 in order. 1.2. Count items up to 100.
2. Be able to read and write numbers up to 200. (SC2)	2.1. Read number names 1 to 200. 2.2. Write number names 1 to 200. 2.3. Read numbers 1 to 200 in digit form. 2.4. Write numbers 1 to 200 in digit form. 2.5. Match numbers 0 to 200 in digits to number words 0 to 200.
3. Be able to identify place value in three digit whole numbers up to 200. (SC2)	3.1. Identify units and tens and hundreds in three digit numbers. 3.2. Identify zero as place holder in three digit numbers.
4. Be able to order numbers up to 200. (SC2)	4.1. Arrange numbers in order of size up to 200. 4.2. Identify odd and even numbers up to 100. 4.3. Count on in 10s up to 200 starting from any two digit number. 4.4. Compare size of numbers up to 200.
5. Be able to approximate by rounding to the nearest 10. (SC9)	5.1. Approximate answers by rounding up or down to the nearest 10.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to count to 20 both forward and back and include zero.

Learners should also be able to read and write both digits and words for numbers up to 200 and order numbers up to 200.

Additionally, learners should be able to approximate by rounding to the nearest 10 and recognise place value in two-digit numbers up to 200.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- count items, re-arrange them and count them again
- count on from a number up to 20, e.g. start from 6 and count to 20
- using counters count backwards from 20.

To demonstrate competence for learning outcome 2, learners might:

- use flash cards to match numbers in figures to numbers in words up to 200
- read and write numbers in digits and words up to 200
- read and compare numbers in everyday materials e.g. signs, adverts, papers.

To demonstrate competence for learning outcome 3, learners might:

- write two-digit numbers as the sum of tens and units e.g. 45 = 40 + 5
- use different date formats and show they recognise that dates written in different ways can mean the same e.g. 07 July means the 7th of July
- use zero as a place holder within numbers and show that they recognise its value e.g. 30 is three tens and no units and is different from 3 which is just three units.

To demonstrate competence for learning outcome 4, learners might:

- fill in missing numbers in a sequence or number line
- arrange the results of the winning lottery numbers into the correct order.

To demonstrate competence for learning outcome 5, learners might:

- approximate the answer to a sum by rounding to the nearest 10 e.g. 37 + 49 = 40 + 50
- round prices to the nearest 10p
- carry out practical tasks used every day e.g. measure an object to the nearest 10cm.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.8 Subtraction

Component Title:	**Subtraction**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**F/618/0416**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for subtraction. (SC4)	1.1. Identify words used for subtraction. 1.2. Identify symbols used for subtraction. 1.3. Write number sentences for subtraction.
2. Be able to subtract one and two digit numbers involving whole numbers up to 200.(SC5)	2.1. Subtract one digit numbers from two digit whole numbers. 2.2 Subtract two digit whole numbers from two digit whole numbers.
3. Be able to use a calculator to check answers to subtraction calculations. (SC5) (SC9)	3.1. Use a calculator show the answers to subtraction calculations are correct. 3.2. Approximate by rounding to the nearest 10, and use to check answers.
4. Know how to use and interpret - and = in practical situations for solving problems. (SC4)	4.1. Use – and = in practical situations to solve given problems.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify words and symbols used for subtraction and to match sums in words to digits.

In addition, learners should be able to subtract different numbers of objects using two-digit numbers, demonstrate using a calculator to subtract two-digit numbers and to check answers to subtraction questions. They should be able to use subtraction in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match symbols with subtraction vocabulary e.g. - with subtract
- identify symbols provided using a verbal or non-verbal response
- state different words and symbols they use for subtraction.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in subtraction sums up to 200
- place the numbers and symbols of a jumbled sum in the correct order
- show they can use a calculator to carry out subtraction sums, identifying the numbers and symbols, using both verbal and non-verbal responses
- use partitioning to break down subtraction e.g. 89 – 34 = 89 – 30 - 4.

To demonstrate competence for learning outcome 3, learners might:

- show they can use a calculator to check answers to a variety of subtraction sums.

To demonstrate competence for learning outcome 4, learners might:

- calculate the price difference in pence between two products e.g. two different cans of drink.
- subtract a given number of items from the total number in practical situations e.g. subtract the number of cups in the wash from the total that should be on the shelf, using a verbal or non-verbal response.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.9 Time and Temperature

Component Title:	**Time and Temperature**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**J/618/0417**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read and record time in common date formats. (SC13)	1.1. Read dates written in different formats in familiar contexts. 1.2. Record dates in different formats. 1.3. Know the number of weeks in a year. 1.4. Know the number of hours in a day. 1.5. Recognise the months of the year in words and in their abbreviated form. 1.6. Identify the months in their numbered sequence.
2. Be able to read and understand time. (SC13)	2.1. Identify times on an analogue clock: a) quarter past the hour b) half past the hour c) quarter to the hour. 2.2 Identify times on a 24 hour digital clock: a) quarter past the hour b) half past the hour c) quarter to the hour.
3. Be able to read and compare positive temperatures. (SC17)	3.1. Identify units used for measuring temperature. 3.2. Compare temperatures in everyday situations.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person.

They should recognise the different date formats and the months of the year. In addition, they must identify the correct time using a 24-hour digital clock and an

analogue clock, including the hours, half hours and quarter hours. Learners should also be able to identify units used to measure temperature.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- write their date of birth in different formats
- recognise the “use by dates” on produce
- match the months in words to their abbreviations
- order the months of the year by number and in words

To demonstrate competence for learning outcome 2, learners might:

- fill in events on a day plan marked in hours, half hours and quarter hours
- read the time on different analogue and digital clocks
- show that they can use different time vocabulary e.g. o’clock, fifteen minutes past/to, thirty and forty-five.

To demonstrate competence for learning outcome 3, learners might:

- compare the temperature in different places on a weather chart e.g. London is warmer than Edinburgh
- look at the weather charts in newspapers, web sites and discuss the temperature e.g. hot, warm, cool etc.
- identify degrees Celsius and Fahrenheit on measuring instruments, diagrams or charts.

Evidence requirements

Competence in the learning outcomes should be demonstrated on <u>two occasions</u> in <u>two different contexts</u>.

E2.10 Understanding Measures: Capacity

Component Title:	**Understanding Measures: Capacity**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**L/618/0418**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to estimate capacity using common standard measures and non-standard measures. (SC16)	1.1. Estimate using non-standard measures of capacity. 1.2. Estimate capacity of containers in whole litres.
2. Be able to measure capacity using non-standard measures and using litres and millilitres. (SC16) (SC18)	2.1. Identify units of capacity including litres and millilitres. 2.2. Read capacity of containers in litres and millilitres. 2.3. Measure capacity of containers in whole litres and millilitres. 2.4. Record capacity of containers in whole litres and millilitres.
3. Be able to compare capacity of containers using common standard and non-standard measures. (SC16) (SC18)	3.1. Compare estimated capacity of containers to actual capacity of containers using: a) Non-standard measures b) Litres and millilitres.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. Learners should be able to estimate, measure, record and compare capacity using common standard and non-standard units e.g. litres, teaspoon.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- discuss capacity, looking at common containers for liquids and estimate how much they will hold in whole litres
- estimate capacity using non-standard measures e.g. when cooking using a cup or teaspoon to measure, and know these can vary
- estimate the number of cans it will take to fill a 2-litre bottle then check by measuring.

To demonstrate competence for learning outcome 2, learners might:

- read the capacity of a paint tin so they buy the correct amount
- recognise how much liquid different containers hold e.g. milk cartons, cans etc.
- measure how many cans or cups are needed to fill a 2-litre bottle
- identify the divisions on a scale, using different sized measuring jugs.

To demonstrate competence for learning outcome 3, learners might:

- compare the label on different sized drinks bottles and cans to judge capacity (cover label first then un-cover to check from ½ to 2 litres).

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.11 Understanding Measures: Length

Component Title:	**Understanding Measures: Length**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**R/618/0419**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to estimate length using common standard measures and non-standard measures. (SC14) (SC18)	1.1. Estimate the length of objects using non-standard measures of length. 1.2. Estimate the length of objects in whole metres and whole centimetres.
2. Be able to measure length using common standard and non-standard measures. (SC14) (SC18)	2.1. Identify units of length. 2.2. Read length in: a) millimetres b) centimetres c) metres d) kilometres 2.3. Record the length of objects using: a) millimetres b) centimetres c) metres.
3. Be able to compare length using common standard and non-standard measures. (SC14) (SC18)	3.1. Compare estimated length of different objects to actual length of objects. 3.2. Compare lengths of familiar objects using measurements to 1 decimal place e.g 1.5 metres or 2.5 cm

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. Learners will be expected to describe, measure, record and compare objects' length using standard and non-standard measures.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- estimate length using non-standard measures e.g. pace out the room, use span of a hand to measure a desk etc. and know these will vary
- record the results then discuss the need for standard measures.

To demonstrate competence for learning outcome 2, learners might:

- measure the length of the room using a metre rule, recognise the divisions are centimetres
- measure items to the nearest m, cm, mm, 10cm where appropriate
- discuss the best unit (km, m, cm, mm) for measuring various items e.g. furniture, doors, windows, distances between towns and cities, or local villages
- match a list of items to the best unit.

To demonstrate competence for learning outcome 3, learners might:

- estimate the height of a door using hand span, then measure with a metre rule and compare the results.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.12 Understanding Measures: Weight

Component Title:	**Understanding Measures: Weight**
Component Level:	**Entry 2**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**T/618/0445**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to estimate weight using common standard units. (SC15)	1.1. Identify units of weight, including grams and kilograms. 1.2. Estimate weights of items to be more or less than a kilogram. 1.3. Estimate weights of objects to the nearest kilogram. 1.4. Identify items to weigh in kilograms and items to weigh in grams
2. Be able to measure weight using common standard units. (SC15) (SC18)	2.1. Read weights in kilograms and grams to the nearest labelled division. 2.2. Weigh items using kilograms and grams as units of measurement. 2.3. Identify kilogram divisions when weighing items using scales. 2.4. Record the weights of items in kilograms and grams.
3. Be able to compare weight using common standard units. (SC16, SC18)	3.1. Compare estimated weights to actual weights to the nearest kilogram or the nearest gram.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. Learners will be expected to describe, measure, record and compare objects weight using standard and non-standard measures.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- estimate the weights of different objects or items e.g. packaged foods, washing powder, to the nearest kilo and check them by measuring or reading the label.

To demonstrate competence for learning outcome 2, learners might:

- weigh a variety of items or objects including people to the nearest kilo
- identify the divisions on a kilogram scale when weighing.

To demonstrate competence for learning outcome 3, learners might:

- use a simple balance to weigh objects such as kilogram weights
- use a kilogram weight or objects, such as a bag of sugar, to compare other weights
- use comparisons such as more than a kilogram, less than a kilogram, about twice as much.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.13 Understanding Shape and Space

Component Title:	**Understanding Shape and Space**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**J/618/0420**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know the properties of 2D shapes. (SC19) (SC20)	1.1. List 2D shapes, including pentagon, hexagon, cylinder. 1.2. State the properties of 2D shapes.
2. Know the properties of 3D shapes. (SC19) (SC20)	2.1. List 3D shapes, including cuboid, pyramid and sphere. 2.2. State the properties of 3D shapes.
3. Be able to identify 2D and 3D shapes in practical contexts. (SC19)	3.1. Identify 2D and 3D shapes in practical contexts.
4. Be able to use everyday positional vocabulary. (SC21)	4.1. Demonstrate use of positional language by giving directions, including between, inside, outside, middle, below, on top, forwards and backwards.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify a variety of 2D and 3D shapes and to sort shapes in order of size. Learners should demonstrate the use of everyday positional vocabulary by giving directions.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- identify a range of 2D and 3D shapes
- find shapes around them and identify as 2D or 3D e.g. in clothes, books, room objects, images or in nature
- use flash cards to match the 2D shape with its 3D version.

To demonstrate competence for learning outcome 3, learners might:

- complete a table to show common 2D shapes identifying the number of sides and the number of corners. Discuss the results for a circle
- complete a table to show common 3D shapes identifying the number of faces, edges and corners. Discuss the results for a cylinder.

To demonstrate competence for learning outcome 4, learners might:

- give directions that include positional vocabulary e.g. between, inside or near to
- use a simple street plan to practise giving directions.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.14 Division

Component Title:	**Division**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**L/618/0421**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Know symbols and related vocabulary for division. (SC4)	1.1. Identify words used for division. 1.2. Write calculations using the symbol for division.
2. Be able to divide 2-digit whole numbers by single digit numbers and express remainders. (SC8)	2.1. Divide whole numbers up to 200 by single digit numbers and express remainders. 2.2. Use a calculator to divide whole numbers up to 200 by single digit numbers, without remainders.
3. Be able to use a calculator to check division sums with no remainders. (SC8) (SC9)	3.1. Use a calculator to show the answers for division sums are correct. 3.2. Approximate by rounding to the nearest 10, and use to check answers with no remainders.
4. Be able to use and interpret ÷ and = in practical situations for solving problems. (SC4)	4.1. Use ÷ and = in practical situations to solve given problems.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify vocabulary and symbols used for division and recognise that division is the same as repeated subtraction.

In addition, learners should be able to divide by single digit numbers, including expressing remainders, and check answers to division questions without remainders.

They should demonstrate how to use division in practical situations including understanding the relationship between halving and doubling.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to identify division vocabulary
- ask learners what different words and symbols they use for division.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols or numbers in a division sum of single digits
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to work out division sums, identifying the numbers and symbols, using both verbal and non-verbal responses.

To demonstrate competence for learning outcome 3, learners might:

- show they can use a calculator to check answers to a variety of division sums using single digits
- show they can round amounts to the nearest 10 and use the rounded amounts to check answers are sensible.

To demonstrate competence for learning outcome 4, learners might:

- use division to solve everyday problems e.g. calculate how many times a recipe can be used with the available ingredients.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E2.15 Understanding Decimals

Component Title:	**Understanding Decimals**
Component Level:	**Entry 2**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**R/618/0422**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read numbers with one decimal place. (SC11)	1.1. Read numbers with one decimal place.
2. Be able to write numbers with one decimal place. (SC11)	2.1 Write numbers with one decimal places.
3. Be able to order numbers with one decimal places. (SC11)	3.1. Arrange, in order of size, numbers with one decimal place.
4. Be able to understand the place value of digits. (SC11)	4.1. Identify place value in numbers with one decimal place. 4.2. Identify the purpose of the decimal point.
5. Be able to use decimals in everyday contexts. (SC11)	5.1. Measure the length of an object e.g. using a 30 cm rule to measure the width of a page (e.g. 8.5 cm)

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify and read decimal numbers with one decimal place and understand the reason for the decimal point.

In addition, learners should be able to write and order numbers with one decimal place. They should understand the place value of the decimal digit and have some understanding of decimals in everyday contexts.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 2 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match numbers in figures with one decimal place to numbers in words
- read numbers to one decimal place in digits and words.

To demonstrate competence for learning outcome 2, learners might:

- write numbers to one decimal place in digits and words.

To demonstrate competence for learning outcome 3, learners might:

- fill in missing numbers with one decimal place in a sequence or number line
- arrange a series of lengths to one decimal place in order of size.

To demonstrate competence for learning outcome 4, learners might:

- fill in the blanks in a table showing place value in hundreds, tens, units, decimal point and tenths
- explain why the decimal point is needed.

To demonstrate competence for learning outcome 5, learners might:

- carry out practical tasks used everyday activities e.g. measure an object to the nearest mm, giving the answer in cm e.g. 4.7 cm.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Appendix 5a

Assessment Documentation

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.1 Planning to Improve Performance in Mathematics

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Indicate strengths in Mathematics skills.				
2.1 Identify areas to develop in Mathematics skills				
3.1 Indicate one priority area for development for progress in Mathematics skills.				
3.2 Indicate steps to achieve that target.				
3.3 State when the target will be achieved.				
3.4 Indicate how s/he will know the target is achieved.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.2 Addition

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1. Identify words used for addition.				
1.2. Identify symbols used for addition.				
1.3 Write number sentences for addition.				
2.1 Add two-digit whole numbers with totals up to 200 using different methods.				
2.2 Use a calculator to add double digit numbers to total up to 200.				
3.1 Use a calculator to show the answers for addition are correct.				
3.2 Approximate by rounding to the nearest 10 and use rounded numbers to check answers.				
4.1 Use + and = in practical situations to solve problems.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.3 Fractions

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify the word half.				
1.2 Identify the symbol for half.				
1.3 Write the word for half.				
1.4 Write the symbol for half.				
2.1 Identify the word quarter.				
2.2 Identify the symbol for quarter.				
2.3 Write the word for quarter.				
2.4 Write the symbol for quarter.				
3.1 Identify the word tenth.				
3.2 Identify the symbol for tenth.				
3.3 Write the word for tenth.				
3.4 Write the symbol for tenth.				
4.1 Identify that two halves make one whole.				

4.2 Identify that four quarters make one whole.				
4.3 Identify that ten tenths make one whole.				
4.4 Identify two quarters and one half as equivalent.				
4.5 Identify that 5 tenths make a half.				
4.6 Identify that one half is more than one quarter and one tenth is less than one quarter.				
5.1 Sort items into two equal groups to find a half of a collection of items.				
5.2 Find a half of a shape by dividing into two equal parts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.4 Handling Data

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Extract information from tables.				
1.2 Extract information from lists.				
2.1 Extract information from diagrams.				
3.1 Extract information from block graphs.				
3.2 Make numerical comparisons from block graphs.				
4.1 Sort a set of objects using two criteria.				
4.2 Give reasons for using specific criteria for sorting.				
5.1 Collect numerical information.				
5.2 Organise information into categories.				

5.3 Record information.				
6.1 Represent information as a: a) simple table b) simple bar chart c) diagram d) list.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.5 Money

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify coins.				
1.2 Identify notes up to £20.				
2.1 Choose coins to make amounts of money up to £1 in different ways.				
2.2 Choose coins and notes to make amounts of money up to £200 total.				
3.1 Calculate the cost of more than one item in pence in familiar contexts.				
3.2 Calculate the cost of more than one item in whole pounds in familiar contexts.				
4.1 Calculate the change from given amounts in pence.				
4.2 Calculate the change from given amounts in whole pounds.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.6 Multiplication

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify words used for multiplication.				
1.2 Write calculations using the symbol for multiplication.				
2.1 Multiply whole numbers in the range 0x0 to 12x12.				
2.2 Use a calculator to multiply whole numbers up to 12.				
3.1 Use a calculator to show the answers for multiplication are correct.				
3.2 Approximate by rounding to the nearest 10 and use to check answers.				
4.1 Use x and = in practical situations to solve given problems.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2
Component Title: E2.7 Number

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Count 1 to 100 in order.				
1.2 Count items up to 100.				
2.1 Read number names 1 to 200.				
2.2 Write number names 1 to 200.				
2.3 Read numbers 1 to 200 in digit form.				
2.4 Write numbers 1 to 200 in digit form.				
2.5 Match numbers 0 to 200 in digits to number words 0 to 200.				
3.1 Identify units and tens and hundreds in three-digit numbers.				
3.2 Identify zero as place holder in three-digit numbers.				
4.1 Arrange numbers in order of size up to 200.				
4.2 Identify odd and even numbers up to 100.				

4.3 Count on in 10s up to 200 starting from any two-digit number.				
4.4 Compare size of numbers up to 200.				
5.1 Approximate answers by rounding up or down to the nearest 10.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.8 Subtraction

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify words used for subtraction.				
1.2 Identify symbols used for subtraction.				
1.3 Write number sentences for subtraction.				
2.1 Subtract one-digit numbers from two-digit whole numbers.				
2.2 Subtract two-digit whole numbers from two-digit whole numbers.				
3.1 Use a calculator to show the answers to subtraction calculations are correct.				
3.2 Approximate by rounding to the nearest 10 and use to check answers.				
4.1 Use – and = in practical situations to solve given problems.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.9 Time and Temperature

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Read dates written in different formats in familiar contexts.				
1.2 Record dates in different formats.				
1.3 Know the number of weeks in a year.				
1.4 Know the number of hours in a day.				
1.5 Recognise the months of the year in words and in their abbreviated form.				
1.6 Identify the months in their numbered sequence.				
2.1 Identify times on an analogue clock: a) quarter past the hour b) half past the hour c) quarter to the hour.				

2.2 Identify times on a 12-hour digital clock: a) quarter past the hour b) half past the hour c) quarter to the hour.				
3.1 Identify units used for measuring temperature.				
3.2 Compare temperatures in everyday situations.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.10 Understanding Measures: Capacity

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Estimate using non-standard measures of capacity.				
1.2 Estimate capacity of containers in whole litres.				
2.1 Identify units of capacity including litres and millilitres.				
2.2 Read capacity of containers in litres and millilitres.				
2.3 Measure capacity of containers in whole litres and millilitres.				
2.4 Record capacity of containers in whole litres and millilitres.				
3.1 Compare estimated capacity of containers to actual capacity of containers using: a) non-standard measures b) litres and millilitres				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.11 Understanding Measures: Length

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Estimate the length of objects using non-standard measures of length.				
1.2 Estimate the length of objects in whole metres and whole centimetres.				
2.1 Identify units of length.				
2.2 Read length in: a) millimetres b) centimetres c) metres d) kilometres.				
2.3 Record the length of objects using: a) millimetres b) centimetres c) metres.				
3.1 Compare estimated length of different objects to actual length of objects.				
3.2 Compare lengths of familiar objects using measurements to 1 decimal place e.g 1.5 metres or 2.5 cm.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.12 Understanding Measures: Weight

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify units of weight, including grams and kilograms.				
1.2 Estimate weights of items to be more or less than a kilogram.				
1.3 Estimate weights of objects to the nearest kilogram.				
1.4 Identify items to weigh in kilograms and items to weigh in grams.				
2.1 Read weights in kilograms and grams to the nearest labelled division.				
2.2 Weigh items using kilograms and grams as units of measurement.				
2.3 Identify kilogram divisions when weighing items using scales.				
2.4 Record the weights of items in kilograms and grams.				
3.1 Compare estimated weights to actual weights to the nearest kilogram or the nearest gram.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.13 Understanding Shape and Space

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 List 2D shapes, including pentagon, hexagon, cylinder.				
1.2 State the properties of 2D shapes.				
2.1 List 3D shapes.				
2.2 State the properties of 3D shapes, including cuboid, pyramid and sphere.				
3.1 Identify 2D and 3D shapes in practical contexts.				
4.1 Demonstrate use of positional language by giving directions, including between, inside, outside, middle, below, on top, forwards and backwards.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.14 Division

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify words used for division.				
1.2 Write calculations using the symbol for division.				
2.1 Divide whole numbers up to 200 by single digit numbers and express remainders.				
2.2 Use a calculator to divide whole numbers up to 200 by single digit numbers, without remainders.				
3.1 Use a calculator to show the answers for division sums are correct.				
3.2 Approximate by rounding to the nearest 10 and use to check answers with no remainders.				
4.1 Use ÷ and = in practical situations to solve given problems.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5a - Learner Evidence Record Component – Entry 2

Component Title: E2.15 Understanding Decimals

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Read numbers with one decimal place.				
2.1 Write numbers with one decimal places.				
3.1 Arrange, in order of size, numbers with one decimal place.				
4.1 Identify place value in numbers with one decimal place.				
4.2 Identify the purpose of the decimal point.				
5.1 Measure the length of an object e.g. using a 30 cm rule to measure the width of a page (e.g. 8.5 cm)				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 5b

Feedback Sheet

Entry 2

Appendix 5b – Feedback Sheet for XXXX – Entry 2

Assessor comments:	
Learner comments:	
Assessor Signature:	Date:
Learner Signature:	Date:

Appendix 6 - Components and Assessment Guidance (Entry 3)

NOCN Entry Level Award in Mathematics Skills (Entry 3)

Appendix 6 Contents

1. Introduction

This assessment pack should be read in conjunction with the Qualification Specification for the NOCN Entry Level Award in Mathematics Skills (Entry 1, Entry 2 and Entry 3), which contains the following important information:

- who the qualifications are for
- what the qualifications cover
- progression
- qualification structure
- centre requirements
- centre approval
- centre staffing
- learner entry requirements
- support materials
- recording documents
- summary of assessment methods.

2. Assessment and Evidence

The NOCN Entry Level Award in Mathematics Skills (Entry 3) is a flexible way for learners to make progress in improving competence in specific areas of Mathematics and as such, the components offer the opportunity for learners to achieve a balance of practical skill and knowledge. Centres must ensure that knowledge-based learning is substantive, and relevant to the context and the learners' needs.

The NOCN Entry Level Award in Mathematics Skills (Entry 3) is an **internally assessed** qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each component.

The NOCN Entry Level Award in Mathematics Skills (Entry 3) is a **6-credit** qualification and has **60** Guided Learning Hours (GLH) with a Total Qualification Time (TQT) of **60** hours. Learners must achieve the 1 credit mandatory component, Planning to Improve Performance in Mathematics, and 5 optional credits from the remaining components. It is however recommended that learners cover all modes of Mathematics including the components that address the area for development identified in the mandatory component.

As all the components are at Entry 3, it is expected that learners may require some support and prompting when doing the assessments but will be able to provide meaningful and appropriate responses to the tasks. The components are only assessed at the application stage of the continuum.

2.1 Role of the Assessor

The assessor has responsibility for judging whether the learner's evidence meets the assessment requirements of the component. Assessors support learners to identify opportunities for assessment and offer guidance relating to the suitability of evidence. The level of support that an assessor gives to a learner should be appropriate to the

level of the qualification, therefore at Entry 3 it would be expected that the assessor gives significant support and guidance.

It is possible that a learner has more than one assessor for the qualification.

The assessor has responsibility for:

- managing and overseeing the assessment process
- agreeing and recording assessment plans with the learner
- reviewing assessment plans and the assessment evidence with the learner
- ensuring that assessments are clear
- ensuring that assessments are fair
- ensuring that assessment methods used are appropriate to the learner, the level and the task
- recording in an appropriate format any assessment decisions
- providing feedback to the learner
- contributing to improvements in the assessment process
- ensuring that own subject knowledge is kept up to date
- contributing to meetings concerned with quality and standardisation.

2.2 Planning for Assessment

Planning for assessment is essential to ensure that the learner understands the requirements of the component and the timescale for achievement. It is a collaborative process between both the assessor and learner.

Assessment planning should support the learner to understand how and when they will provide evidence to meet the criteria of the component. It will ensure that they understand the types of evidence that are acceptable and are clear about where and when they are likely to provide the evidence.

In addition, it will provide opportunities for the learner to become familiar with the presentation of a portfolio, ask questions and make suggestions about different types of evidence.

2.3 Assessment by Portfolio

Assessment is by an organised collection of evidence in the form of a portfolio. Learners should generally be responsible for the collation of evidence to demonstrate competence; however, at this level, it would be expected that centres would give substantial support to learners throughout this process.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria within each component. However, a number of assessment criteria can be taught and assessed through one activity.

Forms are provided in the appendices for gathering learner evidence against the individual assessment criteria. These are optional forms and centres can customise these forms to suit the context. Alternatively, centres can use their own paperwork,

provided they can ensure that the work is ordered and portfolio references are provided as required.

It would be appropriate for learners to be familiar with the organisation of a portfolio and the centre's documentation early on in their learning programme. The process should be reviewed on an on-going basis, with learners aware of the requirements and timescales.

Evidence in a portfolio is highly personalised and can contain anything which reflects that the assessment criteria has been met. It is important however that all material included is ordered in a clear and logical sequence.

Evidence in the portfolio could include:

- case studies
- oral question and answer
- role play/simulation
- practical demonstration
- written question and answer
- participation in group discussions
- number sorting, annotating activities
- internally set written tasks.

This list is a guide and not exhaustive. Evidence can be presented in the form of witness statements, audio visual or photographic materials and worksheets.

All evidence included in the portfolio should clearly indicate which assessment criteria it is covering; who it belongs to and the date when it was produced.

In addition to the evidence, the portfolio should contain:

- a front cover which gives the learner and centre details and information relating to the assessors involved in the process
- an authenticity statement
- a copy of the component which is being evidenced
- learner's signature
- assessor's signature
- feedback from the assessor
- relevant dates.

At all times the portfolio is owned by the learner, however it should be available at the centre throughout the assessment and quality assurance process. In order to ensure the safety of the portfolios through the process, it would be worthwhile for centres to consider a system of portfolio management to avoid any issues of lost or stolen portfolios.

After certification, the portfolio should be returned to the learner unless it is necessary to retain it for visits from NOCN. However, assessment records must be retained for three years.

2.4 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure that:

- assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner
- tutors/assessors receive on-going advice and support, for example in designing assessment activities
- learners clearly understand assessment requirements and are given opportunities to achieve against the assessment criteria by completing appropriate assessment tasks
- learners' work is presented in a manner that enables effective internal quality assurance to take place
- learners' assessed work presented as evidence for the award of credit is authentic
- learners and centre staff understand the implications and the required actions in the case of suspected or actual malpractice
- evidence of learner achievement is clearly mapped to the assessment criteria
- recommendations for the award of credit are valid, reliable and consistent.

Internal Quality Assurance arrangements must include, as a minimum:

- an identified individual responsible for co-ordinating the Internal Quality Assurance process
- a planned structure for Internal Quality Assurance that incorporates all of a centre's NOCN provision and which takes into account published NOCN processes and procedures
- an agreed and published annual timetable for Internal Quality Assurance, including Internal Quality Assurance meetings
- pre verification of assessment tasks
- clear and documented roles and responsibilities for all those involved
- a forum for discussion of borderline cases and good practice in assessment
- sampling of assessment tasks and assessed work
- standardisation of assessed work
- full and clear records and action plans
- process and procedure for dealing with cases of suspected or actual malpractice
- process and procedure for dealing with Appeals
- regular evaluation of the process.

A centre may have one or more Internal Quality Assurers, according to the size and variety of its provision. All must have experience relevant to the area(s) for which they have responsibility. They should also have or be working towards an Internal Quality Assurance qualification, have an understanding of quality assurance and improvement, and the centre must ensure that they develop their practice in this field.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Components for NOCN Entry Level Award in Mathematics Skills (Entry 3)

See the following pages.

4. Assessment Documentation

Appendix 6a	Learner Evidence Record Component – Entry 3 (complete one per component)
Appendix 6b	Feedback Sheet

Appendix 6

Components for NOCN Entry Level Award in Mathematics Skills (Entry 3)

E3.1 Planning to Improve Performance in Mathematics

Component Title:	**Planning to Improve Performance in Mathematics**
Component Level:	**Entry 3**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**Y/618/0423**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to recognise some of own strengths in mathematics.	1.1 Identify three strengths in mathematics.
2. Be able to recognise areas for self-improvement in mathematics.	2.1 Identify two priority areas for self-improvement in mathematics.
3. Be able to identify personal targets for improvement in mathematics.	3.1 Identify targets, which will help to improve performance in the priority areas. 3.2 Identify how these targets might be achieved. 3.3 Identify by when these targets might be achieved.

Scope of learning

In order to be successful in this component, learners will be expected to be able to share their knowledge of their personal strengths and weaknesses in mathematics with another person, discuss with another person their goals and priorities for development of skills and choose one suitable target to focus on.

In addition, learners should be able to suggest how to achieve the target and a likely timescale for achievement.

It is likely that at this level, learners will receive an appropriate level of support from the centre in identifying these strengths and areas for development.

Assessment

Assessment of this component is by a learner portfolio.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive appropriate support to evidence the component.

Examples of evidence

To demonstrate competence, learners might undertake any of the following in an appropriate context in which they are actively involved in the target setting and review process. They might:

- complete a commercially produced or centre devised initial and diagnostic assessment and give feedback to a tutor about how they felt they did (this feedback could be verbal)
- complete an internal, centre set assessment, such as part of a practice functional skills Entry 3 paper
- take part in an action planning discussion with a member of centre staff in which the member of staff records the outcomes on an individual learning plan
- use a written method of recording targets such as an action planning booklet, logbook, timeline etc.

Evidence requirements

Competence should be demonstrated on one occasion for each learning outcome.

Any necessary communication can be verbal or evidenced by using an appropriate alternative such as British Sign Language (BSL). Learners who need to use assistive technology for communication are able to do so.

E3.2 Applying Fraction Skills

Component Title:	**Applying Fraction Skills**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**D/618/0424**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read and record common fractions. (SC7)	1.1 Identify and record common unit fractions as one part of the whole divided into equal parts, with the denominator indicating the number of equal parts. 1.2 Identify and record common non-unit fractions as several equal parts of a whole, with the number of parts indicated by the numerator. 1.3 Read and record common unit and non-unit fraction names, including thirds, quarters, fifths and tenths.
2. Be able to identify equivalent fraction forms. (SC7)	2.1 Identify equivalent fractions for common fractions, including thirds, quarters, fifths and tenths. 2.2 Identify a fraction where the numerator and denominator are equivalent to a whole one.
3 Be able to use common fractions in everyday situations. (SC7)	3.1 Use common fractions in two different everyday situations.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify and record common fractions and to recognise common equivalents.

In addition, learners should demonstrate how to use common fractions in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match fractions in symbols and words e.g. 1/5 = one fifth
- find examples of common fractions used in everyday materials e.g. newspaper headlines, reports, adverts or catalogues
- match shaded fractions of shapes to fraction symbols or words. Ensure emphasis given to fractions being of equal parts.

To demonstrate competence for learning outcome 2, learners might:

- fill in the missing symbols, words or shading showing equivalent common fractions
- circle the equivalent fractions from a list
- circle fractions in a list equal to 1.

To demonstrate competence for learning outcome 3, learners might:

- cut up a pizza or cake into common fraction portions e.g. cut into quarters or eighths
- find a third from a collection of objects
- identify how much is saved if the sale sign says ‘1/3 OFF’.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.3 Applying Number, Addition and Subtraction Skills

Component Title:	**Applying Number, Addition and Subtraction Skills**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**K/618/0426**

This component has 8 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to recognise the written form of whole numbers up to 1000. (SC1)	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. Be able to recognise the value of whole numbers up to 1000. (SC1)	2.1 Arrange whole numbers up to 1000 in numerical order. 2.2 Identify hundreds, tens and units place value.
3. Be able to recognise number patterns involving whole numbers up to 1000. (SC1)	2.3 Count up to 1000 in: a) twos b) fives c) tens. 2.4 Count up to 1000 in hundreds.
4. Be able to approximate by rounding. (SC5)	4.1 Round whole numbers up to 1000 to the nearest 10. 4.2 Round whole numbers up to 1000 to the nearest 100. 4.3 Use rounded numbers to check results by approximation
5. Be able to use numbers up to 1000. (SC1)	5.1 Use numbers in two different everyday situations.
6. Use addition involving whole numbers with up to three digits to give totals up to 1000. (SC2)	6.1 Decide when to use addition in at least two different practical situations. 6.2 Present results in context.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
7. Use subtraction involving whole numbers with up to three digits. (SC2)	7.1 Decide when to use subtraction in at least two different practical situations. 7.2 Present results in context.
8. Use a combination of addition and subtraction calculations. (SC2)	8.1 Decide when to use a combination of addition and subtraction in at least two different practical situations. 8.2 Present results in context.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify, write, order and compare words and symbols used for numbers up to 1000.

In addition, learners should be able to add and subtract using three-digit numbers to make up to 1000, demonstrate using a calculator how to add and subtract three-digit numbers and how to check answers to addition and subtraction questions. They should be able to use addition and subtraction in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match addition and subtraction digits with words e.g. twenty-seven = 27, up to 1000
- identify and record numbers up to 1000.

To demonstrate competence for learning outcome 2 and 3, learners might:

- fill in the gaps of number sequences up to 1000 e.g. going up in single units, 2s, 5s or 10s
- identify thousands, hundreds, tens and units e.g. underline the hundreds in a list of numbers

To demonstrate competence for learning outcome 4, learners might:

- approximate the answer to a sum by rounding to the nearest 10 e.g. round 137 + 49 to 140 + 50
- approximate the answer to a sum by rounding to the nearest 100 e.g. round 517 + 91 to 500 + 100.

To demonstrate competence for learning outcome 5, learners might:

- carry out a stock check
- find items for an order from bin numbers.

To demonstrate competence for learning outcome 6, 7 and 8, learners might:

- fill in the missing symbols or numbers in an addition or subtraction sum up to 1000
- place the numbers and symbols of a jumbled sum in the correct order
- use a calculator to do addition and subtraction of three-digit whole numbers identifying the numbers and symbols using both verbal and non-verbal responses
- using a practical scenario for shopping, identify whether to use addition or subtraction.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.4 Handling Data

Component Title:	**Handling Data**
Component Level:	**Entry 3**
Component Credit Value:	**3**
GLH:	**30**
Ofqual Reference Number:	**M/618/0430**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to extract information from charts, tables and diagrams. (SC21)	1.1 Extract information from: a) tables b) diagrams c) simple charts.
2. Be able to interpret information from charts, line graphs, tables and diagrams. (SC22)	2.1 Interpret information from: a) tables b) diagrams c) simple charts d) simple line graphs.
3. Be able to make numerical comparisons from bar charts, line graphs or pictograms. (SC22)	3.1 Identify categories on a bar chart or pictogram. 3.2 Use a bar chart, line graph or pictogram to read the frequencies of categories. 3.3 Make comparisons between categories using a bar chart, line graph or pictogram.
4. Be able to collect and record numerical information. (SC21) (SC22)	4.1 Identify categories for different collections of data. 4.2 Collect data in a tally chart. 4.3 Translate the tally into a frequency table by totalling the tallies.
5. Be able to organise and represent information. (SC23)	5.1 Display data collected in a table, bar chart, line graph or pictogram. 5.2 Display given data sets in different ways.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to extract and interpret information from a list, tables, simple diagrams and block graphs.

In addition, learners should be able to collect and record and organise data. Finally, they should represent the data in a table, bar chart or pictogram.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- extract information from a variety of lists, tables, diagrams and block graphs e.g.
    - price lists
    - charts in a holiday brochure
    - flow chart
    - exam timetable.
- find information on the internet including travel and holiday sites, or identify what's on TV
- interpret simple diagrams e.g. room plans, dimensions
- follow directions on a simple local map.

To demonstrate competence for learning outcome 3, learners might:

- compare temperatures of holiday destinations using charts in holiday brochures
- compare the ages of people in the class from a chart.

To demonstrate competence for learning outcome 4, learners might:

- collect data in a tally chart e.g. when sorting bottles by colour or type
- convert a tally chart into a frequency table e.g. the different colours or models of cars in a production line
- collect data relevant to work, training or leisure interests.

To demonstrate competence for learning outcome 5, learners might:

- look at different ways to represent information e.g. display the data gathered in outcome 4 above, and represent this in a bar chart, table or pictogram
- represent collected data relevant to work, training or leisure interests in a suitable form.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.5 Measure: Distance and Length

Component Title:	**Measure: Distance and Length**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**T/618/0431**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read and interpret distance in everyday situations. (SC14)	1.1 Identify the units for measuring distances. 1.2 Read distances on road signs. 1.3 Estimate distance in miles when following and giving directions.
2. Be able to measure length. (SC14) (SC15) (SC18)	2.1 Read lengths in decimal notation using metric measurements, including mm, cm, m, km. 2.2 Recognise in practical contexts the equivalencies: a) 100cm = 1m b) 10mm = 1cm c) 1000m = 1 km d) 50cm = 0.5m (using zero as a place holder) 2.3 Select units of length to measure in everyday situations. 2.4 Select instruments to measure items in practical situations. 2.5 Measure items using labelled divisions on measuring instruments. 2.6 Measure items using unlabelled divisions on measuring instruments.
3. Be able to record measurements. (SC8)	3.1 Record lengths in decimal notation using metric measurements. 3.2 Order lengths using decimal notation up to 2 decimal places.
4. Be able to estimate length in practical contexts. (SC14)	4.1 Estimate lengths to a reasonable degree of accuracy in everyday situations.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. Learners will be expected to read and estimate a variety of distances and to measure and record the length of a variety of objects using metric measurements. All of these should be demonstrated in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- estimate the distance in miles they travel e.g. when following or giving directions to college, work, sports centre
- identify the distance to a destination from a road sign
- identify the units used for measuring distance e.g. miles, kilometres.

To demonstrate competence for learning outcome 2, learners might:

- measure the length of the room using a metre rule, recognise the divisions are centimetres and millimetres
- practise estimating, measuring and recording lengths in different units – m, cm, mm and using different measuring instruments – rulers, tape measures e.g. measuring a football pitch, length of curtains or the height of a door
- measure items to the nearest m, cm, 10cm where appropriate
- discuss the best unit (m, cm) for measuring various items e.g. furniture, doors, windows. Match a list of items to the best unit
- demonstrate with a variety of everyday items that 10mm = 1cm, 100cm = 1m, 1000mm = 1m.

To demonstrate competence for learning outcome 3 and 4, learners might:

- measure the heights of people in their group, record the information then sort into height order
- estimate the height of a door, then using a tape measure or metre rule, measure the door and compare the actual and estimated results.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.6 Measure: Weight and Capacity

Component Title:	**Measure: Weight and Capacity**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**F/618/0433**

This component has 5 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to measure capacity. (SC14) (SC16) (SC17)	1.1 Read capacity in decimal notation using metric measurements. 1.2 Record capacity in decimal notation using metric measurements. 1.3 Identify that 1000ml = 1 litre. 1.4 Select units of capacity for everyday items. 1.5 Measure the capacity of containers by filling containers of unknown capacity using containers of known capacity. 1.6 Identify the capacity of containers by reading labelled divisions on a measuring jug.
2. Be able to estimate capacity. (SC14) (SC17)	2.1 Estimate the capacity of containers. 2.2 Compare estimated and actual capacities of containers.
3. Be able to measure weight. (SC14) (SC16) (SC18)	3.1 Read weights in decimal notation using metric measurements. 3.2 Record weights in decimal notation using metric measurements. 3.3 Read a weighing scale to labelled divisions. 3.4 Read a weighing scale to unlabelled divisions. 3.5 Select metric units of weight for everyday items.
4. Be able to order weights. (SC8)	4.1 Order weights in decimal notation up to 2 decimal places.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5. Be able to estimate weight. (SC14) (SC16)	5.1 Estimate the weight of everyday items in decimal notation using metric measurements. 5.2 Compare estimated and actual weights in decimal notation using metric measurements.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. Learners will be able to estimate and measure capacity using common standard and non-standard components.

In addition, the learner will be expected to estimate, measure and order objects' weights using standard and non-standard measures.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- estimate and measure the capacity of different containers for different purposes using measuring jugs and other containers of known capacity
- match items to given measures e.g. spoonful of medicine, a can of drink, a large bottle of drink, 5ml, 330ml, 2l. Make sure there is a sufficient difference in capacities
- recognise labelled divisions on measuring containers and identify 1000ml = 1l.

To demonstrate competence for learning outcome 3, learners might:

- measure the weights of different objects or items e.g. packaged foods, or potatoes, apples, to the nearest kilo and check them by reading the labels
- measure out ingredients used in a recipe.

To demonstrate competence for learning outcome 4, learners might:

- weigh a variety of items and put them in order of weight using decimal notation to 2 decimal places e.g. a variety of different fruits or packaged foods.

To demonstrate competence for learning outcome 5, learners might;

- use a simple balance to weigh objects such as kilogram weights
- use a kilogram weight (e.g. use a bag of sugar) to compare other weights. Use comparisons such as more than a kilogram, less than a kilogram, about twice as much
- match familiar items to given weights e.g. packet of crisps, tin of beans, bag of rice; 30g, 415g, 3kg.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.7 Money: Adding and Subtracting

Component Title:	**Money: Adding and Subtracting**
Component Level:	**Entry 3**
Component Credit Value:	**1**
GLH:	**10**
Ofqual Reference Number:	**Y/618/0437**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to add money using decimal notation. (SC10)	1.1 Add up to three amounts of money in decimal notation showing the working out. 1.2 Add up to three amounts of money in decimal notation using a calculator.
2. Be able to subtract money using decimal notation. (SC10)	2.1 Subtract amounts of money in decimal notation showing the working out. 2.2 Subtract amounts of money in decimal notation using a calculator.
3. Be able to use money in decimal notation in everyday contexts, including checking answers. (SC10) (SC11)	3.1 Read and record prices in decimal notation in two practical situations. 3.2 Compare prices in decimal notation in two practical situations. 3.3 Calculate using money in £s and pence in at least two different practical situations. 3.4 Check answers using different methods, including approximation by rounding to the nearest £1 or 10p.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to add and subtract money in decimal notation with and without a calculator. The learner will be able to work with money in practical situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- write sums of money in columns for addition
- add up three or more items e.g.
    - on a till receipt
    - on a price list
    - pay slips
    - household bills.

To demonstrate competence for learning outcome 2, learners might:

- check deductions on a pay slip
- check a reducing bank balance on a bank statement
- subtract amounts from the total items on a till receipt.

To demonstrate competence for learning outcome 3, learners might:

- access an online shopping site e.g. Asda, Tesco or the Argos catalogue and decide what items they would like to buy and round prices to the nearest £ and/or nearest 10p to estimate the total cost
- use rounding to work out the approximate cost of items in a shopping basket.
- look at price lists and discuss why so many prices end in 95p or 99p. Write the price to the nearest £.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.8 Multiplication and Division of Whole Numbers

Component Title:	**Multiplication and Division of Whole Numbers**
Component Level:	**Entry 3**
Component Credit Value:	**3**
GLH:	**30**
Ofqual Reference Number:	**Y/618/0440**

This component has 6 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to multiply two digit whole numbers by a single and double digit. (SC4)	1.1 Recall multiplication facts for: a) 2 times tables b) 3 times tables c) 4 times tables d) 5 times tables e) 10 times tables f) 12 times tables. 1.2 Identify two digit and three digit multiples of: a) 2 b) 5 c) 10 d) 50 e) 100. 1.3 Multiply two digit whole numbers by a single and double digit showing the working out. 1.4 Multiply two digit whole numbers by a single and double digit using a calculator. 1.5 Use different strategies for multiplication.
2. Be able to multiply two digit whole numbers by a single and double digit in everyday contexts. (SC4)	2.1 Identify where multiplication can be used in different practical situations. 2.2 Use multiplication in at least two different practical situations. 2.3 Present results in context.
3. Be able to check answers to multiplication calculations. (SC5)	3.1 Check answers using a different method, such as inverse calculation. 3.2 Use rounded numbers to check results by approximation

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4. Be able to divide three digit whole numbers by a single and double digit whole numbers, and express remainders. (SC3)	4.1 Divide three digit numbers by single and double digit whole numbers using repeated subtraction, expressing any remainder. 4.2 Divide three digit whole numbers by single and double digits by identifying multiples of: a) 2 b) 3 c) 4 d) 5 e) 10. 4.3 Divide three digit whole numbers by single and double digits by identifying multiples of 6, 7, 8 and 9 using multiplication tables or number squares. 4.4 Divide three digit whole numbers by single and double digits using a calculator, understanding why some divisions do not give whole number answers.
5. Be able to divide two digit whole numbers by a single digit in everyday contexts. (SC3)	5.1 Use division in everyday context. 5.2 Present results and interpret remainders in context.
6. Be able to check answers to division calculations. (SC5)	6.1 Check answers using a different method, such as inverse calculation. 6.2 Use rounded numbers to check results by approximation

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They should be able to multiply two-digit numbers by a single and double digit whole numbers, and check answers to multiplication questions. They should be able to use multiplication in practical situations including two and three-digit multiples of 2, 5 and 10 also three-digit multiples of 50 and 100.

In addition, learners should be able to divide a three-digit whole number by a single digit and double-digit whole number and check answers to division questions.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- highlight multiples of 2, 3, 4, 5 and 10 on a number square
- extend sequences of multiples by filling in the gaps
- use a calculator to find multiples of 50 and 100 up to 1000 and look for the patterns.

To demonstrate competence for learning outcome 2, learners might:

- use multiplication to solve everyday problems e.g. calculate the total number of stamps in three books
- calculate the total number of items in batches e.g. 5 crates with 16 boxes to a crate.

To demonstrate competence for learning outcome 3, learners might:

- use a calculator to check answers of a variety of multiplication sums using single digits
- check answers by using reverse calculations e.g. 10 x 2 = 20 to check 20 ÷ 10 = 2.

To demonstrate competence for learning outcome 4, learners might:

- use objects or coins to show they can divide by 4, by halving and halving again
- use objects or coins to illustrate division as a repeated subtraction

- recognise that division is not commutative e.g. 8 ÷ 4 is not the same as 4 ÷ 8.

To demonstrate competence for learning outcome 5, learners might:

- recognise the concept of remainder when solving everyday problems e.g. when calculating how many tables needed to seat a specific number of people
- work out the number of cars needed to transport a group of people
- work out the cost per person of a group's bill in a restaurant.

To demonstrate competence for learning outcome 6, learners might:

- use a calculator to check answers of a variety of division sums using single and double digit numbers
- check answers using reverse calculations e.g. 10 ÷ 5 = 2 to check answer 5 x 2 = 10
- use division as repeated subtraction to check answers.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.9 Time, Position and Direction

Component Title:	**Time, Position and Direction**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**H/618/0442**

This component has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read and record time in five minute intervals using am and pm. (SC12) (SC13)	1.1 Tell the time in five-minute intervals on analogue clocks. 1.2 Tell the time in five-minute intervals on 24-hour digital clocks. 1.3 Tell the time in five-minute intervals using am and pm. 1.4 Record the time in five-minute intervals using am and pm.
2. Be able to use time in practical situations. (SC12) (SC13)	2.1 Use time in two different everyday situations.
3. Be able to name and understand the 8 directional compass points. (SC20)	3.1 Use compass directions to indicate position and direction in practical contexts.
4. Be able to use full/ half/ quarter turns to describe position and direction. (SC20)	4.1 Use full/ half/ quarter/ turns to describe position and direction in practical contexts.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. They should identify the correct time using an analogue clock face, or 12-hour and 24-hour digital display in five-minute intervals.

Learners are also expected to be able to describe position and direction using the 8 main compass direction points and using full/half/quarter turns.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1 and 2, learners might:

- recognise programme times in listings e.g. TV or cinema listings, newspapers, magazines
- match the times on analogue and digital clocks
- enter appointments into a diary or electronic calendar using five-minute intervals.

To demonstrate competence for learning outcome 3 and 4, learners might:

- use a compass to describe the direction of nearby towns, buildings or monuments
- use compass points to describe to the direction of travel for a journey between two places
- use quarter/half turns to describe the direction of a building from their current position.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.10 Understanding the Properties of Regular Shapes

Component Title:	**Understanding the Properties of Regular Shapes**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**K/618/0443**

This component has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to identify the properties of 2D shapes. (SC19)	1.1 Identify 2D shapes by: a) Number and length of sides b) Number of equal sides c) Number of angles, including right angles d) Lines of symmetry.
2. Be able to identify the properties of 3D shapes. (SC19)	2.1. Identify angles, including right angles, in 3D shapes.
3. Be able to use the properties of 2D and 3D shapes to solve practical problems. (SC19)	3.1 Use the properties of 2D and 3D shapes to solve practical everyday problems.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to identify the properties of 2D and 3D shapes including lines of symmetry and right angles. Learners should be able to demonstrate the use of these properties in everyday situations.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a little support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- sort 2D shapes into those with right angles and those without
- sort 2D shapes according to:
    - number of sides
    - number of angles
    - number of equal sides
    - number of equal angles
    - number of lines of symmetry
- use paper cut out of regular shapes to find lines of symmetry by folding.

To demonstrate competence for learning outcome 2, learners might:

- sort 3D shapes into those with right angles and those without
- investigate ways of stacking 3D shapes of the same size on a shelf and for a display e.g. cans (cylinders), boxes (cubes and cuboids).

To demonstrate competence for learning outcome 3, learners might:

- identify right angles on everyday items e.g. tables, shelves, paper or bricks.
- pack items into a delivery van or a larger container.
- fill shelves with packaged items.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

E3.11 Understanding Decimals

Component Title:	**Understanding Decimals**
Component Level:	**Entry 3**
Component Credit Value:	**2**
GLH:	**20**
Ofqual Reference Number:	**M/618/0444**

This component has 6 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to read numbers with 2 decimal places. (SC8)	1.1 Read numbers with 2 decimal places.
2. Be able to write numbers with 2 decimal places. (SC8)	2.1 Write numbers with 2 decimal places.
3. Be able to order numbers with 2 decimal places. (SC8)	3.1 Arrange, in order of size, numbers with 2 decimal places.
4. Be able to continue a sequence of numbers with up to 2 decimal places. (SC9)	4.1 Continue a sequence of numbers with decimals up to 2 decimal places
5. Be able to understand the place value of digits. (SC8)	5.1 Identify place value in numbers with 2 decimal places. 5.2 Identify the purpose of the decimal point.
6. Be able to use decimals in everyday contexts. (SC8)	6.1 Measure the length of an object to two decimal places e.g. using a metre rule to measure objects to the nearest cm. 6.2 Calculate with money, using pounds and pence.

Scope of learning

In order to be successful in this component, learners will be expected to be able to give information clearly and concisely to another person. This information will be to read, write and order decimal numbers with 2 decimal places, and understand the reason for the decimal point.

In addition, learners should be able to continue a sequence of numbers with 2 decimal places. They should understand the place value of the decimal digits and have some understanding of decimals in everyday contexts.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive some support to evidence the component.

Examples of evidence

To demonstrate competence for learning outcome 1, learners might:

- use flash cards to match numbers in figures with 2 decimal places to numbers in words
- read numbers to 2 decimal places in digits and words.

To demonstrate competence for learning outcome 2, learners might:

- write numbers with up to 2 decimal places in digits and words.

To demonstrate competence for learning outcome 3 and 4, learners might:

- fill in missing numbers with 2 decimal places in a number line
- arrange a series of lengths to 2 decimal places in order of size
- continue a sequence of numbers with up to 2 decimal places

To demonstrate competence for learning outcome 5 and 6, learners might:

- calculate the total for a group of items bought, using pounds and pence
- calculate the change needed from a high value note
- measure objects to 2 decimal places, e.g. using a metre rule to measure to the nearest cm, using a 30cm ruler to measure to the nearest mm.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Appendix 6a

Assessment Documentation

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.1 Planning to Improve Performance in Mathematics

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify three strengths in mathematics skills.				
2.1 Identify two priority areas for self-improvement in mathematics.				
3.1 Identify targets, which will help to improve performance in the priority areas.				
3.2 Identify how these targets might be achieved.				
3.3 Identify by when these targets might be achieved.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.2 Applying Fraction Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify and record common unit fractions as one part of the whole divided into equal parts, with the denominator indicating the number of equal parts.				
1.2 Identify and record common non-unit fractions as several equal parts of a whole, with the number of parts indicated by the numerator.				
1.3 Read and record common unit and non-unit fraction names, including thirds, quarters, fifths and tenths.				
2.1 Identify equivalent fractions for common fractions, including thirds, quarters, fifths and tenths.				
2.2 Identify a fraction where the numerator and denominator are equivalent to a whole one.				
3.1 Use common fractions in two different everyday situations.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.3 Applying Number, Addition and Subtraction Skills

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
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.				
2.1 Arrange whole numbers up to 1000 in numerical order.				
2.2 Identify hundreds, tens and units place value.				
3.1 Count up to 1000 in: a) twos b) fives c) tens.				
3.2 Count up to 1000 in hundreds.				
4.1 Round whole numbers up to 1000 to the nearest 10.				
4.2 Round whole numbers up to 1000 to the nearest 100.				
4.3 Use rounded numbers to check results by approximation.				

5.1 Use numbers in two different everyday situations. 6.1 Decide when to use addition in at least two different practical situations.				
6.2 Present results in context.				
7.1 Decide when to use subtraction in at least two different practical situations.				
7.2 Present results in context.				
8.1 Decide when to use a combination of addition and subtraction in at least two different practical situations.				
8.2 Present results in context.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.4 Handling Data

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Extract information from: a) tables b) diagrams c) simple charts.				
2.1 Interpret information from: a) tables b) diagrams c) simple charts d) simple line graphs.				
3.1 Identify categories on a bar chart or pictogram.				
3.2 Use a bar chart, line graph or pictogram to read the frequencies of categories.				
3.3 Make comparisons between categories using a bar chart, line graph or pictogram.				
4.1 Identify categories for different collections of data.				

4.2 Collect data in a tally chart.				
4.3 Translate the tally into a frequency table by totalling the tallies.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.5 Measure : Distance and Length

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify the units for measuring distances.				
1.2 Read distances on road signs.				
1.3 Estimate distance in miles when following and giving directions.				
2.1 Read lengths in decimal notation using metric measurements, including mm, cm, m, km.				
2.2 Recognise in practical contexts the equivalencies: a) 100cm = 1m b) 10mm = 1cm c) 1000m = 1 km d) 50cm = 0.5m (using zero as a place holder).				
2.3 Select units of length to measure in everyday situations.				
2.4 Select instruments to measure items in practical situations.				
2.5 Measure items using labelled divisions on measuring instruments.				

2.6 Measure items using unlabelled divisions on measuring instruments.				
3.1 Record lengths in decimal notation using metric measurements.				
3.2 Order lengths using decimal notation up to 2 decimal places.				
4.1 Estimate lengths to a reasonable degree of accuracy in everyday situations.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.6 Measure : Weight and Capacity

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Read capacity in decimal notation using metric measurements.				
1.2 Record capacity in decimal notation using metric measurements.				
1.3 Identify that 1000ml = 1 litre.				
1.4 Select units of capacity for everyday items.				
1.5 Measure the capacity of containers by filling containers of unknown capacity using containers of known capacity.				
1.6 Identify the capacity of containers by reading labelled divisions on a measuring jug.				
2.1 Estimate the capacity of containers.				

2.2 Compare estimated and actual capacities of containers.				
3.1 Read weights in decimal notation using metric measurements.				
3.2 Record weights in decimal notation using metric measurements.				
3.3 Read a weighing scale to labelled divisions.				
3.4 Read a weighing scale to unlabelled divisions.				
3.5 Select metric units of weight for everyday items.				
4.1 Order weights in decimal notation up to 2 decimal places.				
5.1 Estimate the weight of everyday items in decimal notation using metric measurements.				
5.2 Compare estimated and actual weights in decimal notation using metric measurements.				

Learner Signature: _____

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.7 Money: Adding and Subtracting

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Add up to three amounts of money in decimal notation showing the working out.				
1.2 Add up to three amounts of money in decimal notation using a calculator.				
2.1 Subtract amounts of money in decimal notation showing the working out.				
2.2 Subtract amounts of money in decimal notation using a calculator.				
3.1 Read and record prices in decimal notation in two practical situations.				
3.2 Compare prices in decimal notation in two practical situations.				

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
3.3 Calculate using money in £s and pence in at least two different practical situations.				
3.4 Check answers using different methods, including approximation by rounding to the nearest £1 or 10p.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.8 Multiplication and Division of Whole Numbers

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Recall multiplication facts for: a) 2 times tables b) 3 times tables c) 4 times tables d) 5 times tables e) 10 times tables f) 12 times tables.				
1.2 Identify two digit and three-digit multiples of: a) 2 b) 5 c) 10 d) 50 e) 100.				
1.3 Multiply two-digit whole numbers by a single and double digit showing the working out.				
1.4 Multiply two-digit whole numbers by a single and double digit using a calculator.				

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.5 Use different strategies for multiplication.				
2.1 Identify where multiplication can be used in different practical situations.				
2.2 Use multiplication in at least two different practical situations.				
2.3 Present results in context.				
3.1 Check answers using a different method, such as inverse calculation.				
3.2 Use rounded numbers to check results by approximation				
4.1 Divide three-digit numbers by single and double digit whole numbers using repeated subtraction, expressing any remainder.				
4.2 Divide three-digit whole numbers by single and double digits by identifying multiples of: a) 2 b) 3 c) 4 d) 5 e) 10.				

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
4.3 Divide three-digit whole numbers by single and double digits by identifying multiples of 6, 7, 8 and 9 using multiplication tables or number squares.				
4.4 Divide three-digit whole numbers by single and double digits using a calculator, understanding why some divisions do not give whole number answers.				
5.1 Use division in everyday context.				
5.2 Present results and interpret remainders in context.				
6.1 Check answers using a different method, such as inverse calculation.				
6.2 Use rounded numbers to check results by approximation.				

Learner Signature: _____

Assessor Signature: _____ IQA Signature: _____

Confirmation of Achievement of Component – Date: _____

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.9 Time, Position and Direction

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Tell the time in five-minute intervals on analogue clocks.				
1.2 Tell the time in five-minute intervals on 24-hour digital clocks.				
1.3 Tell the time in five-minute intervals using am and pm.				
1.4 Record the time in five-minute intervals using am and pm.				
2.1 Use time in two different everyday situations.				
3.1 Use compass directions to indicate position and direction in practical contexts.				
4.1 Use full/ half/ quarter/ turns to describe position and direction in practical contexts.				

Learner Signature:

Assessor Signature: IQA Signature:

Confirmation of Achievement of Component – Date:

Appendix 6a - Learner Evidence Record Component – Entry 3

Component Title: E3.10 Understanding the Properties of Regular Shapes

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Identify 2D shapes by: a) number and length of sides b) number of equal sides c) number of angles, including right angles d) lines of symmetry.				
2.1 Identify angles, including right angles, in 3D shapes.				
3.1 Use the properties of 2D and 3D shapes to solve practical everyday problems.				

Learner Signature:

Assessor Signature: IV Signature:

Confirmation of Achievement of Component - Date

Appendix 6a - Learner Evidence Record Component – Entry 3
Component Title: E3.11 Understanding Decimals

Assessment Criteria	Evidence	Portfolio Ref	Date Completed	Internal Verification Date
1.1 Read numbers with 2 decimal places.				
2.1 Write numbers with 2 decimal places.				
3.1 Arrange, in order of size, numbers with 2 decimal places.				
4.1 Continue a sequence of numbers with decimals up to 2 decimal places				
5.1 Identify place value in numbers with 2 decimal places.				
5.2 Identify the purpose of the decimal point.				
6.1 Measure the length of an object to two decimal places e.g. using a metre rule to measure objects to the nearest cm.				
6.2 Calculate with money, using pounds and pence.				

Learner Signature: _____

Assessor Signature: _____ IV Signature: _____

Confirmation of Achievement of Component - Date _____

Appendix 6b

Feedback Sheet

Entry 3

Appendix 6b – Feedback Sheet for XXXX – Entry 3

Assessor comments:	
Learner comments:	
Assessor Signature:	Date:
Learner Signature:	Date:

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