



Learner Assessment Tracking
Suite of Mathematics Qualifications
Entry 1, Entry 2, Entry 3, Level 1, Level 2

Version 3.0

(April 2019)

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1. About the Assessment Tracking

Gateway Qualifications has developed the Learner Assessment Tracking for the suite of English qualifications. It contains evidence recording and summary sheets. Gateway Qualifications also provides sample feedback sheets and forms to record observations available on its website www.gatewayqualifications.org.uk.

The Learner Assessment Tracking forms will help learners work towards the unit(s) or qualification they are aiming to achieve. Centres may develop and use alternative assessment tracking methods including online systems, but it must include all the information required in the Learner Assessment Tracking forms.

In order to offer this qualification you must be Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911 211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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2. Introduction

2.1 Using the Assessment Tracking forms

The Assessment Tracking will help learners work towards the unit(s) or qualification they are aiming to achieve.

The example below shows how an Assessment Tracking page could be completed for a single unit.

For each criterion the location of evidence is identified by:

- the type of evidence e.g. witness statement handwritten letter, word processed form, reading log etc.
- a portfolio reference e.g. N1, N2, Mss 2 Hd1, Hd2
- a brief title

This system for identifying evidence is an example and centres may use their own systems, however any system must be clear for verification purposes.

The sample completed log shows how assessment criteria can be grouped within the same activity and that some criteria are evidenced more than the minimum number of times because of their more general qualitative nature e.g. *Make observations about results* is likely to be evidenced in a number of activities.

2.2 Sample Assessment Tracking form

Entry 3: Using and Communicating Data

Unit code	H/505/4863
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Numeracy and fully referenced to the Adult Numeracy Core Curriculum.
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than one occasion

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to extract information.			
1.1 Extract numerical information from lists, tables, diagrams, bar and tally charts.	<i>Portfolio - Tv listings info Hd1</i> <i>Portfolio - info from stationary requirement tally chart Hd2</i>	BHarris	JMoore
1.2 Make numerical comparisons from bar charts and pictograms.	<i>Portfolio - Weather charts Hd3</i> <i>Portfolio - healthy eating ingredients info - Hd4</i>	BHarris	JMoore
LO2 Be able to collect and record information			
2.1 Select categories before collecting data.	<i>Portfolio - Tv survey Hd1</i> <i>Portfolio - survey snacks Hd4</i>	BHarris	JMoore
2.2 Collect data in familiar situations.	<i>Portfolio - Tv survey feedback Hd1</i> <i>Portfolio - survey snacks Hd4</i>	BHarris	JMoore
2.3 Record numerical data using a tally.	<i>Portfolio - Tv survey record Hd1</i> <i>Portfolio - survey snacks record Hd4</i>	BHarris	JMoore

Criteria to be met:	Evidence location	Assessor signature	IQA signature
2.4 Make observations about results.	<p><i>Portfolio - Discussion - TV- with tutor Hd1</i></p> <p><i>Portfolio - Discussion - snacks with tutor Hd4</i></p> <p><i>Portfolio - write up of weather charts Hd3</i></p>	BHarris	JMoore
LO3 Be able to organise and present information so it makes sense to others			
3.1 Use whole numbers, decimals and common fractions to present results.	<p><i>Portfolio - Tv results Hd1</i></p> <p><i>Portfolio -snacks results Hd4</i></p> <p><i>Portfolio - representation stationary Hd2</i></p>	BHarris	JMoore
3.2 Present data in tables, charts and diagrams, using key elements appropriately.	<p><i>Portfolio - Tv survey chart record Hd1</i></p> <p><i>Portfolio - snack survey table record Hd4</i></p>	BHarris	JMoore
3.3 Use a simple scale to represent data in a bar chart or pictogram.	<p><i>Portfolio - Tv survey chart record Hd1</i></p> <p><i>Portfolio - own weather bar chart Hd3</i></p>	BHarris	JMoore
3.4 Provide simple descriptions of outcomes.	<p><i>Portfolio - Discussion with tutor-TV- Hd1</i></p> <p><i>Portfolio - Discussion with tutor - snacks Hd4</i></p> <p><i>Portfolio - Discussion with tutor - weather bar chart Hd3</i></p>	BHarris	JMoore

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

NameFred Smith

Signed:..... F Smith

Date: 00/00/00

Assessor feedback on unit:

The evidence presented was well organised and has met the criteria.

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Bernadette Harris **Signed:**..... *BHarris*..... **Date:** 00/00/00

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name John Moore **Signed:**..... *JMoore*..... **Date:** 00/00/00

3. Assessment Tracking – Unit Details

Entry 1: Adding and Subtracting

Unit code	A/505/4853
Credit value	3
GLH	30
Aim	In this unit, learners will manipulate, add and subtract numbers up to 10 in order to use and understand numbers in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to add whole numbers.			
1.1 Add single-digit numbers with totals to 10.			
1.2 Interpret + and =.			
1.3 Use related vocabulary, for example <i>and</i> , <i>plus</i> , <i>equals</i> .			
LO2 Be able to subtract whole numbers.			
2.1 Subtract single-digit numbers from numbers up to 10.			
2.2 Interpret - and =.			
2.3 Use related vocabulary, for example <i>take away</i> , <i>minus</i> , <i>equals</i> .			
LO3 Be able to solve everyday problems with and without a calculator.			
3.1 Identify and Interpret symbols +, -, = in practical situations.			
3.2 Estimate number of items (up to 10).			
2.1 Be able to use primary functions of a calculator.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 1: Money and Time

Unit code	F/505/4854
Credit value	3
GLH	30
Aim	In this unit, learners will learn about common measures of time and money in order to use and understand them in everyday situations.

Learner name and number	
--------------------------------	--

Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Know about money.			
1.1 Recognise and select different coins.			
1.2 Recognise and select different notes.			
1.3 Identify prices expressed in whole numbers up to 10.			
LO2 Know about time.			
2.1 Relate familiar events to different times, days, seasons.			
2.2 Demonstrate understanding of and use vocabulary related to time.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 1: Using and Communicating Data

Unit code	L/505/4856
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to extract information.			
1.1 Identify simple numerical information from a list.			
LO2 Be able to sort and classify objects.			
2.1 Identify criteria to sort familiar objects.			
2.2 Sort and classify objects using a single criterion.			
2.3 Make simple lists.			
LO3 Be able to present results.			
3.1 Use objects, simple images or whole numbers to present results.			
3.2 Use basic terms when identifying outcomes.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

--

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 1: Using Size, Shape and Space

Unit code	J/505/4855
Credit value	3
GLH	30
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Know about size and weight.			
1.1 Use simple terms to describe size.			
1.2 Use simple terms to describe dimensions.			
1.3 Use simple terms to describe weight.			
1.4 Use simple terms to describe capacity.			
1.5 Use direct comparisons for size weight and dimensions.			
LO2 Know about shape, positional vocabulary and space.			
2.1 Identify common 2-D and 3-D shapes.			
2.2 Follow directions using everyday positional vocabulary, for example, <i>between, inside, near to</i> .			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 1: Using Whole Numbers

Unit code	T/505/4852
Credit value	2
GLH	20
Aim	In this unit, learners will secure numbers up to 10 in order to understand numbers in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to count and order whole numbers up to 10.			
1.1 Count reliably up to ten items.			
1.2 Order numbers up to ten.			
1.3 Recognise simple patterns and sequences.			
1.4 Solve missing number problems.			
LO2 Be able to read and write numbers.			
2.1 Read whole numbers up to ten.			
2.2 Recognise numbers in different styles.			
2.3 Write whole numbers up to ten in words and figures.			
LO3 Be able to compare whole numbers.			
3.1. Show understanding of the vocabulary of comparing numbers.			
3.2. Use the vocabulary of comparing numbers.			
3.3 Show understanding of ordinal numbers, for example <i>first, second, third</i> .			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 2: Addition, Subtraction and Multiplication

Unit code	Y/505/4861
Credit value	3
GLH	30
Aim	In this unit, learners will add subtract and multiply numbers and make simple calculations in order to use and understand numbers in everyday situations.

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to add and subtract whole numbers.			
1.1 Add two-digit whole numbers.			
1.2 Subtract two-digit whole numbers.			
1.3 Round to the nearest 10.			
1.4 Recall addition and subtraction facts to 10.			
LO2 Be able to multiply whole numbers.			
2.1 Multiply single-digit whole numbers.			
LO3 Be able to solve everyday problems with and without a calculator.			
3.1 Use and interpret +, - and = in practical situations to solve problems.			
3.2 Use estimation in solving problems and to check if answers are sensible.			
3.3 Solve one step number and word problems.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Money, Time and Temperature

Unit code	Y/505/4858
Credit value	3
GLH	30
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learner name and number	
--------------------------------	--

Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with money.			
1.1 Make amounts up to a pound using different coins.			
1.2 Calculate the cost in pence of more than one item.			
1.3 Calculate the cost in whole pounds of more than one item.			
1.4 Calculate the change from a transaction in pence and whole pounds.			
LO2 Be able to work with time.			
2.1 Read and record common date formats.			
2.2 Express time on analogue clocks in hours, half, and understand time on 12 hour digital clocks in hours, half hours and quarter hours.			
LO3 Know about temperature.			
3.1 Read positive temperatures in everyday situations, for example from a weather chart.			
3.2 Identify the unit of measurement for temperature in the UK.			
3.3 Compare temperatures in simple terms.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 2: Using and Communicating Data

Unit code	R/505/4860
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to extract information.			
1.1 State the purpose of a table or graph and the associated labels.			
1.2 Extract information from lists, tables, simple diagrams and bar charts.			
1.3 Compare numerical information from a bar chart.			
1.4 Collect simple numerical information.			
LO2 Be able to sort and classify objects.			
2.1 Sort and classify objects using two criteria for example size, colour, and shape.			
LO3 Be able to present information so it makes sense to others.			
3.1 Use straightforward means, such as tables, whole numbers, simple charts and diagrams to present results to others.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 2: Using Size, Shape and Measure

Unit code	D/505/4859
Credit value	3
GLH	30
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to measure, estimate and compare length.			
1.1 Measure length, using common standard and non-standard units, for example metre, centimetre, paces, feet.			
1.2 Estimate lengths.			
1.3 Compare different lengths for example more than a metre, less than a metre.			
1.4 Read simple scales for length to the nearest labelled division.			
1.5 Choose and use appropriate units and measuring instruments.			
LO2 Be able to measure, estimate and compare weight.			
2.1 Measure weight, using common standard units for example grams, kilogrammes.			
2.2 Estimate weights.			
2.3 Compare weights, for example more than a kilogram, less than a kilogram.			
2.4 Read simple scales for weight to the nearest			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
labelled division.			
2.5 Choose and use appropriate units and measuring instruments.			
LO3 Be able to measure, estimate and compare capacity.			
3.1 Measure capacity, using common standard and non-standard units, for example litre, cupful.			
3.2 Estimate capacity.			
3.3 Compare capacity for example more than a litre, less than a litre.			
3.4 Read simple scales for capacity to the nearest labelled division.			
3.5 Choose and use appropriate units and measuring instruments.			
LO4 Know about shape, positional vocabulary and space.			
4.1 Recognise and name common 2-D and 3-D shapes			
4.2 Describe key properties of common 2-D and 3-D shapes			
4.3 Recognise right angles in everyday objects.			
4.4 Follow directions using everyday positional vocabulary, including left and right, in front, behind.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Using Whole Numbers and Fractions

Unit code	R/505/4857
Credit value	2
GLH	20
Aim	In this unit, learners will learn about whole numbers and fractions in order to understand and use them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with whole numbers.			
1.1 Count reliably up to 100 items.			
1.2 Order numbers up to 100.			
1.3 Read whole numbers up to 100.			
1.4 Write whole numbers up to 100.			
LO2 Be able to work with fractions.			
2.1 Recognise and use the words half and quarter and symbols $\frac{1}{2}$ and $\frac{1}{4}$.			
2.2 Identify the relationship between a half and two quarters.			
2.3 Find halves and quarters of small numbers of items.			
2.4 Find halves and quarters of simple shapes.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Making Calculations

Unit code	K/505/4864
Credit value	3
GLH	30
Aim	In this unit, learners will manipulate numbers and make simple calculations in order to use and understand numbers in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to add and subtract whole numbers.			
1.1 Add using three-digit numbers.			
1.2 Subtract using three-digit numbers.			
1.3 Approximate by rounding numbers less than 1000 to the nearest 10 or 100.			
1.4 Recall addition and subtraction facts to 20.			
1.5 Estimate answers to addition and subtraction calculations.			
LO2 Be able to multiply and divide whole numbers.			
2.1 Multiply two- digit whole numbers by single-digit numbers.			
2.2 Recall simple multiplication tables 2, 3, 4, 5, 10.			
2.3 Divide two-digit whole numbers by single digit whole numbers.			
2.4 Interpret remainders in division operations.			
2.5 Estimate answers to multiplication and division calculations.			
LO3 Be able to solve problems with and without a calculator.			
3.1 Interpret +, -, x, ÷ and = in practical situations.			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
3.2 Solve problems involving whole numbers and decimals.			
3.3 Use of the standard order of operations in practical situations to solve multi-step calculations.			
3.4 Solve two-step word problems.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Money, Time and Temperature

Unit code	D/505/4862
Credit value	3
GLH	30
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with money.			
1.1 Add amounts of money using decimal notation.			
1.2 Subtract amounts of money using decimal notation.			
1.3 Round sums of money to the nearest £1 or 10p.			
1.4 Estimate and make approximate calculations relating to cost.			
LO2 Be able to work with time.			
2.1 Read time in common formats on analogue clocks and 12 and 24 hour digital clocks.			
2.2 Measure time in days, hours and minutes.			
2.3 Record time in common formats and using 12 and 24 hour formats, including am and pm.			
LO3 Be able to work with temperature.			
3.1 Read temperature using standard units.			
3.2 Measure temperature in standard units.			
3.3 Compare temperatures.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 3: Using and Communicating Data

Unit code	H/505/4863
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to extract information.			
1.1 Extract numerical information from lists, tables, diagrams, bar and tally charts.			
1.2 Make numerical comparisons from bar charts and pictograms.			
LO2 Be able to collect and record information.			
2.1 Select categories before collecting data.			
2.2 Collect data in familiar situations.			
2.3 Record numerical data using a tally.			
2.4 Make observations about results.			
LO3 Be able to organise and present information so it makes sense to others.			
3.1 Use whole numbers, decimals and common fractions to present results.			
3.2 Present data in tables, charts and diagrams, using key elements appropriately.			

3.3 Use a simple scale to represent data in a bar chart or pictogram.			
3.4 Provide simple descriptions of outcomes.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 3: Using Size, Shape and Measures

Unit code	M/505/4865
Credit value	3
GLH	30
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read, measure, estimate and compare length.			
1.1 Estimate length and distance, using non-standard and standard units.			
1.2 Compare length and distance, using non-standard units and standard units.			
1.3 Select and use appropriate units for measuring length.			
1.4 Select and use appropriate instruments for measuring length.			
1.5 Read and measure length and distance, using standard and non-standard units, to the nearest labelled and unlabelled division e.g. with two or ten divisions between the numbered points on the scale.			
LO2 Be able to read, measure, estimate and compare weight.			
2.1 Estimate and compare weight, using non-standard and standard units.			
2.2 Select and use appropriate units for measuring weight.			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
2.3 Select and use appropriate instruments for measuring weight.			
2.4 Read and measure weight using standard and non-standard units to the nearest labelled and unlabelled division.			
LO3 Be able to read, measure, estimate and compare capacity.			
3.1 Estimate and compare capacity.			
3.2 Select and use appropriate units for measuring capacity.			
3.3 Select and use appropriate instruments for measuring capacity.			
3.4 Read and measure capacity using standard and non-standard units to the nearest labelled and unlabelled division.			
LO4 Know about shape, positional vocabulary and space.			
4.1 Sort 2-D and 3-D shapes according to their properties (side length, angle, line of symmetry).			
4.2 Identify perimeter of simple shapes			
4.3 Understand and use straightforward vocabulary related to shape, for example, <i>side, length, angle, line of symmetry</i> .			
4.4 Follow directions using positional vocabulary, including the four compass points.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 3: Using Whole Numbers, Decimals, Fractions and Percentages

Unit code	T/505/4866
Credit value	2
GLH	20
Aim	In this unit, learners will learn about whole numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with whole numbers.			
1.1 Count up to 1000.			
1.2 Order numbers up to 1000.			
1.3 Compare numbers up to 1000.			
1.4 Read whole numbers up to 1000.			
1.5 Write whole numbers up to 1000.			
LO2 Be able to work with fractions.			
2.1 State the meaning of unit fractions, for example $1/5$, $1/8$, $1/10$.			
2.2 Write common fractions.			
2.3 Recognise and use fractions in equivalent forms, for example $5/10 = 1/2$.			
LO3 Be able to work with percentages.			
3.1 Recognise and use common percentages, for example 25%, 50%.			
3.2 Recognise and use common percentage/fraction/equivalences, for example $1/2$, 0.5, 50%.			
LO4 Be able to work with decimals.			
4.1 State the meaning of decimals			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
up to two decimal places.			
4.2 Read up to two decimal places in practical contexts, for example measure to one place and money to two places.			
4.3 Write up to two decimal places in practical contexts, for example measure to one place and money to two places.			
4.4 Explain the use of a leading zero in contexts such as £0.35.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Level 1: Making Calculations

Unit code	F/505/4868
Credit value	3
GLH	30
Aim	In this unit, learners will manipulate numbers and decimals and make calculations in order to use and understand numbers in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to add and subtract whole numbers and decimals.			
1.1 Add numbers and decimals up to 2 places using efficient written and mental methods.			
1.2 Subtract numbers and decimals up to 2 places using efficient written and mental methods.			
1.3 Approximate by rounding.			
1.4 Estimate answers to addition and subtraction calculations.			
LO2 Be able to multiply and divide whole numbers and decimals.			
2.1 Multiply and divide whole numbers and decimals by 10, 100 and 1000.			
2.2 Multiply whole numbers and decimals up to 2 places using efficient written and mental methods.			
2.3 Divide whole numbers and decimals up to 2 places using efficient written methods.			
2.4 Recall tables up to 10X10 and make connections with division facts.			
2.5 Estimate answers to			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
multiplication and divisions calculations.			
LO3 Be able to solve problems with and without a calculator.			
3.1 Solve problems involving positive numbers using the standard order of operations to solve multi-step calculations.			
3.2 Solve problems involving whole numbers, fractions decimals and percentages.			
3.3 Use an electronic or mechanical aid to calculate efficiently using whole numbers fractions, decimals and percentages.			
3.4 Check calculations using an electronic or mechanical aid.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name

Signed:

Date:

Level 1: Money, Time and Temperature

Unit code	M/505/4882
Credit value	3
GLH	30
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with money.			
1.1 Add and subtract sums of money including through use of columns with decimal point aligned.			
1.2 Multiply and divide sums of money.			
1.3 Record sums of money, using appropriate conventions.			
LO2 Be able to work with time.			
2.1 Read time in common formats, on analogue clocks and 12 and 24 hour digital clocks and timetables.			
2.2 Use different instruments to measure time in days, hours, minutes and seconds.			
2.3 Record time in common formats and using 12 and 24 hour formats.			
2.4 Add and subtract times in hours and minutes.			
2.5 Convert units of time.			
LO3 Be able to work with temperature.			
3.1 Read, estimate, measure and compare temperature using common units and instruments.			

3.2 Read temperature scales to the nearest labelled and unlabelled division.			
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Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 1: Numbers, Decimals, Fractions and Percentages

Unit code	A/505/4867
Credit value	3
GLH	30
Aim	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with numbers.			
1.1 Read and write positive numbers including large numbers.			
1.2 Order and compare positive numbers including large numbers.			
1.3 Recognise negative numbers in practical contexts, for example <i>temperatures</i> .			
LO2 Be able to work with fractions.			
2.1 Read and write common fractions and mixed numbers.			
2.2 Order and compare common fractions and mixed numbers.			
2.3 Express one number as a fraction of another, for example <i>10 as a fraction of 30</i> .			
2.4 Use fractions to find parts of whole number quantities or measurements, for example <i>2/3 or 3/4</i> .			
LO3 Be able to work with decimals.			
3.1 Read and write decimals up to three decimal places.			
3.2 Order and compare decimals up to three decimal places.			
LO4 Be able to work with percentages.			
4.1 Read and write simple			

percentages, Order and compare simple percentages.			
4.2 Recognise simple percentage increase and decrease.			
4.3 Find simple percentage parts of quantities and measures.			
4.4 Recognise common percentage, fraction and decimal equivalences.			
4.5 Use equivalences to find part or whole number quantities.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:**Assessor Declaration:**

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Level 1: Numerical Relationships, Algebra and Ratios

Unit code	J/505/4869
Credit value	2
GLH	20
Aim	In this unit, learners will learn about numerical relationships, algebra and ratio to solve problems in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Know about numerical relationships.			
1.1 Recognise multiples of 2 to 9, up to 100.			
1.2 Recognise multiples of 10, 50, 100, 1000.			
1.3 Know square numbers up to 10 x10.			
1.4 Identify factors of numbers.			
1.5 Recall multiplication facts up to 10x10 and make connections with division facts.			
LO2 Be able to solve problems involving algebra.			
2.1 Form word expressions from simple expressions in symbols.			
2.2 Evaluate simple expressions and formulae.			
2.3 Translate simple word problems into symbols, +, -, ÷, x and numbers.			
LO3 Be able to work with ratios.			
3.1 Work out simple ratio as the number of parts.			
3.2 Explain direct proportion as the same rate of increase or decrease.			
3.3 Use understanding of direct proportion to make simple calculations.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 1: Using and Communicating Data

Unit code	J/505/4872
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to extract and interpret information.			
1.1 Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs.			
1.2 Use understanding of title, labels and simple scales to interpret information from lists, tables, diagrams, charts and line graphs.			
LO2 Be able to collect and organise data.			
2.1 Identify appropriate methods for collecting data.			
2.2 Collect discrete data in tests and from observations.			
2.3 Organise discrete data so that it can be easily transferred into a suitable format for sharing.			
2.4 Find the arithmetical average (mean) for a set of data.			
2.5 Find the arithmetical range for a set of data.			
2.6 State how very high or low figures can distort the average (mean).			
LO3 Be able to present results.			
3.1 Use whole numbers, decimals and fractions and percentages to present			

results.			
3.2 Represent data in tables, charts, diagrams and line graphs, to support the understanding of others.			
3.3 Select suitable methods, format and scale to present and describe outcomes.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 1: Using Probability

Unit code	A/505/4870
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to understand and use probability for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Know about probability.			
1.1 Use the vocabulary of probability to talk about the likelihood of events and possible outcomes.			
1.2 Show understanding that some events are certain to happen and some impossible.			
LO2 Be able to calculate and express probability.			
2.1 Calculate probability by the number of ways the event can happen divided by the total number of possible outcomes.			
2.2 Express probability using fractions, decimals and percentages with the probability scale of 0 to 1.			

Learner's Declaration:

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Name **Signed:** **Date:**

Assessor feedback on unit:

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Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 1: Using Size, Shape and Space

Unit code	L/505/4890
Credit value	3
GLH	30
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to measure length and distance.			
1.1 Choose and use appropriate instruments for measuring length and distance.			
1.2 Choose and use appropriate units for measuring length and distance.			
1.3 Read scales to the nearest labelled and unlabelled division.			
1.4 Add and subtract units of measure for length and distance.			
1.5 Convert units of measure in the same system.			
LO2 Be able to measure weight.			
2.1 Choose and use appropriate instruments for measuring weight.			
2.2 Choose and use appropriate units for measuring weight.			
2.3 Read scales to the nearest labelled and unlabelled division.			
2.4 Add and subtract units of measure for weight.			
2.5 Convert units of measure in the same system.			
LO3 Be able to measure capacity.			
3.1 Choose and use appropriate instruments for measuring capacity.			
3.2 Choose and use appropriate			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
units for measuring capacity.			
3.3 Read scales to the nearest labelled and unlabelled division.			
3.4 Add and subtract units of measure for capacity.			
3.5 Convert units of measure in the same system.			
LO4 Be able to work with shape, positional vocabulary and space.			
4.1 Solve problems using the mathematical properties of regular 2-D shapes.			
4.2 Draw 2-D shapes in different orientations using grids, <i>for example in diagrams or plans.</i>			
4.3 Work out the perimeter of simple shapes.			
4.4 Work out the area of rectangles.			
4.5 Work out the volume of shapes, <i>for example cuboids.</i>			
4.6 Work out dimensions from drawings with simple shapes, for example 1cm represents 1m.			
4.7 Follow directions using appropriate positional vocabulary, including the eight compass points.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 2: Making Calculations

Unit code	Y/505/4875
Credit value	3
GLH	30
Aim	In this unit, learners will manipulate numbers, decimals and fractions and make calculations in order to use and understand mathematical information in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to carry out calculations when solving problems.			
1.1 Add and subtract whole numbers, fractions and decimals up to 3 places using efficient written and mental methods.			
1.2 Multiply and divide whole numbers, fractions and decimals up to 3 places using efficient written and mental methods.			
1.3 Explain the use of the words <i>multiple</i> and <i>factor</i> in interpreting multiplication and division facts.			
1.4 Approximate decimals when solving practical problems.			
1.5 Apply appropriate strategies to check answers.			
LO2 Solve problems with and without a calculator.			
2.1 Solve problems involving positive and negative numbers using the standard order of operations to solve multi-stage calculations.			
2.2 Solve problems efficiently involving whole numbers, fractions, decimals and percentages.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 2: Money, Time and Temperature

Unit code	D/505/4876
Credit value	3
GLH	30
Aim	In this unit, learners will learn about common measures of time, money and temperature in order to use and make observations about them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with money.			
1.1 Calculate with sums of money.			
1.2 Use currency exchange rates to convert between currencies.			
LO2 Be able to work with time.			
2.1 Calculate, measure and record time in different formats and in complex contexts.			
2.2 Interpret dates and times written in different formats.			
2.3 Select and use appropriate measuring instruments for different tasks, <i>for example timers on appliances, clocks, watches.</i>			
2.4 State the relationship between units of time, <i>for example. sec, min, hr, day, week, month, year.</i>			
LO3 Be able to work with temperature.			
3.1 Estimate, measure and compare temperature.			
3.2 Identify the different scales used to measure temperature.			
3.3 Convert temperatures from Celsius to Fahrenheit and vice versa.			

3.4 Read and record the temperature accurately from a variety of different devices.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 2: Numbers, Decimals, Fractions and Percentages

Unit code	H/505/4877
Credit value	3
GLH	30
Aim	In this unit, learners will learn about numbers, fractions, decimals and percentages in order to understand and use them in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to work with whole numbers.			
1.1 Read and write positive and negative numbers of any size.			
1.2 Order and compare positive and negative numbers of any size.			
LO2 Be able to work with fractions.			
2.1 Order and compare amounts or quantities.			
2.2 Evaluate one number as a fraction of another.			
LO3 Be able to work with decimals.			
3.1 Order, approximate and compare decimals to solve practical problems.			
LO4 Be able to work with percentages.			
4.1 Order and compare percentages.			
4.2 Recognise simple percentage increase and decrease.			
4.3 Find percentage parts of quantities and measurements.			
4.4 Evaluate one number as a percentage of another.			

4.5 Identify equivalencies between fractions, decimals and percentages <i>for example fractions, decimals and percentages are different ways of expressing the same thing.</i>			
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Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 2: Numerical Relationships, Algebra and Ratio

Unit code	K/505/4878
Level	Level 2
Credit value	2
GLH	20
Aim	In this unit, learners will learn about numerical relationships and ratio to solve problems in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to solve problems involving algebra.			
1.1 Explain how words and symbols in expressions and formulae are used to represent variable quantities (numbers), not things.			
1.2 Explain the order in which elements of an algebraic expression must be worked out (e.g. contents of brackets should be worked out first).			
1.3 Evaluate expressions and make substitutions in given formulae in words and symbols to produce results.			
LO2 Be able to work with ratios.			
2.1 Calculate ratio, <i>for example</i> 3:2.			
2.2 Calculate direct proportion.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Level 2: Using and Communicating Data

Unit code	M/505/4879
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to understand mathematical information and present results for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Tutor signature	IQA signature
LO1 Be able to extract and use mathematical information.			
1.1 Extract discrete data from lists, tables, diagrams, charts and line graphs.			
1.2 Extract continuous data from lists, tables, diagrams, charts and line graphs.			
1.3 Interpret and use continuous and discrete data from lists, tables, diagrams, charts and line graphs.			
LO2 Be able to collect and organise data.			
2.1 Collect discrete data in tests and from observations.			
2.2 Collect continuous data in tests and from observations.			
2.3 Identify appropriate methods for collecting discrete and continuous data.			
2.4 Organise discrete data.			
2.5 Organise continuous data.			
LO3 Be able to compare data.			
3.1 Find the mean, median and the mode.			
3.2 Use the mean, median and the mode as appropriate to compare data.			
3.3 Find the range in sets of data.			
3.4 Use the range to describe the spread within sets of data.			

Criteria to be met:	Evidence location	Tutor signature	IQA signature
3.5 Explain how high or low values can distort a data set.			
LO4 Be able to present results.			
4.1 Use whole numbers, decimals and fractions and percentages to present results.			
4.2 Represent discrete and continuous data in tables, charts, diagrams and line graphs.			
4.3 Draw conclusions from tables, charts, diagrams and line graphs.			
4.4 Select and use appropriate methods and forms to present and explain outcomes.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name

Signed:

Date:

Level 2: Using Probability

Unit code	H/505/4880
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to understand and use probability for use in everyday situations.

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Tutor signature	IQA signature
LO1 Know about probability.			
1.1 Explain the difference between 'independent' and 'combined' events in the context of probability.			
1.2 Identify the range of possible outcomes of combined events.			
LO2 Be able to calculate and express probability.			
2.1 Calculate probability for independent and combined events.			
2.2 Record the range of possible outcomes of combined events in tree diagrams or in tables.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Level 2: Using Size, Shape and Space

Unit code	K/505/4881
Credit value	3
GLH	30
Aim	In this unit, learners will learn about size, shape and related common measures for use in everyday situations.

Learner name and number	
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Criteria to be met on more than

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to measure length.			
1.1 Estimate measure and compare length and distance, using metric and imperial units.			
1.2 Calculate length and distance, using units within the same system.			
1.3 Read scales to different levels of accuracy including reading between marked divisions.			
1.4 Calculate length and distance between systems, using conversion tables and scales and approximate conversion factors, <i>for example 1in =2.54 cm.</i>			
LO2 Be able to measure capacity.			
2.1 Estimate, measure and compare weight using metric and imperial units.			
2.2 Calculate weight with units within the same system.			
2.3 Read scales to different levels of accuracy including reading between marked divisions.			
2.4 Calculate weight between systems using conversion tables and scales and approximate conversion factors, <i>for example 1kg=</i>			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
<i>2.2lbs and ounces to grams.</i>			
LO3 Be able to measure capacity.			
3.1 Estimate, measure and compare capacity using metric and imperial units.			
3.2 Calculate capacity with units within the same system.			
3.3 Read scales to different levels of accuracy including reading between marked divisions.			
3.4 Calculate capacity between systems using conversion tables and scales and approximate conversion factors, <i>for example 1pint = 568ml.</i>			
LO4 Be able to work with shape, positional vocabulary and space.			
4.1 Recognise and name a range of 2-D representations of 3-D shapes, <i>for example in maps and plans.</i>			
4.2 Solve problems involving mathematical properties, 2-D shapes and parallel lines.			
4.3 Draw 2-D shapes in different orientations using grids, for example reflect and rotate.			
4.4 Apply appropriate formulae for finding perimeters and areas of regular shapes, <i>for example rectangular and circular surfaces.</i>			
4.5 Apply appropriate formulae for finding areas of composite shape.			
4.6 Apply appropriate common formulae for finding volumes of regular shapes, <i>for example cuboid or cylinder.</i>			
4.7 Work out dimensions from scale drawings, <i>for example 1:2.</i>			
4.8 Follow directions using a range of positional vocabulary.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**



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learning your way