

Mapping of Adult Numeracy specification to the Core Curriculum

Edexcel's references to the National Standards

Edexcel is required by the regulator to develop a form of assessment for Adult Numeracy that covers the National Standards.

The teaching and learning of Adult Numeracy is dependent upon the Adult Numeracy Core Curriculum, which relates only to those aspects of the National Standards contained within *Calculating and manipulating mathematical information* (CM). These are:

- Number
- Measure, Shape and Space
- Handling Data.

Therefore, it has been necessary for Edexcel to devise a unique referencing system that makes clear that all the National Standards at a particular entry level are covered by the assessment (ie greater coverage than the Core Curriculum). This means that **centres need to refer to the National Standards when considering their learners' assessment requirements, as well as to the Core Curriculum.**

Edexcel's unique system of referencing to the National Standards is set out below.

National Standard Descriptor	Reference	Referenced bullet				
		Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding and using mathematical information	UU	UU E1.1 – UU E1.4	UU E2.1 – UU E 2.5	UU E3.1 – UU E3.5.	UU 1.1 – UU 1.6	UU 2.1 – UU 2.7
Calculating and manipulating mathematical information	CM	CM E1.1 – CM E1.16	CM E2.1 – CM E2.26	CM E3.1 – CM E3.22	CM 1.1 – CM 1.39	CM 2.1 – CM 2.29
Interpreting results and communicating mathematical information	IRC	IRC E1.1 – IRC E1.4	IRC E2.1 – IRC E2.4	IRC E3.1 – IRC E.6	IRC L1.1 – IRC 1.5	IRC 2.1 – IRC 2.5

The Adult Numeracy Core Curriculum mapping is shown next to Edexcel's mapping of the National Standards in the tables that follow. An example of coverage is shown on the next page. The example tests not only the calculation of number but also the learner's understanding and use of mathematical information.

Example: Measures, shape and space E2, 2002/3 paper

7 This question is about weather temperatures

The table shows the weather section of a daily paper.

Town	Temperature in °C
Birmingham	19
Cardiff	15
Edinburgh	12
Exeter	23
London	24
Norwich	20

7ai) Which town has the highest temperature?

7a ii) Which town has the lowest temperature?

UU E2.3 use information from lists, tables, simple diagrams and block charts to help understanding
CM E2.17 use common measures to read and compare positive temperatures in everyday situations such as weather charts

7b) The table shows the temperatures measured in London for a week in January.

Day	Temperature °C
Monday	16
Tuesday	15
Wednesday	10
Thursday	9
Friday	8

Explain what is happening to the temperature during the week.

UU E2.3 use information from lists, tables, simple diagrams and block charts to help understanding
CM E2.17 use common measures to read and compare positive temperatures in everyday situations such as weather charts

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p>At this level, adults can:</p> <p>read and understand information given by numbers and symbols in simple graphical, numerical and written material</p> <p>specify and describe a practical problem or task using numbers and measures</p>	<p>At this level, adults can:</p> <p>generate results which make sense and use given methods and given checking procedures appropriate to the specified purpose</p>	<p>At this level, adults can:</p> <p>present and explain results which show understanding of the intended purpose using appropriate numbers, measures, objects or pictures</p>

NS	CC	NS	NS
<p>NS</p> <p>An adult will be expected to:</p> <p>UU E1.1 • use whole numbers to measure and make observations</p> <p>UU E1.2 • use space and shape to help understanding</p> <p>UU E1.3 • use information from lists and simple diagrams to help understanding</p> <p>UU E1.4 • copy a given process or routine to increase understanding</p>	<p>CC</p> <p>N1/E1.1</p> <p>N1/E1.2</p> <p>N1/E1.3</p> <p>N1/E1.4</p> <p>N1/E1.5</p> <p>N1/E1.6</p> <p>MSS1/E1.1</p> <p>MSS1/E1.2</p>	<p>NS</p> <p>CM E1.1</p> <p>CM E1.2</p> <p>CM E1.3</p> <p>CM E1.4</p> <p>CM E1.5</p> <p>CM E1.6</p>	<p>NS</p> <p>An adult will be expected to:</p> <p>• to count reliably up to 10 items</p> <p>• to read, write, order and compare numbers up to 10 including zero</p> <p>• to add single-digit numbers with totals to 10, and subtract single-digit numbers from numbers up to 10</p> <p>• to interpret +, -, and = in practical situations for solving problems</p> <p>use common measures</p> <p>• to recognise and select coins and notes</p> <p>• to relate familiar events to:</p> <ul style="list-style-type: none"> - times of day (using o'clock times or parts of the day such as midday) - days of the week - seasons of the year

Standards for adult numeracy

Entry 1

NS		CC	NS		NS	
		MSS1/E1.3	CM E1.7	<ul style="list-style-type: none"> to describe size, <i>eg large/small</i> and use direct comparisons for the size of at least two items, <i>eg larger/smaller</i> 		
		MSS1/E1.4	CM E1.8	<ul style="list-style-type: none"> to describe length, width, <i>height eg long, short, wide, narrow, tall</i> and use direct comparisons for length, width, height of items, <i>eg longer, too long, longest</i> 		
		MSS1/E1.5	CM E1.9	<ul style="list-style-type: none"> to describe weight, <i>eg heavy/light</i> and use direct comparisons for weight of items, <i>eg heavier/lighter</i> 		
		MSS1/E1.6	CM E1.10	<ul style="list-style-type: none"> to describe capacity, <i>eg full/empty</i> and use direct comparisons for capacity of items, <i>eg holds more than/holds less than</i> 		
		MSS2/E1.1	CME1.11	<p>use shape and space</p> <ul style="list-style-type: none"> to recognise and name 2-D and 3-D shapes <i>eg rectangle, square, circle, cube</i> 		
		MSS2/E1.2	CM E1.12	<ul style="list-style-type: none"> to understand everyday positional vocabulary, <i>eg between, inside or near to</i> 		
		HD1/E1.1	CM E1.13	<p>use data</p> <ul style="list-style-type: none"> to extract simple information from lists 		
		HD1/E1.2	CM E1.14	<ul style="list-style-type: none"> to sort and classify objects using a single criteria 		
		HD1/E1.3	CM E1.15	<ul style="list-style-type: none"> to construct simple representations or diagrams using knowledge of numbers, measures or space and shape 		
		N1/E1.7	CM E1.16	<p>use a calculator</p> <ul style="list-style-type: none"> to check calculations using whole numbers 		

Standards for adult numeracy

Entry 2

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p>At this level, adults can:</p> <p>read and understand information given by numbers, symbols, diagrams and charts in graphical, numerical and written material</p> <p>specify and describe a practical problem or task using numbers, measures and simple shapes to record essential information</p>	<p>At this level, adults can:</p> <p>generate results to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose</p>	<p>At this level, adults can:</p> <p>present and explain results which meet the intended purpose using appropriate numbers, simple diagrams and symbols</p>

NS		CC	NS		NS	
UU E2.1	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> use whole numbers and simple fractions to measure and make observations use space and shape to record information use information from lists, tables, simple diagrams and block charts to help understanding collect simple numerical information to help understanding follow a given process or routine 	N1/E2.1	CM E2.1	<p>An adult will be expected to:</p> <p>use whole numbers</p> <ul style="list-style-type: none"> to count, reliably up to 20 items to read, write, order and compare numbers up to 100 to add and subtract two-digit whole numbers to recall addition and subtraction facts to 10 to multiply using single-digit whole numbers to approximate by rounding to the nearest 10 to use and interpret +, -, x and = in practical situations for solving problems 	IRC E2.1	<p>An adult will be expected to:</p> <ul style="list-style-type: none"> use whole numbers and common fractions to present results use common measures and units of measure to define quantities use tables, simple charts and diagrams to present results follow a given routine to reach an appropriate outcome
UU E2.2		N1/E2.2	CM E2.2		IRC E2.2	
UU E2.3		N1/E2.3	CM E2.3		IRC E2.3	
UU E2.4		N1/E2.4	CM E2.4		IRC E2.4	
UU E2.5		N1/E2.5	CM E2.5			
		N1/E2.6	CM E2.6			
		N1/E2.7	CM E2.7			

NS		CC	NS		NS	
		N2/E2.1	CM E2.8	<p>use fractions</p> <ul style="list-style-type: none"> to read, write and compare halves and quarters of quantities to find halves and quarters of small numbers of items or shapes <p>use common measures</p> <ul style="list-style-type: none"> to make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins to calculate the cost in pence of more than one item, <i>eg two stamps at 27p</i>, and the change from a transaction, <i>eg change from £1</i> to calculate the cost in whole pounds of more than one item, <i>eg two tickets at £6</i>, and the change from a transaction <i>eg change from £20</i> to read and record time in common formats, and understand time display on analogue and 12 hour digital clocks in hours, half hours and quarter hours estimate, measure and compare length using common standard and non-standard units, <i>eg metre, centimetre, paces</i> to estimate, measure and compare weight using common standard units, <i>eg kilogram</i> to estimate, measure and compare capacity using common standard and non-standard units, <i>eg litre, cupful</i> to read and compare positive temperatures in everyday situations such as weather charts 		
		N2/E2.2	CM E2.9			
		MSS1/E2.1	CM E2.10			
		MSS1/E2.2	CM E2.11			
		MSS1/E2.2	CM E2.12			
		MSS1/E2.3 MSS1/E2.4	CM E2.13			
		MSS1/E2.5	CM E2.14			
		MSS1/E2.6	CM E2.15			
		MSS1/E2.7	CM E2.16			
		MSS1/E2.8	CM E2.17			

NS		CC	NS	•	NS	
		MSS1/E2.9	CM E2.18	<ul style="list-style-type: none"> to read simple scales to the nearest labelled division 		
		MSS2/E2.1	CM E2.19	<ul style="list-style-type: none"> use shape and space to recognise and name 2-D and 3-D shapes <i>eg triangles, cylinders, pyramids</i> 		
		MSS2/E2.2	CM E2.20	<ul style="list-style-type: none"> to describe the properties of common 2-D and 3-D shapes, <i>eg the number of sides, corner, faces</i> 		
		MSS2/E2.3	CM E2.21	<ul style="list-style-type: none"> to use positional vocabulary, <i>eg giving simple instructions</i> 		
		HD1/E2.1	CM E2.22	<ul style="list-style-type: none"> use data to extract information from lists, tables, simple diagrams and block graphs 		
		HD1/E2.2	CM E2.23	<ul style="list-style-type: none"> to make numerical comparisons from block graphs 		
		HD1/E2.3	CM E2.24	<ul style="list-style-type: none"> to sort and classify objects using two criteria 		
		HD1/E2.5	CM E2.25	<ul style="list-style-type: none"> to represent information so that it makes sense to others, <i>eg in lists, tables and diagrams</i> 		
		N1/E2.8	CM E2.26	<ul style="list-style-type: none"> use a calculator to check calculations using whole numbers 		

Standards for adult numeracy

Entry 3

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p>At this level, adults can:</p> <p>read and understand information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material</p> <p>specify and describe a practical problem or task using numbers, measures and diagrams to collect and record relevant information</p>	<p>At this level, adults can:</p> <p>generate results to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose</p>	<p>At this level, adults can:</p> <p>present and explain results which meet the intended purpose using appropriate numbers, diagrams, charts and symbols</p>

NS		CC	NS		NS	
	An adult will be expected to:			An adult will be expected to:		An adult will be expected to:
UU E3.1	<ul style="list-style-type: none"> use whole numbers, fractions and decimals to measure and make observations 	N1/E3.1	CM E3.1	<p>use whole numbers</p> <ul style="list-style-type: none"> to count, read, write, order and compare numbers up to 1000 	IRC E3.1	<ul style="list-style-type: none"> use whole numbers, common fractions and decimals to present results
UU E3.2	<ul style="list-style-type: none"> use space and shape to record information 	N1/E3.2	CM E3.2	<ul style="list-style-type: none"> to add or subtract using three-digit numbers 	IRC E3.2	<ul style="list-style-type: none"> use common measures and units of measure to define quantities
UU E3.3	<ul style="list-style-type: none"> use numerical information from lists, tables, diagrams and simple charts to help understanding 	N1/E3.3	CM E3.3	<ul style="list-style-type: none"> to recall addition and subtraction facts to 20 	IRC E3.3	<ul style="list-style-type: none"> use tables, charts and diagrams to represent results, eg <i>for amounts and sizes</i>

Standards for adult numeracy

Entry 3

NS		CC	NS		NS	
UU E3.4	<ul style="list-style-type: none"> make observations and record numerical information using a tally use given materials and methods 	N1/E3.4	CM E3.4	<ul style="list-style-type: none"> to multiply two-digit whole numbers by single-digit whole numbers 	IRC E3.4	<ul style="list-style-type: none"> use given methods to check results
UU E3.5		N1/E3.6	CM E3.5	<ul style="list-style-type: none"> to divide two-digit whole numbers by single-digit whole numbers and interpret remainders 	IRC E3.5	<ul style="list-style-type: none"> use given methods to present results
		N1/E3.5	CM E3.6	<ul style="list-style-type: none"> to recall multiplication facts, eg multiples of 2, 3, 4, 5, 10 	IRC E3.6	<ul style="list-style-type: none"> use appropriate methods and forms to describe outcomes
		N1/E3.7	CM E3.7	<ul style="list-style-type: none"> to approximate by rounding numbers less than 1000 to the nearest 10 or 100 		
		N1/E3.8	CM E3.8	<ul style="list-style-type: none"> to estimate answers to calculations 		
		N1/E3.9	CM E3.9	<ul style="list-style-type: none"> to use and interpret +, -, x, / and = in practical situations for solving problems 		
				<p>use fractions</p> <ul style="list-style-type: none"> to read, write and understand common fractions, eg $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$ to recognise and use equivalent forms, eg $\frac{5}{10} = \frac{1}{2}$ 		
		N2/E3.1	CM E3.10			
		N2/E3.2	CM E3.11	<p>use decimals</p> <ul style="list-style-type: none"> to read, write and understand decimals up to two decimal places in practical contexts (such as common measures to one decimal place, eg 1.5m; money in decimal notation) 		
		N2/E3.3	CM E3.12			

NS		CC	NS		NS	
		<p>MSS1/E3.1 MSS1/E3.2</p> <p>MSS1/E3.3</p> <p>MSS1/E3.4 MSS1/E3.5 MSS1/E3.6 MSS1/E3.7 MSS1/E3.9</p> <p>MSS1/E3.8</p> <p>MSS2/E3.1</p>	<p>CM E3.13</p> <p>CM E3.14</p> <p>CM E3.15</p> <p>CM E3.16</p> <p>CM E3.17</p>	<p>use common measures</p> <ul style="list-style-type: none"> • to estimate, calculate and compare money by: <ul style="list-style-type: none"> – adding and subtracting sums using decimal notation – rounding sums to the nearest £1, 10p making approximate calculations • to read, measure and record time using: <ul style="list-style-type: none"> – am and pm and common date formats – digital clocks and analogue clocks to the nearest 5 minute intervals • to read, estimate, measure and compare length, capacity, weight and temperature using non-standard and standard units, <i>eg distance on road signs, simple scales to the nearest labelled or unlabelled division</i> • to choose and use appropriate units and measuring instruments <p>use shape and space</p> <ul style="list-style-type: none"> • to sort 2-D and 3-D shapes to solve practical problems using properties, <i>eg lines of symmetry, side length, angles</i> 		

NS		CC	NS		NS	
		<p>HD1/E3.1</p> <p>HD1/E3.2</p> <p>HD1/E3.4</p> <p>N2/E3.4</p> <p>N2/E3.4</p>	<p>CM E3.18</p> <p>CM E3.19</p> <p>CM E3.20</p> <p>CM E3.21</p> <p>CM E3.22</p>	<p>use data</p> <ul style="list-style-type: none"> • to extract numerical information from lists, tables, diagrams and simple charts • to make numerical comparisons from bar charts and pictograms • to organise and represent information in different ways so that it makes sense to others <p>use electronic or mechanical aids</p> <ul style="list-style-type: none"> • to calculate using whole numbers and decimals to solve problems in context • to check calculations 		

Standards for adult numeracy

Level 1

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p>At this level, adults can:</p> <p>read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material</p> <p>specify and describe a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome</p>	<p>At this level, adults can:</p> <p>generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose</p>	<p>At this level, adults can:</p> <p>present and explain results which meet the intended purpose using an appropriate format to a given level of accuracy</p>

NS	CC	NS	NS
An adult will be expected to:			An adult will be expected to:
UU 1.1	N1/L1.1	CM 1.1	<p>use whole numbers</p> <ul style="list-style-type: none"> to read, write, order and compare numbers, including large numbers
UU 1.2	N1/L1.2	CM 1.2	<ul style="list-style-type: none"> to recognise negative numbers in practical contexts, <i>eg temperatures</i>
UU 1.3	N1/L1.3	CM 1.3	<ul style="list-style-type: none"> to add, subtract, multiply and divide using efficient written methods
UU 1.4	N1/L1.4	CM 1.4	<ul style="list-style-type: none"> to multiply and divide by 10 and 100
			<p>NS</p> <p>An adult will be expected to:</p> <ul style="list-style-type: none"> use whole numbers, common fractions, decimals and percentages to present results use common measures and units of measure to define quantities use tables, charts, diagrams and line graphs to present results, <i>eg for amounts, sizes and scales</i> use approximation to corroborate results

Standards for adult numeracy

Level 1

NS		CC	NS		NS	
UU 1.5	<ul style="list-style-type: none"> identify appropriate methods 	N1/L1.5	CM 1.5	<ul style="list-style-type: none"> to recall multiplication facts up to 10 x 10 and make connections with division facts 	IRC 1.5	<ul style="list-style-type: none"> select and use suitable methods and forms to present and describe outcomes
UU 1.6	<ul style="list-style-type: none"> identify and use the mathematical facts, skills or concepts that best match the practical situation 	N1/L1.6	CM 1.6	<ul style="list-style-type: none"> to recognise numerical relationships, <i>eg multiples and squares</i> 		
		N1/L1.7	CM 1.7	<ul style="list-style-type: none"> to work out simple ratio and direct proportion, <i>eg three parts to one part</i> 		
		N1/L1.8	CM 1.8	<ul style="list-style-type: none"> to approximate by rounding 		
		N1/L1.9	CM 1.9	<ul style="list-style-type: none"> to estimate answers to calculations 		
		N2/L1.1	CM 1.10	<p>use fractions</p> <ul style="list-style-type: none"> to read, write, order and compare common fractions and mixed numbers 		
		N2/L1.2	CM 1.11	<ul style="list-style-type: none"> to find parts of whole number quantities or measurements, <i>eg 2/3 or 3/4</i> 		
		N2/L1.3	CM 1.12	<ul style="list-style-type: none"> to recognise equivalencies between common fractions, percentages and decimals, <i>eg 50 per cent = 1/2, 0.25 = 1/4</i>, and use these to find part of whole number quantities 		
		HD2/L1.1 HD2/L1.2	CM 1.13	<ul style="list-style-type: none"> to express likelihood or probability 		

Standards for adult numeracy

Level 1

NS		CC	NS		NS	
		HD1/L1.1	CM 1.14	<p>use decimals</p> <ul style="list-style-type: none"> to extract information from tables, diagrams, charts and line graphs to read, write, order and compare decimals up to three decimal places to add, subtract, multiply and divide decimals up to two places to multiply and divide decimals by 10, 100 to approximate by rounding to a whole number or two decimal places to express likelihood or probability <p>use percentages</p> <ul style="list-style-type: none"> to read, write, order and compare simple percentages, <i>eg 10 per cent, 25 per cent</i>, and understand simple percentage increase and decrease, <i>eg 10 per cent rise in cost, 20 per cent off in a sale</i> to find simple percentage parts of quantities and measurements 		
		N2/L1.4	CM 1.15			
		N2/L1.5	CM 1.16			
		N2/L1.6	CM 1.17			
		N2/L1.7	CM 1.18			
		HD2/L1.1 HD2/L1.2	CM 1.19			
		N2/L1.8	CM 1.20			
		N2/L1.9	CM 1.21			

Standards for adult numeracy

Level 1

NS		CC	NS		NS		
		MSS1/L1.1	CM 1.22	<p>use common measures</p> <ul style="list-style-type: none"> • to add, subtract, multiply, divide and record sums of money and record, <i>eg completing financial transactions, calculating benefits or entitlements</i> • to read, measure and record time in common date formats and in the 12-hour and 24-hour clock • to choose and use appropriate units and instruments to measure length, weight, capacity, time and temperature, <i>eg distances in road maps and mileage charts, scales to the nearest labelled or unlabelled division</i> • to calculate within the same system by: <ul style="list-style-type: none"> – adding and subtracting common units of measure – converting units of measure in the same system, <i>eg 70 minutes is 1 hour 10 minutes, 250cm is 2.5m</i> • to work out the perimeter of simple shapes • to work out the area of rectangles • to work out simple volume, <i>eg cuboids</i> 			
		MSS1/L1.2	CM 1.23				
		MSS1/L1.4	CM 1.24				
		MSS1/L1.5					
		MSS1/L1.6	CM 1.25				
		MSS1/L1.7					
		MSS1/L1.8	CM 1.26				
		MSS1/L1.9	CM 1.27				
		MSS1/L1.10	CM 1.28				

NS		CC	NS		NS	
		MSS2/L1.1	CM 1.29	<p>use shape and space</p> <ul style="list-style-type: none"> to solve problems using the mathematical properties of regular 2-D shapes, <i>eg tessellation or symmetry</i> to draw 2-D shapes in different orientations using grids, <i>eg in diagrams or plans</i> <p>use data and statistical measures</p> <ul style="list-style-type: none"> to extract and interpret information, <i>eg in tables, diagrams, charts and line graphs</i> to collect, organise and represent discrete data, <i>eg in tables, charts, diagrams and line graphs</i> to find the arithmetical average (mean) or range for a set of data <p>use probability</p> <ul style="list-style-type: none"> to show that some events are more likely to occur than others to express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1 		
		MSS2/L1.2	CM 1.30			
		HD1/L1.1	CM 1.31			
		HD1/L1.2	CM 1.32			
		HD1/L1.3 HD1/L1.4	CM 1.33			
		HD2/L1.1	CM 1.34			
		HD2/L1.1	CM 1.35			

Standards for adult numeracy

Level 1

NS		CC	NS		NS	
		<p>N2/L1.3 N2/L1.11 N2/L1.11</p>	<p>CM 1.36 CM 1.37 CM 1.38 CM 1.39</p>	<p>use electronic or mechanical aids</p> <ul style="list-style-type: none"> • to change a fraction to a decimal • to solve a problem with a calculator • to calculate efficiently using whole numbers, fractions, decimals, percentages • to check calculations 		

Standards for adult numeracy

Level 2

Understanding and using mathematical information	Calculating and manipulating mathematical information	Interpreting results and communicating mathematical information
<p>At this level, adults can:</p> <p>read and understand mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material</p> <p>specify and describe a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity</p>	<p>At this level, adults can:</p> <p>generate results to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose</p>	<p>At this level, adults can:</p> <p>present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience</p>

NS		CC	NS		NS	
	An adult will be expected to:			An adult will be expected to:		An adult will be expected to:
UU 2.1	<ul style="list-style-type: none"> use numbers, fractions, decimals and percentages in the context of measures, estimating amounts and proportions, and make accurate observations 	N1/L2.1	CM 2.1	<p>use whole numbers</p> <ul style="list-style-type: none"> to read, write, order and compare positive and negative numbers of any size in a practical context, <i>eg loss in trading, low temperatures</i> 	IRC 2.1	<ul style="list-style-type: none"> use whole numbers, common fractions, decimals and percentages to present results
UU 2.2	<ul style="list-style-type: none"> use shape and space to record relevant measurements and make accurate observations 	N1/L2.2	CM 2.2	<ul style="list-style-type: none"> to carry out calculations with numbers of any size using efficient methods 	IRC 2.2	<ul style="list-style-type: none"> select and use measures and units of measure to define quantities
UU 2.3	<ul style="list-style-type: none"> use discrete and continuous data from tables, charts, diagrams and line graphs 	N1/L2.3	CM 2.3	<ul style="list-style-type: none"> to calculate ratio and direct proportion, <i>eg 3:2</i> 	IRC 2.3	<ul style="list-style-type: none"> use tables, charts, diagrams and line graphs to draw conclusions and present results, <i>eg for amounts, sizes, scales and statistics</i>

Standards for adult numeracy

Level 2

NS		CC	NS		NS	
UU 2.4	<ul style="list-style-type: none"> collect and record discrete and continuous data in tests and observations 	N1/L2.4	CM 2.4	<ul style="list-style-type: none"> to evaluate expressions and make substitutions in given formulae in words and symbols to produce results, <i>eg area of a room from $l \times w$</i> 	IRC 2.4	<ul style="list-style-type: none"> use approximation to corroborate and confirm results
UU 2.5	<ul style="list-style-type: none"> design appropriate methods 	N2/L2.1	CM 2.5	<ul style="list-style-type: none"> to order and compare amounts or quantities 	IRC 2.5	<ul style="list-style-type: none"> select and use appropriate methods and forms to present and explain outcomes
UU 2.6	<ul style="list-style-type: none"> select and use appropriate mathematical tests, skills or concepts 	N2/L2.2	CM 2.6	<ul style="list-style-type: none"> to identify equivalencies with decimals and percentages 		
UU 2.7	<ul style="list-style-type: none"> recognise that substantial activities should be broken down into smaller, more manageable tasks 	N2/L2.3	CM 2.7	<ul style="list-style-type: none"> to evaluate one number as a fraction of another 		
		N2/L2.4	CM 2.8	<ul style="list-style-type: none"> to add and subtract amounts or quantities 		
		N2/L2.5	CM 2.9	<ul style="list-style-type: none"> to order, approximate and compare decimals when solving practical problems 		
		N2/L2.6	CM 2.10	<ul style="list-style-type: none"> to add, subtract, multiply and divide decimals up to three places 		

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Level 2

NS		CC	NS		NS		
		N2/L2.7	CM 2.11	use percentages <ul style="list-style-type: none"> to order and compare percentages and understand percentage increase and decrease, <i>eg VAT or 20 per cent reduction in a sale</i> to find percentage parts of quantities and measurements to evaluate one number as a percentage of another 			
		N2/L2.8	CM 2.12				
		N2/L2.9	CM 2.13				
		MSS1/L2.1	CM 2.14	use measures <ul style="list-style-type: none"> to calculate with sums of money and to convert between currencies to calculate, measure and record time in different formats to estimate, measure and compare length, weight, capacity and temperature using metric and, where appropriate, imperial units, <i>eg scales to given levels of accuracy, including reading between divisions</i> 			
		MSS1/L2.2	CM 2.15				
		MSS1/L2.3	CM 2.16				
		MSS1/L2.4					

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Level 2

NS		CC	NS		NS	
		<p>MSS1/L2.5 MSS1/L2.6</p> <p>MSS1/L2.7 MSS1/L2.8 MSS1/L2.9</p> <p>MSS1/L2.10</p> <p>MSS2/L2.1</p>	<p>CM 2.17</p> <p>CM 2.18</p> <p>CM 2.19</p> <p>CM 2.20</p>	<ul style="list-style-type: none"> • to calculate with units: <ul style="list-style-type: none"> – within the same system – between systems using conversion tables and scales, and approximate conversion factors, <i>eg 1kg = 2.2lbs, 1in = 2.54cm</i> • to understand and use given formulae for finding: <ul style="list-style-type: none"> – perimeters and areas of regular shapes, <i>eg rectangular and circular surfaces</i> – areas of composite shapes, <i>eg non-rectangular rooms or plots of land</i> – volumes of regular shapes <i>eg cuboid or cylinder</i> • to work out dimensions from scale drawings, <i>eg 1:20</i> <p>use shape and space</p> <ul style="list-style-type: none"> • to recognise and use common 2-D representations of 3-D objects, <i>eg in maps and plans</i> 		

Standards for adult numeracy

Level 2

NS		CC	NS		NS	
		MSS2/L2.2	CM 2.21	<ul style="list-style-type: none"> to solve problems involving 2-D shapes and parallel lines, <i>eg in laying down carpet tiles</i> 		
		HD1/L2.1	CM 2.22	<p>use data and statistical measures</p> <ul style="list-style-type: none"> to extract discrete and continuous data from tables, charts, diagrams and line graphs 		
		HD1/L2.2	CM 2.23	<ul style="list-style-type: none"> to collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs 		
		HD1/L2.3	CM 2.24	<ul style="list-style-type: none"> to find the mean, median and mode and use them as appropriate to compare two sets of data 		
		HD1/L2.4	CM 2.25	<ul style="list-style-type: none"> to find the range and use it to describe the spread within sets of data 		
			CM 2.26	<ul style="list-style-type: none"> to find the range and use it to describe the spread within sets of data 		

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Level 2

NS		CC	NS		NS	
		HD2/L2.1	CM 2.27	<p>use probability</p> <ul style="list-style-type: none"> to identify the range of possible outcomes of combined events and record information using diagrams or tables 		
		N2/L2.10	CM 2.28 CM 2.29	<p>use electronic or mechanical aids</p> <ul style="list-style-type: none"> to calculate efficiently using whole numbers, fractions, decimals, percentages to check calculations 		