

**Unit Title:** Working with whole numbers up to 1000

OCR unit number: J13

Life and Living Skill Area: Numeracy

Level: Entry 3

Credit value: 2

Guided learning hours: 20

## Unit purpose and aim

This unit aims to provide learners working at Entry 3 with the opportunity to demonstrate that they can carry out calculations in practical situations using whole numbers up to 1000 to add, subtract, multiply and divide. Learners will also be able to round numbers to the nearest 10 or 100 as appropriate.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
<b>The Learner will:</b> 1 Be able to add three digit numbers in practical situations	<b>The Learner can:</b> 1.1 Add three digit whole numbers in practical situations	The learner will be able to add three digit whole numbers in practical situations. Examples could include: adding up the calories in a ready meal or snack and a drink, adding up the weight in grams for two or more packs of fruit or vegetables, adding up the cost of two expensive electrical items.
2 Be able to subtract three digit numbers in practical situations	2.1 Subtract three digit whole numbers in practical situations	The learner will be able to subtract three digit whole numbers in practical situations. Examples could include: working out the differences in height in centimetres between two students, working out difference in calories between two ready meals, working out the difference in the mileage between eg London and Birmingham and London and Leeds.
3 Be able to multiply a two digit by a single digit number in practical situations	3.1 Multiply two digit numbers by a single digit number in practical situations	The learner will be able to multiply two digit numbers by a single digit in practical situations. Examples could

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		include: working out the total number of document pages needed for a meeting of 8 people, working out the number of pizza slices if 12 pizzas are ordered and each can be cut into 4 portions, working out the number of greetings cards if each pack contains 12 cards and there are 8 packs.
4 Be able to divide a two digit by a single digit number in practical situations	<p>4.1 Divide a two-digit number by a single digit number in practical situations</p> <p>4.2 Understand how to deal with any remainder when solving a problem in a practical situation</p>	The learner will be able to divide two digit numbers by a single digit and interpret the remainder. Examples could include: working out the number of 4-seater taxis needed to transport 14 people and interpret that an additional taxi is needed for the two remaining passengers, working out the number of pizzas needed for 28 people if each pizza can be divided into 5 portions and interpreting that an additional pizza will be needed, working out how many packs of 25 sheet photo paper are needed if 8 copies of a three page document are needed and interpreting that there will be one spare sheet.
5 Be able to round numbers to nearest multiple of 10 or 100	5.1 Round numbers up or down to the nearest 10 or 100 as appropriate in practical situations	The learner will be able to round numbers to the nearest 10 or 100 as appropriate. Examples could include: rounding the number of sausage rolls needed for a party to the nearest 10, rounding the number of envelopes needed to the nearest 100, rounding the number of CDs owned to the nearest 10.

## Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Evidence must come from practical situations. Candidates can use mental arithmetic, written calculations, a calculator or spreadsheet when making their calculations.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

## Evidence requirements

---

Candidates must show they can carry out and record calculations working with numbers up to 1000. Evidence must include calculations in practical situations for addition, subtraction, multiplication and division – two for each. They must provide two examples of rounding numbers to the nearest 10 in practical situations

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.