

Programme Title	Certificate: FLC Mathematical Literacy
SAQA ID	88895
NQF Level	2
Duration	1-2 Months
Admission Requirements	A learner should be already competent in mathematical literacy at AET Level 3
Programme type	Available in Full time and Part time classes

Description

Foundational Learning refers to competence in two subject areas of Communication in English & Mathematical Literacy. These have been identified by the Quality Council for Trades and Occupations (QCTO) as the basis for coping successfully with occupational learning and training. Together these two subject areas form a part qualification.

Foundational Mathematical Literacy is the minimum, generic mathematical literacy that will provide learners with the necessary foundation to:

- Access learning at NQF Levels 1,2,3 & 4 for occupations & trades and
- Engage in meaningfully in real-life situations

Elements & Outcomes

Element 1: Number

Outcome 1.1: Use numbers to make sense of and describe situations

Outcome 1.2: Read, interpret & use different numbering conventions in different contexts and identify the ways in which different conventions work.

Outcome 1.3: Interpret & use numbers written in exponential form including squares and cubes of natural numbers and the square cube roots of perfect squares and cubes

Outcome 1.4: Do calculations in various situations using a variety of techniques

Outcome 1.5: Solve problems involving ratio and proportion

Outcome 1.6: Solve problems involving rate (rate as a simplified ratio)

Outcome 1.7: Solve problems involving fractions, decimals and percentages

Element 2: Finance

Outcome 2.1: Read and interpret financial information presented in a range of documents in personal and familiar contexts.

Outcome 2.2: Identify, classify and record sources of income expenditure

Outcome 2.3: Plan and monitor personal finances

Outcome 2.4: Evaluate options when purchasing products & services.

Outcome 2.5: Determine the impact of interest, depreciation, inflation, deflation and taxation on personal finances

Element 3: Data & Chance

Outcome 3.1: Collect data

Outcome 3.2: Classify, organise & summarise data

Outcome 3.3: Display data

Outcome 3.4: Analyse data critically to draw conclusions & make predictions

Outcome 3.5: Interpret summarised & represented data

Outcome 3.6: Interpret & determine chance (limited to simple probabilities in symmetrical situations)

Element 4: Measurement

Outcome 4.1: Understand & work with quantities or measures in everyday contexts & for workplace applications

Outcome 4.2: Measure quantities using measuring instruments & calculate quantities in various contexts, paying attention to significant figures & margins of error.

Outcome 4.3: Solve measurement problems in various practical & non-practical contexts

Outcome 4.4: Use rates to solve problems

Element 5: Shape & Space

Outcome 5.1: Identify geometric figures & solids, including cultural forms & products

Outcome 5.2: Analyse the properties of geometric figures & solids

Outcome 5.3: Draw geometric shapes & construct models of solids in order to investigate & compare their properties

Outcome 5.4: Use the Theorem of Pythagoras to solve problems involving missing lengths in known geometric figures & solids

Outcome 5.5: Draw different views of simple, regular objects in real-life situations.

Outcome 5.6: Read, interpret & use plans & road maps to show & make sense of real locations, distances & relative positions

Element 6: Patterns & Relationships

Outcome 6.1: Work with & interpret a range of representations of relationships including words, equations, tables of values & graphs.

Outcome 6.2: Investigate, complete, extend & generate patterns.

Outcome 6.3: Convert from one form to another to reveal features of patterns and relationships to solve problems

Outcome 6.4: Represent relationships to solve problems & communicate or illustrate results

Outcome 6.5: Investigate problems in mathematical & real-life situations

Certification upon successful completion

- IEB Certificate on successful completion of IEB exam.

