

## National Unit Specification: general information

**UNIT** Handling Money (Access 1)

**NUMBER** D9ET 07

### SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. It provides opportunities for the candidate to learn and practise basic skills in handling and using coins.

### OUTCOME

Recognise and use coins in familiar situations.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is an introductory unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1.

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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## Administrative Information

**Superclass:** RB

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## **National Unit Specification: statement of standards**

### **UNIT**      Handling Money (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Recognise and use coins in familiar situations.

#### **Performance criteria**

- a) Identifies correctly coins up to the value of £2.
- b) Identifies correctly pence (p) and pound (£) signs.
- c) Counts money accurately.
- d) Selects suitable coin(s) to pay for an item.

#### **Evidence requirements**

PC (a) At least 4 of the coins currently in use, up to and including £2, are identified correctly.

PC (b) Pence and pound signs are identified correctly from a list of at least 5 pieces.

PC (c) 2 coins of different values are added correctly.

PC (d) One or more suitable coins are selected to pay for an item costing up to £2. The price of the item should not be the value of a single coin. The candidate should also indicate whether change is required.

For each performance criterion the candidate should provide evidence of competence on one occasion.

## National Unit Specification: support notes

### UNIT Handling Money (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This unit should be integrated into everyday activities wherever possible. A variety of content and contexts for handling money should be available to candidates, eg paying for snacks, drinks, bus fares, telephone calls etc.

A candidate who successfully completes this unit may wish to progress to unit:

*D3KI 07 Using Mathematics in Everyday Situations 1 – Money (Access 1)*

OR in some cases to:

*D556 08 Using Mathematics in Everyday Situations 1 (Access 2).*

For further information on progression please see Appendix 1.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Actual coins or plastic coins may be used throughout this unit. It would be helpful if actual coins were used for the identification of coins.

Candidates should have the opportunity to work individually, in pairs or in small groups, depending on the activity.

For PC (d) the candidate should select a suitable coin or coins to pay for an item costing up to £2. The price of the item should not be the value of a single coin. Change may or may not be needed. The candidate should be aware if change is needed but is **not** required to calculate any change. For an item priced at 35p the candidate could select 20p+10p+5p, or £1, or 2 x 20p etc, but **not** 50p + 20p, as the 20p is excessive to requirements.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be allowed to use their normal mode of communication while undertaking the assessment.

Practical exercises should be used to gather evidence for all performance criteria.

PC (a) From the full range of 8 coins the candidate correctly identifies at least 4.

## National Unit Specification: support notes (cont)

### UNIT Handling Money (Access 1)

PC (b) the candidate chooses the correct symbols for pence and pound from a list of 5 prices (eg 50p; £1.99; 25p; £5; £4.25).

PC (c) The candidate is given 2 coins of different values and asked to add them together, eg 5p and 20p.

PC (d) The candidate is asked to select a coin or coins to pay for a packet of crisps costing 23p.

An exemplar assessment is provided in Appendix 2 to these Support Notes.

### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07          Sampling Work: An Introduction  D9EV 07          Recognising Time  D9EW 07          Basic Communication in a Familiar Setting  D9EX 07          Using Basic Computer Skills  D9EY 07          Personal Profiling: An Introduction  D9F0 07          Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

**Notes:**

1. This exemplar is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

**ASSESSMENT RECORD**

**Name of Candidate** .....

Practical exercises should be used to gather evidence of candidate performance.

**PC (a) Identifies correctly coins up to a value of £2**

The candidate is shown the following coins:

**Coins**  
**✓ (correct identification)**

1p

2p

5p

10p

20p

50p

£1

£2

The teacher/lecturer asks the candidate to show a 1p coin and ticks this on the checklist if correct. The teacher/lecturer does this with all the other coins. The candidate must identify at least 4 coins correctly

**Date of assessment** .....

**PC (b) Identifies correctly pence (p) and pound (£1) signs**

The candidate is shown the following list of prices:

<b>(correct identification)</b>	<b>Price</b>
	20p
	£3.49
	45p
	£2
	£5.25

The teacher/lecturer asks the candidate to show the symbol for pence.  
The teacher/lecturer asks the candidate to show the symbol for pounds.

The candidate must identify both symbols correctly

**Date of assessment**.....

**PC (c) Counts money accurately.**

The candidate is given (for example) a 10p coin and a 2p coin and is asked to add them together.

**Value of coins**

1<sup>st</sup> coin

2<sup>nd</sup> coin

Total

The candidate must give the correct answer

**Date of assessment** .....

**PC (d) Selects suitable coin(s) to pay for an item**

The candidate is given a selection of coins. There could be two or three coins of the same value among the selection.

The teacher/lecturer asks the candidate to pay for some sweets which cost 37p using a coin or coins. The candidate indicates which coins would be used. This could be a 50p coin, a £1 coin or two 20p coins, etc.

The teacher/lecturer asks the candidate if any change is required.

**Item and cost of item**

**Coin(s) used**  
**Is change needed?**  
**Yes/No**

To achieve this PC the candidate must select a suitable coin or coins to pay for the item (but not any coin excessive to requirements). The candidate must also answer correctly whether or not change is required.

**Date of assessment** .....

The named candidate has successfully achieved this unit.  
The proforma completed above is an accurate record of the assessment undertaken by the candidate.

**Teacher/lecturer signature** ..... **Date** .....