

National Unit Specification: general information

UNIT Recognising Time (Access 1)

NUMBER D9EV 07

SUMMARY

This unit is designed principally for candidates developing basic skills in a supported learning environment. It provides opportunities for the candidate to become familiar with time and the order in which times of the day and stages of daily routine occur.

OUTCOME

Recognise time in relation to familiar daily routine.

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.*

Administrative Information

Superclass: RB

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National Unit Specification: statement of standards

UNIT Recognising Time (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 time in relation to familiar daily routine.

Performance criteria

- a) Puts events in daily routine in the correct order.
- b) Reads time correctly from a display.
- c) Suitably matches times of day and routine activities.

Evidence requirements

Written and/or oral and/or performance evidence as follows:

- PC (a) Four events in the candidate's daily routine are given in the correct order on one occasion.
- PC (b) Times should be displayed on a digital clock (12 hour times only) or on an analogue clock; 'o'clock' times and 'half past' times are each stated correctly on two occasions.
- PC (c) Two routine activities are suitably matched with time of day (to nearest half hour) from a given list of four times on one occasion.

National Unit Specification: support notes

UNIT Recognising Time (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. References should be made regularly to the candidate's daily routine activities and the time of day for these (morning, afternoon, about 9 o'clock, about half past twelve, etc). Daily routine activities could include getting up, meal times, break times, arriving home from school/college, watching favourite TV programme, regular club or group meetings.

A candidate who successfully completes this unit may wish to progress to one or more of the following units:

D3K0 07 Using Mathematics in Everyday Situations 1 – Time (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

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

Candidates should have the opportunity to recognise displays of time on ordinary clocks and watches, clocks on videos, microwave ovens, cookers, etc or a time written on a notice (eg 'The concert will begin at 7.30').

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.

Oral or written questions could be used to gather evidence for all the performance criteria.

For PC (a), the candidate should be given four events in his/her daily routine and asked which he/she does first, which next, etc. Candidates should do this correctly on one occasion.

National Unit Specification: support notes (cont)

UNIT Recognising Time (Access 1)

For PC (b), answers given for reading an analogue clock should be of the form ‘5 o’clock’ or ‘half past seven’ or ‘seven thirty’.

Answers given for reading a digital clock should be of the form ‘five o’clock’ or ‘half past seven’ or ‘seven thirty’, not ‘five zero zero’ or ‘five hundred hours’.

Time on the hour and time half past the hour should each be stated correctly on two occasions.

For PC (c), the candidate should be given a list of four times and asked at which of these times he/she would be doing two particular activities. Eg ‘When do you have your lunch? Is it at 4 o’clock, half past 8, half past 12 or 10 o’clock? And when do you get home from school?’ These times could be written down in a list for the candidate, or could be shown on four separate clock faces. Candidates should carry out their assessment on one occasion.

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 D9ET 07 Handling Money 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

Oral and/or written questions may be used to gather evidence for all the performance criteria.

PC (a) Puts events in daily routine in the correct order

Questions

1. Which of these do you do first each day?
 - eat your lunch
 - go to bed
 - get home from school
 - get up out of your bed
2. What do you do next?
3. What do you do after that?
4. What do you do last?

Event	Correct order (1,2,3,4)
eat my lunch	
go to bed	
get home from school	
get up out of my bed	

The candidate must place four events in his/her daily routine in the correct chronological order.

Date of assessment

PC (b) Reads time correctly from a display

Either a digital clock or an analogue clock may be used for this PC. The same type of clock may be used throughout the assessment or a different clock used for different parts of the assessment.

The candidate is shown a clock showing, for example, the following times.

Time	Type of clock	Date of correct reading of time
on the hour: 1. 4 o'clock 2. 11 o'clock		1. 2.
half past the hour: 1. half past 7 (or 7.30) 2. half past 2 (or 2.30)		1. 2.

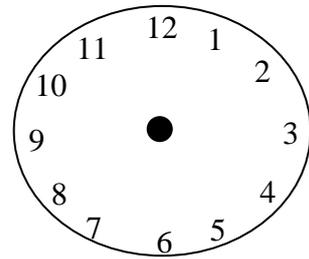
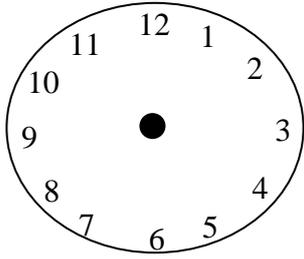
The candidate must identify all four times correctly.

PC (c) Suitably matches times of day and routine activities

The candidate is given a list of four times of the day or shown the times on analogue or digital clocks, and correctly identifies times for two activities, on one occasion.

Times
1 o'clock
half past 5
9 o'clock
half past 10

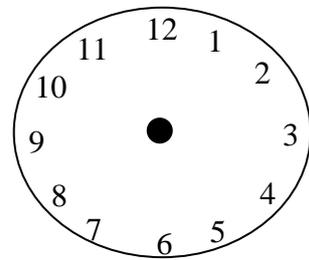
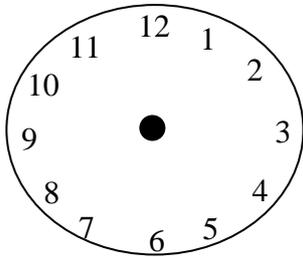
Possible activities
when I start school in the morning
when we have interval
when I have my lunch
when I have my tea



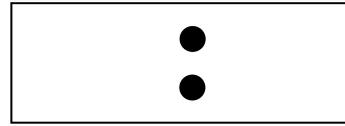
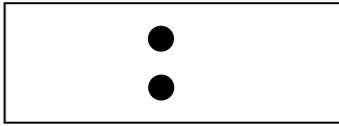
Time for

1. _____
2. _____

✓ correct



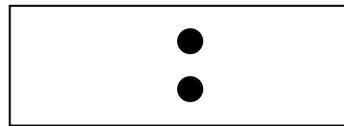
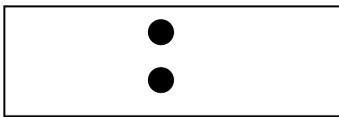
Using digital clock



Time for

1. _____
2. _____

✓ **correct**



Notes: times and activities left blank for teacher/lecturer to complete;
candidates can point, draw connecting lines between events and times etc.

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.

Teachers/lecturer signature **Date**