



NUMERACY
Using Number: Money
SCQF Level 2
10 Hour Unit (F3GH 08)

CORE SKILLS UNIT

ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

This Unit is one of a group of four 10-hour Units:

- ◆ Using Number: Time
- ◆ Using Number: Money
- ◆ Using Number: Measuring
- ◆ Using Graphical Information

Together these deliver the complete Numeracy Core Skill at SCQF level 2.

Using Number: Money is about applying very simple numerical skills in familiar, everyday personal, workplace, social, and educational situations that involve calculations with money. It is designed for delivery in schools, colleges, workplaces, community, and other learning environments.

The learner will be expected only to work with familiar concepts. The number tasks involving money should be familiar to the learner and only involve one numerical operation.

Learner motivation can be maximised by making the numeracy activities as relevant as possible to the learner's likely uses for numeracy. The activities should consist of an appropriate mix from: personal, workplace, social, and educational examples. In addition, integration of the numeracy activities with those of other SQA Units being undertaken should be explored. For example, when a learner is undertaking vocational or subject-specific Units, motivation for numeracy can be increased if the activities are related to the vocational or

subject-specific Unit and the learner can see the direct relevance of the numeracy.

Assessment and evidence

Learners at SCQF level 2 are required to deal only with very simple concepts in familiar situations. You may provide considerable prompting at this level.

The learners:

- ◆ may carry out the calculations mentally, in writing, using a calculator, or another electronic device, eg a computer
- ◆ must give correct answers
- ◆ should check their answers, although evidence of this checking is not required

You should try to identify naturally occurring opportunities for assessment where possible. For learners who are also working towards vocational or subject-specific Units, opportunities for assessment of number skills could arise while completing tasks that provide evidence for both the vocational/subject-specific Unit and this Unit. Some of the exemplars in this pack could be used or contextualised for this purpose.

The assessment process is likely to involve one or more of:

- ◆ written tasks
- ◆ oral questioning
- ◆ observation

When assessing by observation, you must keep a detailed checklist. Similarly if you use oral questioning, you must keep a record of both the questions and the learner responses. All evidence, whether produced by the learner or a record made by yourself must be retained, signed, and dated by you.

Planning

You should work out where opportunities for meeting standards are likely to arise. Where possible this should be built into the assessment process. You should discuss this assessment process with the learners so that they are quite clear about what is expected from them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that learners will:

- ◆ recognise and use the following — whole numbers (eg 5) and very simple decimals to deal with money (eg £2.50)
- ◆ add, subtract, multiply, and divide very simple amounts of money
- ◆ solve a very simple money problem by adding, subtracting, multiplying, or dividing
- ◆ make a very simple numerical comparison between items (eg £2.50 is a larger amount of money than £2.30)

Notation

Learners should be able to read and understand the notation for:

- ◆ whole numbers
- ◆ money notation
- ◆ very simple decimals

They should be able to convert between values written in words and numerical notation such as:

- ◆ twenty-three = 23
- ◆ six pounds twenty = £6.20
- ◆ one point five = 1.5

The numbers used in calculations are related to the money. No percentages are used.

Basic operations

The learners should be familiar with the four basic arithmetic operations of addition, subtraction, very simple multiplication, and very simple division using only whole numbers, eg calculations such as:

$$£1.50 + £0.25 = £1.75$$

$$£23.00 - £1.50 = £21.50$$

$$£6.00 \times 5 = £30.00$$

$$£90.00 \div 2 = £45.00$$

Comparisons

In this Unit comparisons should be restricted to money values being more or less expensive.

Money

At this level it is important to limit the activities to very simple calculations. Learners should know that one pound consists of 100 pence. However, when it comes to the calculations, learners are dealing with decimals with two places after the decimal point. This means that the notation must always include these two, eg £2.10 and not £2.1.

Gathering evidence

For verification purposes it is only necessary to retain evidence for each activity stated in the Unit. Learners must meet all of the requirements of the Unit (ie 100% achievement) but they do not have to do so as part of one exercise. Evidence can be collected where it occurs naturally in exercises performed in different contexts or it can be generated through one or more set assessment(s).

Where a tutor collects naturally occurring evidence for the Numeracy Core Skill, they must satisfy themselves that the learner is capable of fulfilling each of the activities stated in the Unit consistently. However, it will only be necessary for the tutor to retain one piece of evidence for each activity.

If a tutor opts to collect evidence through one or more set assessment(s) covering the activities stated in the Unit and a learner is successful in some but not all of the activities, that learner would only need to be reassessed in the activities they did not achieve.

Where a tutor collects evidence through one or more set assessment(s), it would normally be expected that considerable learning and teaching will have taken place prior to the learner undertaking the set assessment(s). As part of the learning and teaching, learners should have successfully completed tasks and exercises of a similar level to those they will tackle in each set assessment, on at least one occasion. In other words, learners will normally have shown in class activities that they are capable of working at the required level before they are deemed ready for each set assessment.

It may be appropriate for you to gather written evidence produced by the learner carrying out practical exercises. However, written evidence is not essential for this Unit and is inappropriate if it disadvantages the learner. You may wish instead to observe the learner carrying out a task and question them on completion. This requires you to create and complete record sheets comprising a checklist, questions asked, and learner responses.

From the learner's point of view, it is very useful to be provided with a means of keeping all the work relevant to this Unit together. You can help here by creating and providing the learner with a workbook that includes all the evidence-gathering items. An alternative is to provide worksheets that can be made into a portfolio or e-portfolio.

If you have chosen to integrate the Numeracy work with that of other Units being undertaken by the learner, it may be possible to assess this work as part of a larger single activity. In this case you must keep separate records for this Unit.

Evidence may be gathered in a variety of ways. Some typical activities might be:

- ◆ working out how much change you would get from £4 if the item you were buying cost £3.70
- ◆ calculating that two tins of beans costing 30p each will cost you 60p in total
- ◆ working out that, if a bus driver charges four friends a total of £8 for their fares, each of them is paying £2 for their ticket
- ◆ adding the cost of a pizza costing £4.50 and a drink costing £2.00 to see what the bill will be
- ◆ recognising that a ham sandwich priced at £2.80 is more expensive than a cheese sandwich costing £2.60.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Part 2: Assessment guidance

You can use the information given in this section in several ways:

- ◆ to help identify the type and amount of evidence that the learner needs to produce
- ◆ to help identify the level of complexity in evidence required for this Core Skill at this level
- ◆ to help you create an assessment task related to the learner's own situation

You can use the following information to create task sheets to be used with the learners in assessment sessions. The task sheet will contain the assessment items and you can leave appropriate space for the learners to insert their responses.

The guidance given in the rest of this section is based on the example of a centre that chooses to develop one task to cover the assessment of this Unit. In the following pages examples are given of the type of calculations and questions that could be set by the centre as part of the task.

Exemplar assessment

Task: Apply very simple numerical skills in familiar, everyday situations that involve calculations with money.

- 1 Dan's savings jar has thirty-four coins in it. Write that down as a number in the box provided.

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- 2 Dan has six pounds and twenty pence in his savings jar. Write that down as a number in the box provided.

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- 3 Norm has £2.40 and Phil has £8.20. How much do they have in total?

Answer:	Working:

- 4 Lill has £8.40. She buys a magazine for £2.30. How much has she left?

Answer:	Working:

- 5 Jan is paid £6.00 for each hour that she works. How much does she get for working five hours?

Answer:	Working:
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- 6 Nan gets £42.00 for working six hours. How much is she paid for one hour?

Answer:	Working:
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- 7 A fish supper costs £2.45. A pizza supper costs £2.27. Write in the box which meal is cheaper.

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- 8 A large bottle of cola costs £1.21. A large bottle of orange costs £1.11. Write in the box which is dearer.

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Notes for assessment

Each of the questions in the task targets a specific part of what the learner will know or be able to do, so the learner must successfully complete the whole task to achieve this Unit.

The worked out questions here are not presented as model answers but have the purpose of illustrating the way in which the questions satisfy the requirements of the Unit.

- 1 34 — notation of whole numbers
- 2 £6.20 — notation of money
- 3 $£2.40 + £8.20 = £10.60$ — addition of money
- 4 $£8.40 - £2.30 = £6.10$ — subtraction of money
- 5 $£6.00 \times 5 = £30.00$ — multiplication of money
- 6 $£42.00 \div 6 = £7.00$ — division of money
- 7 Pizza supper is cheaper — comparison of money
- 8 Cola is dearer — comparison of money

Questions 3 to 6 require the learner to decide on the arithmetic operation to be carried out.

Part 3: Exemplar recording documentation

This section provides example forms that can be used by the tutor to gather evidence and record assessment decisions. The exemplar assessment task, included in Part 2 above is in a format that can be completed directly by the learner and this can be kept as a record of the assessment.

The checklists provided on the following pages are for completion by the tutor to record assessment and Unit progress. In the first checklist, under the heading 'Activity' the tutor should insert the requirement that is being assessed, eg recognise and use whole numbers.

Assessment checklist

Learner:		
Task: Apply very simple numerical skills in familiar, everyday situations that involve calculations with money		
Activity	Evidence	Tutor comment/Date
1		
2		
3		
4		
5		
6		
7		
8		
Tutor signature:		Date:

Summary checklist

Learner:		
Learner number:		
Centre:		
Task	Date achieved	Tutor signature
Apply very simple numerical skills in familiar, everyday situations that involve calculations with money		

ADMINISTRATIVE INFORMATION



Core Skills

This Unit is part of a suite of four Units that when completed give automatic certification of the Core Skill of Numeracy at SCQF level 2. The other Units in this suite are:

Using Number: Time at SCQF level 2

Using Number: Measuring at SCQF level 2

Using Graphical Information at SCQF level 2

Credit value

1.5 SCQF credit points (0.25 SQA credits) at SCQF level 2

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