NUMERACY
Using number: Money
SCQF Level 2
10 Hour Unit

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 Access 2 [SCQF level 2]. Using number: money is about applying very simple numerical skills in familiar, everyday personal, workplace, social and educational situations which 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. Additionally, 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 based Units, motivation for numeracy can be increased if the activities are related to the vocational or subject based 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 based Units, opportunities for assessment of number skills could arise while completing vocational tasks which provide evidence for both the vocational or subject based 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 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 on completion the learner will know how to:

♦ recognise and use the following — whole numbers (eg 5); very simple decimals (eg £2.50) to deal with money

♦ 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. Calculations such as:

£1.50 + £0.25 = £1.75

£23.00 – £1.50 = £21.50

£6.00 × 5 = £30.00

£90.00 ÷ 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. The learners should know that one pound consists of 100 pence. However, when it comes to the calculations, the 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

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 which includes all the evidence gathering items. An alternative is to provide worksheets which 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 the numeracy as part of a larger single activity. In this case you must keep separate records of assessment decisions for this Unit.

Evidence for this Unit 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 2 tins of beans costing 30p each will cost you 60p in total

- working out that, if the 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.

Part 2: Exemplar assessment tasks

Note

You can use the exemplar assessments given in this section in several ways:

♦ to help identify the type and amount of evidence which 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 to create an assessment task related to the learner's own situation

♦ as an off-the-shelf assessment, although every effort should be made to source/provide learner(s) with their own meaningful context.

Exemplar assessment

Task: Apply very simple numerical skills in familiar, everyday situations which 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:

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

Answer:	Working:

7 A fish supper costs £2.45. A pizza supper costs £2.27. Write in the box, which meal is cheaper?

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

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 all eight of the elements in the 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 x 5 = £30.00 - multiplication of money.

6 £42.00 ÷ 6 = £7.00 - division of money.

7 Pizza supper is cheaper - comparison of money.

8 Cola is dearer - comparison of money.

Questions three to six require the learner to decide on the arithmetic operation to be carried out.

Part 3: Exemplar recording documentation

This section provides example forms which can be used by the tutor to gather evidence and record assessment decisions. (The exemplar for the task is in a format which can be completed directly by the learner.)

The two checklists are for completion by the tutor, recording assessment and Unit progress. In the first checklist, under the heading 'Activity' the tutor should insert the component of the skill eg notation of whole numbers.

Assessment checklist

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

Summary checklist

Candidate:	12
Candidate number:	
Centre:	

Task	Date achieved	Tutor signature
Apply very simple numerical skills in familiar, everyday situations which involve calculations with money		

Part 4: Information for learners

As you work through this Unit, your tutor will need to gather evidence that you are successfully completing the various tasks you do.

This can be done:

♦ by you completing an exercise

♦ by the tutor watching you work

♦ by the tutor asking you questions

♦ by you filling in a work book or diary

By the end of the Unit you must have shown that you can:

♦ recognise and use the following — whole numbers (eg 5); very simple decimals (eg £2.50) to deal with money

♦ 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).

These are some of the things you might do to provide the evidence:

♦ working out how much change you would get from £4 if the item you were buying cost £3.70

♦ calculating that 2 tins of beans costing 30p each will cost you 60p in total

♦ working out that, if the 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

Learners with Disabilities and/or Additional Support Needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard.

Further advice can be found in SQA's Assessment Arrangements' web pages (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION

Core Skills

This Unit is part of a suite of four Units which 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 Graphical Information at SCQF level 2

Credit Value

0.25 Credit(s) at (SQA level 08) (1.5 SCQF credit points at SCQF level 2)

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