curriculum descriptors

MATHEMATICS (ACCESS 1)

INTRODUCTION

Candidates who are working within Access 1, for whom a complete Access 1 unit is not appropriate, will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation stage. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using the Performance Criteria as the Learning Targets.

Each unit at Access 1 forms part of a set of units which are linked to a particular Access 2 unit.

GENERAL INFORMATION

Mathematics at Access 1 comprises three units:
Using Mathematics in Everyday Situations – Time
Using Mathematics in Everyday Situations – Money
Using Mathematics in Everyday Situations – Weight and Measurement.

For candidates working within Access 1, examples of Success Criteria have been described for all three units in the Using Mathematics in Everyday Situations set, as these units provide a range of useful targets for candidates at this stage of learning.

RATIONALE

These units intend to provide candidates with the basic knowledge required to develop their mathematics skills in the context of daily living or independence skills.

Opportunities for learning in the areas of time, money and measurement should be provided, both in school/college and community contexts.

CONTENT

Access 1 unit: Using Mathematics in Everyday Situations – Time

Outcome: Use time in everyday living.

This unit will offer candidates opportunities to develop their understanding of the passage of time through raising their consciousness of recurring regular events.

Daily occurrences could include start and finish of school day, lunch times as well as regular signified events. Weekly occurrences could include weekends, regular activity times, weekly service, if appropriate, etc. Monthly/annual events could include birthdays, Christmas, Easter, other religious festivals and the changing seasons.

Access 1 unit: Using Mathematics in Everyday Situations – Money

Outcome: Use money to plan everyday expenses.

This unit will enable candidates to work with realistic sums of money which should reflect their ability level. A wide variety of contexts and opportunities should be provided both within school/college and the community for candidates to select money and calculate change.

Access 1 unit: Using Mathematics in Everyday Situations 1 – Weight and Measurement

Outcome: Weigh and measure everyday items.

This unit offers opportunities for measurement within practical activities encompassing all areas of the curriculum, e.g. Home Economics, Arts and Crafts, Project Work, etc. Candidates will select and use devices correctly, to acceptable levels of accuracy.

CORE SKILLS

The development of core skills forms the focus and intention of much of a candidate's educational programme. Using Mathematics in Everyday Situations provides a broad range of educational experiences and elements of subject-based learning and can be a vehicle for developing the following core skills:

Numeracy
Communication
Problem Solving
Information Technology.

UNIT: USING MATHEMATICS IN EVERYDAY SITUATIONS – TIME

Outcome: Use time in everyday living.

PC(a): Learning target: Times, days and dates for daily, weekly and annual events are stated accurately.

Success Criteria

P: Participates by identifying the time of day, day of the week and/or month of the year of regular recurring events.
A: Demonstrates awareness of daily, weekly and/or annual events by responding to and/or using signifiers.
E: Actively experiences involvement in regular activities where the passage of time is emphasised.

PC(b): Learning target: Days of the week are stated in correct sequence.

Success Criteria

P: Participates by demonstrating knowledge of the names of the days of the week.
A: Demonstrates awareness of the events that differentiate the days of the week.
E: Actively experiences a regular series of signified events which differentiate the days of the week.

PC(c): Learning target: Interpretation of the monthly calendar is correct.

Success Criteria

P: Participates by demonstrating knowledge of events or other aspects relating to different months.
A: Demonstrates awareness of the changes that differentiate the seasons.
E: Actively experiences involvement in activities that highlight the changes in the seasons.

PC(d): Learning target: Time read from a display is stated correctly.

Success Criteria

P: Participates by recognising and stating hours and half hours.
A: Demonstrates awareness of the relationship between specific times and actual events.
E: Actively experiences activities where relationships between specific times and events are emphasised.

Range statement

A wide range of events, e.g. time of daily occurrence, day of weekly occurrence, annual dates of personal and national importance or range of appropriate events.

Evidence

- Observation report recorded by teacher/lecturer.
- Experience checklist
- Written/oral candidate work
- Photographs of candidate's work
- Video of activities.

UNIT: USING MATHEMATICS IN EVERYDAY SITUATIONS – MONEY

Outcome: Use money to plan everyday expenses.

PC(a): Learning target: Identification of coins and banknotes is correct.

Success Criteria

P: Participates by identifying a limited range of coins and banknotes.
A: Demonstrates awareness that coins and/or banknotes have different values.
E: Actively experiences handling coins and banknotes.

PC(b): Learning target: The selection of coins and banknotes to make up sums of money is correct.

Success Criteria

P: Participates by selecting coins from a limited range to make up specified amounts. (Required sum of money should only necessitate the use of two coins.)
A: Demonstrates awareness that a number of coins may be needed to make up a sum of money.
E: Actively experiences handling coins in activities where sums of money are being made up.

PC(c): Learning target: The selection of coins and banknotes is greater than the required price of a purchase but not excessively so.

Success Criteria

P: Participates by selecting a coin or a banknote to a value in excess of a given price.
A: Demonstrates awareness that money is required to purchase goods.
E: Actively experiences involvement in interactions involving the use of money.

PC(d): Learning target: Calculation of the amount of money due in change from a purchase is correct.

Success Criteria

P: Participates, with support, in selecting the money due in change from a purchase.
A: Demonstrates awareness that money is due in change from a purchase.
E: Actively experiences involvement in interactions involving the use of money to purchase goods and services.

Range statement

A wide range of contexts related to daily living experiences should be used.

Evidence

- Direct observation by teacher/lecturer
- Checklist
- Photographs and video of candidates' work
- Student worksheets, where appropriate.

UNIT: USING MATHEMETICS IN EVERYDAY SITUATIONS – WEIGHT AND MEASUREMENT

Outcome: Weigh and measure everyday items.

PC(a): Learning target: The selection of measuring devices is appropriate to their purpose.

Success Criteria

P: Participates by selecting specified measuring devices appropriate to a task.
A: Demonstrates awareness that specific measuring devices are necessary to complete a task.
E: Actively experiences involvement in the selection of measuring devices for different tasks.

PC(b): Learning target: The use of measuring devices is demonstrated correctly.

Success Criteria

P: Participates, with support, in using measuring devices correctly.
A: Demonstrates awareness that a specific measuring device has been used for measurement in a specific task.
E: Actively experiences involvement in using measuring devices.

PC(c): Learning target: Weighing and measuring are to a functional degree of accuracy.

Success Criteria

P: Participates, with support, in weighing and measuring familiar objects/spaces.
A: Demonstrates awareness of weight and measurement through comparison of familiar objects/spaces.
E: Actively experiences involvement in activities that involve weighing and measuring familiar objects/spaces, and comparing and using the language associated with measurement.

Range statement

- Measuring devices, for example:
  measuring jug, measuring spoon, kitchen scales, ruler, body parts (handspan), etc.
- Proportions, for example:
  whole, half, double, etc.
- Language of measurement, for example:
  heavy/light, long/tall/short, big/little, empty/full, etc.

Evidence

- Observation report recorded by teacher/lecturer
- Checklist
- Student worksheet where appropriate, or oral report
- Photographs and video of candidates' work.