

Money – Answers and Teacher’s notes

Shopping/Contactless

In this task students learn about how to make contactless payments.

A version answers

1. Fast, easy and secure.
2. There is a contactless symbol.
3. £30.
4. You just touch your card against the reader.
5. There is a beep or a green light.
6. Because you don’t have to spend time entering your PIN.
7. Answers will vary.
8. Answers will vary.

B version answers

1. Fast, easy and secure.
2. There is a contactless symbol.
3. £30.
4. You just touch your card against the reader.
5. There is a beep or a green light.

Shopping/Supermarket offers

This task helps students listen to offers relayed on a supermarket tannoy system and work out best buys.

A version answers

1. Special offers in the bakery department.
2. Buy one get one free.
3. A half price voucher for bakery products.
4. Answers will vary.

B version answers

1. Special offers in the bakery department.
2. Buy one get one free.
3. A half price voucher for bakery products.
4. Answers will vary.

Shopping/TV shopping

In this task students will discuss a video from different perspectives, making practical and ethical judgements. Explain that the drawing exercise has been

included to show how information can be expressed in different forms. It is not intended to be a test of artistic ability.

A version answers

1. Answers will vary.
2. The total cost of the necklace is £479.76, but you can accept an estimate/approximation of £480.
3. Answers will vary.
4. The presenter used all sorts of words and phrases including: “a wonderful offer”; “beautiful”; “a star buy”; “traditional”; “ever-popular”; “unique, handcrafted, white gold-plated”; “...it will enhance the natural beauty of the wearer”; “you would definitely feel a million dollars wearing it”; “a bargain unlikely to be offered again”.
5. -9. Answers will vary – discuss with your teacher.

B version answers

1. Answers will vary.
2. About £480.
3. Answers will vary.
4. The presenter used all sorts of words and phrases including: “a wonderful offer”; “beautiful”; “a star buy”; “traditional”; “ever-popular”; “unique, handcrafted, white gold-plated”; “...it will enhance the natural beauty of the wearer”; “you would definitely feel a million dollars wearing it”; “a bargain unlikely to be offered again”.
5. -9. Answers will vary – discuss with your teacher.



Shopping/Click and collect

This task shows students how to shop for groceries using Tesco's Click and Collect service. It may also be worth explaining that most supermarkets offer an internet shopping service and find out what experiences students may have of these.

A version answers

1. Time and money.
2. 15 minutes
3. Your regular shopping is remembered. It's convenient and quick. You can pick it up when it suits you. You save money.
4. You can look at the running total on the screen and look at the offers.
5. Your personal shopper chooses your products with care looking for the longest use by dates and handling and storing your choices with care.
6. One of the click and collect team.
7. Access to the internet
8. Register online, book a slot, choose click and collect, choose your local store and a time that suits you. If you have a clubcard you can put the number in and all your favourite purchases will appear. If not, you can search for products. Choose what you want, then check out.

B version answers

1. Time and money.
2. 15 minutes
3. Your regular shopping is remembered. It's convenient and quick. You can pick it up when it suits you. You save money.
4. You can look at the running total on the screen and look at the offers.
5. One of the click and collect team.
6. Register online, book a slot, choose click and collect, choose your local store and a time that suits you. If

you have a clubcard you can put the number in and all your favourite purchases will appear. If not, you can search for products. Choose what you want, then check out.

Shopping/Supermarket of the future

In this task students need a willing suspension of belief to engage with this thought provoking video about what supermarkets may be like in the future. It could lead to some interesting discussions about technology and privacy too.

A version answers

1. He scanned an electronic wrist band.
2. It is evening. The checkout assistant wished him a good evening.
3. It came up with a health warning as Mr Davies' doctor had told him to watch his weight.
4. 500 calories
5. She checked his gym membership and found out that it had run out.
6. Answers will vary.
7. She suggested an alternative bottle that was on special offer.
8. He looked taken aback.
9. Answers will vary.

B version answers

1. He scanned an electronic wrist band.
2. It is evening. The checkout assistant wished him a good evening.
3. It came up with a health warning as Mr. Davies' doctor had told him to watch his weight.
4. 500 calories
5. She checked his gym membership and found out that it had run out.
6. He looked taken aback.
7. Answers will vary.



Shopping/Wrong change

This task helps students understand that arguments in families are normal. It also gives them some useful strategies they could use to deal with arguments.

A version answers

1. No.
2. You should have £4.10 change
3. The second way is best. The first is too apologetic and the third is too aggressive.
4. This is correct.
5. No, you should have had £4.35 change.
6. No, you should have had £1.13 change.
7. No, you should have had £1.05 change.
8. No, you should have had £14.02 change.

B version answers

1. No.
2. You should have £4.10 change.
3. The second way is best. The first is too apologetic and the third is too aggressive.
4. This is correct.
5. No, you should have had £4.10 change.
6. No, you should have had £1.50 change.
7. No, you should have had £1.05 change.
8. No, you should have had £15.00 change.

At home/Gas meters

In this task students learn how to read gas meters.

A version answers

1. So that your bill is as accurate as possible and you don't pay for more than you are using.
2. 4
3. They are usually hidden in dark places such as under the stairs.
4. So you can read the meter in dark places where meters are often found.

5. Digital meter and Electric meter
6. You have to register first.
7. 1. Register by calling 0800 048 0202
2. respond to the text they send you
8. www.britishgas.co.uk/meterread

B version answers

1. So that your bill is as accurate as possible and you don't pay for more than you are using.
2. 4
3. They are usually hidden in dark places such as under the stairs.
4. Digital meter and Electric meter
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At home/Dead money

In this task students have to recall and analyse information about funeral insurance. They will also work with others to make deductions and decisions, carry out research and make a written and oral presentation of this research.

A version answers

1. The company in the advert is called Deddenhams the Funeral People and it is selling policies/investments which will pay for your funeral expenses.
2. The company's telephone number is 0800 300 400.
3. The address of the company's website is www.deddenhams.co.uk.
4. The advert is probably aimed at middle-aged people who have savings which they want to leave to their children when they die.
5. a) The average cost of a funeral two years ago was £2,000.
b) The cost of dying is rising twice as fast as the cost of living.
c) In twenty years' time the cost of a funeral could be £100,000.
d) The cost of funerals will increase because land for burials is getting more expensive, the price of coffins is going up because of the need to



use recyclable material and cremations are becoming more expensive because of the rising cost of gas.

6. The woman pays £50 to the company each month.
7. If she started paying when she was 40 years old, she would have paid £18,000 by the time she was 70.
8. The two factors that would affect the price you pay the company each month are age and health. People will pay larger monthly payments if they are older or unhealthy.

The answers to the remaining questions will depend on the opinions of the students but you should expect them to view the claims and figures in the advert very critically and to subject them to some scrutiny. The degree of scrutiny will depend on the ability of the students.

B version answers

1. The company in the advert is called Deddenhams the Funeral People and it is selling policies/investments which will pay for your funeral expenses.
2. The company's telephone number is 0800 300 400.
3. a) The average cost of a funeral two years ago was £2,000.
b) The cost of dying is rising twice as fast as the cost of living.
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At home/Making savings

In this task students learn about ways that a young couple have managed to make savings. Follow on tasks could include asking students what they might need to save money for and why.

A version answers

1. Tami stopped going to her local coffee shop. She made a flask of coffee to take to work instead.
2. Eating out.
3. Because they hardly ever went to the gym so it was a waste of money.
4. £30 a month.
5. They started exercising at home.
6. £20 a week.
7. 1. Challenge your habits – look at what you spend money on including lunches and travel. 2. look at bank statement to see what's going out in so you can cut out spending you don't need especially memberships and subscriptions. 3. Think before you buy something – do you really need it? 4. Look at your direct debits and make sure you're not spending unnecessarily.
8. It means having money set aside in case of an unexpected event when you may need to spend money you weren't planning to.
9. They had used it when Adam crashed his car.

B version answers

1. Tami stopped going to her local coffee shop. She made a flask of coffee to take to work instead.



Life skills



2. Because they were spending far too much money on it.
 3. Because they hardly ever went to the gym.
 4. £30 a month.
 5. They exercise at home.
 6. £20 a week.
 7. 1. Challenge your habits – look at what you spend money on including lunches and travel. 2. look at bank statement to see what's going out in so you can cut out spending you don't need especially memberships and subscriptions. 3. Think before you buy something – do you really need it? 4. Look at your direct debits and make sure you're not spending unnecessarily.
 8. It means having money set aside in case of an unexpected event when you may need to spend money you weren't planning to.
6. be fixed yourself. If there is any damage to the building, inside or outside, you may have to pay for this too. Plumbing could go wrong in your bathrooms or kitchen.
 7. You can budget for upcoming costs.
 8. Answers will vary.

B version answers

1. Something unpleasant that you weren't expecting.
2. Utility bills, council tax, repair bills.
3. It is a document sent to a legal address requesting payment for a public service, such as telephone, electric, gas, sewer or water.
4. Because they may not realise all of the financial implications involved in owning a home.
5. Answers will vary, but here is a guide: If machines break down such as a washing machine, fridge or TV, you will have to pay for it to be fixed yourself. If there is any damage to the building, inside or outside, you may have to pay for this too. Plumbing could go wrong in your bathrooms or kitchen.
6. Answers will vary.

At home/Nasty surprises

In this task students have to consider the sorts of bills they may have to pay for if they owned their own home. This could lead to a discussion about the pros and cons of renting versus owning a home.

A version answers

1. Utility bills, council tax, repair bills.
2. It is a document sent to a legal address requesting payment for a public service, such as telephone, electric, gas, sewer or water.
3. Because you might not realise how much electricity, or other service you are using or how much it costs.
4. Because they may not realise all of the financial implications involved in owning a home.
5. Answers will vary, but here is a guide: If machines break down such as a washing machine, fridge or TV, you will have to pay for it to

Banking/Managing your money

In this task students learn about techniques they could adopt to help them manage their money. You may need to explain some terms such as interest rates.

A and B version answers

1. So that you can stay in control of your finances and reach your targets and pay off any borrowing or debts.
2. You could use an online budget planner and a spending diary.
3. An online budget planner helps you to work out budget in minutes. You can see how much spare cash you have left after paying off the most important bills.



4. A spending diary will help you to keep closer eye on purchases so you can see where you are spending your money and what on.
5. You need to pay people who you owe money to and prioritise your debts. For example, if you don't pay your mortgage or rent, you may end up with nowhere to live. If you don't pay your electricity bill, the power company may cut you off.
6. Answers will vary.

Banking/Opening a bank account

Students learn about what they need to do and the documents they need to provide to open a bank account. It would be useful to explain to learners or to discuss why having a bank account is important.

A version answers

1. Proof of who you are and proof of your address.
2. Passport or a driving licence. Rent book or council tax bill.
3. Find out what they need and have them to hand when you apply for the account.
4. Ask what they will accept instead.
5. In a branch on the internet over the phone or by post.
6. Your name, address, details of employer, how much you will pay in the account each month.
7. You will both need to provide all of these details – 2 sets of documents.
8. What you're signing up for, including any fees and charges.
9. See if you can apply to a credit union instead.

B version answers

1. Proof of who you are and proof of your address.
2. Passport or a driving licence. Rent book or council tax bill.
3. Ask what they will accept instead.

4. In a branch on the internet over the phone or by post.
5. Your name, address, details of employer, how much you will pay in the account each month.
6. What you're signing up for, including any fees and charges.

Banking/Saving money

In this task students find out about how to save money and why that might be important.

A version answers

1. What you're saving for
2. Things you want – car/holiday. Money for a rainy day. A safety net for emergencies
3. Work out how much you can put by each month because it will give you an idea of how long it will take to reach your target.
4. Start looking at ways to spend less so you have more to save or find ways to make your savings work harder for you.
5. Lock your money away for longer – as the longer you can do this, the more your money will grow
6. By opening a tax-free ISA.
7. Do what you can as regularly as you can.

B version answers

1. What you're saving for
2. Things you want – car/holiday. Money for a rainy day. A safety net for emergencies
3. Work out how much you can put by each month because it will give you an idea of how long it will take to reach your target.
4. Start looking at ways to spend less so you have more to save or find ways to make your savings work harder for you.
5. By opening a tax-free ISA.
6. Do what you can as regularly as you can.

Banking/Using an ATM

In this task students watch someone using an ATM and learn how to do it themselves. This could be an opportunity to discuss PIN security. manner.

A version answers

1. Automatic Teller Machine
2. A bank card
3. A secret code number that a bank gives you with your card.
4. So that no-one can use your card.
5. It gives you access to the cash machine and all its services.
6. Check your balance, get cash and add credit to your phone.
7. £40

B version answers

1. Automatic Teller Machine
2. A bank card
3. A secret code number that a bank gives you with your card.
4. Cover it with your hand when you use an ATM and don't tell it to anyone else.
5. Check your balance, get cash and add credit to your phone.
6. £40

Wages/Your first job

In this task students form impressions of people from a video clip. Answers and opinions will vary but should be carried out in a constructive and supportive manner.

A version answers

1. What to wear, the right equipment, by best smile. Will I need to pay tax?
2. No
3. Any six from: Health service, fight crime, defend our country, support old people by paying them a pension, tackle poverty by paying benefits to people who need them; build schools colleges, pay teachers,
4. 6 April – 5 April
5. The amount you're allowed to earn before you have to pay tax.

6. Do a quick internet search.
7. Your NI number.
8. Her Majesty's Revenue and Customs
9. What you've been paid and what has been deducted.
10. Use the P45 to contact HMRC.
11. HMRC's tax calculator app.
12. Answers will vary.

B version answers

1. What to wear, the right equipment, by best smile. Will I need to pay tax?
2. No
3. Any three from: Health service, fight crime, defend our country, support old people by paying them a pension, tackle poverty by paying benefits to people who need them; build schools colleges, pay teachers,
4. 6 April – 5 April
5. The amount you're allowed to earn before you have to pay tax.
6. Do a quick internet search.
7. What you've been paid and what has been deducted.
8. Answers will vary.

Wages/Understanding your payslip

This video explains the information found in a payslip. Students learn about net and gross pay.

A version answers

1. Weekly.
2. 21 hours x £10 hours = £210.
3. Gross pay.
4. £10.
5. Calculate tax and National Insurance.
6. He sends it to HMRC.
7. He gives it to Kat.
8. Her net pay or take home pay.

B version answers

1. Weekly.
2. 21 hours x £10 hours = £210.
3. gross



4. £10.
5. Calculate tax and National Insurance.
6. He sends it to HMRC.
7. He gives it to Kat.
8. net or take home.

Wages/Asking for a payrise

In this task students are given tips and suggestions about how to ask for a payrise. This could lead to interesting discussions about wages paid for different jobs.

A version answers

1. Ask yourself whether you deserve a payrise. Look at your job description and compare it to your current responsibilities. Are your responsibilities equal to a higher paid role in your department? Has your role changed to what you signed up to do? Was a salary review promised when you took the job.
2. Use an online salary checker. Talk with trusted contacts. If the economy is in a good state asking for a rise of 5% would be acceptable. But in times of economic difficulty, asking for 1-3% would be more reasonable.
3. Because often salaries are kept secret.
4. Arrange a meeting with your manager face to face in place you won't be disturbed.
5. Evidence that you are going above and beyond your role. Demonstrate your value in facts and figures.
6. Calmly and professionally.
7. Employers naturally expect you to work hard every day.
8. Send an email thanking your manager for their time to remind them of the reasons you deserve a rise because it can be important to have a record of what you discussed.

B version answers

1. Ask yourself whether you deserve a payrise. Look at your job description and compare it to your current responsibilities. Are your responsibilities equal to a higher paid role in your department? Has your role changed to what you signed up to do? Was a salary review promised when you took the job.
2. Use an online salary checker. Talk with trusted contacts. If the economy is in a good state asking for a rise of 5% would be acceptable. But in times of economic difficulty, asking for 1-3% would be more reasonable.
3. Choose a quiet place where you won't be disturbed.
4. Evidence that you are going above and beyond your role. Demonstrate your value in facts and figures.
5. Employers naturally expect you to work hard every day.
6. Send an email thanking your manager for their time to remind them of the reasons you deserve a rise because it can be important to have a record of what you discussed.
7. Don't take it personally but try to set a time frame for your next review.



Wages/Minimum wage

In this task students watch a video clip announcing a fictitious increase in the minimum wage. You could have an extension task based on the minimum wage and how it applies to different age groups.

A and B version answers

1. An increase in the minimum wage to £10 per hour.
2. Thousands of low paid workers in January next year.
3. Ben Smith.
4. £120
5. Sadie Kane
6. Answers will vary