

SECTION **10**

VBQU114A

Recognise numbers and money in simple, highly familiar situations

21770VIC Course in Initial General Education for Adults

Unit Code	VBQU114A
Unit Title	Recognise numbers and money in simple, highly familiar situations
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, comparison and use of simple whole numbers and money which are part of the learners' normal routines and activities such as shopping. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT**PERFORMANCE CRITERIA**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

1	Recognise and compare numbers into the hundreds, and halves in simple, highly familiar situations	1.1	Recognise <i>place value concepts</i> in <i>whole numbers</i> into the hundreds, express the <i>whole numbers</i> orally, write them as numerals and <i>write some as words</i>
		1.2	Recognise <i>halves</i> in simple, <i>highly familiar situations</i>
		1.3	<i>Common words</i> for comparing whole numbers are used
2	Recognise, identify and compare money into the hundreds of dollars in simple, highly familiar situations	2.1	The value of coins and notes, money notation and symbols, are recognised and the language of money is used for money into the hundreds of dollars
		2.2	Recognise <i>prices</i> of familiar items into the hundreds of dollars in short, simple <i>highly familiar documents</i>
		2.3	<i>Common words</i> for comparing costs are used
3	Add and subtract in simple, one-step calculations with numbers and money into the hundreds in simple, highly familiar situations	3.1	<i>Simple, one-step calculations of +, –</i> are performed with whole numbers and money into the hundreds
		3.2	<i>The reasonableness of results</i> are roughly checked in relation to the context with support via prompting or questioning

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and undertake learning and assessment
- ability to use place value to recognise, identify and compare whole numbers and money into the hundreds
- ability to read and say whole numbers, simple fractions ($\frac{1}{2}$) and basic words associated with money
- recognition and knowledge of the value of coins and notes
- understanding of simple, operations of addition and subtraction and the words and symbols associated with them.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

- Place value concepts***
 - place value concepts for whole numbers into the hundreds should be understood
- Money / Whole numbers /Prices***
 - should be relevant and appropriate to the learner and should be in numeral form
- Write some as words***
 - only expect students to write numbers correctly as words up to 20
- Highly familiar situations/documents may include***
 - advertising leaflets, notices, signs, simple pricelists, sports results, workplace parts lists, etc.
- Common words may include***
 - more/less, cheaper/more expensive, smaller, bigger, more, less, the same as, double, half, etc.
- Simple, one-step calculations of +,- may include***
 - addition up to a total of 999
 - subtraction in the form of adding on, e.g., “if you have \$5, how much more do you need to get to \$7?” Answers to be less than 100.
 - calculations can be done in an idiosyncratic manner, by counting on, with or without the aid of concrete aids or calculators
- Halves***
 - only the fraction $\frac{1}{2}$ (one half) is required at this level
- The reasonableness of results***
 - this is only to be based on very rough estimates and ball park figures based on questioning and prompting by the teacher/trainer e.g. do you think this is about what you’d expect to have to pay if you bought those two items?

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Learners will be able to recognise and identify numbers and money in simple, highly familiar situations
- Where performance criteria include a list or range of related concepts and knowledge (e.g., all whole numbers into the hundreds) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged that all the range of such concepts and knowledge be assessed individually - competence across a representative sample

being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- The skill requirements of this unit.
- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Context of and specific resources for assessment

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses
 - interviews
 - self-assessment

- verbal questioning
- written questioning
- portfolios, for example:
 - samples of the learner's written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner's activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc.
- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

SECTION **10**

VBQU114B

Recognise, give and follow simple and familiar oral directions

21770VIC Course in Initial General Education for Adults

Unit Code	VBQU114B
Unit Title	Recognise, give and follow simple and familiar oral directions
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, giving and following of simple and highly familiar oral directions which are part of the learners' normal routines to do with orienting oneself in familiar contexts such as near their homes, in workplace buildings or classrooms. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT**PERFORMANCE CRITERIA**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

1	Recognise and follow simple and familiar oral directions in highly familiar situations	1.1	<i>Simple diagrams and maps of highly familiar locations</i> are read and used to identify an explicit and relevant location
		1.2	<i>Simple concepts of position and location</i> are identified and used to identify an explicit and relevant location
		1.3	Simple <i>highly familiar oral directions</i> for moving between known locations are followed
2	Recognise and give simple and familiar oral directions in highly familiar situations	2.1	The relative location of two or more objects is described orally using <i>highly familiar, informal language of position</i>
		2.2	Simple, <i>highly familiar, informal language of position</i> is used to give oral directions in a <i>highly familiar situation</i>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and diagrams and undertake learning and assessment
- ability to recognise simple diagrams and maps of highly familiar locations
- informal oral language of position and location

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

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| <i>Simple diagrams and maps</i> may include | <ul style="list-style-type: none"> • simplified diagrams of buildings, including locations of classrooms/workplace/office; local home area of learner; local shopping centre; etc. |
| <i>Highly familiar situations/locations</i> may include | <ul style="list-style-type: none"> • student's classroom and building, home, workplace or local shopping centre • locations might include moving from one position to another within a room; one room to another, or between buildings in a large institution, workplace or shopping centre. |

Simple concepts of position and location may include

- relative positions such as in left/right, front/behind, up/down,, opposite, on the corner, next to, between

Highly familiar oral directions may include

- oral directions to be followed should be short, clear, with only one given at a time. Directions given may be clarified with teacher prompting.

Highly familiar, informal language of position may include

- language of position such as over/under, in front/behind, up/down, through, opposite, on the corner, next to, first, second, between is used

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Learners will be able to recognise, give and follow simple oral directions

Where performance criteria include a list or range of related concepts and knowledge (e.g., a range of appropriate language of location and position) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged that all the range of such concepts and knowledge be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- The skill requirements of this unit.

Context of and specific resources for assessment

- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit

- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses
 - interviews
 - self-assessment
 - verbal questioning
 - written questioning
- portfolios, for example:
 - samples of the learner’s written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner’s activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc.
- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

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SECTION 11

VBQU115A

Recognise measurements in simple, highly familiar situations

21770VIC Course in Initial General Education for Adults

Unit Code	VBQU115A
Unit Title	Recognise measurements in simple, highly familiar situations
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar measurements which are part of the learners' normal routines to do with activities such as shopping, cooking, work related measures and telling the time. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT**PERFORMANCE CRITERIA**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

- | | | |
|---|---|---|
| 1 | Recognise and compare simple, highly familiar metric measurements for length, mass, capacity/volume and temperature | 1.1 <i>Common units of metric measurement</i> and their appropriate use are recognised in <i>highly familiar</i> situations |
| | | 1.2 Identifies <i>appropriate measurement tools</i> and uses them at a basic level in a limited range of <i>highly familiar</i> situations to measure and compare items |
| | | 1.3 <i>Whole numbers</i> into the hundreds related to measurement are recognised |
| | | 1.4 <i>Common words</i> for comparing measurements are used |
| 2 | Recognise time in simple, highly familiar situations | 2.1 <i>Time measuring devices</i> are read for digital time, including am/pm |
| | | 2.2 <i>Familiar dates</i> on calendars are recognised |
| | | 2.3 The <i>language of dates and digital time</i> is used orally |
| | | 2.4 <i>Numbers related to time</i> in <i>highly familiar</i> documents or situations are recognised |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and undertake learning and assessment
- ability to read and say whole numbers, simple fractions ($\frac{1}{2}$) and basic words associated with measurement and time
- ability to recognise abbreviations associated with measurement and time
- understanding of common units of metric measurement and their appropriate use
- understanding of the use of simple measuring tools.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

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| <i>Common units of metric measurement</i> should include | <ul style="list-style-type: none"> metres, kilograms, litres, degrees Celsius. |
| <i>Highly familiar</i> situations may include | <ul style="list-style-type: none"> reading and interpreting measures on advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents, etc. measures when cooking, gardening, building, etc. for time, reading opening hours, timesheet hours, etc. |
| <i>Appropriate measurement tools</i> may include | <ul style="list-style-type: none"> familiar tools such as rulers, tape measures, kitchen scales, measuring cups, teaspoons, etc |
| <i>Whole numbers</i> | <ul style="list-style-type: none"> should be relevant and appropriate to the learner and should be in numeral form. Place value concepts for three digit whole numbers should be understood |
| <i>Common words</i> | <ul style="list-style-type: none"> long/short, big/small, thick/thin, short/tall, hot/cold, the same as, double, half |
| <i>Time measuring devices</i> may include | <ul style="list-style-type: none"> digital time pieces should be able to be read or analogue time to the hour and ½ hour |
| <i>Familiar dates</i> may include | <ul style="list-style-type: none"> date and day of the week, birthdays |
| <i>Language of dates and digital time</i> may include | <ul style="list-style-type: none"> oral language of time such as hours, minutes, days, weeks, months, yesterday, tomorrow, before/after, longer/shorter |
| <i>Numbers related to time</i> may include | <ul style="list-style-type: none"> whole numbers related to time such as 60, 30, etc but only ½ is required in relation to fractional hours of time |

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

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| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <ul style="list-style-type: none"> Learners will be able to recognise simple everyday measurements <p>Where performance criteria include a list or range of related concepts and knowledge (e.g., such as measurement units: centimetres, metres, kilometre, grams, kilograms, litres, degrees Celsius etc) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged</p> |
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that all the range of such concepts and knowledge be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- The skill requirements of this unit.
- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Context of and specific resources for assessment

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses

- interviews
- self-assessment
- verbal questioning
- written questioning
- portfolios, for example:
 - samples of the learner's written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner's activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc.
- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

SECTION **11**

VBQU115B

Recognise shape and design in simple, highly familiar situations

21770VIC Course in Initial General Education for Adults

Unit Code	VBQU115B
Unit Title	Recognise shape and design in simple, highly familiar situations
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar shapes and designs which are part of the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT**PERFORMANCE CRITERIA**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

1	Recognise, describe and sketch simple two-dimensional shapes and designs located in simple, highly familiar situations	1.1	<i>Common two-dimensional shapes</i> in <i>simple, highly familiar situations</i> are recognised, described and named using <i>highly familiar, informal vocabulary</i>
		1.2	Relevant <i>common two-dimensional</i> shapes can be <i>sketched</i>
2	Compare simple two-dimensional shapes and designs located in simple, highly familiar situations	2.1	<i>Common two-dimensional shapes</i> in <i>simple, highly familiar situations</i> are compared in relation to characteristics such as shape, size and colour
		2.2	<i>Highly familiar, informal vocabulary</i> for comparing shapes, including relative size is used
		2.3	<i>Common two-dimensional shapes</i> can be classified according to characteristics such as shape, size and colour

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and undertake learning and assessment
- ability to recognise and name common two-dimensional shapes using the informal language of shape, size and colour
- understanding of the use of simple drawing and measuring tools to draw rough sketches

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

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| <i>Common two-dimensional shapes</i> | • circle, square, triangle |
| <i>Simple, highly familiar situations</i> | • these might include buildings, furniture, signs, common household or workplace objects |
| <i>Highly familiar, informal vocabulary</i> may include | <ul style="list-style-type: none"> • Straight, round, and names of colours • long/short, big/small, thick/thin, short/tall, the same as, |

double, half

Sketched means

- making a visual representation, such as making a freehand, rough and approximate drawing, and/or by using a ruler or a template such as a *mathomat*, provided it is seen to represent the shape being replicated

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Learners will be able to recognise and compare simple shapes and designs

Where performance criteria include a list or range of related concepts and knowledge (e.g., a range of appropriate words and vocabulary related to shape and design) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged that all the range of such concepts and knowledge be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- The skill requirements of this unit.
- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Context of and specific resources for assessment

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses
 - interviews
 - self-assessment
 - verbal questioning
 - written questioning
- portfolios, for example:
 - samples of the learner’s written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner’s activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc.
- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

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SECTION **12**

VBQU116A

**Recognise and locate simple numerical information in short,
simple highly familiar texts**

Unit Code	VBQU116A
Unit Title	Recognise and locate simple numerical information in short, simple highly familiar texts
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to locate and recognise simple whole numbers which are part of numerical information in short, simple highly familiar texts. Learners can then use those numbers to perform very simple one-step calculations when reading documents such as short and simple newspaper articles, sports results, prices in advertisements, utility bills etc. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

1	Recognise, locate and compare simple numerical information in short, simple highly familiar texts	1.1	<i>Whole numbers</i> into the hundreds written as numerals in <i>short, simple highly familiar texts</i> are located, recognised and compared
		1.2	<i>Whole numbers</i> into the hundreds are expressed orally, can be written as numerals and <i>some can be written as words</i>
		1.3	<i>Common words</i> for ordering and comparing whole numbers into the hundreds are used
		1.4	<i>Halves</i> in short, simple highly familiar texts are recognised
2	Add and subtract in simple, one-step calculations with numbers and money into the hundreds	2.1	<i>Simple, one-step calculations of +,–</i> are performed with whole numbers and money into the hundreds
		2.2	<i>The reasonableness of results</i> are roughly checked in relation to the context with support via prompting or questioning

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and undertake learning and assessment
- ability to use place value to recognise, identify and compare whole numbers and money into the hundreds
- ability to read and say whole numbers, simple fractions ($\frac{1}{2}$) and basic words associated with numbers and money
- recognition and knowledge of the value of coins and notes
- understanding of simple operations of addition and subtraction.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

- Whole numbers***
 - should be numbers into the hundreds, should be relevant and appropriate to the learner, and should be in numeral form. Place value concepts for three digit whole numbers should be understood
- Short, simple highly familiar texts may include***
 - advertising leaflets, utility bills, notices, simple pricelists, sports results, short newspaper articles,
- Some can be written as words***
 - only expect students to write numbers correctly as words up to 20
- Common words may include***
 - first, second, between, smaller, bigger, more, less, the same as, double, half
- Halves***
 - only $\frac{1}{2}$ (one half) is required at this level
- Simple, one-step calculations of +,– may include***
 - addition up to a total of 999
 - subtraction only in the form of adding on, e.g., “if you have \$5, how much more do you need to get to \$7?” Answers to be less than 100.
 - these may be done in an idiosyncratic manner, by counting on, with or without the aid of concrete aids or calculators
- The reasonableness of results***
 - this is only to be based on very rough estimates and ball park figures based on questioning and prompting by the teacher/trainer, e.g. do you think this is about what you’d expect to have to pay if you bought those two items?

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Learners will be able to recognise and identify simple numerical information in familiar texts.

Where performance criteria include a list or range of related concepts and knowledge (e.g., all whole numbers into the hundreds) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged that all the range of such concepts and knowledge be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

Context of and specific resources for assessment

- The knowledge requirements of this unit
- The skill requirements of this unit.
- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses
 - interviews
 - self-assessment
 - verbal questioning
 - written questioning

- portfolios, for example:
 - samples of the learner's written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner's activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc.
- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

SECTION **12**

VBQU116B

Recognise and locate statistical information in simple, highly familiar tables and graphs

Unit Code	VBQU116B
Unit Title	Recognise and locate statistical information in simple, highly familiar tables and graphs
Unit Descriptor	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to locate and recognise simple whole numbers which are part of numerical information in short, simple highly familiar texts. Learners can then use those numbers to perform very simple one-step calculations when reading documents such as short and simple newspaper articles, sports results, prices in advertisements, utility bills etc. Their communication about these mathematical ideas will mainly be spoken rather than written responses.</p> <p>The required outcomes described in this unit relate directly to the <i>Australian Core Skills Framework (ACSF)</i>, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	<p>The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements. The summary is included in Part B Course Requirements of the <i>Certificate in General Education for Adults</i> (See: Appendix B).</p>
Application of the Unit	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

1	Recognise and locate statistical information in simple, highly familiar tables	1.1	The <i>key features of simple tables</i> in <i>short, simple, highly familiar documents</i> are identified
		1.2	<i>Whole number</i> values in relevant simple tables are recognised and located
		1.3	Specific information in <i>simple, highly familiar tables</i> is located and reported orally using <i>familiar, informal language</i>
2	Recognise and locate statistical information in simple, highly familiar graphs	2.1	The <i>key features of simple graphs</i> in <i>short, simple, highly familiar documents</i> are identified
		2.2	<i>Whole number</i> values in relevant <i>simple, highly familiar graphs</i> are recognised and located
		2.3	Specific information in <i>simple, highly familiar graphs</i> is located and reported orally using <i>familiar, informal language</i>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- knowledge that signs / prints/ symbols represent meaning
- communication and literacy skills to read relevant, short texts and diagrams including tables and graphs and undertake learning and assessment
- ability to read and say whole numbers, simple fractions ($\frac{1}{2}$) and basic words associated with numbers
- ability to read relevant, short simple tables and graphs in short, simple, highly familiar documents and identify and use the key features of tables and graphs.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different situations that may affect performance, e.g. access to resources, regional contexts. Bold italicised wording in the Performance Criteria is detailed below.

Key features of simple tables may include

- identifying what the columns and rows represent and their values

Short, simple, highly familiar documents/tables/graphs may

- clear and simple tables and graphs that are explicit and easy to access such as in utility bills, notices, simple pricelists, sports results, short newspaper articles,

include

workplace parts lists, etc.

- values should be familiar whole number values such as dollars, points (as in sport), numbers of people, etc.
- graphs to have very explicit and simple labels and axes – in whole numbers and scale graduations of 1s, 2s, 5s or 10s

Whole numbers

- should be numbers into the hundreds, and should be relevant and appropriate to the learner and should be in numeral form

Key features of simple graphs may include

- identifying what the graph and the axes represent and their range of values

Familiar, informal language may include

- smallest, biggest, more, less, the same as

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Learners will be able to recognise and locate information in simple, familiar tables and graphs

Where performance criteria include a list or range of related concepts and knowledge (e.g., a range of appropriate language related to reading tables and graphs) it is assumed that these will be covered as part of the teaching/learning program. It is not envisaged that all the range of such concepts and knowledge be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- The knowledge requirements of this unit
- The skill requirements of this unit.

Context of and specific resources for assessment

- assessment of performance requirements in this unit is undertaken over the course of the program
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- access to a computer and internet for information
- access to calculators, computers for word processing or spreadsheets as appropriate

Guidance information for assessment

A range of assessment strategies or options should be considered to suit the needs of the learner. The needs of the learner will be met by provision of:

- concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate

At this level, the learner can:

- use oral descriptions with common, everyday, informal language and gestures
- depend on teacher/support person or advice/modelling
- use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy.

Appropriate assessment strategies include:

- records of teacher observations of students’ activities, discussions and practical tasks
- questioning, for example:
 - online responses
 - interviews
 - self-assessment
 - verbal questioning
 - written questioning
- portfolios, for example:
 - samples of the learner’s written work
 - pictures, diagrams, models etc. created by the learner
 - records of teacher observations of learner’s activities, discussions and practical tasks
- third party feedback such as testimonials/reports from other teachers or support workers
- at this level it would be appropriate if students could be assessed actually undertaking a real task, such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions

in outside locations, etc.

- some of these tasks may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.