

SECTION **23**

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**VBQU127A**

**Work with numbers and money in simple familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU127A</b>
<b>Unit Title</b>	<b>Work with numbers and money in simple familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the recognition, comparison and simple one-step calculations with money, whole numbers and simple everyday fractions, decimals and percentages which are part of the learners' normal routines and activities such as shopping, recreational activities and routine work related calculations or purchases. Their communication about these mathematical ideas will mainly be spoken but with some 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 Two Numeracy: 2.09, 2.10 &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

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 | Identify and compare whole numbers and money into the thousands in simple, familiar situations                   | 1.1 | Identify <i>place value concepts</i> in <i>whole numbers</i> into the thousands, express the <i>whole numbers</i> orally, write them as numerals and words          |
|   |  | 1.2 | <i>Whole numbers</i> into the thousands can be ordered and compared   |
|   |  | 1.3 | Numbers related to money in <i>everyday documents</i> or in <i>familiar situations</i> are read, written, interpreted and compared                                  |
| 2 | Identify and compare simple everyday fractions, decimals and percentages, in simple, familiar situations         | 2.1 | <i>Simple everyday fractions, decimals and percentages</i> in simple, <i>familiar situations</i> are used orally and can be written as numerals                     |
|   |  | 2.2 | <i>Simple everyday unit fractions, decimals and percentages</i> can be <i>ordered and compared</i>  |
| 3 | Undertake simple, one-step calculations with numbers and money into the thousands in simple, familiar situations | 3.1 | <i>Simple, one-step calculations</i> of +, −, ×, and ÷ with whole numbers and money in simple, <i>familiar situations</i> are performed                             |
|   |  | 3.2 | The language of <i>simple everyday fractions, decimals and percentages</i> applied to money is interpreted and used to perform <i>simple, one-step calculations</i> |
|   |  | 3.3 | The results of calculations are <i>estimated and roughly checked</i> in relation to the context   |

## 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, familiar texts and undertake learning and assessment
- ability to use place value to recognise, identify and compare whole numbers and money into the thousands
- ability to read and say whole numbers, simple fractions and familiar words associated with numbers and money
- recognition and knowledge of the value of coins and notes
- understanding of operations of addition (+), subtraction (–) , simple multiplication (×) or simple division (÷) 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.

- |  |   |
|--|---|
| <b><i>Place value concepts</i></b>   | <ul style="list-style-type: none"> <li>• place value concepts for whole numbers into the thousands should be understood</li> </ul>  |
| <b><i>Whole numbers</i></b>  | <ul style="list-style-type: none"> <li>• should be relevant and appropriate to the learner and should be known in both numeral and word form</li> </ul>   |
| <b><i>Everyday documents</i></b> or in <b><i>familiar situations may include</i></b> | <ul style="list-style-type: none"> <li>• household bills, advertising leaflets, catalogues, simple pricelists, sports results, workplace parts lists or simple Standard Operating Procedures, etc.</li> <li>• relevant and simple texts and information from newspapers or off the internet may be appropriate stimulus material</li> </ul>   |
| <b><i>Simple everyday fractions, decimals and percentages</i></b>                    | <ul style="list-style-type: none"> <li>• decimals mainly related to money and to two decimal places only</li> <li>• fractions should include <math>\frac{1}{2}</math> , <math>\frac{1}{4}</math> , <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{10}</math></li> <li>• 10% as it relates to the GST if appropriate and its equivalence to <math>\frac{1}{10}</math></li> <li>• recognise equivalence of common percentages such as 25% and <math>\frac{1}{4}</math>, and 50% and <math>\frac{1}{2}</math></li> <li>• when comparing fractions only compare unit fractions, i.e. fractions with a numerator of 1</li> </ul> |

***Ordered and compared*** means

- ordering and comparing like forms with like only: unit fractions with unit fractions, decimals with decimals and percentages with percentages
- comparison between different forms only in terms of equivalence of common percentages and fractions such as 25% and  $\frac{1}{4}$ , and 50% and  $\frac{1}{2}$

***Simple, one-step calculations***

- just one operation chosen from +, −, simple  $\times$  or simple division  $\div$
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, e.g. calculations for sharing an amount between 2 or 4 people or as it relates to interpreting  $\frac{1}{2}$  or a  $\frac{1}{4}$  of an amount – if the amount to be divided (dividend) is more complex (e.g.  $\$59.95 \div 3$ ) then a calculator should be used
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required
- calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g.  $\times$  or  $\div$  by 2, 10), with or without the use of concrete aids, real money, or a calculator

***Estimated and roughly checked***

- results are to be checked, using rough estimates and ball park figures based on prior and personal knowledge of the context

## 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 work with numbers and money in simple, familiar situations

Where performance criteria include a list of concepts or knowledge (e.g., all whole numbers into the thousands and simple everyday fractions, decimals and percentages) it is assumed that a range of these will be included as part of the teaching/learning program. It is not envisaged that all the possible values 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:

- use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite 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
- request advice/modelling from a teacher/support person
- use “in the head” methods, 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 **23**

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**VBQU127B**

**Work with and interpret directions in simple, familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU127B</b>
<b>Unit Title</b>	<b>Work with and interpret directions in simple, familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the interpretation of simple everyday maps or street directories, and giving and following of simple and familiar directions which are part of the learners' normal routines to do with directions and locations in familiar contexts such as near their homes, shopping centres, in workplace buildings or education institutions. Their communication about these mathematical ideas will mainly be spoken but with some written communications.</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 Two Numeracy: 2.09, 2.10, &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

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 | Identify and interpret key features and concepts of location and direction in simple everyday maps or street directories | 1.1 | <b><i>Simple key features and concepts of position and location</i></b> are identified in <b><i>simple everyday maps or street directories</i></b>     |
|   |  | 1.2 | <b><i>Simple everyday maps or street directories</i></b> of familiar locations are read and interpreted  |
|   |  | 1.3 | <b><i>Informal and some formal language of position and location</i></b> is used in relation to simple everyday maps or street directories             |
| 2 | Give and follow simple and familiar directions based on simple everyday maps, diagrams or street directories             | 2.1 | The relative location of two or more objects is described orally using <b><i>informal and some formal language of position</i></b>                     |
|   |  | 2.2 | <b><i>Simple oral directions</i></b> for moving between familiar locations are followed  |
|   |  | 2.3 | <b><i>Simple oral directions</i></b> for moving between familiar locations are given using <b><i>informal and some formal language of position</i></b> |

**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, familiar texts and diagrams, including maps and street directories, and undertake learning and assessment
- ability to recognise and use simple diagrams, maps and street directories of familiar locations
- ability to use informal oral language of position and location to give and follow directions.

**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.

- |   |   |
|---|---|
| <b><i>Simple key features and concepts of position (and location)</i></b> | • intersections, street names, building names, simple co-ordinates such as A12, direction indicator/compass: North, South, East, West |
| <b><i>Simple everyday maps or street</i></b>                              | • maps of workplace or educational institution, street directory page for learner's local area, shopping centre                       |

*directories* may include

map, etc.

***Informal and some formal language of position and location may include***

- language of position such as over/under, in front/behind, left/right, up/down, through, opposite, on the corner, next to, first, second, between, North, South, East, West, etc.

***Simple oral directions***

- oral directions to be followed should be short, clear, with only one or two given at a time. Locations might include moving from one room to another, or between buildings in a large institution, workplace or shopping centre. Directions given may be clarified with teacher prompting. Simple drawings, plans or maps may be used as an aid.

## 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 give and follow simple oral directions and use familiar maps and street directories

Where performance criteria include a list of concepts or knowledge (e.g., informal and some formal language of position and location) it is assumed that most of these terms will be included as part of the teaching/learning program. It is not envisaged that all the terms 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:

- use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite

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
- request advice/modelling from a teacher/support person
- use “in the head” methods, 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 **24**

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**VBQU128A**

**Work with measurements in simple, familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU128A</b>
<b>Unit Title</b>	<b>Work with measurements in simple, familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving measurement estimations and measurements which are part of the learners' normal routines and activities such as shopping, cooking, work related measures and reading and telling the time. Their communication about these mathematical ideas will mainly be spoken but with some written communications.</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 Two Numeracy: 2.09, 2.10, &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

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 | Measure and estimate common quantities using simple, familiar units | 1.1 | <b><i>Common units of metric measurement</i></b> , their abbreviations and their appropriate use are recognised, used and compared in <b><i>familiar situations</i></b>                     |
|   |   | 1.2 | <b><i>Common words</i></b> for comparing measurements are used  |
|   |   | 1.3 | Familiar length, mass, capacity/volume, time, temperature, measures are estimated and made using appropriate <b><i>simple measuring instruments</i></b> graduated in familiar units         |
|   |   | 1.4 | Whole <b><i>numbers</i></b> into the thousands related to measurement in simple, <b><i>familiar situations</i></b> are read, written and interpreted  |
| 2 | Use and interpret time in simple, familiar situations               | 2.1 | Both <b><i>analogue and digital time measuring devices</i></b> , including for am/pm, are read and used   |
|   |   | 2.2 | <b><i>Numbers and words related to time</i></b> in everyday documents or in <b><i>familiar situations</i></b> are read, written, interpreted and compared, including half and quarter hours |
|   |   | 2.3 | <b><i>Familiar dates</i></b> are recognised and used from both hard copy and electronic calendars   |

**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, familiar texts and undertake learning and assessment
- ability to read and say whole numbers, simple fractions 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 time and their appropriate use
- understanding of the use of simple measuring tools and time devices.

## 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.

- |   |   |
|---|---|
| <b><i>Common units of measurement</i></b> may include                 | <ul style="list-style-type: none"> <li>• kilograms, metres, centimetres, litres, millilitres, degrees Celsius, or work/context specific familiar units such as millimetres, Volts, etc</li> </ul>   |
| <b><i>Familiar situations</i></b> may include                         | <ul style="list-style-type: none"> <li>• food and cooking ingredients, building materials, common household or workplace objects, gardening materials, etc.</li> </ul>  |
| <b><i>Common words</i></b> may include                                | <ul style="list-style-type: none"> <li>• long/short, big/small, thick/thin, short/tall, hot/cold, the same as, half, double, quarter, etc.</li> </ul>   |
| <b><i>Simple measuring instruments</i></b> may include                | <ul style="list-style-type: none"> <li>• rulers, tapes measures, measuring jugs, cups, spoons, thermometers, household scales</li> </ul>  |
| <b><i>Numbers</i></b> (measurement)                                   | <ul style="list-style-type: none"> <li>• should be relevant and appropriate to the learner and should be known in both numeral and word form; some decimals may be used if appropriate, e.g., a bottle of drink holds 1.25 litres</li> <li>• fractional measurements could include <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> especially in relationship to cup measures used in cooking</li> </ul> |
| <b><i>Analogue and digital time measuring devices</i></b> may include | <ul style="list-style-type: none"> <li>• digital time pieces which should be able to be read completely</li> <li>• analogue time – hour, <math>\frac{1}{2}</math> hour and <math>\frac{1}{4}</math> hour</li> </ul>   |
| <b><i>Numbers and words related to time</i></b>                       | <ul style="list-style-type: none"> <li>• numbers such as 30, 365, 60, <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> <li>• oral language of time such as hours, minutes, days, weeks, months, yesterday, next week, first, second, before/after, longer/shorter</li> </ul>  |
| <b><i>Familiar dates</i></b>  | <ul style="list-style-type: none"> <li>• Dates in calendars such as days, weeks, months and popular dates such as key holidays, birthdays, etc.</li> </ul>  |

## 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.

- |  |   |
|--|---|
| <b>Critical aspects for assessment and</b> | <ul style="list-style-type: none"> <li>• Learners will be able to work with and compare simple</li> </ul> |
|--|---|

**evidence required to demonstrate competency in this unit**

everyday measurements including with time and dates

Where performance criteria include a list of concepts or knowledge (e.g., such as measurement units: centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items 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:

- use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite 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
- request advice/modelling from a teacher/support person
- use “in the head” methods, 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 **24**

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**VBQU128B**

**Work with simple design and shape in familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU128B</b>
<b>Unit Title</b>	<b>Work with simple design and shape in familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the identification, comparison and sketching of simple and familiar two-dimensional and three-dimensional 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 but with some written communications.</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 Two Numeracy: 2.09, 2.10 &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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 | Identify, sketch and describe simple, common two-dimensional and three-dimensional shapes and designs located in familiar situations | 1.1 | Simple, <b><i>common and familiar two-dimensional shapes and designs</i></b> located in <b><i>familiar situations</i></b> are identified and described   |
|   |  | 1.2 | Simple, <b><i>common and familiar three-dimensional shapes and designs</i></b> located in <b><i>familiar situations</i></b> are identified and described |
|   |  | 1.3 | Simple, <b><i>common and familiar two-dimensional shapes</i></b> are <b><i>sketched</i></b>  |
|   |  | 1.4 | <b><i>Informal and some formal language of shape</i></b> is used orally to describe and compare shapes   |
| 2 | Compare and classify simple, common two-dimensional and three-dimensional shapes and designs located in simple, familiar situations  | 2.1 | Simple, <b><i>common and familiar two-dimensional shapes</i></b> are ordered, grouped and classified explaining any simple relationships or patterns     |
|   |  | 2.2 | Simple, <b><i>common and familiar three-dimensional shapes</i></b> are ordered, grouped and classified explaining any simple relationships or patterns   |

**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, familiar texts and diagrams, and undertake learning and assessment
- ability to recognise, name and sketch common two-dimensional and three-dimensional shapes using informal and some formal language of shape and design
- understanding of the use of simple 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.

***Common and familiar two-dimensional shapes and designs***

- circles, squares, rectangles, triangles, diamonds, etc.

***Common and familiar three-dimensional shapes and designs*** may include

- spheres, cubes, cylinders

***Familiar situations*** may include

- packaging, buildings, furniture, road and danger signs, common household or workplace objects, etc.

***Informal and some formal language of shape*** may include

- circle, square, rectangle, triangle, straight, curved, corner, sides and other words which may appear in road signs and advertisements such as triangle, diamond, etc.
- long/short, big/small, thick/thin, short/tall, curved/straight, etc.

***Sketched***

- simple shapes should be reasonably accurate and sketched using a ruler or template

## 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 identify, compare, describe and sketch simple shapes and designs

Where performance criteria include a list or range of related concepts and knowledge (e.g., a range of informal and some formal language of shape) 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 of performance requirements in this unit is

**assessment**

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:

- use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite 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
- request advice/modelling from a teacher/support person
- use “in the head” methods, 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 **25**

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**VBQU129A**

**Work with and interpret simple numerical information in familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU129A</b>
<b>Unit Title</b>	<b>Work with and interpret simple numerical information in familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to locate and recognise whole numbers and simple everyday fractions, decimals and percentages which are part of numerical information partially embedded in simple familiar texts. Learners can then use those numbers to perform simple one-step calculations when reading documents such as newspaper articles, sports results, prices in advertisements, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications.</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 Two Numeracy: 2.09, 2.10, &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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**

Elements describe the essential outcomes of a unit of competency.

**PERFORMANCE CRITERIA**

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 | Interpret and work with simple numerical information partially embedded in simple familiar texts                    | 1.1 | <b><i>Whole numbers</i></b> into the thousands written as numerals or words <b><i>partially embedded</i></b> in <b><i>simple, familiar documents</i></b> or situations are identified, interpreted and compared |
|   |   | 1.2 | <b><i>Whole numbers</i></b> into the thousands are used orally and can be written as numerals and words   |
|   |   | 1.3 | <b><i>Simple everyday fractions, decimals and percentages</i></b> in <b><i>simple, familiar documents</i></b> are identified and used orally and in writing   |
|   |   | 1.4 | <b><i>Common words</i></b> for ordering and comparing numbers are used  |
| 2 | Undertake simple, one-step calculations with numbers into the thousands partially embedded in simple familiar texts | 2.1 | <b><i>Simple, one-step calculations</i></b> of +, −, ×, and ÷ are performed with <b><i>whole numbers</i></b> into the thousands <b><i>partially embedded</i></b> in <b><i>simple, familiar texts</i></b>        |
|   |   | 2.2 | The results of calculations are <b><i>estimated and roughly checked</i></b> in relation to the context  |

**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, familiar texts and undertake learning and assessment
- ability to use place value to recognise, identify and compare whole numbers and money into the thousands
- ability to read and say whole numbers, simple fractions and familiar words associated with numbers and money
- understanding of operations of addition (+), subtraction (−), simple multiplication (×) or simple division (÷) 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.

### ***Whole numbers***

- should be relevant and appropriate to the learner and should be known in both numeral and word form.
- decimals may be used if appropriate, e.g., a bottle of drink holds 1.25 litres and costs \$2.15

### ***Partially embedded***

- the maths involved is quite explicit and does not require a lot of reading or interpreting to locate and extract the necessary mathematics

### ***Simple, familiar documents***

- relevant and simple texts such as household bills, advertising leaflets, catalogues, simple pricelists, sports results, workplace parts lists or simple Standard Operating Procedures, etc.
- relevant and simple texts and information from newspapers or off the Internet may be appropriate stimulus material.

### ***Simple everyday fractions, decimals and percentages***

- fractions should include  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $\frac{1}{10}$
- 10% as it relates to the GST if appropriate and its equivalence to  $\frac{1}{10}$
- recognise equivalence of 25% and  $\frac{1}{4}$ , and 50% and  $\frac{1}{2}$
- when comparing fractions only compare unit fractions, i.e. fractions with a numerator of 1

### ***Common words*** may include

- first, second, between, smaller, bigger, taller, the same as, half, double, quarter, etc.

### ***Simple, one-step calculations*** may include

- just one operation chosen from +, −, simple  $\times$  or simple division  $\div$
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, e.g. calculations for sharing an amount between 2 or 4 people or as it relates to interpreting  $\frac{1}{2}$  or a  $\frac{1}{4}$  of an amount – if the amount to be divided (dividend) is more complex (e.g.  $\$59.95 \div 3$ ) then a calculator should be used
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required

- calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g.  $\times$  or  $\div$  by 2, 10), with or without the use of concrete aids, real money, or a calculator

***Estimated and roughly checked***

- results are to be checked, using rough estimates and ball park figures based on prior and personal knowledge of the context

## 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 work with simple numerical information in familiar texts.

Where performance criteria include a list of concepts or knowledge (e.g., all whole numbers into the thousands and simple everyday fractions, decimals and percentages) it is assumed that a range of these numbers will be included as part of the teaching/learning program. It is not envisaged that all the possible values 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:

- use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite 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
- request advice/modelling from a teacher/support person
- use “in the head” methods, 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 **25**

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**VBQU129B**

**Work with and interpret statistical information in simple, familiar situations**

**21771VIC Certificate I in General Education for Adults  
(Introductory)**

<b>Unit Code</b>	<b>VBQU129B</b>
<b>Unit Title</b>	<b>Work with and interpret statistical information in simple, familiar situations</b>
<b>Unit Descriptor</b>	<p>The focus of this unit is on enabling learners to develop the basic skills and confidence to work with, construct and interpret simple, familiar statistical tables and graphs related to learners' routine reading of information and documents that include data in tables and graphs such as simple newspaper articles, sports results, pricelists, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications.</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 Two Numeracy: 2.09, 2.10 &amp; 2.11. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	<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>
<b>Application of the Unit</b>	<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 | Interpret and work with statistical information in simple, familiar tables | 1.1 | The <i>key features, conventions and symbols of simple, familiar tables</i> in <i>everyday documents</i> or in <i>familiar situations</i> are interpreted           |
|   |  | 1.2 | Specific <i>whole number</i> based information in tables is located and reported using using <i>informal and some formal language</i>                               |
| 2 | Construct simple graphs and tables based on provided scales and axes       | 2.1 | Order and use familiar whole value data to construct <i>simple, familiar tables and graphs</i> based on provided scales and axes (graduations of 1s, 2s, 5s or 10s) |
|   |  | 2.2 | The <i>key features, conventions and symbols of simple, familiar graphs</i> in <i>everyday documents</i> or in <i>familiar situations</i> are identified and used   |
| 3 | Interpret statistical information in simple, familiar graphs               | 3.1 | The <i>key features, conventions and symbols of simple, familiar graphs</i> in <i>everyday documents</i> or in <i>familiar situations</i> are identified            |
|   |  | 3.2 | Specific <i>whole number</i> based information in <i>simple, familiar graphs</i> is located and reported using <i>informal and some formal 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 create and interpret relevant, short simple tables and graphs in simple, familiar documents and identify and use the key features of tables and graphs
- ability to read and say whole numbers and use informal and some formal language of number and data to talk about statistical information.

**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, conventions and symbols of simple, familiar tables may include***

- identifying how the rows, columns and their values are labelled, organised and quantified

***Everyday documents or familiar situations***

- relevant and simple texts such as household bills, advertising leaflets, catalogues, simple price lists, sports results, workplace parts lists or simple Standard Operating Procedures, etc.
- relevant and simple texts and information from newspapers or off the internet may be appropriate stimulus material.

***Whole numbers***

- should be relevant and appropriate to the learner and should be known in both numeral and word form
- could include whole value percentage values

***Informal and some formal language may include***

- highest, lowest, most, least, maximum, minimum, first, last, in the middle

***Simple, familiar tables and graphs may include***

- small tables, pictograms and simple bar and line graphs using scales with graduations of 1s, 2s, 5s or 10s
- when creating graphs they should be based on provided scales and axes (graduations of 1s, 2s, 5s or 10s)
- at this level pie charts only need to be read and interpreted, not created

***Key features, conventions and symbols of simple, familiar graphs may include***

- recognising and identifying features and conventions such as values/variables plotted, labels, axes, scales

## 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.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<ul style="list-style-type: none"> <li>• Learners will be able to work with simple, familiar tables and graphs.</li> </ul> <p>Where performance criteria include a list of concepts or knowledge (e.g., a range of appropriate tables and graphs) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence across a representative sample being sufficient evidence that the criterion can be met.</p> <p>In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:</p> <ul style="list-style-type: none"> <li>• The knowledge requirements of this unit</li> <li>• The skill requirements of this unit.</li> </ul>
<b>Context of and specific resources for assessment</b>	<ul style="list-style-type: none"> <li>• assessment of performance requirements in this unit is undertaken over the course of the program</li> <li>• access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts</li> <li>• access to a computer and internet for information</li> <li>• access to calculators, computers for word processing or spreadsheets as appropriate</li> </ul>
<b>Guidance information for assessment</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• use of concrete, relevant, familiar and personal contexts and materials where the maths content is quite explicit</li> <li>• a learning environment appropriate to the assessment task</li> <li>• appropriate support allowing for full participation</li> <li>• computer hardware and software, if appropriate</li> </ul> <p>At this level, the learner can:</p> <ul style="list-style-type: none"> <li>• use oral descriptions with common, everyday, informal language and gestures</li> <li>• request advice/modelling from a teacher/support person</li> <li>• use “in the head” methods, or pen and paper methods</li> </ul>

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.