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| **3.2** | **Develop and apply numerical skills in unfamiliar contexts** |

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| **Kaupae |** Level | 2 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | The purpose of this standard is to help people acquire basic learning and employability skills needed to pursue education or employment pathways.  This standard has been developed primarily for assessment within programmes leading to the outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].  People credited with this standard are able to develop and apply number, measurement, and statistics skills in unfamiliar contexts. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. **Develop and apply number skills to solve problems in unfamiliar contexts.** | 1. select appropriate strategies for number problems to develop number skills. |
| 1. find a reasonable solution for number problems in unfamiliar contexts by applying number skills. |
| 1. **Develop and apply measurement skills to solve problems in unfamiliar contexts.** | 1. select appropriate strategies for measurement problems to develop measurement skills. |
| 1. find a reasonable solution for measurement problems in unfamiliar contexts by applying measurement skills. |
| 1. **Develop and apply statistics skills for interpretation in unfamiliar contexts.** | 1. Select appropriate skills to interpret statistics. |
| 1. interpret statistics in unfamiliar contexts by applying statistics skills. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

* The requirements of this standard are consistent with the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the Supporting Document.

The primary focus of learning for this standard is on the learner’s self-development.

* Content related to this standard may be of a highly personal nature. Full and clear consent should be obtained from people before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
* Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier’s checklist is acceptable if accompanied by evidence that includes examples from the learner’s performance.
* Evidence for this standard must align with koru/step 5 of the Learning Progressions for Adult Numeracy, or National Curriculum upper level 4/ lower level 5.
* It is expected that the assessor affirms the learner’s ability to repeat their performance against the standard.
* All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
* All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

*Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to an individual.

A *problem* is a real world question that can be solved using numerical skills, where the pathway to the solution is not given.

**Number skills**

Problems should require application of different number skills which could include:

* addition, subtraction, multiplication, division
* integers, percentages, decimals, fractions (of no greater complexity than: halves, thirds, quarters, fifths, tenths).

**Measurement skills**

Problems should require application of different measurement skills which could include: length, area, volume, angle, temperature, time, distance, pressure, spatial properties, location and navigation, data storage, power, conversion between different units within the same measurement system.

**Statistics skills**

Statistics skills should include:

* interpretation of data as represented in: tables, diagrams, charts, graphs
* drawing conclusions from data, such as probability, measures of centre, measures of spread, trends, unusual features.

**Rauemi |** Resources

* New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](https://healthify.nz/hauora-wellbeing/t/te-whare-tapa-wha-and-wellbeing/)
* Fono Fale: [Fonofale – Mycare](https://help.mycare.co.nz/hc/en-us/articles/115003500074-Fonofale#:~:text=Fonofale%20was%20created%20as%20a%20Pacific%20model%20of,used%20to%20represent%20the%20constructs%20of%20holistic%20health.)
* Employability Skills Framework: [Employability Skills Framework – Youth Guarantee (education.govt.nz)](https://youthguarantee.education.govt.nz/tools/employability-skills/employability-skills-framework/).

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | NZQA National Qualifications Services |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Core Generic > Core Generic > Foundation Skills - Te Ara Tupu |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0113 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 |  | N/A |
| **Rā arotake |** Planned review date | 31 December 2028 | | |

Please contact NZQA National Qualifications Services at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) to suggest changes to the content of this skill standard.