

**40063****Apply numerical skills in unfamiliar contexts**

<b>Kaupae   Level</b>	2
<b>Whiwhinga   Credit</b>	5
<b>Whāinga   Purpose</b>	<p>This standard is for people who need basic learning and employability skills to pursue education or employment pathways. People credited with this Foundation Skills standard are able to apply number, measurement, and statistics skills in unfamiliar contexts.</p> <p>This standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].</p>

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

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Apply number skills to solve problems in unfamiliar contexts.	a. Select appropriate strategies for number problems to develop number skills.
	b. Find a reasonable solution for number problems in unfamiliar contexts by applying number skills.
2. Apply measurement skills to solve problems in unfamiliar contexts.	a. Select appropriate strategies for measurement problems to develop measurement skills.
	b. Find a reasonable solution for measurement problems in unfamiliar contexts by applying measurement skills.
3. Apply statistics skills for interpretation in unfamiliar contexts.	a. Select appropriate skills to interpret statistics.
	b. 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 derive from the graduate profile outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and are consistent with 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 *New Zealand Certificates in Foundation and Bridging Supporting Document*. Link provided below.

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.
- A problem is a real-world question that can be solved using numerical skills, where the pathway to the solution is not given.
- *Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to the learner.
- 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 learners 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

#### **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](#)
- New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](#)
- Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](#)
- Fono Fale: [Fonofale – Mycare](#)
- [Employability Skills Framework – Youth Guarantee \(education.govt.nz\)](#)
- [Learning Progressions for Adult Numeracy » Ako Aotearoa](#)
- [The New Zealand Curriculum / Kia ora - NZ Curriculum Online \(tki.org.nz\)](#).

### Pārongo Whakaū Kounga | Quality assurance information

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

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	30 May 2024	N/A
<b>Kōrero whakakapinga   Replacement information</b>	N/A		
<b>Rā arotake   Planned review date</b>	31 December 2029		

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.