

## 2. DEMONSTRATE NUMERACY SKILLS

**UNIT CODE: ENG/OS/AUT/BC/2/3/A**

### **UNIT DESCRIPTION:**

This unit covers the competencies required to demonstrate numeracy skills. It involves using whole numbers and money up to one hundred thousand for work, Locating, comparing and using highly familiar measurement for work, using highly familiar maps and diagrams for work, identifying and using some common 2D shapes for work and locating specific information in highly familiar tables, graphs and charts for work

### **Elements and Performance Criteria**

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Element	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. <b><i>Bold and italicized terms are elaborated in the Range</i></b>
1. Use whole numbers for work	<p>1.1 Whole numbers and money amount up to 100,000 in highly familiar workplace documents and tasks are named and read according to workplace procedures.</p> <p>1.2 Understanding of place value and the role of zero is demonstrate according to standard operating procedures.</p> <p>1.3 Halves are recognised and understood in workplace as per Standard operating procedures.</p> <p>1.4 Whole numbers and money amounting up to 100,000 are organised in size order and are compared as per workplace procedures.</p> <p>1.5 Counting is done in numbers as per standard operating procedures.</p> <p>1.6 Addition and subtraction of whole numbers and money up to 100,000 done in accordance with workplace requirement</p> <p>1.7 Links between operations of addition and subtraction are clearly described as per job requirement.</p> <p>1.8 Reasonableness of outcome with prompting and support is checked as per work requirement.</p> <p>1.9 Numerical information is recorded, and the result of the task is communicated using informal language and symbolism as per workplace procedures.</p>

<p>2. Locate, compare and use highly familiar measurement for work</p>	<p>2.1 Measurements in highly familiar workplace documents and tasks are located as per standard operating procedures</p> <p>2.2 Different units of measurements and their uses are identified in accordance with job specifications</p> <p>2.3 The comparative relationship between the units of measurement identified as per standard operating procedures.</p> <p>2.4 Understanding of conversion of amounts is demonstrated in accordance with requirements.</p> <p>2.5 Informal language is used to compare measurements as per workplace procedures.</p> <p>2.6 Digital time is well read and am and pm used in reference to time</p> <p>2.7 Calendar used appropriately to record information in accordance with organizational events.</p> <p>2.8 Basic measurement information is well read and recorded as per the manuals</p> <p>2.9 Additions and subtraction of simple quantities done in workplace as per SOPs.</p>
<p>3. Use highly familiar maps and diagrams for work</p>	<p>3.1 Familiar items or places are in highly familiar maps and diagrams in accordance with SOPs</p> <p>3.2 Simple symbols and pictorial representations are identified in accordance with familiar maps and diagrams</p> <p>3.3 Simple oral directions are given to locate objects as per SOPs</p> <p>3.4 Simple oral directions followed to locate objects as per job specifications</p> <p>3.5 Understanding of informal directional language is demonstrated as per work procedures.</p>
<p>4. Identify and use some common 2D shapes for work</p>	<p>4.1 <b>Common two-dimensional shapes</b> are identified and named as per SOPs</p> <p>4.2 Common objects are described in terms of size and shape as per SOPs</p> <p>4.3 Common, every day, informal language is used to compare objects in accordance SOPs</p> <p>4.4 Common objects are grouped based on shape, size, colour and features as per job requirements</p>

<p>5. Locate specific information in highly familiar tables, graphs and charts for work</p>	<p>5.1 Features of simple tables identified as per work place procedures</p> <p>5.2 Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key as graph and chart manuals</p> <p>5.3 Numerical information and data in highly familiar tables compared using appropriate informal language as per workplace procedures.</p> <p>5.4 Information related to relevant workplace tasks as per workplace procedures</p> <p>5.5 Features of simple graphs and charts identified as per SOPs</p> <p>5.6 Specific numerical information located in highly familiar graphs and charts as per workplace procedures.</p> <p>5.7 Numerical information and data compared using appropriate informal language as per SOPs.</p>
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## RANGE

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

Variable	Range
<p>1. Common two - dimensional shapes: may include but not limited to:</p>	<ul style="list-style-type: none"> <li>● Round/circle</li> <li>● Square</li> <li>● Rectangular</li> <li>● Triangle</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

### Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas

- Analytical

## Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

## EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Measured objects or materials as per job requirements</li> <li>1.2 Used calculator to perform the four fundamental operations</li> <li>1.3 Performed calculations involving money up to one hundred thousand</li> <li>1.4 Performed conversions between hours, minutes and seconds</li> <li>1.5 Calculated area and volume of regular shapes</li> <li>1.6 Created tables and graphs to represent and interpret information</li> </ul>
<p>2. Resource Implications for competence assessment</p>	<p>The following resources should be provided:</p>

	<ul style="list-style-type: none"> <li>2. 1 Access to relevant workplace where assessment can take place</li> <li>2. 2 Appropriately simulated environment where assessment can take place</li> <li>2. 3 Materials relevant to the proposed activity or tasks</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Interview</li> <li>3.3 Oral Questioning</li> <li>3.4 Demonstration</li> </ul>
4. Context of Assessment	<p>Competency may be assessed</p> <ul style="list-style-type: none"> <li>4.1 On the job</li> <li>4.2 Off the job</li> <li>4.3 During industrial attachment</li> </ul>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>