Curriculum and Assessment Plan:   
VPC Numeracy

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| Foundation secondary provider details | |
| Foundation secondary provider name: | Click here to enter text. |
| Contact name/s: | Click here to enter text. |
| Contact telephone: | Click here to enter text. |
| Contact email: | Click here to enter text. |
| Principal name: | Click here to enter text. |
| Principal telephone: | Click here to enter text. |
| Principal email: | Click here to enter text. |
| What is the accreditation period and title of the VPC curriculum design being used to complete this document?  ***NOTE:*** *Please ensure that you use the curriculum design that is accredited for the year that you plan to commence delivery.* | Click here to enter text. |

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| **Schedule 8 – Minimum standards for registration to provide an accredited senior secondary course:**  **2 Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must:   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   (*Education and Training Reform Regulations 2017*, Schedule 8.2)  **5 Teaching and learning**  A senior secondary education provider must have:   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   (*Education and Training Reform Regulations 2017*, Schedule 8.5) | |
| **Evidence requirement** | Complete this template to provide a curriculum and assessment plan for Victorian Pathways Certificate (VPC) Numeracy as follows:   * for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each module. |
| **What the VCAA is assessing** | A foundation secondary provider must be able to demonstrate that:   * the course is being delivered to the standards established by the VCAA * students are able to satisfactorily complete the course * there is consistent application of assessment criteria and practices * there are compliant processes in place to oversee the conduct of assessments. |
| **Compliance is measured against** | * VPC curriculum design applicable for the year of delivery * any additional documents as prescribed in the curriculum design and located on the study’s webpage, e.g. VCAA Bulletin items * *VPC Administrative Handbook 2024* |
| **Resources** | * [VPC Curriculum Design](https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/Index.aspx) * [VPC Administrative Handbook](https://vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) |

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| **Advice on completing these plans**  A curriculum and assessment plan must be completed for each unit for which the provider is applying for permission. Use the template provided or provide a comparable curriculum and assessment plan. | |
| **Checklist**  Prior to submitting this document, ensure the following points are checked: | |
|  | Correct curriculum design is being used. |
|  | Correct modules, learning goals and applications are being taught and assessed. |
|  | Students have opportunity to demonstrate their understanding via the suggested learning goals and applications to satisfactorily meet each learning requirement within the units. |
|  | The curriculum and assessment plan is based on the applied learning principles and practices approach to teaching this study. |
|  | All learning activities and applications require the use of the problem-solving cycle and mathematical toolkit. |
|  | All learning activities and applications involve at least one of the outcomes and collectively involve all three. |
|  | An assessment task used to demonstrate achievement of one module in a VPC unit is not used to demonstrate achievement in any other VPC unit, VCE Vocational Major unit, VET unit of competency or VCE study. |
|  | Authentication management is appropriate |
|  | All numeracy contexts and focus areas are covered in each unit (see tables below). |

**The structure of Victorian Pathways Numeracy is further explained by the following table:**

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| --- | --- | --- | --- | --- |
| Module | Numeracy | Focus Area | Problem-Solving Cycle | Mathematical Toolkit |
| **UNIT 1** | | | | |
| Module 1 | Personal numeracy | * Location * Systematics |  |  |
| Module 2 | Financial numeracy | * Number * Change |  |  |
| **UNIT 2** | | | | |
| Module 3 | Health and recreational numeracy | * Shape * Quantity and measures |  |  |
| Module 4 | Civic numeracy | * Data * Likelihood |  |  |
| **UNIT 3** | | | | |
| Module 1 | Personal numeracy | * Location * Systematics |  |  |
| Module 2 | Financial numeracy | * Number * Change |  |  |
| **UNIT 4** | | | | |
| Module 3 | Health and recreational numeracy | * Shape * Quantity and measures |  |  |
| Module 4 | Civic numeracy | * Data * Likelihood |  |  |

Units 1 and 2 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the foundation secondary provider is applying for permission to deliver. Use the curriculum and assessment plan templates provided. Demonstration of achievement of learning goals and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that are underpinned by the Pillars of Applied Learning, the VPC Assessment principles and provide appropriate opportunities for students to demonstrate satisfactory achievement of each learning goal. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VPC unit, teachers and schools determine the assessment tools that best meet the needs of the students.

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| Provide details of the module, anticipated teaching time allocation (Term/Week–Term/Week), focus area, learning goals and applications *(from the curriculum design)* | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory application of the learning goal | List and describe the assessments that students will complete to demonstrate satisfactory application of the learning goal |
| **Unit 1** | | |
| **Module (numeracy context) 1:** <insert module title>  **Focus area 1:** <insert focus area title>  **Focus area 2:** <insert focus area title> | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | |
| <Provide details of the focus area and the learning goals and applications> | <List and describe the learning activities/applications that will be used and how these provide opportunity for students to show understanding of the learning goals and demonstrate knowledge through the applications. Consider a range of resources, including the [VPC Support Material](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCNumeracy/Pages/Index.aspx) located on the VCAA website. Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VPC curriculum design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| **Module (numeracy context) 2:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
|  |  |  |
| **Unit 2** | | |
| **Module (numeracy context) 3:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
|  |  |  |
| **Module (numeracy context) 4:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Describe how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement.

Click here to enter text.

Units 3 and 4 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the foundation secondary provider is applying for permission to deliver. Use the curriculum and assessment plan templates provided. Demonstration of achievement of learning goals and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that are underpinned by the Pillars of Applied Learning, the VPC Assessment principles and provide appropriate opportunities for students to demonstrate satisfactory achievement of each learning goal. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VPC unit, teachers and schools determine the assessment tools that best meet the needs of the students.

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| Provide details of the module, anticipated teaching time allocation (Term/Week–Term/Week), focus area, learning goals and applications *(from the curriculum design)* | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory application of the learning goal | List and describe the assessments that students will complete to demonstrate satisfactory application of the learning goal |
| **Unit 3** | | |
| **Module (numeracy context) 1:** <insert module title>  **Focus area 1:** <insert focus area title>  **Focus area 2:** <insert focus area title> | | |
| **Anticipated teaching time allocation:** <insert as appropriate, e.g. Term 1 Week 1 – Term 1 Week 6> | | |
| <Provide details of the focus area and the learning goals and applications> | <List and describe the learning activities/applications that will be used and how these provide opportunity for students to show understanding of the learning goals and demonstrate knowledge through the applications. Consider a range of resources, including the [VPC Support Material](https://www.vcaa.vic.edu.au/curriculum/VPC/VPCCurriculumDesigns/VPCNumeracy/Pages/Index.aspx) located on the VCAA website. Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VPC curriculum design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| **Module (numeracy context) 2:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
|  |  |  |
| **Unit 4** | | |
| **Module (numeracy context) 3:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
|  |  |  |
| **Module (numeracy context) 4:**  **Focus area 1:**  **Focus area 2:** | | |
| **Anticipated teaching time allocation:** | | |
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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Describe how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement.

Click here to enter text.

Exemplar: Unit 1, Modules 1 and 2

**The following is an example of the level of detail required in your response for a curriculum and assessment plan for Unit 1, Learning requirements 1, 2 and 3.**

|  |  |  |
| --- | --- | --- |
| Provide details of the module, time period (Term/Week–Term/Week), focus area, learning goals and applications *(from the curriculum design)* | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory application of the learning goals | List and describe the assessments that students will complete to demonstrate satisfactory application of the learning goals |
| **Unit 1** | | |
| **Module (numeracy context) 1:** Personal numeracy  **Focus area 1:** Location  **Focus area 2:** Systematics | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 9 | | |
| The focus area of Location includes understanding of space, direction and location in relation to highly familiar local places. Students should be able to follow simple and familiar directions to locations, using digital or printed maps. Students should demonstrate an awareness of their place in space.  The focus area of Systematics includes using everyday technology to input and output information for the purposes of planning and scheduling. Students should be able to choose a number of inputs of familiar data and read the outputs, and any summary information derived from the technology.  The learning goals for this module enable students to:   * find location and direction in relation to everyday, familiar places within the vicinity * find location and direction with everyday, simple and familiar maps and technologies * use everyday oral directions using informal language such as left/right, up/down, front/back, under/beside/over * find common and familiar information and data inputs * read data outputs * summarise information.   Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal:   * orally describe location of familiar, local places * use interactive and paper maps to locate highly familiar places or objects * give and follow simple oral directions to highly familiar locations * input simple data into familiar apps * read simple output data * interpret simple output data.   The mathematical discovery undertaken by students for each of these activities/applications inherently introduces and develops the intended learning goals and applications for Location and Systematics as listed above. (Learning requirements 1, 2 and 3)  General teaching of skills needed to find, operate and interact with some of the websites/software applications and to develop the capabilities to enable the application of appropriate mathematical ideas would take place within the normal teaching program and time would be allocated to each of the learning activities. (Learning requirements 2 and 3) | **Learning activity 1:**  Students collaborate to organise a return trip to a major or regional city venue to attend an event opening at 11.00am. After the event, a trip to a major shopping centre is added to the itinerary. A select number of specific retail outlets will be visited. A written itinerary needs to be provided, detailing the trip including costing.  Students begin by brainstorming the different approaches/pathways to create a viable itinerary, using websites, maps, etc. In this process the mathematics embedded in the problem would be identified, initiating the beginning of the Problem-Solving Cycle and the opening of the Mathematical Toolbox. (Learning requirements 2 and 3)  The mathematics of Location and Systematics would be used in determining which modes of transport (bus, train, taxi, walk) to use, at what times, and which venues would be visited (timetables) within the constraints of time available. (Learning requirements 1 and 3)  In small groups students evaluate the created/planned itinerary to determine its viability and reflect on any suggestions and items of concern. Revision is made accordingly, before the final production is created.  **Learning activity 2:**  You have been asked by your family to choose a holiday destination and research popular/historical sites that are important in the region you will be visiting. Your task involves choosing a location to stay (using location resources, maps, etc. to help) and then choosing at least four sites to visit in and around the area. A schedule will be needed to show the times the sites will be visited, the length of time required to get to a chosen destination, the time that will be spent at the destination, the days spent on the holiday, travel arrangements and modes of transport. Resources that would be useful include geographical, transport, tourist attraction and other websites linked to these aspects of the journey.  Development of a solution would initiate the beginning of the Problem-Solving Cycle (Learning requirements 2 and 3). Students will identify the embedded mathematics, choose and use the appropriate mathematics from the Location and Systematics modules (chosen from the Mathematical Toolbox – Learning requirements 1 and 3), evaluate proposed solution options, reflect on proposed solutions and revise if necessary, and communicate and present the findings in an appropriate manner.  The presentation should include a schedule detailing the travel route (roads, stopping points), mode of transport, time of travel (to destination, at destination, to venues, at venues), interest attractions to visit, times spent at these attractions, etc.  **Learning activity 3:**  You have taken a position as a retail assistant in a large retail outlet (this would be student choice; some examples are supermarket, clothing or hardware retail assistant). As the assistant, you have been asked to describe where to locate and find a small number (5–10) of items beginning from a particular position within the outlet (e.g. main doors) to guide and assist customers as they arrive. You will need to research the retail outlet (an onsite visit may be warranted) to determine the floor plan, aisle and rack configuration, and product list. Research, possibly in small groups, the items that will be used in your presentation and the language needed to best describe the locations. (Learning requirements 1, 2 and 3) | **Assessments for learning activity 1** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of finding a transport mode that could be used to make the journey and the times involved * group description of how the itinerary would be constructed * teacher observations of group discussions * teacher observations of student involvement in researching and finding relevant information * individual/group presentation of the itinerary, demonstrating relevant learning goals and applications accompanied by a digital option (e.g. PowerPoint, video).   **Assessments for learning activity 2** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of describing the destination, the mode of transport and the times involved * teacher observations of research undertaken and information found by individual students * individual presentation of the itinerary, which may be accompanied by a digital option (PowerPoint, video).   **Assessments for learning activity 3** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of describing the items chosen and their positions/location within the retail outlet * teacher observations of research undertaken and information found by individual students/small groups of students.   Individual presentation of the descriptions could be:   * accompanied by a digital option (PowerPoint, video) * oral, with accompanying hand gestures and actions * presented live or recorded. |
| **Module (numeracy context) 2:** Financial numeracy  **Focus area 1:** Number  **Focus area 2:** Change | | |
| **Anticipated teaching time allocation:** Term 2 Week 1 – Term 2 Week 9 | | |
| This focus area of Number aims to develop students’ number sense through meaningful application of numeracy practices to a range of contexts where whole numbers and some simple fractions and decimals are used.  The focus area of Change includes the recognition of simple patterns and change in spatial, arithmetical and numerical contexts and applications. Students should recognise when change is occurring.  On completion of this module the student should be able to understand:   * place value and numbers up to 1000 * whole numbers and monetary amounts up to $1000 * addition and subtraction (with no borrowing or decomposition) of whole numbers and familiar monetary amounts into the 100s * common, simple unit fractions such as 1/2, 1/4 and 1/10 * common decimals and percentages such as 0.5, 0.25, 50%, 25% * pattern prediction with shapes * repeating patterns with one element, such as with shapes or $2, $4, $6, $8, … * changes and number matching with simple numbers, for example prices increasing or decreasing, and matching corresponding numbers.   Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal:   * identify place value and read whole numbers up to 1000 * perform calculations of addition and subtraction with simple whole number amounts and familiar monetary amounts (into the 100s) * recognise and understand very common simple unit fractions, decimals and percentages * recognise changes in numerical values such as prices increasing or decreasing with a common fixed price discount * number matching and comparison of simple numbers in context such as matching prices from receipts to on-the-shelf items * predict pattern continuation with shapes, for example triangle, square repeating pattern * demonstrate repeating patterns with one element, for example $2, $4, $6, $8, …   The mathematical discovery undertaken by students for each of these activities/applications inherently introduces and develops the intended learning goals and applications for Number and Change as listed above. (Learning requirements 1, 2 and 3)  General teaching of skills needed to find, operate and interact with some of the websites/software applications and to develop the capabilities to enable the application of appropriate mathematical ideas would take place within the normal teaching program and time would be allocated to each of the learning activities. (Learning requirements 2 and 3) | **Learning activity 1:**  A selection of pay slips (possibly gathered from students involved in part-time work) will be used to discover information about pay rates and deductions linked to an employee and their respective employer. Aspects to explore could include:   * standard hourly rate * public holiday hourly rate * other hourly rates * types of deductions (tax, superannuation, etc.) * comparison of rates between different employers.   Working in small groups, students summarise their findings and explore questions as they arise.  As questions arise regarding the detail shown on the pay slips, specific mathematical content would be introduced and taught within the normal teaching program and time frame.  Development of a solution would initiate the beginning of the Problem-Solving Cycle (Learning requirements 2 and 3). Students will identify the embedded mathematics, choose and use the appropriate mathematics from the Number and Change modules (chosen from the Mathematical Toolbox – Learning requirements 1 and 3), evaluate proposed solution options, reflect on proposed solutions and revise if necessary, and communicate and present the findings in an appropriate manner.  The summarised information could be presented in a poster/advertisement format.  **Learning activity 2:**  Imagine a pay slip is being used to cover living costs (shopping, transport, subscriptions, rent, utilities, etc.) for the time period (week, fortnight, month) of the pay slip.  Some questions to consider include:   * What shopping items would the pay slip purchase? (Consider basic and essential items, specials, unit pricing, increase and decrease of amounts, etc.) * What subscriptions could be covered? (Phone, gym, digital apps, etc.) * Can the pay slip cover a combination of living costs? (Food, phone, transport) * What extra funds would be needed to cover these living costs? How many hours of work does this equate to? Is this viable/realistic?   As questions arise regarding the living costs to be covered using the pay slip, specific mathematical content would be introduced and taught within the normal teaching program and time frame.  Development of a solution would initiate the beginning of the Problem-Solving Cycle (Learning requirements 2 and 3). Students will identify the embedded mathematics, choose and use the appropriate mathematics from the Number and Change modules (chosen from the Mathematical Toolbox – Learning requirements 1 and 3), evaluate proposed solution options, reflect on proposed solutions and revise if necessary, and communicate and present the findings in an appropriate manner.  Presentation of the findings could be a schedule showing the living costs that were covered and the specific costs linked to these items. Identification of the limitations should also be included.  **Learning activity 3:**  In planning for the purchase of a required item/product, a banking account will be created and a savings plan implemented.  A visit to/from a bank representative would offer a good introduction to the saving/budget process.  Using a pay slip as a starting point, discuss an amount to be used for living costs and an amount to be used for savings. Include a discussion of budgets and their purpose and significance.  Aspects to be considered could include:   * the types of account to be created (costs, interest, incentives) * the time period before the purchase will be made (2, 3, 5 years) * the amount to be saved each pay cycle (consistent, variable, etc.) * the accumulated total of savings from pay cycle to pay cycle * interest added to the account * the increase in price of the product over the time the savings will be undertaken * what impact an increase/decrease in the amount allocated to living costs would have on the amount being saved.   As questions arise regarding the living costs to be covered using the pay slip, specific mathematical content would be introduced and taught within the normal teaching program and time frame.  Development of a solution would initiate the beginning of the Problem-Solving Cycle (Learning requirements 2 and 3). Students will identify the embedded mathematics, choose and use the appropriate mathematics from the Number and Change modules (chosen from the Mathematical Toolbox – Learning requirements 1 and 3), evaluate proposed solution options, reflect on proposed solutions and revise if necessary, and communicate and present the findings in an appropriate manner.  A digital presentation including the account being opened, the costs involved, the amount being saved, the accumulated amount and the budget used would be the preferred assessment option. | **Assessments for learning activity 1** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of describing specific parts of the pay slip * group description of how one pay slip compares to others and the major differences * teacher observations of group discussions and the link to specific learning goals required in this module * teacher observations of student involvement in researching and finding relevant information * individual/group presentation of the poster/advertisement, which may be accompanied by a digital option (PowerPoint, video).   **Assessments for learning activity 2** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of describing specific purchases and how the pay slip can cover certain living costs * group description of how living costs impact pay and the importance of budgets * teacher observations of group discussions and the link to specific learning goals required in this module * teacher observations of student involvement in researching and finding relevant information * individual presentation of the living costs that can be covered and the limitations that were identified.   **Assessments for learning activity 3** could include, but are not restricted to:   * responses to verbal questions directed to individual students focused on the important aspects of the learning activity * practical demonstration, with dialogue, of describing specific purchases and how the pay slip can be used to create a savings account * group description of how a savings account can be created and managed * teacher observations of group discussions and the link to specific learning goals required in this module * teacher observations of student involvement in researching and finding relevant information * individual presentation of the savings account and how it accumulates over time. |