

NUMERACY

Skills Development Portfolio

VM
1&2

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- ⇒ Numeracy VM 1&2: Coursebook & Skills Development Portfolio
- ⇒ Personal Development VM 1&2: Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VM 1&2: Coursebook & Applied Vocational Booklet

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- ⇒ Literacy VPC 1&2 : Coursebook & Applied Vocational Booklet
- ⇒ Numeracy VPC 1&2: Coursebook & Skills Development Portfolio
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- ⇒ Literacy VPC 3&4 : Coursebook & Applied Vocational Booklet
- ⇒ Work Related Skills VPC 3&4: Coursebook & Applied Vocational Booklet

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NUMERACY: VM 1&2 - SKILLS DEVELOPMENT PORTFOLIO

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Topic	Skills Development			Advanced			Applied		
	p.	Done?	Date	p.	Done?	Date	p.	Done?	Date
1 Happy Hol's	1	<input type="checkbox"/>	<input type="text"/>	1	<input type="checkbox"/>	<input type="text"/>	1	<input type="checkbox"/>	<input type="text"/>
2 My World of Numbers	2	<input type="checkbox"/>	<input type="text"/>	3	<input type="checkbox"/>	<input type="text"/>	3	<input type="checkbox"/>	<input type="text"/>
3 Addition and Subtraction	4	<input type="checkbox"/>	<input type="text"/>	5	<input type="checkbox"/>	<input type="text"/>	5	<input type="checkbox"/>	<input type="text"/>
4 Multiplication and Division	6	<input type="checkbox"/>	<input type="text"/>	7	<input type="checkbox"/>	<input type="text"/>	7	<input type="checkbox"/>	<input type="text"/>
5 Numbers and Words	8	<input type="checkbox"/>	<input type="text"/>	9	<input type="checkbox"/>	<input type="text"/>	9	<input type="checkbox"/>	<input type="text"/>
6 Order, Order	10	<input type="checkbox"/>	<input type="text"/>	11	<input type="checkbox"/>	<input type="text"/>	11	<input type="checkbox"/>	<input type="text"/>
7 Bits and Pieces	12	<input type="checkbox"/>	<input type="text"/>	13	<input type="checkbox"/>	<input type="text"/>	13	<input type="checkbox"/>	<input type="text"/>
8 Shapes	14	<input type="checkbox"/>	<input type="text"/>	15	<input type="checkbox"/>	<input type="text"/>	15	<input type="checkbox"/>	<input type="text"/>
9 Objects	16	<input type="checkbox"/>	<input type="text"/>	17	<input type="checkbox"/>	<input type="text"/>	17	<input type="checkbox"/>	<input type="text"/>
10 Time is Time	18	<input type="checkbox"/>	<input type="text"/>	18	<input type="checkbox"/>	<input type="text"/>	19	<input type="checkbox"/>	<input type="text"/>
11 It Takes Time	20	<input type="checkbox"/>	<input type="text"/>	21	<input type="checkbox"/>	<input type="text"/>	21	<input type="checkbox"/>	<input type="text"/>
12 Using My Time	22	<input type="checkbox"/>	<input type="text"/>	22	<input type="checkbox"/>	<input type="text"/>	22-23	<input type="checkbox"/>	<input type="text"/>
13 Measuring Up	24	<input type="checkbox"/>	<input type="text"/>	25	<input type="checkbox"/>	<input type="text"/>	25	<input type="checkbox"/>	<input type="text"/>
14 On The Floor	26	<input type="checkbox"/>	<input type="text"/>	26	<input type="checkbox"/>	<input type="text"/>	27	<input type="checkbox"/>	<input type="text"/>
15 My Favourite Meal	28	<input type="checkbox"/>	<input type="text"/>	28	<input type="checkbox"/>	<input type="text"/>	29	<input type="checkbox"/>	<input type="text"/>
16 Dealing With Information	30	<input type="checkbox"/>	<input type="text"/>	31	<input type="checkbox"/>	<input type="text"/>	31	<input type="checkbox"/>	<input type="text"/>
17 A Piece of Pie	32	<input type="checkbox"/>	<input type="text"/>	33	<input type="checkbox"/>	<input type="text"/>	33	<input type="checkbox"/>	<input type="text"/>
18 Working With Graphs	34	<input type="checkbox"/>	<input type="text"/>	35	<input type="checkbox"/>	<input type="text"/>	35	<input type="checkbox"/>	<input type="text"/>
19 What's the Chance?	36	<input type="checkbox"/>	<input type="text"/>	37	<input type="checkbox"/>	<input type="text"/>	37	<input type="checkbox"/>	<input type="text"/>
20 Money	38	<input type="checkbox"/>	<input type="text"/>	39	<input type="checkbox"/>	<input type="text"/>	39	<input type="checkbox"/>	<input type="text"/>
21 Time is Money	40	<input type="checkbox"/>	<input type="text"/>	41	<input type="checkbox"/>	<input type="text"/>	41	<input type="checkbox"/>	<input type="text"/>
22 What I Have	42	<input type="checkbox"/>	<input type="text"/>	43	<input type="checkbox"/>	<input type="text"/>	43	<input type="checkbox"/>	<input type="text"/>
23 Bulk Up	44	<input type="checkbox"/>	<input type="text"/>	44-45	<input type="checkbox"/>	<input type="text"/>	45	<input type="checkbox"/>	<input type="text"/>
24 Occupational Wages	46	<input type="checkbox"/>	<input type="text"/>	47	<input type="checkbox"/>	<input type="text"/>	47	<input type="checkbox"/>	<input type="text"/>
25 Getting Advice	48	<input type="checkbox"/>	<input type="text"/>	49	<input type="checkbox"/>	<input type="text"/>	49	<input type="checkbox"/>	<input type="text"/>
26 Shopping Smarter	50-52	<input type="checkbox"/>	<input type="text"/>	50-52	<input type="checkbox"/>	<input type="text"/>	53	<input type="checkbox"/>	<input type="text"/>

FULL PREVIEW
SAMPLE

Skills Development

1. Did you enjoy your holidays? What did you do? Using numerical language or concepts, list 5 things you did over the break.

e.g. I travelled to Rosebud with my family. The drive took 1 and 1/2 hours and we stayed for 2 weeks.

Advanced

2. Being on a break or on holidays normally means people need to spend more money. Use numerical language to describe how much you had to spend where you had to spend money.

Applied

What would be your ideal holiday. Why?

How much would it cost? Could you ever afford this?

2 My World of Numbers

Skills Development

1. Complete the following passage about your abilities and skills related to numeracy issues. Be prepared to discuss your answers.

I am naturally good at _____
and I find it easy to understand _____
and as I have matured I have got better at _____
as well as _____.
However, I'm really bad at _____
and I just can't seem to get my head around _____
and as I've got older I seem to be getting worse at _____.

2. Briefly describe 5 numeracy-related tasks that you can be relied upon to do well and for which you deliver good quality outcomes. These are your numerical competencies.

- i. _____

ii. _____

iii. _____

iv. _____

v. _____

Advanced

Complete these numerical calculations related to you. Add 3 more.

1. My height in cm is:	11. Number of mobiles I have owned is:
2. My weight in kg is:	12. Amount of income I have earned this month is:
3. My age in days is:	13. Number of Facebook friends I have is:
4. People in my extended family is:	14. Number of movies I watch in a month is:
5. Number of dwellings I have lived in is:	15. Number of people in my contacts list is:
6. Average hours I sleep per week is:	16. Number of days of school I have left is:
7. Average kms I walk per week is:	17. Weekly hours of paid work I'd like to do:
8. Time I spend daily in front of screens is:	18. Number of times I have been to the gym is:
9. Learner driving hours I have accumulated is:	19. Number of times I have been to a concert is:
10. Amount I need to save for my first car is:	20. Number of times I have been to a restaurant is:

Applied

Make **estimates** based on the following activities you did this week. Add 1 of your own.

e.g. I reckon I averaged 4 hours a day online. That equals about 28 hours per week and about 200 hours in total. That also equals about 17% of my total break time!!!!

My time asleep.	
My time online.	
My time spent outdoors.	
Money I spent.	
Money I earned.	

3 Addition and Subtraction

Skills Development

Complete these calculations. When finished, check your answers using a calculator.

a. $77 + 15 - 13 =$	b. $57 + 67 - 75 =$	c. $11 + 17 + 75 - 12 =$
d. $84 + 175 - 57 =$	e. $57 - 44 + 154 =$	f. $\begin{array}{r} 76 \\ + 75 \\ - 47 \\ \hline \end{array}$
g. $165 + 86 - 16 - 4 =$	h. $10 + 70 + 60 - 90 - 10 =$	i. $\begin{array}{r} 150 \\ - 75 \\ + 60 \\ \hline \end{array}$
j. $5 + 5 + 4 + 6 + 5 - 5 - 6 =$	k. $267 + 356 - 474 + 85 =$	l. $\begin{array}{r} 914 \\ + 124 \\ - 99 \\ \hline \end{array}$
m. $117 + 115 - 25 - 8 - 7 - 5 =$	n. $550 - 757 - 270 =$	o. $157 - 157 + 105 - 88 =$
p. $1,000 + 7000 - 300 =$	q. $1,500 - 750 + 1750 - 750 =$	r. $500 - 70 - 70 - 75 - 65 =$
s. $\frac{3}{4} + \frac{9}{8} =$	t. $\frac{13}{2} + \frac{2}{3} + \frac{6}{8} =$	u. $\frac{4}{8} - \frac{2}{8} - \frac{1}{4} =$
v. $\frac{7}{2} + \frac{3}{4} - \frac{2}{3} =$	w. $27.50 - 15.65 + 19.95 =$	x. $150 - 50/2 + 5.5 =$

FULL PREVIEW SAMPLE

Advanced

Complete these calculations. When finished, check your answers using a calculator.

<p>a. $88 - 9 - 7 - 6 - 16 - 25 =$</p>	<p>b. $222 - 33 - 55 - 44 - 77 =$</p>	<p>c. $14 - 1.5 - 7 - 2.5 =$</p>
<p>d. 200 cars fill a car park. 20 leave in hour 1, 35 in hour 2 and 75 in hour 3. How many cars remaining?</p>	<p>e. Janez has made 100 tarts for the party. Ben eats 12, Lola 16, Cram 24 and Pixi 5. How many tarts left?</p>	<p>f. Gilbertina is making sausage rolls. Each 20 requires 1.5kg of mince. After starting with 10kg of mince how much is left after making 100?</p>

Applied

- a. You start out with \$400. You earn \$100 next week and spend \$75. You earn \$150 the week after and spend \$200. You earn \$150 the week after that and spend \$175. Finally, you earn nothing in the final week but still spend \$150. What amount do you have left?
- b. What are you going to have to do if you stop earning money? Why?
- c. Describe a mathematics tool that can help you keep track of your ongoing personal income and spending.

4 Multiplication and Division

Skills Development

Complete these calculations. When finished, check your answers using a calculator.

a. $15 \times 10 =$	b. $60 \times 5 =$	c. $5 \times 4 \times 7 =$
d. $415 \times 5 =$	e. $60 \times 40 \times 17 =$	f. $50 \times 40 \times 30 =$
g. $15 \times 16 \times 11 =$	h. $100 \times 40 \times 14 =$	i. $70 \times (10 \times 10) =$
j. $478 \times 30 =$	k. $28 \text{ times } 10 =$	l. $\begin{array}{r} 28 \\ \times 15 \\ \hline \end{array}$
m. $15 \div 3 =$	n. $60 \div 12 =$	o. $500 \div 20 =$
p. $45 \div 3 \div 5 =$	q. $60 \div 10 \div 2 =$	r. $500 \div 20 \div 10 =$
s. 1,000 divided by 10	t. 1,000 divided by 20	u. 2,500 divided by 25
v. 80 divided by eighty	w. One hundred how many eights	x. 55 divided by ten

FULL PREVIEW
SAMPLE

Advanced

Complete these calculations. When finished, check your answers using a calculator.

a. $14 \div 6 \times 40 =$	b. $9 * 9 \times 8 \div 4 =$	c. $64 * 10 \div 4 \div 4 =$
d. $15 \times 16 \times 11 =$	e. $28 \div 4$ times $10 =$	f. $(10 * 50) \div (5 * 4) =$
g. $80 \div 8 \times 71 \times 45 =$	h. $19 * 18 \div (3 \times 100) =$	i. $70 * (15 \times 46) * 14 =$
j. $2/4 \times 3/2 =$	k. $6/4 \times 3/2 =$	l. $9/4 \times 3/9 =$
m. A person runs 12 km per day, 5 times a week. Total km in 4 weeks?	n. 6 people each pay fees of 12. They do this for 50 weeks. Total?	o. A toddler runs up and down 12 stairs 50 times a day. How many stairs in a fortnight?

Applied

Investigation: Digital subscriptions

In the digital age, people have many different digital subscriptions ranging from their internet and phone plans, through to streaming services, games platforms and music downloads.

- Estimate how much you, and/or your family, spends on digital subscriptions.
- Research and calculate the actual amounts. Work out the annual expenses, monthly expenses, the weekly expenses and the daily expenses.
- Do you need all these services and this much data? Why/why not?
- Are there subscriptions that are no longer needed? Explain
- Is there any duplication of services that might be able to be combined? Explain.
- Can you switch or make changes to save money and/or improve service?

5 Numbers and Words

Skills Development

The ability to both recognise, speak and write numbers in words is a vital task in personal (helping others), social (planning activities) and work-related situations (dealing with orders and payments). Write the following numbers in words.

	Number	Words
1.	1,400	
2.	272.6	
3.	43,200	
4.	-56	
5.	1,533	
6.	11,114	
7.	1K	
8.	1,000,000	
9.	1,000,000,000	
10.	1,000,065	
11.	\$89.50	
12.	3.4km	
13.	\$1,197.56	
14.	\$345,500	
15.	\$1.32m	
16.	01/04/2023	
17.	35° NNW	
18.	11:23am	
19.	0.45	
20.	27.45mg	

**FULL PREVIEW
SAMPLE**

Advanced

Complete these calculations. When finished, check your answers using a calculator.

<p>a. Sam did fifty pushups every day in February.</p>	<p>b. Frey ate a donut at lunchtime every day for the school year.</p>	<p>c. Ngoc cycles thirty minutes each way to and from school. On VET days Ngoc has to cycle fifty per cent more.</p>
<p>d. Sinn bought twelve Big Macs for a party. Total cost in \$?</p>	<p>e. Lil ordered six and a half dozen macaroons for a party.</p>	<p>f. Kai reduced his daily fifteen thousand kilojoule intake by a quarter.</p>

Applied

- List 5 numerical achievements you have achieved in a sporting or hobby activity.
e.g. My highest score in cricket was when I made 143 not out in 2021.
- But numbers on their own don't always mean too much. You need to add some more information to provide context. Consider these 2 examples.
e.g. 1 My highest score in cricket was when I made 143 not out in 2021 (against my five-year old brother in the backyard.)
e.g. 2 My highest score in cricket was when I made 143 not out in 2021 (against Kilkunda in the semi-final when playing in the 1sts.)

Add extra information to provide the context why each of yours was an achievement.

6 Order, Order

Skills Development

Complete these calculations. When finished, check your answers using a calculator.

a. $8 + 2 \times 6 + 17 =$	b. $7 * 9 + 9 \times 4 =$	c. $10 + 10 \times 10 / 5 =$
d. $120 * 10 - 50 =$	e. $75 - 20 * 15 - 25 =$	f. $5 \times 15 + 20 * 9 =$
g. $150 / 3 + 25 + 90 =$	h. $150 \times 3 + 25 + 90 =$	i. $150 + 3 + 25 \times 90 =$
j. $12 \times 16 + 24 \times 17 =$	k. $18 * 15 + 20 * 15 =$	l. $280 \times 5 - 24 \times 5 =$
m. $165 - (7 \times 8) \times 4 - 2 =$	n. $2 \times 10 + (70 \times 10) - 5 =$	o. $50 \times 50 - 50 \times 50 =$
p. $150 / 5 + (9 \times 22) \times 10 =$	q. $150 \div 25 + (6 \times 10) \times 15 =$	r. $550 - 343 + (16 * 6) - 85 =$
s. $1/2 \times 4/5 - 2/5 \times 2 =$	t. $2.50 \times 7.50 - 4.25 \times 2 =$	u. $7,000 \div 2.5 \times 7/2 =$

**FULL PREVIEW
SAMPLE**

Advanced

Calculate the answers for each of these situations using the correct order of operations.

<p>a. You have 5 groups of 5 trainees, you add 5 more and then split them into 6 groups. How many per group?</p>	<p>b. You earn \$40 a day for a week, but spend \$200. You then earn another \$30 for 3 days running. How much do you have?</p>	<p>c. A customer buys 10 hats at \$30 each and 10 scarves at \$15 each. He wants to pay in 4 equal instalments.</p>
<p>d. 50 fish weigh 20kg in total. You take out the 5 biggest which removes 5kg. What is the average weight of those left?</p>	<p>e. Each outfit requires 3m of cloth + $\frac{1}{2}$ metre for hems and seams. How many metres for 5 outfits?</p>	<p>f. You have 1,000 M&Ms for 10 people at the party. But an extra 2 people turn up. How many M&Ms for each?</p>

Applied

You are ordering food for a party at the local bakery.

You order 50 cupcakes at \$2 each, 75 sausage rolls at \$1 each and 25 tarts at \$5 each. You know you have to pay half the total as a deposit; so you have exactly \$150 cash for this.

The cashier is quite surly and enters the amounts in her calculator. "That will be \$1,000 in total and your deposit is \$500."

After you pick your jaw off the ground, you point out that the "calculator might be wrong" and ask if she can please re-check. (That's your PDS training coming in!)

She "hmmphs" loudly, rolls her eyes, and re-enters the numbers in her calculator almost pushing the buttons through the other side.

"Look. Fifty times two, plus seventy-five, times one, plus twenty-five, times five, equals one thousand dollars! So, divided by two your deposit is five hundred dollars. Hurry up and pay please, there's customers waiting you know!"

But you have paid attention during **order of operations** and your teacher has guided you well. You did the calculations when budgeting for the party so you feel that you should be correct.

What will you do to show her that you are correct?

7 Bits and Pieces

Skills Development

Complete these calculations. When finished, check your answers using a calculator.

a. Express as a fraction: $0.25 =$	b. Express as a fraction: $0.2 + 0.6 =$	c. Express as a fraction: $0.80 - 0.35 + 0.05 =$
d. Express as a percentage: $0.50 =$	e. Express as a percentage: $0.27 + 0.63 =$	f. Express as a percentage: $0.93 - 0.17 + 0.05 =$
g. Express as a decimal: $5/8 =$	h. Express as a decimal: $2/3 \times 1/6 =$	i. Express as a decimal: $5/2 - 2/3 + 1/4 =$
j. Calculate percentage: 25% of 250 =	k. Calculate percentage: 17.5% of 10,000 =	l. Calculate percentage: 5% of \$940 =
m. Calculate and show as a decimal and percentage: $1/7 + 7/21 =$	n. Calculate and show as a decimal and percentage: $0.56 \times 4 =$	o. Calculate and show as a decimal and percentage: 1/1 divided by 2/2 =
p. Calculate amounts: Discount of 8% on 6 purchases of \$25.	q. Calculate amounts: Discount of 15% on 25 purchases of \$90.	r. Calculate amounts: Discount of 17.5% on 3 purchases of \$300.
s. Calculate amounts: Penalty fee of 50% on \$150.	t. Calculate amounts: Late fee of 12.5% on \$12,000.	u. Calculate amounts: Penalty rate on pay of 25% for 4 hours at \$12, and 50% for a further 4 hours.
v. $0.5 + 50\%$	w. $1/2 \times 50\% =$	x. $50 \times 1/2 =$

FULL PREVIEW
SAMPLE

Advanced

Calculate the following based on percentages, decimals and fractions.

a. $\frac{1}{2} + \frac{1}{2} =$	b. $\frac{1}{4} + \frac{2}{4} =$	c. $\frac{1}{2} + \frac{1}{3} =$	d. $\frac{1}{8} + \frac{1}{2} + \frac{1}{8} =$
e. $\frac{1}{2} + 0.6 =$	f. $0.20 + \frac{1}{2} =$	g. $0.1 + 0.35 + \frac{1}{2} =$	h. $0.6 + \frac{1}{4} - 0.1 =$
i. $\frac{3}{4} - \frac{1}{4} =$	j. $0.95 - 0.6 =$	k. $1.5 + 2.7 - 1.2 =$	l. $0.3 + \frac{1}{2} - 0.2 + 0.8 =$
m. 10% of 100 =	n. 10% of 300 =	o. $\frac{1}{5}$ of 500 =	p. 40% of 50 =
q. 25% of \$5000 =	r. 70% of \$10000 =	s. 80% of \$320 =	t. 50% of \$750 =

Applied

- a. Juice really likes Jelly Belly Beans. She counts out 100 and will eat these evenly over the next 5 days. What fraction, decimal and percentage will she eat per day? How many different flavours is she likely to eat?
- b. Spudzy really likes potato cakes. He buys 3kg (each weighs 100 grams) and wants to share these evenly with 4 friends. What fraction, decimal and percentage is to be shared between them all? How many does each person get, and the weight?

8 Shapes

Skills Development

Name these common shapes. Add 4 more.


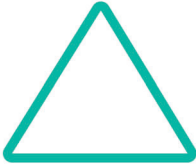
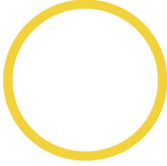


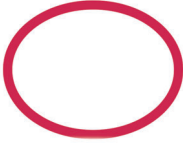



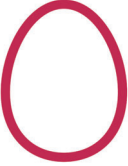




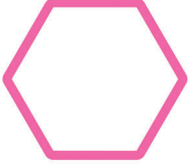




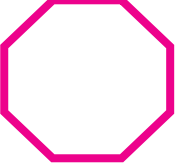
a. 	b. 	c. 
d. 	e. 	f. 
g. 	h. 	i. 
j. 	k. 	l. 
m. 	FULL PREVIEW SAMPLE 	o. 
p. 	q. 	r. 
s. 	t. 	u.
v.	w.	x.

Image: yusufdemirci/Depositphotos.com

Advanced

Identify the main shapes you can see in this illustration. Name the type of vehicle and describe its overall shape.



*Image: muchmania/
Depositphotos.com*

Applied

Use the basic shapes of circle, triangle, square and rectangle to design and draw 3 of the following. (You can add depth and make these into 3D shapes if you have the skill.)

- ⇒ An animal
- ⇒ A vehicle
- ⇒ A toy
- ⇒ A superhero
- ⇒ A famous person

See if classmates can identify these.

9 Objects

Skills Development

Name these objects. When would you encounter items resembling these objects in the real world? Add 2 more that you know.

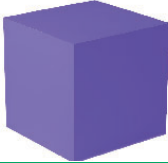



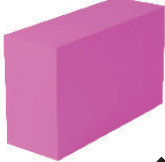








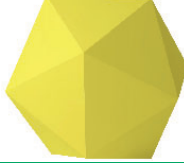


a. 	b. 	c. 
d. 	e. 	f. 
g. 	h. 	i. 
j. 	k. 	l. 
m. 	n. 	o. 
p. 	q.	r.

Image: yusufdemirci/Depositphotos.com

Advanced

Describe the type of transformation that has been applied to the original objects.

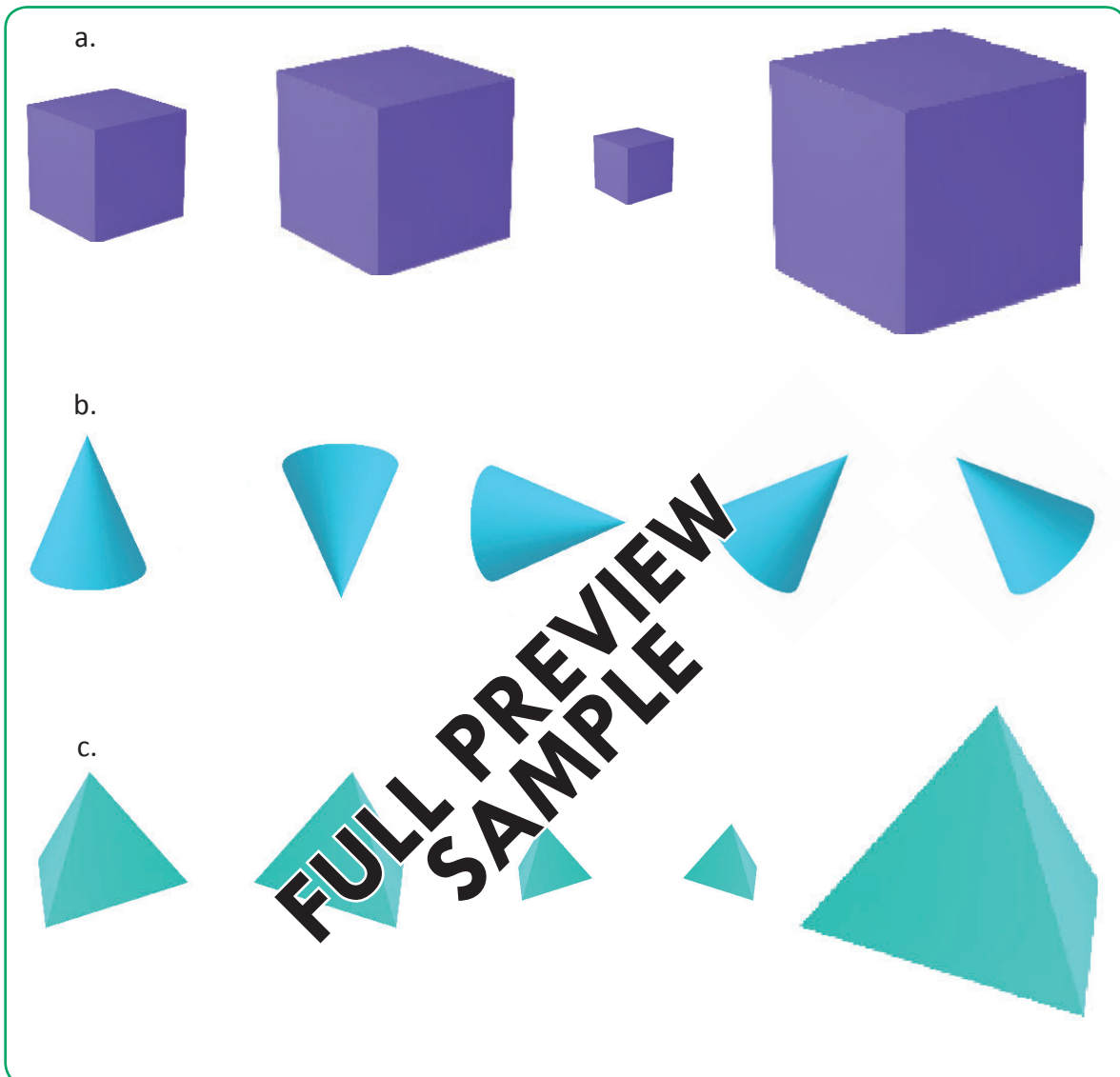


Image: yusufdemirci/Depositphotos.com

Applied

Look at me

- Take a selfie.
- Use digital software to flip the image. Now take a look in the mirror. Are you looking at the same, or a different you? Why is that?
- Use the software to bisect your image down the middle of your face. Make 2 layers, one for each side of your face.
- Swap your LHS and your RHS. How do you look? Why?
- Duplicate your LHS and flip it to make a RHS representation. How do you look?
- Duplicate your RHS and flip it to make a LHS representation. How do you look?
- Engineers, scientists and designers say that it is important not to make Artificial Intelligence robots too perfect in appearance. Why would that be the case?

10 Time is Time

Skills Development

Calculate how much **time has elapsed** for the following timespans. Make sure that you show appropriate workings out.

a. 8:30am to 11:30am	b. 5:45am to 11:45am	c. 5:30pm to 10:45pm
d. 6:30pm to 5:30 am	e. 5:30am to 6:30pm	f. 11:45am to 1:30am
g. 5:15am to 3:25pm	h. 6:15pm to 2:15am	i. 9:30pm to 7:27am
j. 08:30 to 13:45	k. 10:45 to 11:30	l. 07:45 to 18:15
m. 02:00 to 13:00	n. 06:07 to 19:14	o. 09:30 to 13:15
p. 25 minutes in seconds	q. A fortnight in days	r. 2 and a half hours in minutes
s. 3 half days in hours	t. 5 days & 2 half days in hours	u. 4 weeks in hours

FULL PREVIEW
SAMPLE

Advanced

Calculate the total time (**duration**) for the following situations.

<p>a. Shop is open 6 days a week: for 11 hours a day weekdays, and 8 hours on Saturday. Total open hours?</p>	<p>b. Journey to Adelaide starts 04:30; arrival at 23:30. Actual travel time was 14 hours. Total time and how much time in breaks?</p>
<p>c. 5 workers rostered on from 07:30 to 17:15 with a break of 1 hour each. What is the total time worked?</p>	<p>d. You work Mon 8 hours, Tues 5 1/2 hrs, Wed 8hrs 45 mins, Thurs 12 hours straight, and Friday from 5-9am and then from 1-7pm. How many hours worked and what % of a full week was spent working?</p>

Applied

- Assume you are working a full-time week in your preferred job. What is likely to be your regular hours of work?
- Calculate the total time you will spend on your workday. Include getting ready for work, travelling, hours worked and breaks.
- Now do the same based on being a 5-day part-timer working 4-hour shifts with no breaks. Which do you prefer and why?

11 It Takes Time

Skills Development

1. When we travel places it takes us time, and costs money. Compare the following situations based on public transport travel, versus personal travel by car.
2. Explain which option you would take and why?

Situation	Time and cost by public transport	Time and cost by car	Which method for you and why?
From your home to the CBD.			
From your home to your nearest cinema.			
From your home to your workplace (or a possible workplace).			
From your home to your nearest hospital.			
From your city/town to your airport.			
From your home to the nearest interstate capital city.			
From your city/town to the Gold Coast.			

**FULL PREVIEW
SAMPLE**

Advanced

Estimate how much time it would take to deal with these situations. Do some research and see how accurate your estimates were. Report back to the class.

a. Make and serve 10 caffe lattes to a group of waiting customers.	b. Deliver 20 small parcels (using a van) to residents in your street or block.
c. Make and wrap 50 mixed sandwiches to prep for the sporting club canteen.	d. Organise a class of 25 grade 3 children to line up in order of height.
e. Take and lodge the orders for 4 waiting pairs of diners in a café.	f. Properly iron 5 business shirts to use for the week.

Applied

- a. As you know, a normal full-time working day will most likely require a greater time commitment than a normal day at school. What might you have to change or give up in your daily routine if you are working full-time? Why?

For some people, their favourite time of the workday is lunchtime. Assume you are doing a full-time work placement at a shop in your local shopping centre, shopping strip or town centre, and you go out to buy your lunch.

- b. What will you do at lunchtime? How long will you have? How long will each activity take? Can you do some activities concurrently? Will you have enough time?

12 Using My Time

Skills Development

So what do you do with your time? Are you using it wisely?

1. Complete the timesheet on p.23 based on a normal school-term week.
2. Note down the times and duration of any activities you do during the week including:

- | | | | |
|-----------------------------------|--|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> school | <input type="checkbox"/> sport | <input type="checkbox"/> sleeping | <input type="checkbox"/> socialising |
| <input type="checkbox"/> study | <input type="checkbox"/> structured activities | <input type="checkbox"/> music | and any other |
| <input type="checkbox"/> homework | <input type="checkbox"/> family/home | <input type="checkbox"/> TV | relevant activities. |
| <input type="checkbox"/> travel | duties | <input type="checkbox"/> gaming | |
| <input type="checkbox"/> work | <input type="checkbox"/> meals | <input type="checkbox"/> online | |

Advanced

3. Calculate the amount of leisure time you have per week, and then make estimates for a month and for the entire year.

**FULL PREVIEW
SAMPLE**

Applied

4. Prepare a short written summary report, and deliver a brief oral presentation to the class, on what you do in your spare time.
5. Discuss what you might have to give up so as to devote more time to school and/or work.

Weekly Timesheet (enlarge to A3)

Name: _____ Dates: _____

	Mon ___/___		Tue ___/___		Wed ___/___		Thur ___/___		Fri ___/___		Sat ___/___		Sun ___/___	
	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?	Task done?	Time spent?
am														
12.01-1.00														
1.01-5.00														
5.01-6.00														
6.01-7.00														
7.01-8.00														
8.01-9.00														
9.01-10.00														
10.01-11.00														
11.01-12.00														
pm														
12.01-1.00														
1.01-2.00														
2.01-3.00														
3.01-4.00														
4.01-5.00														
5.01-6.00														
6.01-7.00														
7.01-8.00														
8.01-9.00														
9.01-10.00														
10.01-11.00														
11.01-12.00														
Daily time														

FULL PREVIEW
SAMPLE

Signed: _____

Weekly Time duration: _____

13 Measuring Up

Skills Development

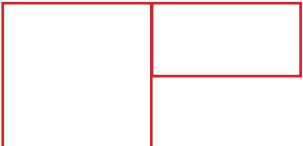

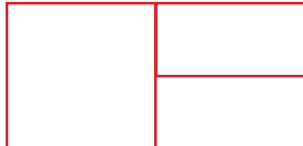
Calculate the following measurements in the correct units using the information provided. Make sure that you show appropriate workings out.

a. Perimeter of a square: 5cm	b. Perimeter of a rectangle: 18cm by 15cm	c. Perimeter of a rectangle: 16cm x 250cm
d. Perimeter of a square: 100mm	e. Perimeter of a rectangle: 2m by 150cm	e. Perimeter of a triangle: 1m, 1m, 0.67cm
g. Area of a square: 8cm x 8cm	h. Area of a square: 250mm length	i. Area of a rectangle: 0.5m x 20cm
j. Area of a rectangle: 2.4m x 500mm	k. Area of a triangle: b: 10m, c: 6m	l. Volume of a square: 5cm sides
m. Volume of a square: 25cm length	n. Volume of a rectangle: 10cm x 8cm x 25cm	o. Volume of a rectangle: 1m x 0.75m x 2m
p. How many ml in 2 and 1/2 litres?	q. How many ml in 8 tablespoons?	r. How many litres in 5,500ml?
s. How many grams in 4.75kg?	t. How many kgs in 12,500 grams?	u. How many kgs in 3.8 tonnes?
v. How many mm in 2.4 metres?	w. How many cm in 10 metres?	x. How many metres in 4.8 km?

FULL PREVIEW
SAMPLE

Advanced

Calculate the following measurements in the correct units using the information provided. Make sure that you show appropriate workings out.

a. Circumference of a circle: Radius = 5cm	b. Circumference of circle: Diameter = 25cm	c. Circumference of circle: Radius = 1m
d. Area of a circle: Radius = 5cm	e. Area of a circle: Diameter = 25cm	f. Area of a circle: Radius = 1m
g. Total perimeter? (Image is to scale) 	h. Total perimeter Each 'line' = 1 cm 	i. Total area? (Image is to scale) 

Applied

1. The use of specific measuring devices is essential in work-related situations. For each device listed, identify how it would be used in an occupation for a work-related task.
2. Add 2 more measuring devices related to your own vocational interests.
3. Source or create images for 3 of these measuring devices.

Device	Occupation/Use	Device	Occupation/Use
measuring tape		photometer	
thermometer		speedometer	
odometer		anometer	
ammeter		sphygmoma-nometer	
altimeter			
caliper			

14 On The Floor

Skills Development

Identify objects and fittings from this 3D rendering of a floorplan.

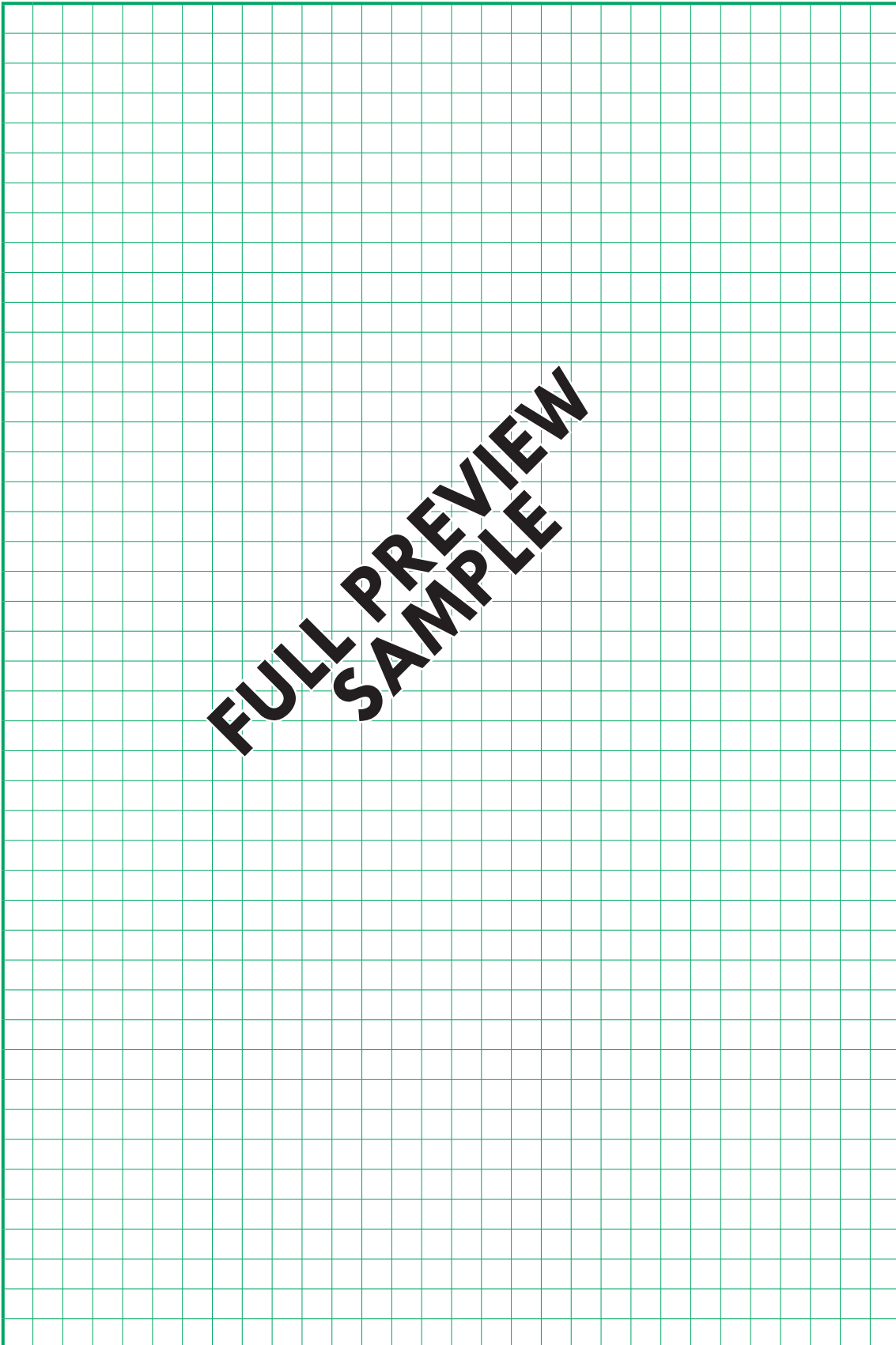


Advanced

Create drawings for common household objects and fittings by hand and/or digitally.

Applied

Sketch a floorplan of your ideal house. You might need to make copies for a multi-story dwelling. Use correct symbols to make the floorplan more readable.



15 My Favourite Meal

Skills Development

1. What's your favourite meal? Why so? What are the ingredients? Can you cook this yourself?

My favourite meal is...

Why so?

The list of ingredients for this meal is...

Advanced

2. Identify and list preparation and cooking times for this meal.
3. Find out the total costs to prepare and cook this meal for 4 people.

Ingredients for 4 (and times)

Cost of ingredients for 4

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

⇒

**FULL PREVIEW
SAMPLE**

Applied

4. Prepare a recipe (in your own words and using numerical information) to help you or someone else cook this meal. Include an image as well.



Recipe including preparation and cooking times and serving hints and suggestions.

**FULL PREVIEW
SAMPLE**

16 Dealing With Information

Skills Development

A vital vocational numeracy skill is the ability to quickly identify and accurately organise data and numerical information. These skills are often assessed by pre-employment tests as part of the job application process.

1. Place an 'S' for same, or a 'D', for different for each of the following number pairs.

Time = 5 mins.

- | | | |
|------------------|-------------------|-------|
| a. 1425 | 1425 | _____ |
| b. 2256 | 2265 | _____ |
| c. 11256 | 11265 | _____ |
| d. 17.347 | 17.347 | _____ |
| e. 1523895 | 1523859 | _____ |
| f. \$97.35 | \$97.35 | _____ |
| g. \$146.76 | \$1406.76 | _____ |
| h. 2113459 | 2113549 | _____ |
| i. 11111512 | 1111512 | _____ |
| j. 0.00462 | 0.00462 | _____ |
| k. 4.046 billion | 06 billion | _____ |
| l. $17.345 + 9$ | 17.345×9 | _____ |
| m. 12/06/1976 | 12/06/1967 | _____ |
| n. 040122532150 | 040122532510 | _____ |
| o. 15:35 | 13:35 | _____ |
| p. 945256 | 954256 | _____ |
| q. 136 @\$0.56 | 136 @\$0.65 | _____ |
| r. 5.5697 | 5.5967 | _____ |
| s. 0.015 mg | 0.105 mg | _____ |
| t. 72004893 | 72004893 | _____ |

2. Organise these 30 numbers in the correct order from lowest to highest.

Time = 10 mins

- | | | |
|-------|--------|-----------|
| 254 | 542564 | 22666 |
| 265 | 1254 | 17 |
| 256 | 8652 | 0.69 |
| 852 | 6547 | 56985 |
| 359 | 58965 | 36523.236 |
| 88965 | 2365 | 52698 |
| 2556 | 214 | 51235 |
| 2536 | 578 | 125 |
| 515 | 856541 | 114 |
| 57269 | 235859 | 2135698 |
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
 11. _____
 12. _____
 13. _____
 14. _____
 15. _____
 16. _____
 17. _____
 18. _____
 19. _____
 20. _____
 21. _____
 22. _____
 23. _____
 24. _____
 25. _____
 26. _____
 27. _____
 28. _____
 29. _____
 30. _____

FULL PREVIEW
SAMPLE

Advanced

Circle which of these calculations is higher, or lower, or circle both if the same.

Time = 20 mins.

a. 6×4	4×6	n. 10×50	60×9
b. 7×9	$50 + 3$	o. $1/2 + 1$	$1.5 - 0.1$
c. $25 - 17$	$9 - 2$	p. $0.7 * 5$	$4 - 0.4$
d. 6×4	12×2	q. $50 \times 1/2$	$1/4 \times 160$
e. 11×7	13×6	r. 12×12	11×13
f. $19 - 10$	$5 + 5$	s. $\$7 \times 5$	$\$30 + \7.50
g. $40/10$	$20-17$	t. $1m / 10$	$100,000 \times 10$
h. $100 + 50$	$75 + 85$	u. 20%	40×1.25
i. 11×12	13×10	v. 10% of 450	20% of 250
j. 5×25	$100 + 25$	w. 2% of \$80	$4 \times \$19.99$
k. $17-10$	$23-15$	x. $3 + 10$	$3 \times 11 - 6$
l. $112 + 36$	$116 + 32$	y. $14 + 0$	14×0
m. $1000 / 4$	$200 / 4$	z. $\$1,000 \times 10$	$\$10K$

Applied

Testing time

Find out the type of pre-employment tests that are used for different occupations. What numerical skills are these testing? Do some sample tests and see how you go.

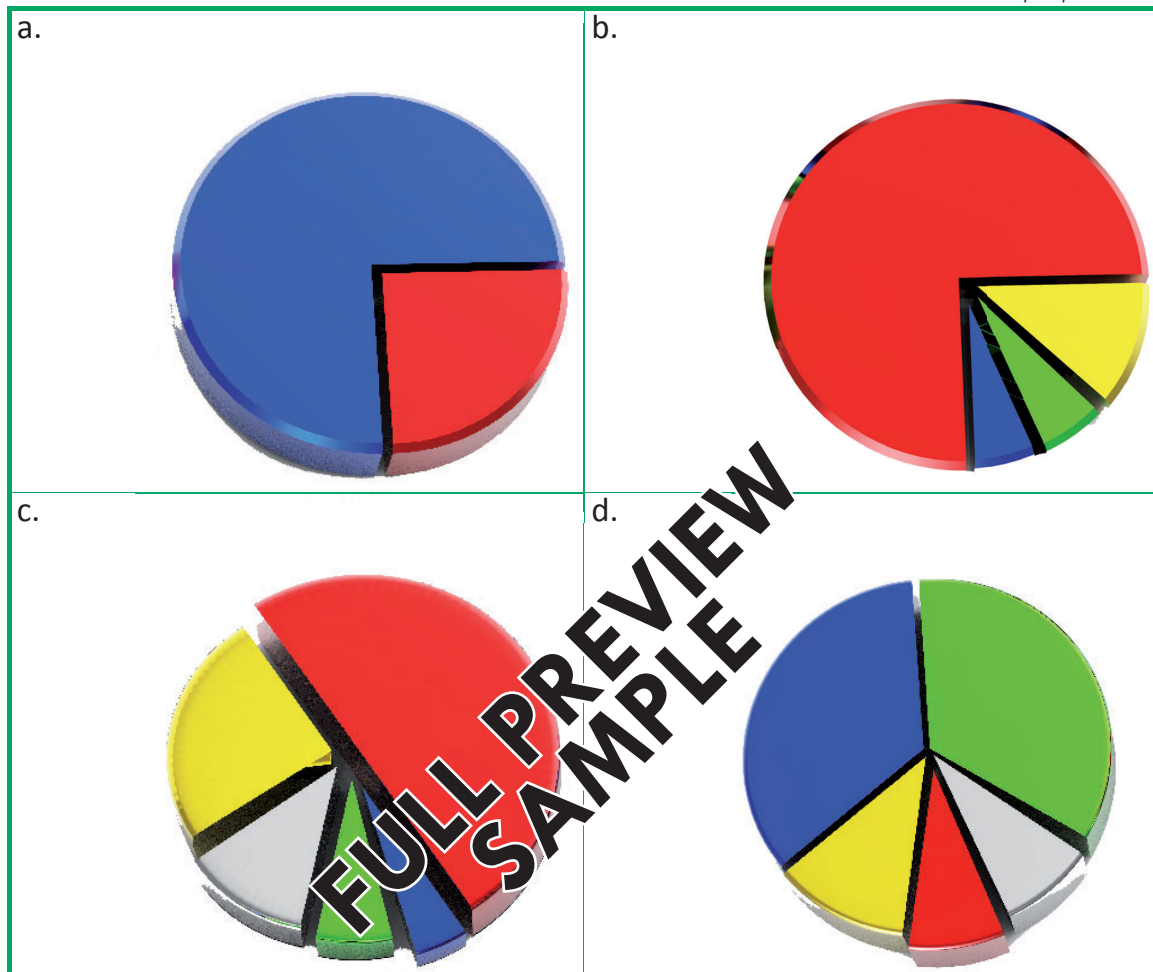
Occupation	Test/weblink	What are they testing?	How do I go?

17 A Piece of Pie

Skills Development

1. Estimate the **percentage** (%) represented by each piece (or portion) of the pie for these pie charts.

*Image: everything poss/
Depositphotos.com*



2. Answer the following questions by identifying the **most likely pie chart**, together with a brief explanation of the reason for your choice.
 - i. Which pie chart is showing one single portion at 75% and 3 other portions as 25% combined?
 - ii. Which pie chart is showing one single portion at the same amount as the 4 other portions combined?
 - iii. Which pie chart shows 2 pieces equal to one another, 2 small pieces equal to each other and one piece slightly larger than those 2 smaller pieces?
 - iv. Which pie chart could be showing the responses to a yes/no survey? What might be the question?

Advanced

2. Construct a properly labelled pie chart based on this information.

Students' favourite colour Year 11 2023	
Red	18
Blue	23
Pink	28
Green	14
Black	12
Yellow	8
Other	17
Total	120

Applied**Favourite pies**

- a. Survey the class to find out your classmates preference for their favourite type of pie.
- b. Create a table to collate the results.
- c. Construct a properly labelled pie chart based on this information.
- d. Survey the teachers to find out their preference for their favourite type of pie.
- e. Create a table to collate the results.
- f. Construct a properly labelled pie chart based on this information.
- g. Survey the class to find out your classmates favourite type of dessert or fruit pie.
- h. Create a table to collate the results.
- i. Construct a properly labelled pie chart based on this information.
- j. Survey the teachers to find out their favourite type of dessert or fruit pie.
- k. Create a table to collate the results.
- l. Construct a properly labelled pie chart based on this information.
- m. What about you? Where do you fit into these pie charts?

18 Working With Graphs

Skills Development

Bar graphs are a useful way of comparing different data sets using visual representation. They are often used as part of gas, electricity and water bills and when reporting business and financial results.

The amount should be plotted on the vertical or (y) axis and the data sets or time plotted on the horizontal or (x) axis.

1. Construct a properly labelled bar graph for Lingy's Fish n' Chips that shows both total sales and total profit over the 5 years.
2. How does this type of graph make it easier to compare different variables?
3. How can total sales go down, yet profit still rise? Explain carefully.

Lingy's Fish 'n' Chips		
Total Sales and Net Profit: 2019-'23		
Year	Total sales	Net profit
2019	\$236,000	\$34,000
2020	\$289,000	\$49,500
2021	\$345,000	\$62,000
2022	\$375,000	\$81,000
2023	\$372,000	\$86,000

**FULL PREVIEW
SAMPLE**

Advanced

Line graphs are a good way to visually represent change over a period of time. Line graphs usually plot a variable (y) over an equal number of time periods (x).

1. Draw a properly labelled line graph that plots the data shown in the table about Australian Apprentices.
2. Describe the trend in the data as shown by the graph.

Australia: Apprentices and Trainees (in training as at Jun 30)	
Year	Apprentices
2006	404,200
2008	433,900
2010	437,100
2012	514,800
2014	344,700
2016	281,500
2018	276,300
2020	267,700
2022	

Source: NCVET 2021, Australian vocational education and training statistics: historical time series of apprenticeships and traineeships in Australia, from 1963, NCVET, Adelaide.

**FULL PREVIEW
SAMPLE**

Applied

The Apprentices and Trainees in training line graph you plotted only tells one part of a bigger story. You also should look at the number (and the proportion) of apprentices and trainees who successfully completed their training each time period.

- a. Locate the statistics from the NCVET website to find out the number (and proportion) of Apprentices and Trainees who completed their training.
- b. Plot a line graph for these numbers on your original graph.
- c. What does the difference between the 2 graphs indicate?

19 What's the Chance?

Skills Development

Complete these problems related to chance.

a. 1 in 2 chance in percentage?	b. 1 in 4 chance in percentage?	c. 1 in 10 chance in percentage?
d. 1 in 100 chance in percentage?	e. 10 in 100 chance in percentage?	f. 3 in 4 chance in percentage?
g. 50%: What are the odds?	h. 66%: What are the odds?	i. 12.5%: What are the odds?
j. 10%: What are the odds?	h. 1%: What are the odds?	l. 90%: What are the odds?
m. Odds of a head?	n. Odds of a tail?	o. Odds of 2 tails in a row?
p. Odds of a black card from a deck?	q. Odds of a club card from a deck?	r. Odds of a Jack card from a deck?
s. Odds of a black Jack card from a deck?	t. Odds of a spade Jack card from a deck?	u. Odds of an Ace from a deck compared to a 2 card.
v. Which is a better chance? 2 in 3 or 3 in 4	w. Which is a better chance? 7 in 8 or 4 in 5	x. Which is a better chance? 25% or 1 in 4

FULL PREVIEW
SAMPLE

Advanced

Complete these problems related to probability.

a. Spinning 2 heads in a row.	b. Spinning 4 tails in a row.	c. Spinning a head and then a tail.
d. Rolling a 6 then a 6.	e. Rolling a pair of 6's.	f. Rolling 5 6's in Yahtzee?
g. Drawing 3 cards from a deck and getting 3 Kings.	h. Drawing 4 cards from a deck and getting 4 twos.	i. Drawing 5 cards from a deck and getting 5 Aces.

Applied

Often life is about managing risk. So you should always remember that higher rewards = higher risk. Think very carefully before answering these statements.

- a. If the sharemarket is averaging a 6% return, and your bank deposit is only giving you 1% interest, where should you invest your money? Why is that?

- b. If the likelihood of winning 'standard' lotto of 6 numbers from 45 balls is about 8 million to 1, then why would anyone ever buy a ticket? Would you?

- c. Many overseas tourists are afraid of Australia's deadly wildlife. But which animals in Australia are the most dangerous to humans?

20 Money

Skills Development

Complete these calculations. When finished, check your answers using a calculator.

a. $\$2.50 + \$2.99 =$	b. $\$11 \times \$4.50 =$	c. $\$7.45 + \$3.55 =$
d. $\$4 - \$2 + \$7 =$	e. $\$15 \times \$25 + \$4.50 =$	f. $\$14 + \$99.99 + \$28.50 =$
g. $\$2.50 - \$2.25 \times 2 =$	h. $11 \times \$4.50 =$	i. $\$7.45 - \$2.25 \times 6 =$
j. $\$64 \times \$100 =$	k. $\$6 \times \$10 =$	l. $\$6,400 \times 1 =$
m. $(\$112.50 - \$27.50) \times 2 =$	n. $10 \times \$40 \div 7 =$	o. $25\% \times \$250 + 50\% \text{ of } \$195 =$
p. $20 \times \$5 + 10 \times \10	q. $5 \times \$7.50 + 10 \times \$15 =$	r. $\$275 - \$200 - \$50 - \$35 =$
s. $\$1 \text{ million} / 50$	t. $(\$100 + 10\%) / 11 =$	u. $10\% \text{ of } \$50 + \$10 \text{ of } (2 \times 100) =$

**FULL PREVIEW
SAMPLE**

Advanced

Complete these calculations. When finished, check your answers using a calculator.

<p>a. If you spend \$7.50 on lunch every day, how much per week, per month and per year?</p>	<p>b. If you save \$60 a week for 24 weeks and then \$60 a week for 24 weeks; total savings?</p>	<p>c. A customer orders 20 cans at \$2.10, 30 loaves at \$3.99 and 10kg of veggie snags at \$17/kg. Total price?</p>
<p>d. After a day selling at the local market, you have 8 x 20s, 16 x 10s, 27 x 5s, 12 x 2s, 26 x 1s and \$9.65 in silver. Total?</p>	<p>e. What change is left from \$50 after 9 purchases of \$1.20, 10 of \$0.50, 3 of \$0.30 and 9 of \$0.20?</p>	<p>f. If you get paid \$14 an hour for 20 hours, plus double time for the next 8 hours, then how much in total?</p>

FULL PREVIEW SAMPLE

Applied

Working costs money. Travel, transport, work clothing or uniform, parking, lunch, coffee, tools of the trade, and other expenses depending on the job and the location.

a. If you were working full-time in your ideal first job, how much would you spend each week on 'working'? How much of your pay might this eat up?

b. What is the total cost if you buy one of each item on a McDonald's menu?

21 Time is Money

Skills Development

When you start a job you are usually paid a wage. If you work fewer hours per week than the standard 38-hour week as a part-time or casual employee, you should calculate an equivalent full-time weekly and annual pay rate. This way you can make a comparison on the relative income level associated with this job.

1. Calculate both the equivalent weekly and annual wage for each of the following.
2. Provide an answer to the question that is posed for each.

Example	Equivalent weekly & annual wage // and answer.
<p>a. Abdi has just started working in a fish and chip shop for \$12 per hour.</p> <p>What are some possible reasons why he'd be paid \$12 per hour?</p>	
<p>b. Joakim works 12 hours per week, as a part-time sales assistant. He earns \$15 an hour.</p> <p>What age is Joakim likely to be?</p>	
<p>c. Sanfreda works 6 hours per week as a casual in the same job as Joakim and is paid \$17.50 per hour.</p> <p>Is it better to work as a part-timer or a casual?</p>	
<p>d. Manny is sub-contracted to do the labour for a plastering job (all tools and equipment provided) at \$1,800 for the equivalent of 3 full working weeks.</p> <p>How good is this pay?</p>	
<p>e. Sal is paid \$24 as a casual for working as an accounts assistant. Her manager earns a salary of \$45,000.</p> <p>Who earns more on an equivalent basis?</p>	

FULL PREVIEW
SAMPLE

Advanced

Another useful way to calculate the value of your time spent working is to calculate the amount of hours or week's work (in \$), as a percentage of a total you are saving for.

e.g. If saving for a new phone at \$1,000, then 1 hour of work (@\$10) = \$10/ \$1,000; which is 1% of the total amount. You will have to work 100 hours to earn that phone!

1. Choose your own item/product to add to the table.
2. What proportion of each item is earned per hour and for the week?
3. How many hours of work will it take to be able to 'afford' the item?

Example	iPhone \$ _____	Holiday to LA \$ _____	\$ _____
a. Lerry works 16 hours for the week at \$12/hour.	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?
b. Suze works 10 hours per week at \$15 per hour.	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?
c. Azar earns \$300 for his working week of 12.5 hours.	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?
d. Myron earns \$1,140 for a standard full-time working week.	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?	- % of item earned per hour? - % of item earned per week?

FULL PREVIEW SAMPLE

Applied

Assume you are working in a common occupation for casual teenagers such as a fast food restaurant or a retailer. How many work hours would it take you to save for a car? Think carefully.

22 What I Have

Skills Development

1. List 12 things you own, the year you acquired each, and the approximate price of each.
2. Discuss your list, the cost of the items and who paid for them, with a classmate.

1	2	3	4
5	6	7	8
9	10	11	12

3. List 12 things you would like to own, the approximate price of each and when you are likely to acquire these. Discuss your list with a classmate, including who will pay for them.

1	2	3	4
5	6	7	8
9	10	11	12

Advanced

The value of money changes over time (due to inflation) as does our appreciation of the 'value' of that amount. Just a little money when you were in grade 2 might have got you excited and rushing down to the milk bar. But as we get older we seem to need more money. Complete the table for the following situations, then discuss these as a class.

Situation	Description	
When I was 7 and I was given \$1...	How would you have felt?	What would you have done with the money?
If I was given \$10 for my 12th birthday...	How would you have felt?	What would you have done with the money?
If I am given \$100 for my next birthday...	How would you feel?	What would you do with the money?
If I am given \$1,000 when I turn 21...	How would you feel?	What would you do with the money?
If I am given \$10,000 when I turn 30...	How would you feel?	What would you do with the money?

FULL PREVIEW SAMPLE

Applied

How does inflation affect the budget of your household? Ask at home and find out how prices have changed over the last year. What has your family had to do in response to this?

23 Bulk Up

Skills Development

Buying in bulk can save money. However, there are some products that people should think carefully about before buying in bulk (such as perishables, snack foods, alcohol and other consumables.) You should also consider whether you actually need to multi-purchase items if part of a volume deal; e.g. buy 2 bottles of Patie Kerry perfume and get the third one free!

1. Choose 4 purchases, and explain why buying in bulk is a good idea for this product. Compare sizes and calculate how much you could save.

i.

ii.

iii.

iv.

**FULL PREVIEW
SAMPLE**

Advanced

1. Choose 4 purchases and explain why buying in bulk is **not** a good idea for this product. e.g. Pringles are half-price this week. However, if I buy more I know that I will just eat them straight away!

i.

ii.

iii.

iv.

2. Phil says that he is waiting for the Boxing Day sales and is planning to buy six 5-packs of underwear because they are advertised as being half-price. He also reckons that means he will only have to both wear and wash these once a month. He says that these briefs should last him many, many years! What do you think about his financial strategy?

Phil's multi-jock strategy	
Advantages	Disadvantages

Applied

Explain 2 similar savings/bulk strategies that you could apply for you that could result in significant time, money or other savings. Outline these below. Identify potential advantages and disadvantages of each strategy.

My strategy:		My strategy:	
Advantages	Disadvantages	Advantages	Disadvantages

FULL PREVIEW
SAMPLE

24 Occupational Wages

Skills Development

- List 5 occupations you are interested in. For each one estimate the average weekly income you would expect an adult to earn in this occupation.

i.	_____
ii.	_____
iii.	_____
iv.	_____
v.	_____

- Find out the average weekly income for your occupation i. Search using: <https://nationalskillscommission.gov.au> Be sure to note the year of the data you find. Find out 5 other average weekly earnings.
- Outline why you think this occupation earns that amount. Is this what you expected?

Occupation	AWE	Explanation
i.		
ii.		
iii.		
iv.		
v.		
vi.		
vii.		
viii.		
ix.		
x.		

Advanced

1. Rank the occupations below in order based on their average weekly income (for a full-time worker). Estimate the average weekly earnings for each.
2. Go online and find out the current average weekly income rates. Make sure you identify when these statistics were from. Re-rank these.
3. How did you go with your rankings? Are there any surprises?

general sales assistant, general clerk, registered nurse, retail manager, aged and disabled carer, accountant, primary school teacher, electrician, commercial cleaner, receptionist

My estimate		Actual	
Occupation	AWE	Occupation	AWE (& for when)
i.			
ii.			
iii.			
iv.		iv.	
v.		v.	
vi.		vi.	
vii.		vii.	
viii.		viii.	
ix.		ix.	
x.		x.	

Applied

How much income do you think you will earn in your lifetime? How will you estimate this?

25 Getting Advice

Skills Development

A financial mentor can really help guide and assist younger and inexperienced people to deal more successfully with money issues. List 5 financial matters a mentor might be able to help you with. e.g. I want to know how much I should pay for my first car.

i.	_____
ii.	_____
iii.	_____
iv.	_____
v.	_____

2. Develop a profile of the type of person who might be a suitable financial mentor for you. Develop questions to guide you to find potential mentor candidates.

age:	gender:
occupation:	training, education:
work history:	experience:
family situation:	likes/dislikes:
differences:	similarities:
other:	other:
questions:	

Advanced

From where else could I source financial advice that is free and from reputable agencies. Consider government portals and 'emergency' financial advice for young people.

Applied

Interview a small business person and find out the following information related to their business; as well as their advice on the following business-related numeracy issues.

Name:	
Business & short description:	
How do you use numeracy skills for planning in your business?	What advice can you give me about this?
How do you use numeracy skills for your day-to-day work-related tasks in your business?	What advice can you give me about this?
How do you use numeracy skills for financial management in your business?	What advice can you give me about this?
How did you learn these numeracy skills for your business?	What advice can you give me about this?
What other numeracy skills are vital for your business?	What advice can you give me about this?
So, is small business for me? Explain.	

26 Shopping Smarter

Skills Development & Advanced

Over the course of the year you have developed some pretty useful numerical skills. Now it's time for you to use these skills to help save some money on your household budget.

Talk to the person responsible for your family's weekly shop. Find out about the following:

- a. Must-buy regular items (staples such as milk and bread, etc.)
 - b. Must-buy irregular items (toiletries, cleaning products, etc.)
 - c. Perishables such as meats, fruit and vegies (and how much of these get used?)
 - d. Preferred-buy brands
 - e. Products that don't need to be brand-specific
 - f. Speciality items (such as seasonal, celebratory and gift items)
 - g. Treats and luxury purchases.
1. Research online and in-store for specials and bargains.
 2. Complete the following tasks.

a. Identify must-buy regular items on special. Offer purchase advice and savings.

**FULL PREVIEW
SAMPLE**

b. Identify must-buy irregular items on special. Offer purchase advice and savings.

c. Identify purchase strategies for perishables.
Offer purchase, usage advice and savings.

d. Identify preferred-buy brands on special. Offer purchase advice and savings.

**FULL PREVIEW
SAMPLE**

e. Identify products that don't need to be brand-specific.
Offer purchase advice for brand substitutions and savings.

26 Shopping Smarter

f. Identify speciality items on special. Give purchase advice and savings.

g. Identify treats and luxury purchases on special.
Offer purchase advice, suggest where sacrifices have been made and savings.

**FULL PREVIEW
SAMPLE**

h. Identify any other information that you have discovered, or shopping tips.
Offer purchase advice and savings.

Applied

So how well did you do? Use this table to outline and summarise your savings measures.

1. Include each item, its original price and the new price. Calculate money saved.
2. Briefly explain other information in the final column such as brand switches, bulk buys, and other advice, etc..
3. Calculate total savings. Now, present your information to a suitable audience. Will you continue to do this every week to help your household save money?

Item	Original price	New price	Money saved	Other information
Totals:				

**FULL PREVIEW
SAMPLE**

Reflection and Review

Complete this journal to reflect on your development of Numeracy Skills.

Journal of: _____ Date: _____

⇒ What did I most enjoy during this year as part of my Numeracy studies?

⇒ What major numeracy skills and tools did I develop and apply?

⇒ How did I use and apply what I learned for my personal and social activities?

FULL PREVIEW
SAMPLE

⇒ How did I use and apply what I learned in my work-related activities?

⇒ What might be the most important things for me to focus on next, and why?

⇒ What other information can I share and/or how would I summarise my experiences?

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