**Graphical user interface

Description automatically generated**

# **Full Course Outline and Design of Sorted in Schools Achievement Standards modules**

# Nau mai haere mai!

Welcome to the Sorted in Schools - Te whai hua - kia ora! Achievement Standard modules.

About Sorted in Schools - Te whai hua - kia ora!

Sorted in Schools is a government-funded financial capability programme fully aligned to the New Zealand Curriculum. Free to use, Sorted in Schools helps young New Zealanders develop their money skills.

Why financial capability matters

Being good with money is an essential life skill. Financial capability means being equipped with the knowledge, skills and confidence to make good financial decisions at each life stage, and attain goals with choices. Research shows that 16-24 year olds are, however, vulnerable to falling into debt that can hold them back. In addition, over 80% of school leavers told us they wished they had learned more about money at school. We’re changing that! Our teaching and learning packages equip students with know-how to start their financial journey on the right foot. The earlier people become good with money, the better they will fare throughout their lives.

Rationale behind the Achievement Standard modules

The Achievement Standard modules complement the existing resources provided by Sorted in Schools to provide a full suite of resources available free to all secondary school students (years 9-13):

Primary/Intermediate activities

Year 9/10 resources

Unit Standards modules

Achievement Standard modules.

The achievement standard modules include assessment materials and have been chosen to enable students to obtain the 10 numeracy credits needed for university entrance.

Contexts for learning

The NCEA Level One module is based on the context for learning of a student starting work who has to explore money matters such as understanding her payslip, taxation, KiwiSaver, and budgeting. Numeric reasoning is explored through these contexts.

Each NCEA Level Two module is supported by contexts for learning that explore the societal issues surrounding inequality and the climate crisis. Scenarios set the scene for learning and are designed to challenge assumptions, beliefs and thinking.

All modules feature ‘Sorted Themes’ that students will become familiar with as they develop their financial capability.

The materials will stimulate discussion and critical thinking so that students can readily place the learning content into context, while keeping the assessment requirements in clear sight.

Achievement Standards modules matrix

The table below provides an overview of the achievement standards supported by the modules. The table includes references to the Sorted Themes and key learning contexts that underpin each module along with a synopsis of the topics covered.

Level One Module

|  |  |  |  |
| --- | --- | --- | --- |
| **Module name** | **Achievement standard** | **Sorted Themes** | **Key learning contexts** |
| **Money Matters** | [AS91026 Apply numeric reasoning to solving problems](https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91026)  4 credits | KiwiSaver  Debt  Goals  Managing my Money | Starting work |
| **Topics**  **Understanding your payslip**  Common elements of payslips, using rates of pay to calculate earnings, overtime, deductions from pay, calculating income tax.  **Buying goods and services**  Goods and Services Tax (GST), GST calculations, using ratios to divide amounts.  **Borrowing money**  Credit and debt, hire purchase, calculating percentage change, student loans, order of operations (BEMA).  **Financial goals**  Savings accounts, term deposits, compound interest, KiwiSaver.  **Tools that support financial decisions**  Budgets, SMART goals, applying number knowledge to adjust a budget. | | | |

Level Two Modules

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module name** | **Achievement standard** | | | **Sorted Themes** | | | **Key learning contexts** | | | |
| **Statistical Inference** | [**AS91264 Use statistical methods to make an inference**](https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91264)  4 credits | | | KiwiSaver  Retirement  Managing my Money | | | Inequality, especially the gender pay gap | | | |
| **Topics**  **Establishing a purpose and an investigative question**  Identifying a problem to investigate, defining the population, sub-groups, variables, and measure of interest, developing an investigative question.  **Selecting a sample**  Representativeness and lack of bias, advantages and disadvantages of different types of samples (simple random, stratified, systematic).  **Displaying data and calculating statistics**  How to interpret a box plot, how to use NZGrapher to create a box plot, how to select a sample using NZGrapher.  **Comparing box plots and summary statistics**  Using PEEL to make mathematical statements, comparing box plots by referring to their central tendency, symmetry, spread, overlap, and unusual features, knowing how to remove outliers.  **Confidence intervals**  Why samples vary, why confidence intervals are more useful than point estimates, how to construct a confidence interval, how to interpret a confidence interval, how to draw a conclusion.  **Writing your report**  How to use the PPDAC statistical inquiry cycle to structure your report. | | | | | | | | | | |
| **Module name** | | **Achievement standard** | | | **Sorted Themes** | | | **Key learning contexts** | | | |
| **Statistical Reports** | | [**AS91266 Evaluate a statistically based report**](https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91266)  2 credits | | | KiwiSaver  Retirement  Investing | | | Ethical investments | | | |
| **Topics**  **Introduction to statistical reports and the contexts for this module**  What a statistical report is, the statistical enquiry cycle, background information on KiwiSaver and Mindful Money  **Identifying the purpose and the population of interest**  How to identify the purpose, target and sample populations.  **Population measures and variables**  Types of data (qualitative and quantitative), Likert scales.  **Sampling methods and statistical errors**  Sampling methods (simple random, stratified, quota, volunteer), sampling error, non-sampling errors, weighting.  **Survey methods**  Postal questionnaires, telephone surveys, online surveys.  **Commenting on the findings of a report and structuring your own report**  Making links between the findings of the report and its purpose, evaluating the findings, using the PPDAC statistical enquiry process to structure your report. | | | | | | | | | | | |
| **Module name** | | | **Achievement standard** | | | **Sorted Themes** | | | **Key learning contexts** | | | |
| **Economic data, issues, and analysis** | | | [AS91226 Analyse statistical data relating to contemporary economic issues](https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91226)  4 credits | | | Savings  KiwiSaver  Retirement | | | Interrelationships between inequality, climate change, and the New Zealand economy | | | |
| **Topics**  **Processing and presenting statistical data**  Understanding how to process and present statistical data to show trends, including calculating summations, means (averages), percentages and percentage changes, and extrapolating data to make predictions.  **Explaining trends in statistical data**  Understanding how to provide detailed explanations of relationships in statistical data using economic concepts and/or models.  **Explaining the inter-relationships between climate change and inequality**  Understanding how to provide detailed explanations of inter-relationships between statistical data using economic concepts and/or models.  **Making a justified forecast**  Understanding how to provide a justified forecast for one contemporary economic issue by using extrapolated statistical data. | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Module name** | **Achievement standard** | **Sorted Themes** | **Key learning contexts** |
| **Questionnaire Design** | [AS91263 Design a questionnaire](https://www.nzqa.govt.nz/ncea/assessment/view-detailed.do?standardNumber=91263)  3 credits | Savings  KiwiSaver  Investing | Financial identity  Māori identity and financial attitudes |
| **Topics**  **The purpose and audience of questionnaires**  Why questionnaires are a useful tool for gathering data, surveys and the PPDAC statistical enquiry cycle, defining the purpose and audience of a questionnaire.  **Defining the target and sample populations**  Defining the target population, census versus sample, sample population, sampling frames, and statistical errors (sampling and non-sampling).  **Ethical considerations when creating a questionnaire**  Meeting ethical standards when designing a questionnaire, transparency, privacy, inclusion, and informed consent.  **Question types**  Closed question types including multiple choice, rating scales, and Likert scales; open question types including word association, and sentence completion.  **The importance of good question design**  Linking questions to the purpose, using simple language, and formatting tips.  **Structuring your questionnaire**  Components of a questionnaire including: title, introduction, instructions, order, formatting, feedback, and saying thanks.  **Doing a desk review**  Checking the wording, format, and questions of your draft questionnaire.  **Doing a pilot survey**  The purpose of pilot surveys, and approaches to getting feedback.  **Reflecting on the process**  How to evaluate your questionnaire design and process. | | | |