

Te whai hua - kia ora!

**sorted**  
*in Schools*



# Course Outline

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

LEVEL

2

ACHIEVEMENT STANDARDS

91226  
91263  
91264  
91266

# 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

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 Two Modules

Module name	Achievement standard	Sorted Themes	Key learning contexts
<b>Statistical Inference</b>	<u><b>AS91264</b></u> <u><b>Use statistical methods to make an inference</b></u>  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
<b>Statistical Reports</b>	<u><b>AS91266</b></u> <u><b>Evaluate a statistically based report</b></u>  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
<b>Economic data, issues, and analysis</b>	<u><b>AS91226 Analyse statistical data relating to contemporary economic issues</b></u>  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

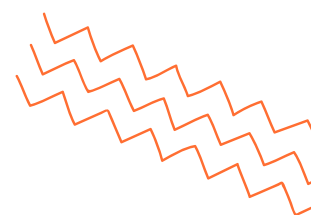
Understanding how to provide detailed explanations of relationships in statistical data using economic concepts and/or models.

### 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
<b>Questionnaire Design</b>	<u><b>AS91263 Design a questionnaire</b></u> 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.