

Te whai hua - kia ora!

**sorted**  
*in Schools*



# Teacher Guide

Sorted in Schools Financial  
Capability modules

## **SORTED THEMES**

Retirement, Investing, Saving, KiwiSaver, Debt,  
Managing my money, Goals, Insurance

LEVEL

**3**

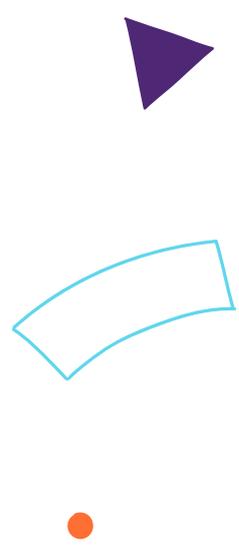
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## **Unit Standards:**

28098, 28099,  
28100, 28103, 28104

17 Credits Total

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# Nau mai haere mai!

## Welcome to the Sorted in Schools Financial Capability teacher guide.

### NCEA Level 3

The Sorted in Schools Financial Capability modules are designed to support students who are working towards a range of NCEA Level 3 Financial Capability unit standards. Each of these unit standards provides opportunities for students to be awarded Merit and Excellence grades, along with Achievement grades.

## Overview of the Financial Capability modules

### Each module provides students with:

- the content, knowledge and skills they need to complete each standard, including for achievement at Merit or Excellence level
- links to additional sources of information, including guides on the Sorted.org website and online articles that relate to contemporary issues
- activities that they can use to build and apply their knowledge and understanding
- tips on what to expect in the assessment
- an assessment task that they can complete to demonstrate their understanding.

Where appropriate, suggestions about ways that students can make connections with Level 1 and 2 Achievement Standards across a range of curriculum areas including Economics, Business Studies, Mathematics and English have been included.

The table below provides an overview of the unit standards supported by the modules. The table has been organised to indicate relationships between Level 1 and Level 2 unit standards and includes references to the Sorted themes that underpin each module. Additional information on each module has been provided below.



Level 1	Level 2	Level 3
<p><b>Module title:</b> Ages and Stages</p> <p><b>US 28087 Demonstrate knowledge of the effect of life stages on personal income</b></p> <p><b>Version: 4 Credits: 3</b></p> <p><b>Sorted themes:</b> Retirement, Saving, KiwiSaver, Investing</p>	<p><b>Module title:</b> Riding Life's Waves</p> <p><b>US 28092 Explain the effect of significant life events on personal income at different life stages</b></p> <p><b>Version: 4 Credits: 3</b></p> <p><b>Sorted themes:</b> Retirement, Saving, KiwiSaver, Goals, Managing my money, Insurance</p>	<p><b>Module title:</b> Personal Income</p> <p><b>US 28098 Evaluate options to increase personal income</b></p> <p><b>Version: 4 Credits: 3</b></p> <p><b>Sorted themes:</b> Saving, Goals, Managing my money</p>
<p><b>Module title:</b> Credit and Debt</p> <p><b>US 28088 Describe credit and debt and their impacts on personal finances</b></p> <p><b>Version: 3 Credits: 3</b></p> <p><b>Sorted themes:</b> Debt, Managing my money</p>	<p><b>Module title:</b> Funding Study</p> <p><b>US 28093 Describe tertiary study funding options and potential financial consequences for future choices and responsibilities</b></p> <p><b>Version: 4 Credits: 3</b></p> <p><b>Sorted themes:</b> Debt, Investing, Goals</p>	<p><b>Assessment materials only</b></p> <p><b>US 28099 Evaluate credit options and select debt management strategies to manage personal finances</b></p> <p><b>Version: 3 Credits: 3</b></p> <p><b>Sorted themes:</b> Debt, Investing, Goals</p>



<p><b>Module title:</b> Goal Getters</p> <p><b>US 28089 Demonstrate knowledge of personal financial goal setting</b></p> <p><b>Version:</b> 4 <b>Credits:</b> 3</p> <p><b>Sorted themes:</b> Goals, Saving, Managing my money</p>	<p><b>Module title:</b> Budgeting and Goal Setting</p> <p><b>US 28094 Produce a household budget, set a financial goal and review and adjust to achieve the goal</b></p> <p><b>Version:</b> 4 <b>Credit:</b> 3</p> <p><b>Sorted themes:</b> Retirement, Saving, Goals, Managing my money</p>	<p><b>Assessment materials only</b></p> <p><b>US 28100 Develop a plan to show how a budget contributes to achieving a long-term personal financial goal</b></p> <p><b>Version:</b> 4 <b>Credits:</b> 4</p> <p><b>Sorted themes:</b> Goals, Saving, Managing my money</p>
<p><b>Module title:</b> Future Focus</p> <p><b>US 28090 Demonstrate knowledge of selected personal financial saving and investment options that provide financial benefits</b></p> <p><b>Version:</b> 4 <b>Credits:</b> 3</p> <p><b>Sorted themes:</b> Saving, Investment, KiwiSaver</p>	<p><b>Module title:</b> Investment Options</p> <p><b>US 28095 Explain personal financial savings and investment options</b></p> <p><b>Version:</b> 4 <b>Credits:</b> 3</p> <p><b>Sorted themes:</b> Saving, Investing, KiwiSaver</p>	<p><b>Assessment materials only</b></p> <p><b>US 28103 Analyse and select personal financing options for purchasing a property</b></p> <p><b>Version:</b> 3 <b>Credits:</b> 4</p> <p><b>Sorted themes:</b> Saving, Investing, KiwiSaver</p>
	<p><b>Module title:</b> Keeping Ourselves Covered</p> <p><b>US 28096 Explain insurance products as financial risk management strategies for personal finances</b></p> <p><b>Version:</b> 4 <b>Credits:</b> 3</p> <p><b>Sorted themes:</b> Insurance</p>	<p><b>Module title:</b> Impacts on My Finances</p> <p><b>US 28104 Analyse external risk factors and select strategies to manage their impact on personal finances</b></p> <p><b>Version:</b> 3 <b>Credits:</b> 3</p> <p><b>Sorted themes:</b> Goals, Managing my money</p>

In addition, the Financial Capability domain of the NZQA website provides links to all Level 1, 2, and 3 Financial Capability assessment standards.

## Assessing the unit standards

Each module includes an assessment task that can be used to assess students' progress in relation to the standard. These tasks are open book and, with teacher oversight, students may be able to complete parts of the assessment as they work through the module. The assessment tasks and schedules are based on the assessor support materials on the NZQA website.

Most assessment tasks use a scenario-based approach. In some instances, students are encouraged to use their own goals as the context of the assessment so that they can make connections with their own life and aspirations. If students choose to take this approach, the scenarios they develop need to be of sufficient depth for the student to demonstrate understanding at an Excellence level; however, the student should not be assessed on the quality of scenario itself, as this is not what is being assessed. Student confidentiality should be protected at all times and, in all cases, there is no requirement for students to use their own goals as the context; alternative assessment options are always provided.

The assessment tasks can be downloaded as PDFs or Word documents for use as written assessments; however, teachers and students may prefer to collect digital evidence such as a recorded interview or portfolio.

The assessment schedules provide indicative responses at Achieved, Merit, and Excellence level, and teacher judgment is required for awarding of grades. For more information and support on how to assess Financial Capability unit standards, see [assessment support for Financial Capability standards](#) on the NZQA website.

Teachers will need to evaluate authenticity because students may have access to assessment schedules or to student exemplar material. If so, teachers should modify the tasks by creating new scenarios. In some instances, students have been told in the module that the examples provided cannot be used as part of their assessment response.



## Teacher notes for each module/assessment material

The next section provides a brief overview of each module/assessment material, along with teacher notes specific to its content or approach. Those notes include:

- a brief summary of what the module/assessment material is about
- information on the evidence requirements for Achievement, Merit, and Excellence
- potential links to other Unit or Achievement standards
- key conceptual understandings that the module supports students to develop
- clarification around key terms and approaches used in the module/assessment material
- assessment information, including a link to the NZQA financial capability assessor guidelines.



## Personal Income

### US 28098 Evaluate options to increase personal income

#### Level 3

**Credits:** 3

**Sorted themes:** Retirement, Saving, KiwiSaver, Goals, Managing my money, Insurance

This module provides an opportunity for students to develop their understanding of ways to increase their personal income.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>You need to:</p> <ul style="list-style-type: none"><li>evaluate the positive and negative financial impacts of different options to increase personal income</li></ul> <p>Range options may include:</p> <ul style="list-style-type: none"><li>pay increase</li><li>secondary income</li><li>boarders</li><li>unearned income;</li></ul> <p>evidence of three options is required;</p> <ul style="list-style-type: none"><li>evaluate the impacts including:</li></ul>	<p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"><li>compare the options by providing examples of impacts on personal income.</li></ul>	<p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"><li>include a comparison of options by providing a justification for the recommended option.</li></ul>

- o lifestyle
- o income tax
- o income tax rates for individuals
- o government financial support
- o childcare costs
- o child support

evidence of one positive and one negative financial impact for the three options selected.

- make a comparison of the options, and recommend the most beneficial option.



## Assessment information

The assessment comprises one task from a case study.

Students need to identify three options to increase personal income and then evaluate these options by describing positive and negative financial impacts. For the Merit and Excellence requirements, students need to compare two of the options and justify why they have recommended one option.

## Potential links to NCEA Level 2 Achievement Standards

Students may be able to use their knowledge, content, and modified work in this module and assessment task as evidence towards the following Achievement Standards:

- **US 28092** Explain the effect of significant life events on personal income at different life stages
- **AS 90846** Conduct market research for a new or existing product
- **AS 91228** Analyse a contemporary economic issue of special interest using economic concepts and models
- **AS 91268** Investigate a situation involving elements of chance using a simulation
- **AS 91101** Produce a selection of crafted and controlled writing
- **AS 91102** Construct and deliver a crafted and controlled oral text
- **AS 91103** Create a crafted and controlled visual and verbal text.





Assessment materials only

US 28099 Evaluate credit options and select debt management strategies to manage personal finances

Level 3

Credits: 3

Sorted themes: Debt, Investing, Goals

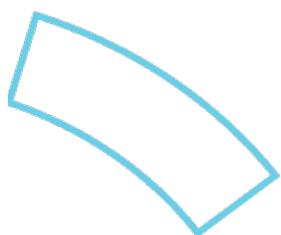
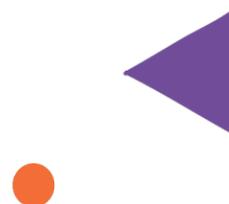
This resource provides an opportunity for students to evaluate credit options and develop their understanding to select debt management strategies.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>You need to:</p> <ul style="list-style-type: none"> <li>• evaluate features of two credit options including credit card AND one of:               <ul style="list-style-type: none"> <li>o personal loan</li> <li>o mortgage</li> <li>o revolving credit</li> <li>o student loan</li> <li>o buy now pay later options</li> </ul> </li> </ul> <p>Features include:</p> <ul style="list-style-type: none"> <li>o total cost of credit versus cash price</li> <li>o length of time</li> <li>o potential consequences of using credit</li> </ul>	<p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"> <li>• explain the credit options and selected debt management strategies used to manage personal finances.</li> </ul>	<p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"> <li>• justify the selection of the debt management strategies with supporting examples to show how they can be used to manage personal finances.</li> </ul>





- select and describe three debt management strategies including:
  - assessing advice and assistance
  - communication with creditors
  - interest rate considerations
  - debt consideration
  - adjustments to lifestyle
  - use of hardship provisions
  - sale of non-essential items.





## Assessment information

The assessment comprises two tasks.

Students need to evaluate the features of different types of credit in Task One including the advantages and disadvantages. This must include a Credit Card and one of Personal Loan, Mortgage, Revolving Credit, Student Loan, or Buy Now Pay later.

Task Two involves the student looking at three case studies where they select and describe a different debt management strategy for each case study. Debt management strategies can be; accessing advice and assistance, communication with creditors, interest rate considerations, debt consolidation, adjustments to lifestyle, use of hardship provisions, sale of non-essential items. For an excellence grade, the student will be required to justify with examples how the debt management strategy will assist the case study with their personal finances.

## Potential links to NCEA Level 2 Achievement Standards

Students may be able to use their knowledge, content, and modified work in this module and assessment task as evidence towards the following Achievement Standards:

- **AS 90846** Conduct market research for a new or existing product
- **AS 91228** Analyse how government policies and contemporary economic issues interact
- **AS 91268** Investigate a situation involving elements of chance using a simulation
- **AS 91101** Produce a selection of crafted and controlled writing
- **AS 91102** Construct and deliver a crafted and controlled oral text
- **AS 91103** Create a crafted and controlled visual and verbal text.



## Assessment materials only

### US 28100 Develop a plan to show how a budget contributes to achieving a long term personal financial goal

#### Level 3

**Credits:** 4

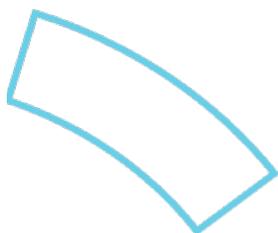
**Sorted themes:** Goals, Saving, Managing my money

This resource provides an opportunity for students to set a goal and develop a budget to achieve the goal while identifying factors that may affect the achievement of the goal.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>You need to:</p> <ul style="list-style-type: none"> <li>• set a long-term personal financial goal and describe the elements that contribute to achieving the goal</li> </ul> <p>Range of elements include:</p> <ul style="list-style-type: none"> <li>o goal definition</li> <li>o information gathering</li> <li>o process to monitor and review</li> <li>o budgeting or investment advice.</li> </ul> <ul style="list-style-type: none"> <li>• develop a budget to achieve the goal</li> </ul>	<p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"> <li>• explain how the budget contributes to achieving the long-term personal financial goal.</li> </ul>	<p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"> <li>• include a justification to show how the budget contributes to achieving the long-term personal financial goal.</li> </ul>
<p><b>Sorted in Schools Teacher Guide</b>   Financial Capability Modules   <b>Level Three</b> <span style="float: right;"><b>14</b></span></p>		



<p>Range of budget include:</p> <ul style="list-style-type: none"><li>o expenses</li><li>o savings</li><li>o and a surplus or deficit identified.</li></ul> <p>income may include:</p> <ul style="list-style-type: none"><li>o wages</li><li>o salary</li><li>o government financial support</li><li>o other income.</li></ul> <ul style="list-style-type: none"><li>• develop a plan to achieve the goal based on a budget</li><li>• identify factors that may affect the achievement of a long-term personal financial goal based on a budget.</li></ul> <p>Factors may be external or internal to the individual.</p>		
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## Assessment information

The assessment has one task based on a case study. Students need to complete the following for the case study given:

- set a long-term personal financial goal
- describe the elements that contribute to achieving the goal
- develop a budget to achieve the goal
- develop a plan to achieve the goal based on the budget
- identify factors that may affect the achievement of the long-term personal financial goal based on the budget
- explain how the budget contributes to achieving the long-term personal financial goal
- justify how the budget contributes to achieving the long-term personal financial goal

### Potential links to NCEA Level 2 Achievement Standards

Students may be able to use their knowledge, content, and modified work in this module and assessment task as evidence towards the following Achievement Standards:

- **AS 90846:** Conduct market research for a new or existing product

- **AS91268:** Investigate a situation involving elements of chance using a simulation
- **AS 91101** Produce a selection of crafted and controlled writing
- **AS 91102** Construct and deliver a crafted and controlled oral text
- **AS 91103** Create a crafted and controlled visual and verbal text.



## Assessment materials only

### US 28103 Analyse and select personal financing options for purchasing a property

**Level 3**

**Credits:** 4

**Sorted themes:** Saving, Investing, KiwiSaver

This resource provides an opportunity for students to research a property to purchase and select financing options.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>You need to:</p> <ul style="list-style-type: none"><li>analyse and select options for financing and purchasing a property in relation to personal financial circumstances.</li></ul>	<p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"><li>explain the selection of property financing and purchasing options in relation to personal financial circumstances.</li></ul>	<p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"><li>include justification for the selection of property financing and purchasing options in relation to personal financial circumstances.</li></ul>



## Assessment information

The assessment has been created for the maori medium education and has two research tasks based on a case study.

Task One requires the student to research by defining and describing advantages and disadvantages for:

- two financing options
- two mortgage providers
- three home loan deposit options
- two home loan interest rates
- three other related purchase costs
- mortgage protection insurance

Task Two requires the student to further research the financing options and then select an appropriate option for purchasing a property for the case study.

## Potential links to NCEA Level 2 Achievement Standards

Students may be able to use their knowledge, content, and modified work in this module and assessment task as evidence towards the following Achievement Standards:

- **AS 90846** Conduct market research for a new or existing product
- **AS 91228** Analyse a contemporary economic issue of special interest using economic concepts and models
- **AS 91268** Investigate a situation involving elements of chance using a simulation
- **AS 91101** Produce a selection of crafted and controlled writing
- **AS 91102** Construct and deliver a crafted and controlled oral text
- **AS 91103** Create a crafted and controlled visual and verbal text.





## Impacts on My Finances

### US 28104 Analyse external risk factors and select strategies to manage their impact on personal finances

**Level 3**

**Credits:** 3

**Sorted themes:** Goals, Managing my money

This module provides an opportunity for students to analyse external risk factors and manage their impact on personal finances.

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>You need to:</p> <ul style="list-style-type: none"> <li>analyse three different external factors – one global, one national and one regional factors – that impact on personal finances</li> <li>select strategies to manage the impact of external risk factors on personal finances – three different strategies – one global, one national and one regional factor.</li> </ul> 	<p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"> <li>explain the selected strategies to manage the impact on personal finances.</li> </ul> 	<p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"> <li>justify the same strategies used at Merit to manage the impact of external risk factors on personal finances.</li> </ul> 

## Assessment information

The assessment has been created for the maori medium education and has three questions covering the three external risk factors based on a case study.

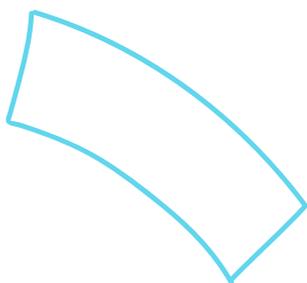
For each risk factor, the student is required to describe the factor, and explain the impact of this factor on the case study's personal finances. The student then must select a strategy to manage the impact on the case study's personal finances.

NZQA provides additional assessment support for **Financial Capability standards** in the form of assessor and student guidelines, including an alternative assessment task and schedule for each unit standard.

## Potential links to NCEA Level 2 Achievement Standards

Students may be able to use their knowledge, content, and modified work in this module and assessment task as evidence towards the following Achievement Standards:

- **AS 90846** Conduct market research for a new or existing product
- **AS 91268** Investigate a situation involving elements of chance using a simulation
- **AS 91101** Produce a selection of crafted and controlled writing
- **AS 91102** Construct and deliver a crafted and controlled oral text
- **AS 91103** Create a crafted and controlled visual and verbal text.



For more help, visit  
[sortedinschools.org.nz](http://sortedinschools.org.nz)

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