

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

2

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## **Unit Standards:**

28092, 28093,  
28094, 28095, 28096

15 Credits Total

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# Nau mai haere mai!

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

### NCEA Level 2

The Sorted in Schools Financial Capability modules are designed to support students who are working towards a range of NCEA Level 2 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

- a video highlighting at least one aspect of financial capability
- 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 2

**Module title:** Riding Life's Waves

**US 28092 Explain the effect of significant life events on personal income at different life stages**

**Version: 4 Credits: 3**

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

**Module title:** Funding Study

**US 28093 Describe tertiary funding study options and potential financial consequences for future choices and responsibilities**

**Version: 4 Credits: 3**

**Sorted themes:** Debt, Investing, Goals

**Module title:** Budgeting and Goal Settings

**US 28094 Produce a household budget, set a financial goal and review and adjust the budget to achieve a goal**

**Version: 4 Credits: 3**

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

**Module title:** Investment Options

**US 28095 Explain personal financial savings and investment options**

**Version: 4 Credits: 3**

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

**Module title:** Keeping Ourselves Covered

**US 28096 Explain insurance products as risk management strategies for personal finances**

**Version: 4 Credits: 3**

**Sorted themes:** Insurance

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

The following section provides a brief overview of each module.



## Riding Life's Waves

### US 28092 Explain the effect of significant life events on personal income at different life stages

#### Level 2

**Credits:** 3

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

This module supports students to develop their understanding of the effects significant life events can have on income at different life stages, including ways to minimise or maximise these effects.

| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit  | Evidence/Judgements for Achievement with Excellence   |
|--|---|---|
| <p>For the life stages (post-secondary, family and career building, retirement), you need to:</p> <ul style="list-style-type: none"><li>• explain the reasons why personal income may change for each life stage. life stages may include - post-secondary, family and career building, retirement.</li><li>• explain a significant life event for each life stage in terms of its effect on personal income and a potential solution to minimise or maximise the effect. is required.</li></ul> | <p>As well as meeting the requirements for Achievement, for each of the three life stages, you need to:</p> <ul style="list-style-type: none"><li>• explain with examples of how the consequences of significant life events on personal income at different life stages can have positive or negative effects.</li></ul> | <p>As well as meeting the requirements for Merit, for each of the three life stages, you need to:</p> <ul style="list-style-type: none"><li>• explain with justification of the suitability of potential solutions to minimise or maximise the effect of significant life events on personal income at different life stages.</li></ul> |

|   |  |  |
|---|--|--|
| Evidence of one significant life event for three life stages is required. |  |  |
|---|--|--|

The three life-stages explored in the module are:

- Post-secondary education
- Family and career building
- Retirement.

It's important for students to understand that these terms are used flexibly. For example, a person in the family and career building stage might be studying or starting a new business endeavour or career path. Generally, the post-secondary education stage represents people in their late teens/early twenties, the family and career building stage represents people in their thirties and forties, and the retirement stage is anyone over 65.

These are the same life-stages that are explored in the Level 1 Ages and Stages module (**US 28087 Demonstrate knowledge of the effect of life stages on personal income**). At Level 1, the focus is on general factors specific to different life-stages that impact on personal financial income, such as lower rates of pay when you're at school, changing living arrangements when you're in the mid-career stage and stopping work when you retire.

At Level 2, the emphasis is on specific events and the reasons why impacts on personal financial income, for example going flatting, studying, starting work, travel, employment interruption or change, relationship change, infringements, redundancy, raising a family, buying a home, changing roles within the family, serious accident and/or illness, losing your partner, living in retirement, financial windfalls and natural disasters and pandemics. (These examples are all from the NZQA assessment standard.)

A key area of focus for the Investment Options module is knowing where to source useful financial information and advice related to significant life events.

Useful links and resources suggested in the module include:

- **Guides on the Sorted.org website**. Students can browse for these by "life event". For example, this Sorted.org guide suggests ways to create income when you are retired.

- The booklets in the [Student Activities section of the Sorted in Schools website](#), which provide information on retirement, KiwiSaver and investing.
- This [2023 Victoria University Financial Survival guide](#) provides lots of practical advice about ways to manage your money when you are studying so that you don't accumulate too much debt. Students can find similar guides on most other university, wānanga, and polytechnic websites.
- The [Accident Compensation Corporation \(ACC\) website](#) for information on what happens when you can't work as a result of an accident

## Assessment information

In the assessment task, students are presented with information about three characters (one for each life-stage), including reference to a significant life event. For each character, students need to:

- identify potential sources of personal income
- factors that might affect their sources of income at their life stage
- two potential consequences of these factors, including ways that these consequences might impact on the character's financial situation
- ways that the significant life event

mentioned in the scenario might impact on the person's sources of income.

To be awarded an Excellence grade, students need to justify the solutions they have suggested.

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 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.





## Funding Study

### US 28093 Describe tertiary study funding options and the potential financial consequences for future choices and responsibilities

#### Level 2

**Credits:** 3

**Sorted themes:** Debt, Investing, Goals

This module supports students to develop their understanding of the financial responsibilities and consequences that come with tertiary funding options, including the ways that these can impact on their future choices.

| 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>describe funding options for tertiary study in terms of their key factors. Range of key factors include - criteria for eligibility, components of tertiary study costs, advantages</li><li>describe potential financial consequences of the funding options in terms of an individual's responsibilities and future choices. Range includes - one short and one long term consequence for two responsibilities and two future choices.</li></ul> | <p>As well as meeting the requirements for Achievement, in your comparison of the two study funding options, you must:</p> <ul style="list-style-type: none"><li>compare tertiary study funding options and the potential financial consequences and implications for future choices and responsibilities.</li></ul> | <p>As well as meeting the requirements for Merit, in your comparison of the two study funding options, you must:</p> <ul style="list-style-type: none"><li>include justification of their suitability and the potential financial consequences and implications for future choices and responsibilities.</li></ul> |



This is a particularly useful module for students planning to study or do training once they leave school. The module explores student loans, apprenticeships, personal loans, family/whanau/iwi and working while studying as options for funding study. However, if students already have a clear idea of what they want to do, they should talk with a careers advisor to identify study-funding options specific to their intended pathway, or individual circumstances, and focus on these instead. Note that using students loan as one of the study funding options is a requirement of the standard.

As this is a Level 2 module, there is greater emphasis on students locating information for the assessment from external sources. This teaches them how to navigate the large number of resources available, will expose them to useful sources of information and gives them the opportunity to tailor the module to their goals and aspirations.

### Assessment information

In the assessment task, students are encouraged to write about study funding options that relate to their own future course of study. However, if they would prefer not to write about their own situation, they can create a fictional character to write about instead.

The students need to compare and contrast two study funding options by looking at criteria for eligibility and components of the study costs.

One of these must be student loans. For the Merit and Excellence criteria, students must describe short and long term financial consequences and implications of these consequences in terms of future choices.

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 91227** Analyse how government policies and contemporary economic issues interact
- **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.

## Budgeting and goal settings

### US 28094 Explain personal financial savings and investment options

#### Level 2

**Credits:** 3

**Sorted themes:** Saving, Investing, KiwiSaver, Managing my money

This module supports students to develop their ability to produce a budget by setting a goal and adjusting the budget to achieve 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 financial goal</li> <li>• produce a household budget<br/>Range of a household budget includes: <ul style="list-style-type: none"> <li>o income - take home pay, other income;</li> <li>o expenses - fixed or regular, variable or irregular; needs, wants, savings surplus, deficit.</li> </ul> </li> <li>• review the household budget and adjust to achieve the financial goal.<br/>Range of review includes:</li> </ul> | <p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"> <li>• explain the adjustments needed to achieve the financial goal.</li> </ul> | <p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"> <li>• justify the adjustments needed to achieve the financial goal.</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>o comparing budget with actual income and expenses</li> <li>o inclusion of an emergency fund for unexpected expenses;</li> </ul> <p>evidence of two changes to the household budget is required.</p> <ul style="list-style-type: none"> <li>• explain the frequency of review and adjustments to the budget in terms of how they meet the financial goal.</li> </ul> |  |  |
|---|--|--|

This module builds on the Level 1 unit standard: US 28089 Demonstrate knowledge of personal financial goal setting.

If students have not already completed the Level 1 Goal Getters module, teachers could recommend that they read it before starting this Level 2 budgets module. Students who have completed US28089 may also benefit from revising the Level 1 content before beginning this module.

The assessment standard requires students to produce a household budget after setting a financial goal. The budget is then reviewed and adjusted twice to achieve the financial goal.

- The budget is to have income and expenses
- The review of the budget is to include comparing budget with actual and the inclusion of an emergency fund



## Assessment information

In the assessment task, students are presented with one scenario. They need to review the information provided, using it as the basis for describing a financial goal and preparing the budget. In the assessment task part two, circumstances change for the scenario and the household budget needs to be adjusted to still reflect the achievement of the financial goal.

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



## Investment Options

### US 28095 Explain personal financial savings and investment options

#### Level 2

**Credits:** 3

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

This module supports students to develop their ability to explain personal financial savings and investment options and to understand which investment options are a good match for different investor types.

| Evidence/Judgements for Achievement   | Evidence/Judgements for Achievement with Merit  | Evidence/Judgements for Achievement with Excellence  |
|---|---|--|
| <p>For each of KiwiSaver and two other financial savings and investment options, you need to:</p> <ul style="list-style-type: none"><li>• explain personal savings and investment options in terms of their features. Investment options may include but are not limited to:<ul style="list-style-type: none"><li>o savings accounts,</li><li>o term deposits,</li><li>o bonds,</li><li>o shares,</li><li>o property,</li><li>o KiwiSaver,</li><li>o commodities,</li><li>o currency,</li></ul></li></ul> | <p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"><li>• describe the suitability of the options.</li></ul> | <p>As well as meeting the requirements for Merit, you need to:</p> <ul style="list-style-type: none"><li>• justify the suitability of the options.</li></ul> |

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|--|--|--|
| <ul style="list-style-type: none"> <li>o derivatives,</li> <li>o other alternatives,</li> <li>o business ownership.</li> </ul> <p>Features include –<br/>cost and/or fee(s),<br/>length of time,<br/>deposit or initial<br/>outlay, contribution<br/>options, risk, reward</p> |  |  |
|--|--|--|

This module builds on the Level 1 unit standard: US 28090 Demonstrate knowledge of selected personal financial saving and investment options that provide financial benefits.

If students have not already completed the Level 1 Future Focus module, teachers could recommend that they read it before starting this Level 2 investment module. Students who have completed US28090 may also benefit from revising the Level 1 content before beginning this module.

The assessment standard requires students to explain investment options in terms of their cost and/or fees, deposit or initial outlay, contribution options, risk, reward, and length of time. The module makes the following distinction between returns and rewards:

- a return is the amount that your money grows (or not). A return can be positive or negative.
- a reward is any positive aspect of the investment option, for example, a reward of KiwiSaver is that you may be able to withdraw your KiwiSaver funds to help purchase your first home.

A key conceptual understanding for students to develop through the module is the relationship between risk and reward. (The higher the potential reward, the higher the risk and vice versa.) If an investment sounds too good to be true, it probably is.

## Assessment information

In the assessment task, students are presented with one scenario. They need to analyse the information provided, using it as the basis for recommending two investment options for the character in the scenario, one must be KiwiSaver. In their analysis, they need to compare and contrast:

- the costs and/or fees involved in the investments
- the timeframe of the investment
- the deposit or initial outlay, for example, how much money the character would need to invest
- contribution options, for example, the amount and frequency
- risks of investing
- rewards of investing.

To meet the requirements of the assessment for this standard, students need to analyse two personal financial investment options: KiwiSaver and one other option. Alternative options include: savings accounts, shares, bonds, term deposits, commodities, currency, derivatives, other alternatives, business ownership and property.

Students need to make connections between their suggested investment options and the character's investor profile.

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 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.



## Keeping Ourselves Covered

### US 28096 Explain insurance products as financial risk management strategies for personal finances

#### Level 2

**Credits:** 3

**Sorted themes:** Insurance

This module provides an opportunity for students to develop their understanding of ways that insurance products can keep us, those we care about, our money, and our possessions covered if something unexpected happens.

| 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>• explain FOUR insurance products in terms of their<ul style="list-style-type: none"><li>o purpose,</li><li>o features and</li><li>o suitability to personal circumstances.</li></ul></li></ul> <p>Insurance product types may include but are not limited to</p> <ul style="list-style-type: none"><li>- life,</li><li>- disability and health (medical) insurance,</li><li>- trauma (also called critical illness),</li></ul> | <p>As well as meeting the requirements for Achievement, you need to:</p> <ul style="list-style-type: none"><li>• include a description of how the components of an insurance policy 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 how disclosure and its related consequences impact on personal finances.</li></ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>- income protection</li> <li>- mortgage protection insurance,</li> <li>- travel,</li> <li>- house,</li> <li>- motor vehicle,</li> <li>- house contents.</li> </ul> <ul style="list-style-type: none"> <li>• explain FOUR components of an insurance policy in terms of their impact on personal finances. Components of an insurance policy may include but are not limited to <ul style="list-style-type: none"> <li>- excess,</li> <li>- premium,</li> <li>- sum insured,</li> <li>- claims process,</li> <li>- coverage,</li> <li>- exclusions.</li> </ul> </li> </ul> <p>The consequences of non-disclosure are explained in terms of impact on policy coverage and claims.</p> |  |  |
|--|--|--|

Many of the insurance-related resources students will find online employ a fear-based approach to insurance, focusing on things that can go wrong. A more positive approach is to focus on ways that insurance helps to cover our people, our money, and our possessions (in that order of importance). See the Sorted.org webpage Cover your people, money, stuff for an example of this approach in action.

Insurance can also be viewed as a way to overcome risks that might derail us from meeting our goals.

A key conceptual understanding that is important for students to develop is the idea of self-insurance: if we can cover the cost of something ourselves, we probably don't need insurance.

The components of an insurance policy can be found through most insurance companies. Some examples of policies include:

- [https://www.ami.co.nz/PDFs/AMI\\_premier-house-PW.pdf](https://www.ami.co.nz/PDFs/AMI_premier-house-PW.pdf)
- <https://www.bnz.co.nz/assets/about-us/terms-conditions/pdfs/Premiercare-Insurance-Policy-Document-16-10-2017.pdf?v=1>
- <https://www.aainsurance.co.nz/car-insurance.html> (scroll down to find links to the policy documents).

## Assessment information

The assessment comprises four characters.

For each character In part A, students need to identify the type of insurance product suitable for the character. They need to explain the types of insurance in terms of their purpose, features, and suitability to personal circumstances. This makes the writing demands of the standard are substantial. Teachers may decide to use the work students complete in the first set of module activities as assessment evidence.

In part B, the focus is on the components of an insurance policy. Students would benefit from having access to an example of an insurance policy to use as a reference, although the assessment task can be completed without this.

Part C requires the student to explain the components of the insurance policy, including excess, premium, sum insured, claims process, coverage and exclusions.

For Merit the student is required to describe how the components of an insurance policy may impact on the characters personal finances.

Finally Part D is an explanation and justification of the consequences for non-disclosure for the character studied.

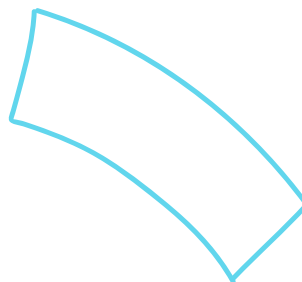
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## Potential links to NCEA Level 2 Achievement Standards

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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