

# Everyday Maths

LEVEL 1	10 TCE CREDIT POINTS
<b>COURSE CODE</b>	MTE110114
<b>COURSE SPAN</b>	2014 — 2022
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2022. Use [A-Z Courses](#) to find the current version (if available).

## The study of mathematics contributes to the overall education of learners

This course is specifically designed for learners who require flexible and individualised learning programs. The skills, knowledge and understandings offered in this course will enable learners to move toward greater autonomy and independence. The teaching of Everyday Maths allows for different modes of learning, both inside and outside the classroom, enabling real-world learning to take place. Co-operation and effective collaboration is facilitated and the appropriate use of technology is incorporated as required.

### Rationale

The study of mathematics contributes to the overall education of learners. This course is specifically designed for learners who require flexible and individualised learning programs. The skills, knowledge and understandings offered in this course will enable learners to move toward greater autonomy and independence. The delivery of Everyday Maths allows for different modes of learning, both inside and outside the classroom, enabling real-world learning to take place. Co-operation and effective collaboration is facilitated and the appropriate use of technology is incorporated as required.

### Aims

The objective of this course is to equip learners with basic maths skills that will contribute to everyday living.

### Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify, interpret and use whole numbers, money amounts and simple fractions, decimals and percentages
2. identify, interpret, measure and estimate familiar quantities
3. identify basic shapes and read and interpret familiar maps, plans and diagrams in an everyday context
4. interpret, compare and represent data in an everyday context
5. carry out basic mathematical calculations in practical daily situations.

### Pathways

This course prepares learners to undertake everyday number skills. For some learners, it could be a pathway to Essential Skills - Maths Level 2 or Workplace Maths Level 2.

### **Course Size And Complexity**

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.

### **Course Delivery**

The maths topics listed in the Course Content are not necessarily of equal length and teachers may deliver the listed material in any order and in a way that they judge will suit the needs of learners. Thematic approaches to course delivery may be considered. This course is a pathway to every-day living skills, and a flexible, individualised approach may be necessary. Teachers are encouraged to use new and existing technologies wherever appropriate.

## Course Content

This course comprises five (5) units. All units are **compulsory**. Any references in these units to the 'workplace' should be taken to refer to 'real life everyday adult contexts, which include but are not limited to the workplace'.

**Unit 1:** *Identify, interpret and use whole numbers, money amounts and simple fractions, decimals and percentages, including:*

- reading, naming and writing whole numbers and money amounts into the thousands
- recognising and interpreting simple fractions, decimals and percentages (not including mixed numbers)
- recognising Australian coins and notes
- recognising money amounts up to \$100 in personally relevant texts
- demonstrating understanding of place value and the role of zero by ordering whole numbers and money amounts
- adding and subtracting money amounts
- performing a limited range of calculations using the 4 operations (addition, subtraction, multiplication, and division)
- describing links between operations
- using mathematical calculators in simple calculations involving whole numbers, decimals and percentages
- locating numerical information to perform task
- using formal and some informal language and symbolism to record and communicate the result of a task
- making estimations to check reasonableness of the answer to a problem
- performing simple mental computation.

**Unit 2:** *Identify, interpret, measure and estimate familiar quantities, including:*

- identifying and interpreting measurement information through familiar tasks and texts
- identifying and comparing familiar and simple metric units of measurement needed for tasks
- recognising abbreviations of familiar units of measurement
- estimating familiar and simple amounts, including time
- recognising the relationship between different time measurements in the range from one second to one year
- using am and pm
- reading time in different formats
- using a calendar to record information
- selecting appropriate measuring equipment
- using simple measuring equipment graduated in familiar units
- calculating using familiar and simple units of measurement
- making estimations to check reasonableness of the answer to a problem.

**Unit 3:** *Geometrics, maps and diagrams*

**Unit 3.a:** *Identify, describe and compare 2D and 3D shapes, including:*

- naming, describing and comparing common 2D and some common 3D shapes in familiar contexts
- grouping common objects based on shape, size, colour and features
- outlining common objects to draw 2D shapes
- using simple items to draw or construct rectangles and circles
- matching common 3D shapes to their nets.

**Unit 3.b:** *Read and interpret familiar maps, diagrams and plans, including:*

- locating items in familiar maps, plans and diagram
- recognising common symbols and keys in familiar maps, plans and diagram
- demonstrating understanding of direction and location
- giving or following instructions to locate familiar objects or places
- using informal and some formal mathematical language and symbols.

**Unit 4:** *Interpret and compare data in tables, graphs and charts, including:*

- identifying simple tables, graphs and charts in familiar texts and contexts

- identifying features of simple tables, graphs and charts
- locating information in graphs using grid movement (up and down columns and across rows) and key
- comparing information and data using appropriate informal language.

**Unit 5:** *Construct simple tables and graphs using familiar data, including:*

- locating title, heading, rows and columns from simple tables
- locating title, labels, horizontal and vertical axes, scale and key from simple graphs and charts
- identifying and naming common types of graphs
- planning methods for collecting data, constructing simple tables and corresponding graphs, and discussing the significance of data involving:
  - determining familiar data to be collected
  - selecting a method to collect data
  - collecting a small amount of simple familiar data
  - ordering and collating data
  - determining two variables from the data collected
  - constructing a table and entering data
  - constructing a graph using data from a table
  - analysing graphic information, and simply and briefly discussing inferences using informal and some formal mathematical and general language.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance processes and assessment information](#).

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

## Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualifications.

**Process** – TASC will verify that the provider’s course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the ‘rules’ or marking guide used to judge achievement)
  - class records of assessment
  - examples of learner work that demonstrate the use of the marking guide
  - samples of current learner’s work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

## Criteria

The assessment for Everyday Maths Level 1 will be based on the degree to which the learner can:

1. demonstrate basic skills in arithmetic, including using money amounts
2. demonstrate basic skills in measurement
3. demonstrate basic skills in geometrics and using simple maps and diagrams
4. demonstrate basic skills in interpreting and comparing data
5. demonstrate basic skills in constructing simple tables and graphs

## Standards

### Criterion 1: demonstrate basic skills in arithmetic, including using money amounts

The learner:

Rating C
reads, names, writes and orders whole numbers and money amounts into the thousands
performs simple and familiar calculations with whole numbers and money
recognises and explains simple fractions, decimals and percentages
uses routine fractions (e.g. half, quarter, third, within meaningful contexts, such as within a recipe)
uses simple division in everyday situations (e.g. can divide 20 chocolates evenly between 10 classmates)
uses simple decimals within meaningful contexts (e.g. 1.5 line spacing is one and a half spacing)
identifies number and operation buttons on a calculator and uses operations for set tasks.

### Criterion 2: demonstrate basic skills in measurement

The learner:

Rating C
relates units, abbreviations and types of measure correctly (e.g. centimeter, cm, measure of length)
suitably estimates familiar and simple amounts
realistically anticipates how long key activities will take
identifies, names and compares time units including seconds, minutes, hours, weeks, months, seasons and years
tells routine time on a clock face (e.g. hour, half-hour, quarter-hour) and digitally
records information on a calendar
selects and uses appropriate simple measuring equipment
interprets measurements on simple measuring equipment.

### Criterion 3: demonstrate basic skills in geometrics and using simple maps and diagrams

The learner:

Rating C
correctly identifies, names and compares attributes of squares, rectangles, triangles and circles in everyday objects, and constructs rectangles and circles using simple items
correctly identifies, names and compares attributes of cubes, spheres and cylinders in everyday objects, and matches common 3D shapes to their nets

locates familiar objects on a map and in real life
gives directions to locate a familiar object
recognises commonly used simple symbols on maps and diagram.

### Criterion 4: demonstrate basic skills in interpreting and comparing data

The learner:

<b>Rating C</b>
reads and compares familiar information found in at least two different types of each of simple tables, graphs and charts
identifies features of simple tables, graphs and charts
locates information in different types of graphs.

### Criterion 5: demonstrate basic skills in constructing simple tables and graphs

The learner:

<b>Rating C</b>
plans a method for collating simple data
collects simple data and record results
constructs a suitable table and graph accurately representing the collected data
discusses information by simple analysis of the graph.

#### Qualifications Available

Everyday Maths Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

#### Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 5 ratings.

The minimum requirements for an award in Everyday Maths Level 1 are as follows:

SATISFACTORY ACHIEVEMENT

5 'C' (satisfactory standard) ratings

PRELIMINARY ACHIEVEMENT

3 'C' (satisfactory standard) ratings

## **Course Evaluation**

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.



## Expectations Defined By National Standards

This Everyday Maths Level 1 course meets the requirements of units of competence from the *Foundation Skills* (FSK13) training package. Any references in these units to the 'workplace' should be taken to refer to 'real life everyday adult contexts, which include but are not limited to the workplace'.

*Use beginning skills with whole numbers and money up to one hundred for work* (FSKNUM01)

*Use whole numbers and money up to one thousand* (FSKNUM03)

*Locate, recognise and compare highly familiar measurements for work* (FSKNUM04)

*Identify, describe and compare some common 2D shapes for work* (FSKNUM05)

*Use highly familiar maps and diagrams for work* (FSKNUM06)

*Locate specific information in highly familiar tables, graphs and charts for work* (FSKNUM07)

*Identify, interpret and use whole number and simple fractions, decimals and percentages for work* (FSKNUM08)

*Identify, interpret, measure and estimate familiar quantities* (FSKNUM09)

*Identify and describe common 2D and some 3D shapes for work* (FSKNUM10)

*Read and interpret familiar maps and plans for work* (FSKNUM11)

*Interpret and compare familiar data in simple tables, graphs and charts* (FSKNUM12)

*Construct simple tables and graphs for work using familiar data.* (FSKNUM13)

A learner who gains a qualification in this course with a Satisfactory Achievement award may reasonably expect a Registered Training Organisation with the units on its scope to grant direct recognition (Recognition of Prior Learning/credit transfer) on the basis of successful achievement in this TASC accredited course.

The relationship between Everyday Maths Level 1 and these units of competence is shown below.

Everyday Maths Course Content	
Everyday Maths	Units of Competence (FSK13)
<p>1. <i>Identify, interpret and use whole numbers, money amounts and simple fractions, decimals and percentages, including:</i></p> <ul style="list-style-type: none"> <li>• reading, naming and writing whole numbers and money amounts into the thousands</li> <li>• recognising and interpreting simple fractions, decimals and percentages (not including mixed numbers)</li> <li>• recognising Australian coins and notes</li> <li>• recognising money amounts up to \$100 in personally relevant texts</li> <li>• demonstrating understanding of place value and the role of zero by ordering whole numbers and money amounts</li> <li>• adding and subtracting money amounts</li> <li>• performing a limited range of calculations using the 4 operations (addition, subtraction, multiplication, and division)</li> <li>• describing links between operations</li> <li>• using mathematical calculators in simple calculations involving whole numbers, decimals and percentages</li> <li>• locating numerical information to perform task</li> <li>• using formal and some informal language and symbolism to record and communicate the result of a task</li> <li>• making estimations to check reasonableness of the answer to a problem</li> <li>• performing simple mental computation.</li> </ul>	<p><i>Use beginning skills with whole numbers and money up to one hundred for work</i> (FSKNUM01)</p> <p><i>Use whole numbers and money up to one thousand</i> (FSKNUM03)</p> <p><i>Identify, interpret and use whole number and simple fractions, decimals and percentages for work</i> (FSKNUM08)</p>

<p>Criterion 1: <b>Demonstrate basic skills in arithmetic, including using money amounts</b></p>	
<p>2. <i>Identify, interpret, measure and estimate familiar quantities</i>, including:</p> <ul style="list-style-type: none"> <li>• identifying and interpreting measurement information through familiar tasks and texts</li> <li>• identifying and comparing familiar and simple metric units of measurement needed for tasks</li> <li>• recognising abbreviations of familiar units of measurement</li> <li>• estimating familiar and simple amounts, including time</li> <li>• recognising the relationship between different time measurements in the range from one second to one year</li> <li>• using am and pm</li> <li>• reading time in different formats</li> <li>• using a calendar to record information</li> <li>• selecting appropriate measuring equipment</li> <li>• using simple measuring equipment graduated in familiar units</li> <li>• calculating using familiar and simple units of measurement</li> <li>• making estimations to check reasonableness of the answer to a problem.</li> </ul> <p>Criterion 2: <b>Demonstrate basic skills in measurement</b></p>	<p><i>Locate, recognise and compare highly familiar measurements for work</i> (FSKNUM04)</p> <p><i>Identify, interpret, measure and estimate familiar quantities</i> (FSKNUM09)</p>
<p>3. <i>Geometrics, maps and diagrams</i></p> <p>3.a <i>Identify, describe and compare 2D and 3D shapes</i>, including:</p> <ul style="list-style-type: none"> <li>• naming, describing and comparing common 2D and some common 3D shapes in familiar contexts</li> <li>• grouping common objects based on shape, size, colour and features</li> <li>• outlining common objects to draw 2D shapes</li> <li>• using simple items to draw or construct rectangles and circles</li> <li>• matching common 3D shapes to their nets.</li> </ul> <p>3.b <i>Read and interpret familiar maps, diagrams and plans</i>, including:</p> <ul style="list-style-type: none"> <li>• locating items in familiar maps, plans and diagram</li> <li>• recognising common symbols and keys in familiar maps, plans and diagram</li> <li>• demonstrating understanding of direction and location</li> <li>• giving or following instructions to locate familiar objects or places</li> <li>• using informal and some informal mathematical language and symbols.</li> </ul> <p>Criterion 3: <b>Demonstrate basic skills in geometrics and using simple maps and diagrams</b></p>	<p><i>Identify, describe and compare some common 2D shapes for work</i> (FSKNUM05)</p> <p><i>Identify and describe common 2D and some 3D shapes for work</i> (FSKNUM10)</p> <p><i>Use highly familiar maps and diagrams for work</i> (FSKNUM06)</p> <p><i>Read and interpret familiar maps and plans for work</i> (FSKNUM11)</p>
<p>4. <i>Interpret and compare data in tables, graphs and charts</i>, including:</p> <ul style="list-style-type: none"> <li>• identifying simple tables, graphs and charts in familiar texts and contexts</li> <li>• identifying features of simple tables, graphs and charts</li> <li>• locating information in graphs using grid movement (up and down columns and across rows) and key</li> <li>• comparing information and data using appropriate informal language.</li> </ul> <p>Criterion 4: <b>Demonstrate basic skills in interpreting and comparing data</b></p>	<p><i>Locate specific information in highly familiar tables, graphs and charts for work</i> (FSKNUM07)</p> <p><i>Interpret and compare familiar data in simple tables, graphs and charts</i> (FSKNUM12)</p>

<p>5. Construct simple tables and graphs using familiar data, including:</p> <ul style="list-style-type: none"> <li>• locating title, heading, rows and columns from simple tables</li> <li>• locating title, labels, horizontal and vertical axes, scale and key from simple graphs and charts</li> <li>• identifying and naming common types of graphs</li> <li>• planning methods for collecting data, constructing simple tables and corresponding graphs, and discussing the significance of data involving: <ul style="list-style-type: none"> <li>o determining familiar data to be collected</li> <li>o selecting a method to collect data</li> <li>o collecting a small amount of simple familiar data</li> <li>o ordering and collating data</li> <li>o determining two variables from the data collected</li> <li>o constructing a table and entering data</li> <li>o constructing a graph using data from a table</li> <li>o analysing graphic information, and simply and briefly discussing inferences using informal and some formal mathematical and general language.</li> </ul> </li> </ul> <p>Criterion 5: <b>Demonstrate basic skills in constructing simple tables and graphs</b></p>	<p><i>Construct simple tables and graphs for work using familiar data (FSKNUM13)</i></p>
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### Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.


### Version History

Version 1 – Accredited on 3 July 2013 for use in 2014 to 2018. This course replaces Everyday Maths (MTE110110) that was due to expire 31 December 2014.

Version 1.a - Minor amendment to Learning Outcomes and Criterion 2, standard element 4 effective from 2019. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

### Supporting documents including external assessment material

-  [MTE110114CourseAccreditation.pdf](#) (2017-07-21 01:05pm AEST)