



Australian Government

FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

This unit describes the skills and knowledge to use whole numbers into the thousands and simple fractions, decimals and percentages in familiar workplace tasks and texts. It includes identifying and interpreting mathematical information, performing simple mathematical processes and communicating familiar mathematical information.

An individual performing these tasks may work with an expert or mentor where support is available, if requested.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 2 in the workplace and employment domain of communication.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify and interpret simple numbers	1.1 Identify whole numbers into the 1000s and simple, everyday fractions, decimals and percentages partially embedded in familiar

Element	Performance Criteria
	and simple oral and written workplace texts and tasks 1.2 Interpret whole numbers into the 1000s and simple, everyday fractions, decimals and percentages partially embedded in familiar and simple oral and written workplace texts and tasks
2. Use familiar arithmetical processes for workplace tasks	2.1 Select familiar arithmetical process relevant to workplace task 2.2 Estimate outcome of simple addition, subtraction, multiplication and division 2.3 Use simple addition, subtraction, multiplication and division to perform explicit, familiar and predictable workplace tasks involving more than one familiar step 2.4 Perform reasonableness check of familiar arithmetical process and outcome in relation to estimation outcomes for a workplace task
3. Communicate familiar mathematical information	3.1 Use informal and some formal mathematical written representation to write familiar arithmetical process information in simple and familiar workplace texts and tasks 3.2 Use informal and some formal mathematical oral language to discuss familiar arithmetical process information in simple and familiar workplace tasks and texts

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate each of the following activities to complete a workplace task using whole numbers, simple fractions, decimals and percentages:
 - identifying whole numbers into the 1000s, simple fractions, simple decimals and simple percentages partially embedded in one familiar workplace written text and one familiar workplace oral text
 - estimating and calculating addition and subtraction of numbers into the 1000s using one or two steps
 - estimating and calculating division and multiplication with small, whole number values using one or two steps
 - estimating and calculating with two or three of the operations of addition, subtraction, division and multiplication (with division and multiplication being with small, whole number values only)
 - checking reasonableness of the arithmetical process and outcome in relation to estimated outcome and to the workplace context
 - using relevant technology, such as calculators or spreadsheets.
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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- structure and meaning of whole numbers into the 1000s, including an understanding of place value for units (ones), tens, hundreds and thousands and the role of zero as a place holder
- structure and meaning of simple decimal numbers into the 1/100ths, including an understanding of place value for 1/10ths and 100ths, the role of zero as a place holder, and the use of the decimal point

- meaning and structure of simple fractions, including the role of numerators and denominators
- meaning of, and relationship between, the four operations and basic, informal application of the order of the operations
- informal and some formal mathematical written and oral language and symbolism
- relevant technology, such as calculators or spreadsheets.
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Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using familiar texts and tasks with a clear purpose that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to provide support to learner if requested
- a calculator or spreadsheet technology utilised in the performance evidence.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.
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