



Australian Government

FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes 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 required to describe and draw familiar and routine, everyday objects, including constructing common three dimensional (3D) shapes, and identifying and estimating common angles. It includes interpreting two dimensional (2D) and 3D shapes and angles, completing workplace tasks with shapes and angles, and communicating shape information.

An individual performing these tasks works independently and uses familiar support resources as needed.

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.

The 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 3 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. Select and interpret familiar and routine 2D	1.1 Select and interpret familiar and routine 2D and 3D shapes in

Element	Performance Criteria
and 3D shapes and angles	different orientations embedded in workplace tasks and texts 1.2 Select and interpret common angle properties of items or objects embedded in workplace tasks and texts
2. Complete workplace tasks using shape and angle properties	2.1 Select mathematical problem solving process for completing workplace task 2.2 Describe and compare properties of familiar and routine 2D and 3D shapes in workplace texts or tasks 2.3 Identify, estimate and compare common angle properties in everyday objects or activities in workplace texts or tasks 2.4 Draw and construct everyday workplace 2D and 3D shapes and objects 2.5 Check and reflect on description, estimation and drawings/constructions, and appropriateness of outcomes to workplace task
3. Communicate workplace shape and angle information	3.1 Use informal and formal written mathematical representations to document and report on workplace shapes and angle properties, and problem solving process and results 3.2 Use informal and formal mathematical language to present and discuss workplace shapes and angle properties, and problem solving process and results

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 FSKNUM16 Interpret, draw and construct 2D and 3D shapes 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 FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes 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:

- identify, interpret and describe four of each of the following embedded in workplace texts and tasks:
 - familiar and routine 2D and 3D shapes
 - common angles, including 360°, 180°, 90° and 45°
- perform routine mathematical processes to complete a workplace tasks, including:
 - identifying each of the following in the real world and describing properties and applications of shapes to the workplace:
 - rectangular prisms
 - cubes
 - pyramids
 - spheres
 - cylinders
 - constructing familiar and routine 3D shapes from supplied nets.

In the course of the above the candidate must demonstrate use relevant technology, such as software.

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:

- common properties and principles of familiar and routine 2D and 3D shapes including the number of sides or edges, corners or vertices and surfaces or faces of common shapes
- techniques to identify and estimate common angles
- purpose, function, selection, set up and safe use of routine geometric instruments
- methods for using estimation and assessment skills to check and reflect on an outcome and its appropriateness to the workplace task

- informal and formal mathematical written and oral language and symbolism of shapes and angles
- relevant technology such as software.
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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 routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- geometric instruments 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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