



**Australian Government**

# **FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work**

**Release: 1**

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## Modification History

| Release   | Comments                                                                                                 |
|-----------|----------------------------------------------------------------------------------------------------------|
| Release 1 | This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> . |

## Application

This unit describes the skills and knowledge required to describe and draw everyday objects, including constructing common 3D shapes. It also includes identifying and estimating common angles.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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 routine two dimensional and three dimensional shapes | 1.1 Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations<br>1.2 Explain the use and application of shapes<br>1.3 Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes |
| 2. Identify and estimate                                         | 2.1 Identify common angles                                                                                                                                                                                                                                                                                                                       |

| Element                                                           | Performance Criteria                                                                                                                      |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| common angles                                                     | 2.2 Estimate common angles in everyday objects<br>2.3 Use formal and informal mathematical language to describe and compare common angles |
| 3. Construct two dimensional and routine three dimensional shapes | 3.1 Use common geometric instruments to draw two dimensional shapes<br>3.2 Construct routine three dimensional objects from given nets    |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description                                                                                                                                                       |
|-------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                      | <ul style="list-style-type: none"> <li>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</li> </ul> |

## Mapping Information

Not applicable

## Links

Companion Volume implementation guides are found in VETNet -

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

# Assessment Requirements for FSKNUM16 Interpret, draw and construct 2D and 3D shapes for work

## Modification History

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## Performance Evidence

Evidence of the ability to:

- identify two dimensional shapes in the real world
- identify rectangular prisms, cubes, pyramids, spheres and cylinders in the real world
- identify 360°, 180°, 90° and 45°
- draw 2D shapes and construct 3D shapes from nets.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

## Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- number of sides or edges, corners or vertices and flat surfaces or faces of common shapes
- squares have equal length of sides
- rectangles have parallel sides that are equal
- spheres have no flat surfaces.

## Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

## Links

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