



Australian Government

FSKNUM38 Use introductory vectors 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 to apply basic vectors to work-related problems.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 5 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. Demonstrate basic knowledge of vectors and their use	1.1 Demonstrate basic knowledge of vectors 1.2 Identify the use of vectors in the workplace
2. Apply the techniques of vectors to the solution of problems in two dimensions	2.1 Express two dimensional vectors in different forms 2.2 Convert vectors between polar and rectangular form 2.3 Perform basic vector calculations 2.4 Apply graphical techniques to solve simple vector problems 2.5 Apply vector techniques to simple problems
3. Check and communicate results	3.1 Review and check the outcomes 3.2 Record and use the result using specialised mathematical language and symbols appropriate for the task

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

Mapping Information

Not applicable

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>