| **Financial Capability Progressions - learning outcomes** |
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| **Capability** | **Theme** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** | **Level 7** | **Level 8** |
| **Manage money and income** | Money | * Recognise coins and notes.
* Describe ways of using money (cash) for different purposes.
* Recognise that money has worth, i.e. value.
 | * Use coins and notes for simple transactions – give and receive change.
* Discuss different ways of paying and receiving payment for goods and services, e.g. cash, EFTPOS, bartering.
* Discuss the purpose of money, i.e. may be exchanged for items of equal value.
 | * Use coins and notes for transactions and calculate correct change.
* Describe different ways of paying and receiving payment for goods and services e.g. EFTPOS, debit cards.
* Describe the purpose of money, e.g. paying for goods, services.
 | * Recognise the value of New Zealand’s currency in relation to currencies of other countries.
* Compare different ways of paying and receiving payment for goods and services, e.g. debit cards.
 | * Convert New Zealand dollars into other currencies (and vice versa) and give examples of when this is useful.
* Compare and contrast different ways of paying and receiving payment for goods and services, e.g. debit cards.

  | * Calculate exchange rates against New Zealand’s currency and explain effects changes have on individuals, e.g. planning an overseas holiday.
* Describe different ways of transferring money between people and organisations, e.g. Internet banking, debit cards, emerging technologies.
 | * Calculate exchange rates against New Zealand’s currency and explain effects changes have on New Zealand's economy, e.g. imports, exports.
* Compare different ways of transferring money between people and organisations, e.g. Internet banking, debit cards, emerging technologies.
 | * Calculate exchange rates against New Zealand’s currency and explain effects changes have on the global economy, e.g. trade, inflation.
* Compare and contrast different ways of transferring money between people and organisations, e.g. Internet banking, debit cards, emerging technologies.
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| Spending | * Investigate what people “need to” spend money on, e.g. food, clothing, shelter.
* Discuss why and how people make choices about spending money, e.g. when buying food for lunches.
 | * Explore spending choices for a given amount of money and recognise that people's spending choices differ, e.g. food, clothing.
* Discuss the concept of getting value for money when spending, e.g. when buying family groceries.
 | * Discuss why individuals/whānau may have different spending priorities.
* Investigate different ways to get value for money when spending, e.g. when buying household items.
 | * Compare individual spending choices and priorities at different stages of life.
* Describe different ways to get value for money when spending, e.g. when buying clothing, toiletries, haircuts.
* Discuss external factors that can affect peoples' financial choices, e.g. advertising, peer pressure.
 | * Compare spending choices and priorities of individuals/whānau in relation to age, circumstance.
* Compare different ways of getting value for money with regard to spending.
* Describe external factors that can affect peoples' financial choices, e.g. advertising, peer pressure.
 | * Describe different ways of spending, e.g. online purchasing, layby, hire-purchase, phone plans.
* Explain external factors that can affect peoples' financial choices, e.g. advertising, peer pressure.
 | * Describe different views about making wise spending choices in relation to age and circumstance.
* Explain different ways of spending, e.g. online purchasing, layby, hire-purchase, phone plans.
* Describe and explain the effects of inflation on spending.
 | * Describe and explain different views about making wise spending choices in relation to age and circumstance.
* Describe and explain the impact(s) of external factors on spending, e.g. inflation, exchange rates, GST.
* Describe and explain different sources of financial advice in relation to wealth creation.
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| Credit & debt | * Discuss the responsibilities in borrowing and paying back.
 | * Give examples of using credit to buy goods and services.
 | * Explain how credit and interest works.
 | * Describe the cost of credit from different financial institutions.
* Discuss differences between “good” and “bad” debt.
 | * Compare banks and other financial institutions according to interest.
* Explain what credit worthiness means for an individual.
* Explore examples of “good” and “bad” debt including manageability of debt and its long term impact, e.g. purpose, use, providers and types of credit, long term, short term debt.
 | * Calculate and compare interest rates charged by banks and other financial institutions.
* Describe and explain the relationship between credit worthiness and the cost of credit, e.g. unsecured vs secured loans, credit rating.
* Describe manageable and unmanageable credit and debt, e.g. use of credit, types of credit, interest payment, tax.
* Make decisions about incurring “good” and “bad” debt in relation to age, income, and circumstance, e.g. purpose, providers and types of credit, long term, short term debt, interest rates.
 | * Demonstrate understandings of interest charged by banks and other financial institutions in relation to amount borrowed, interest rate, time and risk.
* Identify credit options to manage finances, e.g. credit cards, personal loans.
* Describe the future financial responsibilities of utilising tertiary study funding options.
* Describe the consequences of making decisions about “good” and “bad” debt in relation to age, income, and circumstance, e.g. purpose, providers and types of credit, long term, short term debt, interest rates.
 | * Describe and explain interest charged by banks and other financial institutions in relation to amount borrowed, interest rate, time and risk.
* Demonstrate understandings of credit for personal financial management, e.g. housing.
* Compare and contrast credit options and recommend strategies to manage finances.
* Describe and explain the consequences of making decisions about “good” and “bad” debt in relation to age, income, and circumstance, e.g. purpose, providers and types of credit, short term/long term debt, interest rates.
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| Saving & investing | * Discuss why and how people save money.
 | * Identify the benefits of saving money.
* Explore simple interest through hands on activities.
 | * Discuss the concept of getting good returns on savings.
* Explain simple interest.
* Recognise that peoples’ saving choices differ.
 | * Investigate and evaluate the role of banks.
* Calculate simple interest.
* Compare differences in saving choices and outcomes between individuals/whānau/groups.
* Investigate how varying interest rates affect lenders and borrowers.
 | * Compare banks and other savings institutions according to risk, interest paid, and access to funds.
* Explain and calculate compound interest.
* Explore how age, income, and circumstance affect financial decisions.
* Investigate different investment products as a way of saving, e.g. KiwiSaver.
 | * Calculate and compare interest rates, including compounding interest, paid by banks and other financial institutions.
* Describe how age, income, and circumstance affect financial decisions, e.g. holidays.
* Describe saving and investment options for individuals/whānau/groups, e.g. KiwiSaver, term deposits, bonds, property, shares.
 | * Describe and explain interest paid by banks and other financial institutions in relation to amount invested, interest rate, time, and risk.
* Describe and explain how age, income, and circumstance affect financial decisions, e.g. buying a car.
* Calculate and compare inflation rates on the real return of investments.
* Describe and explain investment options in relation to age, income and circumstance, e.g. KiwiSaver, term deposits, bonds, property, shares.
 | * Describe and explain interest paid by banks and other financial institutions in relation to amount invested, interest rate, time, and risk.
* Describe and explain how age, income, and circumstance affect financial decisions, e.g. tertiary study, donations to charity.
* Plan a simple long term personal investment portfolio, e.g. KiwiSaver, workplace savings schemes, property, sharemarket.
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| Income & taxation | * Describe ways in which people earn or receive income.
* Discuss how having more or less money affects spending choices.
 | * Identify regular and irregular sources of income, e.g. wages, gifts, prizes.
* Discuss how having more or less money affects spending choices for individuals/whānau.
 | * Explore different sources of income, e.g. interest, wages, salary.
* Explore how having more or less money affects spending choices for individuals/whānau/groups/communities.
 | * Compare differences in income from various sources, e.g. wages, dividends, transfer payments (benefits).
* Explain how income contributes to well-being of individuals/whānau/groups.
* Discuss why people pay income tax, and how it is collected.
 | * Investigate the way people get paid including wage and salary deductions.
* Make income-related calculations for personal financial management, e.g. hourly, weekly, net pay, annual gross pay.
* Compare different rates of taxation commitments.
* Describe how taxation contributes to community well-being.
 | * Interpret income-related calculations for personal financial management, e.g. pay slips.
* Describe the effect of life-stage factors on personal income sources, e.g. pocket money, job, investments.
* Perform GST calculations.
* Describe different income taxes and deductions and their impact on income, e.g. personal tax, withholding tax, PAYE.
* Explain taxation and other deductions or payments relating to personal income, e.g. KiwiSaver, student loan repayments.
 | * Make an informed decision relating to personal income and explain its consequences, e.g. further education, change of job or career, changes in habits and spending priorities.
* Explain the effect of significant events at different life-stages on personal financial income, e.g. tertiary study, leaving home.
* Explain various types of income, and measures of income, e.g. salaries, bonuses, commission, dividends, interest.
* Describe and explain how different taxes, e.g. rates, are spent at a local level.
* Describe and explain an issue/s around taxation relating to individuals, e.g. duty on international purchases.
 | * Explain options to increase personal income, e.g. secondary income, promotion, pay increase, unearned income.
* Explain the effect of significant events at different life stages on personal financial income, e.g. buying a home, going overseas.
* Describe and explain how different taxes are spent at a national level, e.g. Government budget.
* Describe and explain an issue/s around taxation relating to the New Zealand economy.
 |
| Budgeting & financial management | * Give examples of “needs” and “wants”.
 | * Explain simple budget choices that prioritise “needs” and “wants”.
 | * Create a simple budget for an activity or event, prioritising “needs” and “wants”.
* Use simple money management tools to monitor a given budget, e.g. a spreadsheet.
* Identify regular financial commitments whānau have to make.
 | * Create a budget for a specific activity and timeframe.
* Use money management tools, including online and hard copy bank statements, to monitor a given budget.
* Identify regular financial commitments individuals/whānau/groups have to make.
 | * Create an indiviual/whānau/group budget prioritising “needs” and “wants”.
* Use financial management tools to monitor a given budget.
* Describe life-stage financial event/s and the financial decisions required, e.g. starting secondary school.
 | * Prepare a budget to manage individual/whānau/group finances.
* Monitor and adjust a given budget to achieve goals.
* Describe life-stage financial event/s and the financial decisions required, e.g. getting a part-time job.
* Interpret personal financial documents, e.g. statements, accounts.
 | * Prepare, monitor, and adjust a budget to reflect changing financial circumstances, and achieve goals.
* Plan for life-stage financial event/s and make the financial decisions required, e.g. going flatting, getting a job, retiring.
* Reconcile personal records with financial documents, e.g. receipts, statements.
 | * Prepare, monitor, and adjust a budget to reflect changing financial circumstances, and achieve goals.
* Plan for life-stage financial event/s and make the financial decisions required, e.g. tertiary study, buying a home, going overseas.
* Reconcile personal records with financial documents, query inaccuracies and register complaints.
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| **Set goals** | Setting financial goals and planning ahead | * Identify a short-term money goal and discuss how to attain it.
 | * Set a financial goal as part of planning a project or activity and identify the steps needed to attain it.
 | * Create a plan for short term and long term saving based on individual/whānau/group goals.
 | * Investigate how financial planning can help to attain life goals, e.g. saving for tertiary study.
* Discuss different sources of financial advice.
 | * Describe career choices and the financial goal setting required to attain different options.
* Compare and contrast different sources of financial advice.
 | * Set an individual/whānau/group financial goal and plan its implementation.
* Describe and compare different sources of financial advice in relation to wealth creation.
 | * Set an individual/whānau/group financial goal and plan its implementation.
* Demonstrate understandings about wealth creation.
 | * Develop a plan to achieve long-term financial goal/s.
* Demonstrate understandings about wealth creation through personal financial planning.
 |
| **Manage risk** | Identifying and managing risk | * Recognise the importance of keeping money safe.
* Describe ways of keeping money safe.
 | * Discuss the importance of keeping money safe.
* Describe ways of keeping money safe.
 | * Identify types of financial risk for individuals/whānau/groups.
* Explain ways ways of keeping money safe
 | * Discuss different types of financial risk for individuals/whānau/groups.
 | * Describe ways of managing risk involved in different investments.
 | * Compare and contrast risk management strategies for individual/whānau/group finances, e.g. bonds, other financial products.
* Describe the role insurance plays in protecting assets, e.g. car, home contents.
 | * Describe and explain risk and return for individual/whānau/group financial management, e.g. tenancy agreements.
* Explain the role different types of insurance play in reducing financial risk.
 | * Explain risk and return, and diversification for individual/whānau/group financial management.
* Investigate the benefits and risks of taking out a student loan.
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| Rights and responsibilities | * Recognise the importance of paying for things, e.g. goods.
 | * Discuss buyers’ rights, e.g. returning faulty goods.
 | * Understand buyers have rights, e.g. warranties.
 | * Understand that buyers and sellers have rights, e.g. being able to apply for redress.
* Discuss different sources of financial advice.
 | * Understand that buyers and sellers have responsibilities, e.g. Fair Trading Act, banking regulations.
* Compare and contrast different sources of financial advice.
* Recognise crimes such as identity theft and scams, and identify ways of avoiding them.
 | * Describe the rights and responsibilities of buyers and sellers, e.g. Consumer Guarantees Act.
* Understand legal contracts when purchasing products or services, e.g. hire purchase, phone plans, gym membership contracts.
* Describe and compare different sources of financial advice in relation to wealth creation.
* Identify trustworthy providers of products and services.
 | * Explain the rights and responsibilities of buyers and sellers, and how to seek redress, e.g. providing proof, writing a letter.
* Interpret legal contracts when purchasing products or services, e.g. hire purchase, phone plans, gym membership contracts.
* Describe and compare different sources of financial advice in relation to wealth creation.
 | * Compare and contrast legal contracts for purchasing products or services, e.g. hire purchase, phone plans, mortgages.
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 For senior secondary teachers, these achievement objectives, achievement standards, and unit standards may provide, or be adapted to include, contexts or aspects for financial capability teaching.

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| **New Zealand Curriculum** |
| **Social Studies** |
| * Understand how individuals, groups, and institutions work to promote social justice and human rights.
* Understand how cultures adapt and change and that this has consequences for society.
 | * Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.
* Understand how conflicts can arise from different cultural beliefs and ideas can be addressed in different ways with differing outcomes.
 | * Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.
* Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.
 |
| **Economics** |
| * Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.
* Understand how the different sectors of the New Zealand economy are interdependent.
 | * Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.
* Understand how government policies and contemporary issues interact.
 | * Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.
* Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.
 |
| **Mathematics and statistics** |
| **Number and algebra** | **Mathematics** | **Mathematics** |
| * Apply everyday compounding rates.
* Find optimal solutions, using numerical approaches.
* Generalise the properties of operations with rational numbers, including the properties of exponents.
* Relate rate of change to the gradient of a graph.
 | * Display the graphs of linear and non-linear functions and connect the structure of the functions with their graphs.
* Choose appropriate networks to find optimal solutions.
* Manipulate rational, exponential, and logarithmic algebraic expressions.
* Sketch the graphs of functions and their gradient functions and describe the relationship between these graphs.
 | * Display and interpret the graphs of functions with the graphs of their inverse and/or reciprocal functions.
* Use permutations and combinations.
* Manipulate complex numbers and present them graphically.
 |
| **Statistics** |
| * Plan and conduct investigations using the statistical inquiry cycle:
	+ justifying the variables and measures used
	+ managing sources of variation, including the use of random sampling
	+ identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displays
	+ making informal inferences about populations from sample data
	+ justifying findings, using displays and measures
* Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used to the claims made
* Investigate situations that involve elements of chance:
	+ comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample size
	+ calculating probabilities in discrete situations
 | * Carry out investigations of phenomena, using the statistical inquiry cycle:
* conducting surveys that require random sampling techniques, conducting experiments, and using existing data sets
* evaluating the choice of measures for variables and the sampling and data collection methods used
* using relevant contextual knowledge, exploratory data analysis, and statistical inference
* Make inferences from surveys and experiments:
* making informal predictions, interpolations, and extrapolations
* using sample statistics to make point estimates of population parameters
* recognising the effect of sample size on the variability of an estimate
* Evaluate statistically based reports:
* interpreting risk and relative risk
* identifying sampling and possible non-sampling errors in surveys, including polls
* Investigate situations that involve elements of chance:
* comparing theoretical continuous distributions, such as the normal distribution, with experimental distributions
* calculating probabilities, using such tools as two-way tables, tree diagrams, simulations, and technology

  | * Carry out investigations of phenomena, using the statistical inquiry cycle:
	+ conducting experiments using experimental design principles, conducting surveys, and using existing data sets
	+ finding, using, and assessing appropriate models (including linear regression for bivariate data and additive models for time-series data), seeking explanations, and making predictions
	+ using informed contextual knowledge, exploratory data analysis, and statistical inference
	+ communicating findings and evaluating all stages of the cycle
* Make inferences from surveys and experiments:
	+ determining estimates and confidence intervals for means, proportions, and differences, recognising the relevance of the central limit theorem
	+ using methods such as re-sampling or randomisation to assess the strength of evidence
* Evaluate a wide range of statistically based reports, including surveys and polls, experiments, and observational studies:
	+ critiquing causal-relationship claims
	+ interpreting margins of error
* Investigate situations that involve elements of chance:
	+ calculating probabilities of independent, combined, and conditional events
	+ calculating and interpreting expected values and standard deviations of discrete random variables
	+ applying distributions such as the Poisson, binomial, and normal
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| **Achievement objectives from the senior secondary teaching and learning guides** |
| **Senior Social Studies** |
| 6.2 - Understand how cultures adapt and change and that this has consequences for society. | 7.1 - Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.7.2 - Understand how conflicts can arise from different cultural beliefs and ideas can be addressed in different ways with differing outcomes. | 8.1 - Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities. 8.2 - Understand how ideologies shape society and that individuals and groups respond differently to these beliefs. |
| **Accounting** |
| 6.1 - Manage the financial affairs of individuals, whānau, and local small entities, including community organisations, while acting with integrity.6.2 - Make use of appropriate communication tools and skills to process, report and interpret financial information for individuals, whānau, and local small entities, including community organisations. | 7.1 - Manage the financial affairs of individuals, whānau, and local or regional small or medium entities, including community organisations, that operate accounting sub-systems, while acting with integrity.7.2 - Make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau, and local or regional small or medium entities, including community organisations, that operate accounting sub-systems. | 8.1 - Manage the financial affairs of individuals, whānau, and small, medium, or large entities, including community organisations, that may be local, regional, national, or global, to enable internal and external users to make effective and ethical decisions.8.2 - Make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau, and small, medium, or large entities, including community organisations, that may be local, regional, national, or global. |
| **Business studies** |
| 6.1 - Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.6.2 - Plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback. | 7.1 - Explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.7.2 - Plan, take to market, review, and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback. | 8.1 - Analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.8.2 - Plan, take to market, review, and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place. |
| **Economics** |
| 6.1 - Understand how, as a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.6.2 - Understand how the different sectors of the New Zealand economy are interdependent. | 7.1 - Understand how economic concepts and models provide a means of analysing contemporary New Zealand issues.7.2 - Understand how government policies and contemporary issues interact. | 8.1 - Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.8.2 - Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors. |
| **Mathematics and statistics** |
| **Number and algebra** | **Mathematics** | **Mathematics** |
| 6.3 - Apply everyday compounding rates6.4 - Find optimal solutions, using numerical approaches6.6 - Generalise the properties of operations with rational numbers, including the properties of exponents.6.8 - Relate rate of change to the gradient of a graph.  | 7.2 - Display the graphs of linear and non-linear functions and connect the structure of the functions with their graphs.7.5 - Choose appropriate networks to find optimal solutions.7.6 - Manipulate rational, exponential, and logarithmic algebraic expressions.7.9 - Sketch the graphs of functions and their gradient functions and describe the relationship between these graphs. | 8.2 - Display and interpret the graphs of functions with the graphs of their inverse and/or reciprocal functions.8.3 - Use permutations and combinations.8.9 - Manipulate complex numbers and present them graphically. |
| **Statistics** |
| 6.1 - Plan and conduct investigations using the statistical inquiry cycle:A – justifying the variables and measures usedB – managing sources of variation, including the use of random samplingC – identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displaysD – making informal inferences about populations from sample dataE – justifying findings, using displays and measures6.2 - Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used to the claims made6.3 - Investigate situations that involve elements of chance:A – comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample sizeB – calculating probabilities in discrete situations | 7.1 - Carry out investigations of phenomena, using the statistical inquiry cycle:A – conducting surveys that require random sampling techniques, conducting experiments, and using existing data setsB – evaluating the choice of measures for variables and the sampling and data collection methods usedC – using relevant contextual knowledge, exploratory data analysis, and statistical inference7.2 - Make inferences from surveys and experiments:A – making informal predictions, interpolations, and extrapolationsB – using sample statistics to make point estimates of population parametersC – recognising the effect of sample size on the variability of an estimate7.3 - Evaluate statistically based reports:A – interpreting risk and relative riskB – identifying sampling and possible non-sampling errors in surveys, including polls7.4 - Investigate situations that involve elements of chance:A – comparing theoretical continuous distributions, such as the normal distribution, with experimental distributionsB – calculating probabilities, using such tools as two-way tables, tree diagrams, simulations, and technology  | 8.1 - Carry out investigations of phenomena, using the statistical inquiry cycle:A – conducting experiments using experimental design principles, conducting surveys, and using existing data setsB – finding, using, and assessing appropriate models (including linear regression for bivariate data and additive models for time-series data), seeking explanations, and making predictionsC – using informed contextual knowledge, exploratory data analysis, and statistical inferenceD – communicating findings and evaluating all stages of the cycle8.2 - Make inferences from surveys and experiments:A – determining estimates and confidence intervals for means, proportions, and differences, recognising the relevance of the central limit theoremB – using methods such as re-sampling or randomisation to assess the strength of evidence8.3 - Evaluate a wide range of statistically based reports, including surveys and polls, experiments, and observational studies:A – critiquing causal-relationship claimsB – interpreting margins of error8.4 - Investigate situations that involve elements of chance:A – calculating probabilities of independent, combined, and conditional eventsB – calculating and interpreting expected values and standard deviations of discrete random variablesC – applying distributions such as the Poisson, binomial, and normal |

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| **NCEA**  |
| **Accounting** |
| AS90976 1.1 - Demonstrate understanding of accounting concepts for small entities | AS91174 2.1 - Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems | AS91404 3.1 - Demonstrate understanding of accounting concepts for a New Zealand reporting entity |
| AS90977 1.2 - Process financial transactions for a small entity | AS91175 2.2 - Demonstrate understanding of accounting processing using accounting software | AS91405 3.2 - Demonstrate understanding of accounting for partnerships |
| AS90978 1.3 - Prepare financial statements for sole proprietors | AS91176 2.3 - Prepare financial information for an entity that operates accounting subsystems | AS91406 3.3 - Demonstrate understanding of company financial statement preparation |
| AS91179 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity | AS91177 2.4 - Interpret accounting information for entities that operate accounting subsystems | AS91407 3.4 - Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity |
|  AS90980 1.5 - Interpret accounting information for sole proprietors | AS91179 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity | AS91408 3.5 - Demonstrate understanding of management accounting to inform decision-making |
| AS90981 1.6 - Make a financial decision for an individual or group | AS91386 2.7 - Demonstrate understanding of an inventory subsystem for an entity | AS91409 3.6 - Demonstrate understanding of a job cost subsystem for an entity |
| AS90982 1.7 - Demonstrate understanding of cash management for a small entity | AS91481 2.5 - Demonstrate understanding of a contemporary accounting issue for decision making |  |
| AS91386 2.7 - Demonstrate understanding of an inventory subsystem for an entity |  |  |
| **Business studies** |
| AS90837 1.1 - Demonstrate an understanding of internal features of a small business | AS90843 2.1 - Demonstrate understanding of the internal operations of a large business | AS91379 3.1 - Demonstrate understanding of how internal factors interact within a business that operates in a global context |
| AS90838 1.2 - Demonstrate an understanding of external factors influencing a small business  | AS90844 2.2 - Demonstrate understanding of how a large business responds to external factors | AS91380 3.2 - Demonstrate understanding of strategic response to external factors by a business that operates in a global context |
| AS90839 1.3 - Apply business knowledge to an operational problem(s) in a given small business context  | AS90845 2.3 - Apply business knowledge to a critical problem(s) in a given large business context  | AS91381 3.3 - Apply business knowledge to address a complex problem(s) in a given global business context |
| AS90840 1.4 - Apply the marketing mix to a new or existing product | AS90846 2.4 - Conduct market research for a new or existing product | AS91382 3.4 - Develop a marketing plan for a new or existing product |
| AS90841 1.5 - Investigate aspects of human resource processes in a business | AS90847 2.5 - Investigate the application of motivation theory in a business | AS91383 3.5 - Analyse a human resource issue affecting businesses |
| AS90842 1.6 - Carry out and review a product-based business activity within a classroom context with direction | AS90848 2.6 - Carry out, review and refine a business activity within a community context with guidance | AS91384 3.6 - Carry out, with consultation, an innovative and sustainable business activity |
|    |    | AS91385 3.7 - Investigate the exporting potential of a New Zealand business in a market, with consultation |
| **Senior Social Studies** |
| AS91039 1.1 - Describe how cultures change | AS91279 2.1 - Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas | AS91596 3.1 - Demonstrate understanding of ideological responses to an issue(s) |
| AS91040 1.2 - Conduct a social inquiry | AS91280 2.2 - Conduct a reflective social inquiry  | AS91597 3.2 - Conduct a critical social inquiry |
| AS91041 1.3 - Describe consequences of cultural change(s) | AS91281 2.3 - Describe how cultural conflict(s) can be addressed | AS91598 3.3 - Demonstrate understanding of how ideologies shape society |
| **Economics** |
| AS90983 1.1 - Demonstrate understanding of consumer choices, using scarcity and/or demand | AS91222 2.1 - Analyse inflation using economic concepts and models | AS91399 3.1 - Demonstrate understanding of the efficiency of market equilibrium |
| AS90984 1.2 - Demonstrate understanding of decisions a producer makes about production  | AS912232.2 - Analyse international trade using economic concepts and models | AS91400 3.2 - Demonstrate understanding of the efficiency of different market structures using marginal analysis |
| AS90985 1.3 Demonstrate understanding of producer choices using supply  | AS91224 2.3 - Analyse economic growth using economic concepts and models | AS91401 3.3 - Demonstrate understanding of micro-economic concepts |
| AS90986 1.4 - Demonstrate understanding of how consumer, producer and/or government choices affect society using market equilibrium | AS91225 2.4 - Analyse unemployment using economic concepts and models | AS91402 3.4 - Demonstrate understanding of government interventions to correct market failures  |
| AS90987 1.5 - Demonstrate understanding of a government choice where affected groups have different viewpoints | AS91226 2.5 - Analyse statistical data relating to two contemporary economic issues   | AS91403 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy  |
|  AS90988 1.6 - Demonstrate understanding of the interdependence of sectors of the New Zealand economy | AS91227 2.6 - Analyse how government policies and contemporary economic issues interact |   |
|  | AS91228 2.7 - Analyse a contemporary economic issue of special interest using economic concepts and models |  |
| **NQF – Personal financial management­­­**  |
| US28087 – Demonstrate understanding of the effect of life stage factors on personal income sources | US28092 – Analyse the effect of significant life events at different life stages on personal financial income | US28098 – Evaluate options to increase personal income |
|  | US24699 – Make an informed decision relating to personal income and explain its consequences | US29558 v1Demonstrate understanding of personal credit history. |
| US24697 – Perform income-related calculations for personal financial management | US24695 – Explain taxation, and other deductions relating to personal income |   |
| US28088 v2 – Demonstrate understanding of credit and debt on personal finances. | US28093 v3 – Describe the financial responsibilities and consequences of tertiary study funding options. | US28099 v2 – Analyse credit options and select strategies to manage personal finances. |
| US28089 – Demonstrate understanding of personal financial goal setting | US28094 – Produce a balanced budget and adjust the budget to reflect changing financial circumstances | US28100 – Develop a plan to achieve a long-term personal financial goal(s) |
| US24709 – Produce a balanced budget to manage personal finances |  |  |
| US28090 – Demonstrate knowledge of personal financial saving and investment options | US28095 – Evaluate personal financial investment opportunities | US28101 – Plan a long term personal financial investment portfolio |
| US28091 – Describe risks and basic risk management strategies for personal finances | US28096 – Evaluate and select insurance product types in relation to events for personal finances | US28102 – Demonstrate understanding of risk and return for a personal financial investment portfolio |
| US24705 - Interpret financial documents and verify accuracy of financial documents for personal financial management | US28097 – Evaluate and select personal banking products and services in relation to personal financial needs | US28103 – Analyse and select personal house financing and purchase options |
|  |  | US28104 – Analyse the impact(s) of external factors on personal finances |
| **Service Industries Pathway** - NCEA achievement standards recommends as vocational pathways for financial manager, financial adviser, financial dealer<http://youthguarantee.net.nz/assets/Uploads/MOE-VP-Services-RD2-final3.pdf>  |
| **Accounting**  |
| AS90976 1.1 - Demonstrate understanding of accounting concepts for small entities | AS91174 2.1 - Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems |   |
| AS90977 1.2 - Process financial transactions for a small entity | AS91175 2.2 - Demonstrate understanding of accounting processing using accounting software |   |
| AS90978 1.3 – Prepare financial statements for sole proprietors |   |   |
| AS90979 1.4 - Prepare financial information for a community organisation's annual general meeting |   |   |
| AS90980 1.5 - Interpret accounting information for sole proprietors |   |   |
| AS90981 1.6 - Make a financial decision for an individual or group |   |   |
| AS90982 1.7 - Demonstrate understanding of cash management for a small entity |   |   |
| **Business Studies** |
| AS90837 1.1 - Demonstrate an understanding of internal features of a small business | AS90843 2.1 - Demonstrate an understanding of internal operations of a large business |   |
| AS90838 1.2 - Demonstrate an understanding of external factors influencing a small business | AS90844 2.2 - Demonstrate understanding of how a large business responds to external factors |   |
| AS90840 1.4 - Apply the marketing mix to a new or existing product | AS90846 2.4 - Conduct market research for a new or existing product |   |
|   | AS90847 2.5 - Investigate the application of motivation theory in a business |   |
| **Economics** |
|   | AS91222 2.1 - Analyse inflation using economic concepts and models |   |
|   | AS91223 2.2 - Analyse international trade using economic concepts and models |   |
|   | AS91224 2.3 - Analyse economic growth using economic concepts and models |   |
|   | AS91226 2.5 - Analyse statistical data relating to two contemporary economic issues |   |
|   | AS91227 2.6 - Analyse how government policies and contemporary economic issues interact |   |
|   | AS91228 2.7 - Analyse a contemporary economic issue of special interest using economic concepts and models |   |