

How to use the Financial Identity

English resources

Learning experiences and formative assessment tasks in this learning resource are aligned to **SOLO Taxonomy** to ensure cohesiveness, constructive alignment and cognitive stretch for all students. This gives both teachers and students choices throughout the learning and teaching process.

Exploring English through financial identity supports students to understand the ways advertising impacts on people's financial behaviours and identities. Students explore the way financial messages are conveyed and analyse spending, saving/te whakaputu and money/moni management behaviours.

This is an integrated, cross-curricular resource, supporting the theme identity and can be used in multiple ways. Related resources are available for social sciences, maths and technology (digital technologies).

This resource is designed for flexibility and choice. There are a range of resources to choose from, so schools and teachers can design programmes that allow:

- Students to work at their own pace using a student planner

- Teachers to design a programme that suits department, faculty or whole-school planning over a few weeks or a term. This will vary from school to school.

Important readings:

- [Financial identity – resource introduction](#)

- [Pedagogy and methodology](#) overview for the frameworks underpinning the development of this resource.

Achievement objectives

Level Four

Listening, reading and viewing

Processes and strategies: students will integrate sources of information, processes and strategies confidently to identify, form and express ideas.

Purposes and audiences: students will show an increasing understanding of how texts are shaped for different purposes and audiences.

Ideas: students will show an increasing understanding of ideas within, across and beyond texts.

Language features: students will show an increasing understanding of how language features are used for effect within and across texts.

Structure: students will show an increasing understanding of text structures.

Speaking, writing and presenting

Processes and strategies: students will integrate sources of information, processes and strategies confidently to identify, form and express ideas.

Purposes and audiences: students will show an increasing understanding of how to shape texts for different purposes and audiences.

Ideas: students will select, develop and communicate ideas on a range of topics.

Language features: students will use a range of language features appropriately, showing an increasing understanding of their effects.

Structure: students will organise texts using a range of appropriate structures.

Level Five

Listening, reading and viewing

Processes and strategies: students will integrate sources of information, processes and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.

Purposes and audiences: students will show an understanding of how texts are shaped for different purposes and audiences.

Ideas: students will show an understanding of ideas within, across and beyond texts.

Language features: students will show an understanding of how language features are used for effect within and across texts.

Structure: students will show an understanding of a range of structures.

Speaking, writing and presenting

Processes and strategies: students will integrate sources of information, processes and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.

Purposes and audiences: students will show an understanding of how to shape texts for different audiences and purposes.

Ideas: students will select, develop and communicate purposeful ideas on a range of topics.

Language features: students will select and use a range of language features appropriately, showing an understanding of their effects.

Structure: students will organise texts, using a range of appropriate, effective structures.
