

Language, Literacy & Numeracy (LLN) Assessment (1)

The purpose of this test is to determine whether you may require additional support in order to complete your intended course successfully. This way, we can tell you prior to your enrolment if we are able to provide the level of support you require or if you might need to seek support from external agencies.

You may use a calculator, but it is not required. You may use additional paper and you can draft your responses elsewhere if required. Completion of the test will be supervised.

Some questions are harder than others. Please answer all questions to the best of your ability. If you can't answer a question, just move to the next one.

Candidate's name: _____

Date: _____

LEARNING – SELF ASSESSMENT

Please answer the following questions. If you can perform all the skills in each section – you need only tick ‘Yes’ to ‘all of the above’ in each section.

Reading Skills

I can read and understand workplace documents. For example:

- Safety signs Yes No
- Equipment operating instructions Yes No
- Occupational Health and Safety instructions Yes No
- Business documents and reports Yes No
- All of the above Yes No

Writing Skills

I can complete writing tasks. For example:

- Writing 2-3 paragraphs Yes No
- Writing letters Yes No
- Writing reports and business documents Yes No
- Writing complex reports and business documents Yes No
- All of the above Yes No

Numeracy Skills

I can perform calculations as required. For example:

- Basic money calculations Yes No
- Using a calculator for a range of simple calculations Yes No
- Basic arithmetic of addition, subtraction, multiplication and division without a calculator Yes No
- Working with budgets and financial plans Yes No
- All of the above Yes No

Language Skills

I can write down basic information when I am told the details verbally. For example:

- Writing down a complex telephone message Yes No
- Taking complex instructions about a work task to be completed Yes No
- Recording minutes during a meeting Yes No
- Writing instructions into complex business documents Yes No
- All of the above Yes No

Computer Skills

This course will require you to use the internet, email, word processing and potentially Excel or PowerPoint. In a few sentences, please describe your experience using computers.

Please tick all the statements which apply to you.

- I have access to a computer for internet, email and word processing.
- I am confident using email.
- I am confident using the internet to search for information.
- I am confident with basic word processing.
- I am confident with making basic presentations with PowerPoint.
- I am confident with basic Excel spreadsheets.

READING

Notre-Dame

Notre-Dame de Paris, which translates to “Our Lady of Paris,” is a famous cathedral in Paris, France. It is located on Île de la Cité (City Island) in the Seine, and is one of the world’s most famous works of French Gothic architecture.

Notre-Dame, as it is commonly called, was built in the Middle Ages on the ruins of two former churches. Construction began in 1163 and continued for over 200 years. The cathedral is known for its trio of stained-glass rose windows and its mythical stone carvings. The windows, which are located on the three main portals of the cathedral, date back to the 13th century. The gargoyles, which have water spouts, are practical features that prevent excessive runoff from damaging the outer walls. The stone chimeras, which are purely decorative, are meant to scare away evil spirits.

In the past few centuries, many historic events took place at Notre-Dame Cathedral, including the crowning of Henry VI of England in 1431 and of Emperor Napoleon in 1804. Royal weddings, including the first wedding of Mary Queen of Scots to Francis in 1558, and state funerals for former French presidents have also taken place in this historic cathedral. In 1909, Joan of Arc was beatified by Pope Pius X at Notre-Dame.

In its 850+ years of history, Notre-Dame has also been through numerous restorations due to war, bad weather, and old age. In 1831, Victor Hugo’s novel *The Hunchback of Notre-Dame* inspired a major restoration, including the replacement of a previous spire from the 18th century. During World War II, the stained-glass windows were temporarily removed out of fear they could be damaged or destroyed. In 2019, a fire, which broke out in the attic of the cathedral, destroyed the roof and spire. Fortunately, the outer walls and twin bell towers were spared as were many of the cathedral’s valuable artifacts, including the Crown of Thorns, a massive organ, and several religious paintings.

Within a few hours of the 2019 catastrophe, hundreds of millions of dollars were raised to help restore Paris’s most popular landmark. President Emmanuel Macron set a goal of rebuilding the cathedral in time for the 2024 Olympics. This sparked protests among Parisians, who were already embroiled in a conflict about government spending and social injustice.

Read the text above and answer the questions below.

1. Which parts of the cathedral were recently destroyed?

2. What does ‘Notre-Dame’ mean?

3. What features of Notre-Dame prevent water damage to the outer walls?

4. On which river is Notre-Dame located?

5. Write two historical events that have happened at Notre-Dame.

6. Historically, what have been three reasons for restorations at Notre-Dame?

7. Which word from the text means 'objects made in the past that have historical significance'?

8. Which word from the text means 'a sudden event that causes very great trouble or destruction'?

NUMERACY

1. Four friends are playing a video game. Their final scores are shown below.

Name	Score
Dan	87,778
Sue	78,877
Maire	87,008
Peter	78,788

Which of the friends has the highest score?

2. Some common signs are shown.

Which sign has the shape of an octagon? A, B, C or D?



3. What is 20% of \$25.00?

4. A student leaves home at 7:40am and arrives at school at 8:15am.

How long does he take to go to school?

5. To get a shade of blue, a painter mixes blue paint and white paint in the ratio of 4:1.

How many liters of blue paint and white paint would be needed to get 60 liters of the required shade of blue?

6. A person's height (H) in cm is estimated to be 4 times the length of their forearm (F) in cm plus 10cm.

This can be written as a formula.

$$H = 4F + 10$$

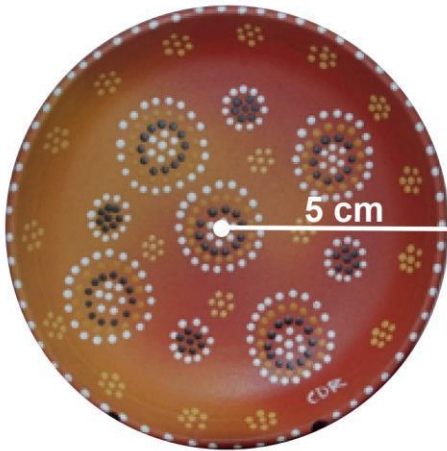
According to the formula, if Ben is 170cm in height, what is the estimated length of his forearm?

7. Shastri works for a local shop. A customer gives her a \$50 note to pay for:

- 500 grams of tomatoes — at \$3 a kilogram
- 100 grams of mushrooms — at \$7 a kilogram
- 250 grams of strawberries — at \$10 a kilogram

What is the correct change that Shastri should give back to the customer?

8. An Aboriginal artist has painted this circular plate, which will be glazed to protect the paint. To work out how much glaze to use, the artist needs to know the area of the plate.



What is the best approximation for the area of the circular plate in cm^2 ?

WRITING

Choose one of the following topics and write a page to describe the advantages and disadvantages of that topic.

- Living in the city.
- Eating fast food.
- Doing homework.
- Using social media.
- Using public transport.

Be sure to write clear sentences, organise your writing into paragraphs, and use punctuation.

STUDENT DECLARATION

I agree that I have completed this test to the best of my ability and am aware that the test results will be used to determine my current level of language, literacy, and numeracy skills. This information will be used to determine any additional support I may require to complete the course successfully.

Student Signature: _____

Student Name: _____

Date: _____

OFFICE USE ONLY

Learning

Based on the student's responses, will the student require any additional support to complete the qualification? (Tick all that apply.)

- Additional literacy support
- Additional numeracy support
- Additional one on one time with trainer/assessor
- A support person provided by their place of referral
- Assistance with study skills
- Large-print materials
- Referral to another agency
- Other

If any of the above supports are required, please provide a brief description of how these supports will be implemented.

Will the student require any reasonable adjustments to learning and assessment to be successful in completing the qualification? (Tick all that apply.)

- Amendments to learning material(s)
- Reasonable adjustments to assessment materials
- Extensions on assessment due dates
- Other

If any of the above adjustments are required, please provide a brief description of what will need to be implemented.

Reading

Skill	Items	ACSF Level	Scoring	Outcome
Reading	1	ACSF Level 2	1-2/8 Points	<input type="checkbox"/> ACSF Level 2
	2			
	3	ACSF Level 3	3-4/8 Points	<input type="checkbox"/> ACSF Level 3
	4			
	5	ACSF Level 4	5-6/8 Points	<input type="checkbox"/> ACSF Level 4
	6			
	7	ACSF Level 5	7-8/8 Points	<input type="checkbox"/> ACSF Level 5
	8			

Numeracy

Skill	Items	ACSF Level	Scoring	Outcome
Numeracy	1	ACSF Level 2	1-2/8 Points	<input type="checkbox"/> ACSF Level 2
	2			
	3	ACSF Level 3	3-4/8 Points	<input type="checkbox"/> ACSF Level 3
	4			
	5	ACSF Level 4	5-6/8 Points	<input type="checkbox"/> ACSF Level 4
	6			
	7	ACSF Level 5	7-8/8 Points	<input type="checkbox"/> ACSF Level 5
	8			

Writing

ACFS Writing Rubric

<input type="checkbox"/> ACSF Level 1	<input type="checkbox"/> ACSF Level 2	<input type="checkbox"/> ACSF Level 3	<input type="checkbox"/> ACSF Level 4	<input type="checkbox"/> ACSF Level 5
Conveys a simple idea, opinion, factual information or message in writing. Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text.	Conveys intended meaning on familiar topics for a limited range of purposes and audiences. Produces familiar text types using simple vocabulary, grammatical structures and conventions.	Communicates relationships between ideas and information in a style appropriate to audience and purpose. Selects vocabulary, grammatical structures and conventions appropriate to the text.	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience. Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text.	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes. Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning.