

Language, Literacy and Numeracy Test

Student Full Name	
Date of Test	
Qualification Enrolling in	
Place of Test	
Student Signature	

LANGUAGE, LITERACY AND NUMERACY ASSESSMENT

All students are required to complete this language, literacy and numeracy assessment prior to the commencement of a course. The purpose of this test is to determine whether you may require additional support in order to complete the course successfully. This way, we can tell you prior to your commencement if we are able to provide the level of support you require or if support from external agencies may be required.

You may use a calculator and a dictionary, but these are not required. You may use additional paper and you can draft your responses if you like. 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, don't worry – just move to the next one.

Self-Assessment

Reading

I can read and understand workplace documents. For example:	Yes	No
Safety signs	<input type="checkbox"/>	<input type="checkbox"/>
Equipment operating instructions	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Health and Safety instructions	<input type="checkbox"/>	<input type="checkbox"/>
Business documents and reports	<input type="checkbox"/>	<input type="checkbox"/>
All of the above	<input type="checkbox"/>	<input type="checkbox"/>

Writing Skills

I can complete the writing task. For example:	Yes	No
Writing 2-3 paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
Writing letters	<input type="checkbox"/>	<input type="checkbox"/>
Writing reports and business documents	<input type="checkbox"/>	<input type="checkbox"/>
Writing complex reports and business documents	<input type="checkbox"/>	<input type="checkbox"/>
All of the above	<input type="checkbox"/>	<input type="checkbox"/>

Numeracy Skills

I can perform calculations as required. For example:	Yes	No
Basic money calculations	<input type="checkbox"/>	<input type="checkbox"/>
Using a calculator for a range of simple calculations	<input type="checkbox"/>	<input type="checkbox"/>
Basic arithmetic of addition, subtraction, multiplication and division without a calculator	<input type="checkbox"/>	<input type="checkbox"/>
Working with budgets and financial plans	<input type="checkbox"/>	<input type="checkbox"/>
All of the above	<input type="checkbox"/>	<input type="checkbox"/>

Language Skills

I can write down basic information when I am told the details verbally. For example:	Yes	No
Writing down a complex telephone message	<input type="checkbox"/>	<input type="checkbox"/>
Taking complex instructions about a work task to be completed	<input type="checkbox"/>	<input type="checkbox"/>
Recording minutes during a meeting	<input type="checkbox"/>	<input type="checkbox"/>

Writing instructions into complex business documents		
All of the above		

A self-reflection: Tell us about your skills.

I can ...	Yes	Sometimes	No
understand signs			
fill in a time sheet			
count and check change when shopping			
Send a text message			
use the internet to get information like telephone numbers or address			
fill in a leave form			
read a staff memo			
use a computer to email			
use a calculator for + - x ÷			
read a newspaper			
read a work roster			
follow instructions for mixing a solution or to follow a recipe			
read a Google map or street directory			
read and understand an MSDS			
use an equipment manual			
complete a log book			
write an incident report			

ORAL COMMUNICATION

QUESTIONS 1–4

Your assessor will ask you some questions about your reasons for enrolling and your career objectives to determine your oral communication skills.

<p>1. Question: What do you like about learning? Can you talk about how you think you like to learn?</p>	<p>Prompt: <i>What helps you to learn? People learn in different ways. Some learn best by listening and writing, some from visual aids such as the whiteboard or the TV, some learn by watching and doing. Others like to learn in a group, while some people prefer to learn one-on-one with a support person.</i></p>
<p>Teacher's Feedback:</p>	
<p>2. Question: What would you like to learn?</p>	<p>Prompt: <i>This might include specific vocational tasks, or it may be more general, such as reading novels or TV guides, writing letters, reading maps, using a calculator or reading a bus timetable.</i></p>
<p>Teacher's Feedback:</p>	
<p>3. Question: What helps you to learn?</p>	<p>Prompt: <i>You could ask if there are barriers, for example the need for glasses; medication or family issues; unsuccessful previous schooling; English is second language. Some may be able to identify a preference for small groups, extra time, one-on-one support, a mentor, tape recorder, computer, dictionary, calculator, etc.</i></p>
<p>Teacher's Feedback:</p>	

<p>4. Question: Can you tell me about something that you learned recently?</p>	<p>Prompt: <i>How did you learn it? People learn new skills every day, such as how to use the internet, how to record TV shows or how to drive a car. (NOTE: This question is to gather information about HOW the learning occurred, rather than WHAT the learning was about.)</i></p>
<p>Teacher's Feedback:</p>	

LEARNING AND WRITING

5. How do you learn best?

6. What do you like most about learning?

7. What do you like least about learning?

8. How do you go about learning new skills and acquiring knowledge?

9. How do you think your current skills can be increased by doing this course?

10. What steps would you take to enhance your skills?

READING AND WRITING

11. Write an incident report

It is Wednesday 23rd of August, 2023 and you are driving a freight train number N367 from your base depot in Seymour, to Melbourne – a trip of 112 km. You depart on schedule at 14:25. You are driving south along the main line and coming up to a bi-directional section and the signals direct you west. You are travelling at the normal track speed of 95km/h. You are approximately 14.5 kilometres from Seymour at 14:55 when you see a crew of maintenance workers and a vehicle on the track ahead! Oh no! You immediately apply the emergency breaks and sound your horn.

The crew quickly runs from the line but a vehicle remains parked on the track. You are able to stop the train about 25 metres from the vehicle, and luckily, no-one is hurt and there is no damage to the train, the track or the vehicle.

You feel shaken and get out of the cab to check that everyone is OK. You advise your manager of this incident at 15:05. At 15:10 you hear your manager give the signaller an instruction to set the bi-directional section of the track to East. The maintenance crew moved their vehicle off the track so that you could clear the bi-directional section and resume your trip to Melbourne at 15.15.

REGION TRAINS		Driver Incident Report			<i>Incident No:</i> <i>(To be completed by Manager)</i>
F5-479-2. 2013.V1		<i>This report must be completed prior to finishing shift.</i>			
Driver's name:					
Depot:					
Train number:					
Contact number:					
Details of incident					
<i>Date</i>	<i>Time</i>	<i>Location from</i>	<i>Location to</i>	<i>Cause</i>	
Incident description					
Incident reported:		<input type="checkbox"/> Yes <input type="checkbox"/> No		Reported to: <input type="checkbox"/> Line Manager	
Driver's signature:					
<i>Submit form to manager as soon as possible.</i> <i>Next review date 12/12/2024.</i>					

Part A

Stay safe in the workplace

Minezone is a large mining company that employs approximately 7000 workers and had a total revenue of \$8.5 million in 2008. In recent years the company had become increasingly concerned about workplace safety as there had been a growing number of incidents, including one death in 2007. Minezone was extremely concerned about this and the company's management was committed to improving the safety of their workers. In 2008, they undertook a large-scale training program to educate their workforce about work safety. According to the CEO, Martha Henderson,

the focus of the program was the slogan workplace safety is everybody's business. Ms Henderson stated that the company specifically worked at including every individual in the work safety program. Some successful aspects of the program included:

- all workers were given the opportunity to offer their point of view on what would make a difference to their safety in the workplace
- all workers were retrained in aspects of safety
- a system of rewards was offered to work teams that demonstrated a decrease in the number of workplace incidents
- new workers were provided with extensive training in the correct use of equipment.

Although considered to be successful, the workplace safety program is very expensive (approximately 3% of revenue in 2008). However, the costs involved in not having a safe workplace are also very high.

1. Approximately how many workers are employed at Minezone?

2. In what year did the death of a worker occur?

3. What was Minezone's management committed to?

4. Who is the CEO of Minezone?

5. Note two successful aspects of the workplace safety programme.

6. The main purpose of this text is:

- to persuade to inform to complain

7. Approximately how much was spent on work safety in 2008?

Part B

The following graph shows the number of workplace injury incidents during 2008. This covers all incidents ranging from very minor incidents (eg. cuts and bruises) to more serious ones requiring hospitalisation. Look at the graphs and answer the following questions.



8. Which month had the highest number of workplace injuries?

9. Which month had the lowest number of workplace injuries?

10. What was the total number of injuries in September and October combined? Show your working out.

11. What is the difference in the number of incidents between July and October 2008?

12. What is the general trend in the number of incidents?

13. Between which two months did the injuries reduce by 50%?

14. In September 2008, 15 workers reported with back injuries. What fraction and percentage were this of the total for that month?

15. Do you think that the safety program was effective? Explain your answer.

NUMERACY

Complete the following questions. You can use a calculator or write down your workings in this booklet.

11. Louise is setting up her own marketing business. She has done some research about the start-up and ongoing costs. Use the following information to answer the questions below.

Based on the information below, answer the following questions. Use the space below to work out your answers and provide an answer to each.

- Leasing costs of the premises – approximately \$2,500 per month (\$5,000 on signing of the lease).
- Purchase of stock/raw materials – about \$20,000 prior to start up and \$20,000 per month thereafter. It is also expected that the stock will sit on the shelf for an average of 2 months and will be sold on terms of 30 days' credit.
- Wages – approximately \$173,000 per annum. Superannuation costs – approximately \$15,570 per annum.
- Accounting and taxation costs – likely to be \$3,795 to set up the business structure. Ongoing annual costs – \$2,500 (paid quarterly) for the business's compliance and taxation matters.
- Initial legal costs – \$700.
- Promotion and advertising – \$1,200 prior to start up, and \$2,000 paid two months after start up.
- Installation of telephone, fax and Internet lines – total of \$450.
- Running costs of telephone, fax and Internet – total \$550 per month.
- Motor vehicles costs – calculated at \$20,000 per annum. This includes leasing costs.
- Electricity and gas installations – approximately \$275. Running costs – expected to be about \$650 per month.
- Licenses and permits – \$395 per annum, paid prior to start up and then annually.
- Bank charges – expected to be around \$300 per annum, paid monthly.
- Insurances – \$3,750 per annum (including WorkCover), to be paid prior to starting operations and then annually.
- It is expected that \$100,000 will be borrowed. Monthly repayments will amount to approximately \$2,166, made up of \$1,328 capital repayment and \$838 interest expense.
- A contingency sum for sundry expenses has been set at \$210 per month.

a) What are the 'start-up costs' of this business, according only to the information presented above? 'Start-up' costs are those costs that are required in order to open the business/start operating.

b) What are the monthly expenses, considering only expenses that are paid monthly?

c) What are the annual expenses, considering only expenses that are paid annually?

12. Your clients have asked you to prepare the budget for a charity dinner event. They would like it to be a private function in a hired hall with catering, music and guest speakers for their 40 invited staff members. They would like to come in under \$1,600. Based on these provided options, write the most affordable budget for the client. Clearly state which catering and venue hire option you have gone with, and a summary of how you worked out the best option.

- Hire of hall:
 - Option A: Town hall – \$400 seats 100, includes microphone, lectern and speaker system
 - Option B: Hire cost of scout hall – \$300 seats 45
- Catering:
 - Option A: \$25 per head – includes main meal, desert and 1 drink
 - Option B: \$20 per head – includes tapas, main meal and 1 drink
- Hire of microphone and speaker system – \$50
- Lectern hire – \$30
- Hire of crockery and glasses – \$2 per head
- Band – \$200
- Front of house staff – \$100.

13. Answer the following questions.

- a) Find the total of 23.7, 43.1 and 89

- b) Multiply 56.8 by 8

- c) Divide 56.2 by 0.2

- d) Find the perimeter of a rectangle:

Width = 23m

Length = 8m

- e) Find the area of a rectangle:

Width = 23m

Length = 8m

14. Go through the shopping list and answer the following questions:

SHOPPING LIST	
Milk	\$4.70
Bread	\$4.25
Cosmetics	\$42.50
Desserts	\$12.75
Ironing Board	\$55.00

I. What is the total cost of Bread, Milk and Desserts?

II. How much would I receive in change from \$15.00 if I purchased 3 Milk?

III. What is more expensive, 2 Desserts or 1 Cosmetics?

IV. If the Cosmetics are discounted by 75% how much would I have to pay?

V. If the Ironing Board is discounted by 50%, how much would I pay?

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			

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

□ ACSF Level 1	□ ACSF Level 2	□ ACSF Level 3	□ ACSF Level 4	□ ACSF Level 5
<p>Conveys a simple idea, opinion, factual information or message in writing. Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text.</p>	<p>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.</p>	<p>Communicates relationships between ideas and information in a style appropriate to audience and purpose. Selects vocabulary, grammatical structures and conventions appropriate to the text.</p>	<p>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.</p>	<p>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.</p>

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 in order to complete the course successfully.

Student signature: _____

Student name: _____

Date: _____

ASSESSOR USE ONLY

Student Name: _____

Assessors: Consider the student's responses to the questions in each of the indicator areas below. Use the Assessor's Guide to identify the ACSF as indicators of each level, showing the characteristics of each level. The range of answers and characteristics for each of question is provided in the Assessor's Guide.

The scores are indicative only. It is up to the assessor to determine whether, based on the outcomes of this test, they believe the student could complete the course successfully or whether they may need additional support with some areas.

The use of this test does not remove the need to consult with a Language, Literacy and Numeracy specialist or external networks and agencies if and when required.

Oral communication level is to be assessed after the student has submitted this booklet. Fill out the table below based on your observations and the conversations held.

Area	Level achieved	Notes (including if any additional support required)
Oral Communication		
Learning		
Writing		
Reading		
Numeracy		

I have assessed the student's performance of the test against the performance indicators. Based on the results obtained, the student:

- Has demonstrated they have the required level of LLN to enable them to complete the course successfully with minimal support in this area required.
- Does not have a sufficient level of LLN skills and may require extensive additional support to complete this course successfully. I am referring this student to be further assessed to determine the level of support that can be offered with possible referral to external agencies if and when required.
- Has demonstrated they may require additional support with LLN and I am able to provide this. The student and I will develop a support plan to ensure they are given the opportunity to develop their language, literacy and/or numeracy skills to enable them to complete the course successfully.

* Please outline the arrangements made for supporting the student through the course.

Assessor Signature:

Assessor name:

Date:
