

## Language, Literacy & Numeracy (LLN) Assessment (2)

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                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Equipment operating instructions            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Occupational Health and Safety instructions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Business documents and reports              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • All of the above                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Writing Skills

I can complete writing tasks. For example:

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| • Writing 2-3 paragraphs                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Writing letters                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Writing reports and business documents         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Writing complex reports and business documents | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • All of the above                               | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Numeracy Skills

I can perform calculations as required. For example:

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| • Basic money calculations  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Using a calculator for a range of simple calculations                                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Basic arithmetic of addition, subtraction, multiplication and division without a calculator | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Working with budgets and financial plans  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • All of the above  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### Language Skills

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

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| • Writing down a complex telephone message                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Taking complex instructions about a work task to be completed | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Recording minutes during a meeting                            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Writing instructions into complex business documents          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • All of the above  | <input type="checkbox"/> Yes | <input type="checkbox"/> 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

### Stan Lee

Stan Lee was a famous writer, editor, and publisher at Marvel Comics. He was born in New York City in 1922, and he was the child of Romanian Jewish immigrants. When he was young, he wanted to become a famous novelist. His original name was Stanley Martin Lieber, but he had it legally changed to Stan Lee when he began writing comics because there was a stigma against comic books at the time. People, including Lee, did not consider comics to be serious literature. He wanted to use his real name when he published his first novel; however, that never happened.

When he was young, Lee worked many odd jobs, including writing obituaries and delivering sandwiches. In 1939, he was hired as an assistant at Timely Comics, which later became Marvel Comics. He was able to get the job because he had a connection (his cousin Jean had worked there before).

At first, his job consisted of proofreading, erasing pencil marks, and bringing people lunch. But eventually, Lee rose through the ranks and became a writer at Marvel. He created many popular comic book characters, including Spiderman, Thor, the X-Men, and the Fantastic Four.

Before Stan Lee, superheroes were almost too perfect. Lee, on the other hand, wanted his characters to be more relatable. They had extraordinary powers but also ordinary human problems, like dating issues or moody personalities.

In the '70s, an American organization known as the Comics Code Authority (CCA) wanted to censor comics because they believed that comics had the power to negatively influence children. Lee, however, disagreed. He continued to insert controversial issues into his work, such as anti-drug messages in *The Amazing Spiderman*. Lee's comics were so popular with young people that eventually the CCA relaxed their rules.

Marvel Comics has become a huge multimedia corporation that is worth billions of dollars. Even though Lee officially retired in the 1990s, he continued to be a public figurehead at Marvel and often made cameo appearances in movies involving Marvel characters.

Lee won many awards for his work throughout his career, including two lifetime achievement awards. He died in November of 2018. Even though many people were saddened by the loss of this creative genius, it is clear that his legacy will live on for as long as people are inspired by superheroes.

**Read the text above and answer the questions below.**

1. What responsibilities did Stan have when he first started working at Marvel Comics?

---

2. What was Marvel Comics' original name?

---

3. Why did Stanley Martin Lieber change his name to Stan Lee?

---

4. How were Stan Lee's superheroes different from other superheroes?

---

5. Why did the Comics Code Authority (CCA) relax their censorship rules?

---

6. How will Stan Lee's legacy be preserved?

---

7. What does it mean to be a 'figurehead'?

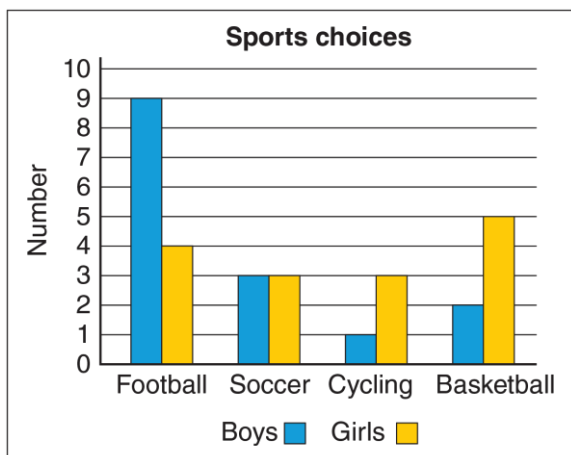
---

8. What does it mean to 'rise through the ranks'?

---

## NUMERACY

1. The graph below shows the results of a survey conducted to find the favourite sports of boys and girls.



Which sport was equally favoured by boys and girls?

2. 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

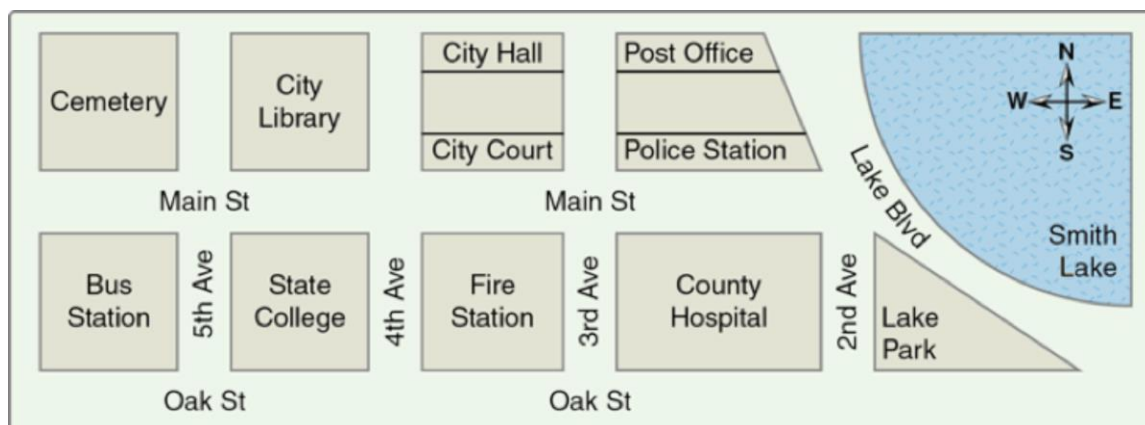
Which of the friends has the highest score?

3. Wayne is booking a hotel to stay during winter. He wants to sail and surf.

	Sail	Cycle	Golf	Surf	Fish	
Aquarius		●	●		●	
Blue Heaven	○	●		○	●	● Available all year
Crystal Sands	●	●	○	●		○ Available in summer only
Diamond Shores	●			○		

Which hotel should he book?

4. Kim just got off the bus at the Bus Station on Main St.



In which direction does Kim have to walk to get to the County Hospital?

5. Each minute 100 L of water is taken from a tank to water crops. After the crops had been watered for 10 minutes the tank contained 8000 L.

How much water was in the tank before the crops were watered?

6. Taylor wants to take a bushwalk which includes caves and waterfalls, and which is more than 6 km in distance.

Name of bushwalk	Distance (km)	Caves	Waterfalls
Bluegum	4.5	No	Yes
Ferngully	5	Yes	Yes
Lyrebird	6.5	Yes	No
Rainforest	7	Yes	Yes

Which bushwalk should Taylor take?

7. Michelle has an average score of 70 for three tests.

What must she score on the next test to increase her average to 74?

8. A wheelbarrow weighs  $w$  kg when empty. It is filled with  $n$  bricks each weighing  $b$  kg. The total weight in kilograms of the wheelbarrow and bricks is:

## WRITING

Write a page to describe some personal goals or dreams you currently have. If it is helpful, use some the ideas below.

- Study goals or dreams
- Career goals or dreams
- Health goals
- Personal goals or dreams

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery or notebook paper.



## 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.