



## Language, Literacy and Numeracy Assessment

This Student Declaration is to be filled in and signed by the student.

### Student's Contact Details:

Name:		Student ID:	
Email Address:		Mobile	
Home Address:			

### Student Assessment Confirmation: (please select as you understand the meaning of the following statements)

You may use a pen and a calculator in this assessment

Prior to beginning my course of study, I have been offered the chance to complete this LLN assessment to provide evidence of my existing skills in reading and numeracy

The purpose and consequences of the assessment has been explained to me

I am fully aware of the RTO's assessment and grievance policies and processes

I believe that I am ready for this assessment

The assessment process was carried out fairly, professionally, and with integrity

I received appropriate feedback during and after the assessment

I understand that I will be informed of the result of this assessment whether it is positive or negative

I understand that after being informed of my result I will also be informed of the best pathway for my future studies.

### Student Declaration:

I confirm that all evidence submitted by me for this assessment is the product of my own work (unless otherwise stated).

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



The mandatory minimum entry literacy and numeracy requirements for students who wish to enrol in a VET course of study at a Diploma level or above qualification is that students need to display competence at Exit Level 3 in the Australian Core Skills Framework (ACFS) in all areas of reading, writing and numeracy. This assessment is for potential students who intend to study for any Diploma-level course.

To successfully prove Language, Literacy and Numeracy abilities, the student must complete successfully:

- 8 out of 10 level three reading tasks
- 8 out of 10 level three numeracy tasks
- 4 out of 6 level four reading tasks
- 4 out of 6 level four numeracy tasks

## Instructions:

**This assessment is not a test and is not a part of your course. Make sure that you:**

- Take your time. Don't rush through the test.
- Try to answer every question to the best of your ability as this will give us the best indication of your actual LLN level.
- Do not copy another person's work.
- Do not let anyone help you with this assessment.
- You may receive some support from the supervisor about what a question means or how to fill out the student declaration.
- Always write your answers in **FULL SENTENCES**. For example:

<b>QUESTION:</b> Who was involved in the accident?	
<b>ANSWER 1:</b> A guy	<b>Not acceptable</b>
<b>ANSWER 2:</b> A man from Brisbane was involved in the accident.	<b>Acceptable</b>



### Reading (ACSF Level 3)

**Narrative Text: Read the text and then complete tasks 1 and 2 below.**

A long time ago, a husband and wife lived happily in a cottage at the edge of a wood. But one day the wife fell ill. She could eat nothing and grew thinner and thinner. The only thing that could cure her, she believed, was a strange herb that grew in the beautiful garden next to their cottage. She begged her husband to find a way into the garden and steal some of this herb, which was called Rapunzel.

Now this garden belonged to a wicked witch, who used it to grow herbs for her spells. One day, she caught the husband creeping into her garden. When he told her what he had come for, the witch gave him some Rapunzel, but she made him promise to give her their first-born child in return. The husband agreed, thinking that the witch would soon forget her promise. He took the Rapunzel back to his wife, who felt better as soon as she had eaten it.

A year later, a baby girl was born and the witch did come and take her away. The witch told the couple they would be able to see their daughter in the garden behind their house. Over the years they were able to watch her grow up into a beautiful child, with long fair hair. The witch called her Rapunzel after the plant her father had come to take.

When she was twelve years old, the witch decided to lock Rapunzel up in a high tower in case she tried to run away. The tower had no door or staircase, but Rapunzel was quite happy up there as she could sit at the window watching the life of the forest and talking to the birds. Yet sometimes she would sigh, for she longed to be back in the beautiful garden where she could run and skip in the sunshine. When she felt like this, she would always sing to cheer herself up.

Each day, the witch came to see her, bringing fresh food. She would stand at the bottom of the tower and call out, "Rapunzel, Rapunzel, let down your long hair."

Rapunzel, whose long golden hair was plaited, would twist it round one of the bars and drop it out of the window, and the witch would climb up it. When the witch left, Rapunzel would let down her golden hair again, and the witch would slide nimbly to the ground. One day, the king's son was riding through the forest when he heard Rapunzel singing. Mystified, he rode to the tower, but could see no door, so could not understand how anyone could be there. He decided to stay and watch, and listen to the beautiful singing. After a while the witch came along. The prince watched her carefully and was amazed when she called out, "Rapunzel, Rapunzel, let down your long hair," and a long golden plait of hair fell almost to the ground.

The prince saw the witch climb up the hair and disappear through the window high up, and he made up his mind he would wait until she was gone and see if he could do the same.

So, after the witch had gone, he stood where the witch had been and called, "Rapunzel, Rapunzel, let down your long hair."

**Task 1:** Who are the main three characters in the text?

Character 1:	
Character 2:	
Character 3:	

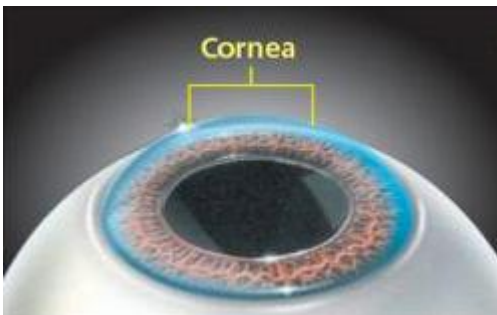
**Task 2:** What phrase at the beginning of the narrative does the writer use to let us know that this will be a fairy tale?



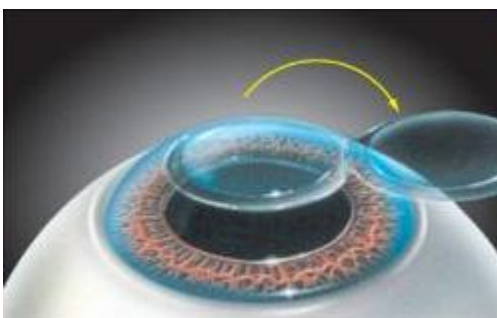
**Procedural Text: Read the text below and then complete tasks 3 and 4 below.**

### **Lasik Procedure**

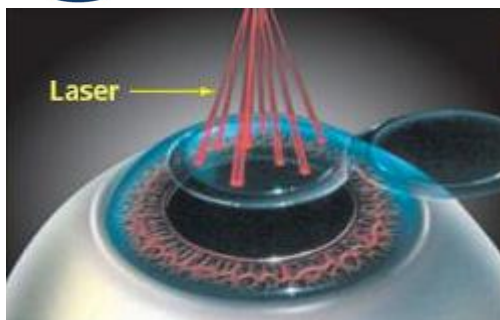
**Step 1:** The cornea before it is cut out.



**Step 2:** The surgeon creates a corneal flap, which is a thin slice of the cornea. It is cut and flipped open like the cover of a book. There are two methods of cutting the flap, using microkeratome, which involves a blade, or femtosecond lasers, which are bladeless.



**Step 3:** Once the flap has been cut and opened, an excimer laser is used to remove tissue from the centre of the cornea to re-shape it, correcting the patient's refractive error.



**Step 4:** After correcting the cornea, the flap is replaced, - like closing the cover of a book - and allowed to heal naturally without stitches.

**Task 3:** Who would benefit from reading this procedure? (more than one answer are correct)

A medical student

A patient about to undergo a Lasik Procedure

A surgeon who has been doing the Lasik Procedure for many years

**Task 4:** Which word from the text relates to cutting with a blade?

**Persuasive Text: Read the text below and then complete tasks 5 and 6.**

The subject of homework is cause for much debate between teachers, students, and parents. The opinion presented here is that homework should definitely not be assigned to children on a daily basis because of health issues and levels of difficulty.

To begin with, students should not be given homework every day because it can negatively impact on their health. Students who have too much homework can develop poor sleep habits; many students pull “all-nighters” in an attempt to keep up. Another way daily homework negatively affects health is that it limits access to fresh air and sunlight. Studies show that simple exposure to sunlight can provide bodies with the vitamins they need, but there is definitely not any sunlight at the desk in a child’s bedroom! Evidently, too much homework can seriously damage a young person’s health.

In addition, daily homework presents children with an unrealistic level of difficulty. If all teachers gave students daily homework, students could end up with extracurricular study from as many as four different classes a day. Some homework is simply too difficult to be completed alone or even with the help of a parent. Struggling students who face failure at school and at home might choose to give up on school completely, and students who sit at school all day without understanding anything will feel even more discouraged when left to complete the work at home alone. Obviously, daily homework is simply too difficult.



The main problems with daily homework are that it negatively impacts on children's health, and also leads to a level of almost insurmountable difficulty. Teachers should always try to keep in mind that they are developing future people, and people require healthy minds, bodies, and spirits that are free from stress.

**Task 5:** What is the meaning of "pull an all-nighter"?

**Task 6:** What is the writer's opinion on giving homework to children every day?

**Informative Text:** Read the informative text below and then complete tasks 7, 8 and 9.

### Rainforest Ecosystems

Rainforest ecosystems have more rain than other areas. Tropical rainforests are found near the equator, the imaginary line of latitude that runs east and west around the widest part of the Earth. The weather is warm and humid all year long near the equator, and there is lots of sunlight.

Living things are abundant in the rainforests. There are literally thousands of species of animals, and even more kinds of plants. Their needs for sun, water, and warmth are all met by the conditions of the rainforest. The excellent conditions allow them to not only survive, but thrive. The amazing variety of plants and their sheer numbers in one location make rainforests a major source of Earth's overall oxygen supply.

Tropical rainforests have layers of life. The uppermost layer is called the canopy, where very mature, tall trees stretch out their branches and leaves, nearly blocking out the sun in some places. High in this green, leafy habitat, you can find monkeys, tree frogs, and many different species of birds. Below the treetops is a second layer, called the understory. The understory is shaded by the canopy, so not as much sunlight reaches the plants there. Bushes and growing trees make up the understory, which is home to birds, reptiles, and small climbing animals. The third layer, the forest floor, is busy with life. Vines, shrubs, mosses, ferns, flowering plants, and large predator



animals, such as jaguars, can be found there. Small animals burrow into the ground and live in bushes. Leaf-cutter ants and other insects busily hunt for food and water, marching together in long, winding lines.

Rainforests contain some of Earth's greatest biological treasures. Many medicines are made from plants found there, including some of the most promising drugs for treating cancer and AIDS. Food sources are also very rich. There are over 3,000 fruits alone. Rainforests also grow the vegetables and grains that make up most of the world's diet, like corn, potatoes, rice, and squash. Spices like ginger, cinnamon, and chocolate grow alongside coffee and a variety of nuts. Add to all this the bounty of the oxygen stores created by all the green plants, and it is clear that the rainforests have more value than can be measured.

**Task 7:** What is the main message in this text?

Rainforests are very diverse and contain many treasures for human beings

There are three layers in a rainforest

Rainforests contain a lot of food and high quality oxygen

**Task 8:** Close your eyes and imagine the understory of the rainforest. What kind of animals do you see there?

**Task 9:** What biological treasures can you find in a rainforest?



**Technical Text: Read the technical text below and then complete tasks 10 and 11.**

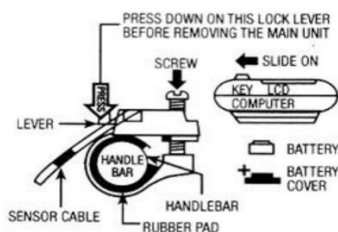
## RALEIGH Cycle Computer

### 6 FUNCTIONS

- CURRENT SPEED
- ELAPSED TIME
- TRIP DISTANCE
- CALORIES BURNED
- RATE PER MINUTE
- AUTO START/STOP

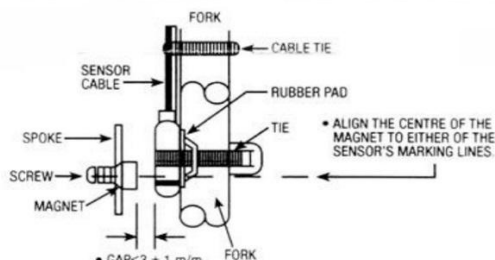


### COMPUTER DISPLAY FITMENT TO HANDLEBAR



- Wrap the plastic arm around the handlebar, using the rubber pad for a tight fit, and secure with the thin screw and nut supplied.
- Carefully wrap the computer cable around the brake cable, not too tightly, feeding it down to the front fork where the sensor cable + magnet are to be fitted.
- push the computer onto the fitting bracket.

### SENSOR FITMENT FRONT FORKS & MAGNET TO SPOKE



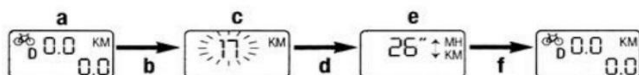
#### STEPS:

- Attach magnet to a spoke that lies nearest to the fork leg - hand tighten as you may need to move it in line with the sensor once the sensor is in place.
- Wrap the large cable tie around the sensor and through the loops and again don't over tighten as you may need to move it up or down.
- Once the sensor and magnet are in alignment, as per the drawing above, spin the wheel to ensure the sensor and cable are reading and changing the LED display.
- If you have no LED reading then it generally means the sensor and magnet are not in alignment properly or the distance between them is too great. It should be  $3\text{mm} \pm 1\text{mm}$ .
- Move either the sensor/magnet until you get a reading.
- Once in place tighten all cables and nuts.
- Use small cable ties to attach excess cable to forks to keep in place.

### MAIN UNIT CALIBRATION

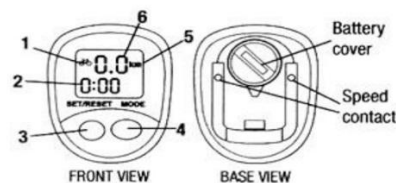
#### SETTING WHEEL SIZE, CHOOSING MPH OR KM/H

- Press **MODE** repeatedly until D is displayed centre left.
- Hold down **SET** for a short time until display changes.
- Press **SET** repeatedly until the correct wheel size in inches for your cycle is reached.
- Press **MODE** once to select size.
- Then press **SET** to toggle between MPH and KM/H.
- Unit will store new calibration when left for a few seconds.



#### MAIN UNIT:

- Mode symbol
- Set function display
- SET/RESET key
- MODE key
- KM/ML
- Current speed



#### ACCESSORIES:

PART NAME	UNIT	Q'TY	INCLUDING
Cycle Computer	pcs	1	LR44 Battery
Bracket	pcs	1	Sensor cable, screw
Magnet	pcs	1	Magnet, Screw
Cable Tie	pcs	4	
Rubber Pad	pcs	2	

### NORMAL FUNCTIONS

PRESSING MODE REPEATEDLY CYCLES THROUGH THE 5 SELECTABLE FUNCTIONS

#### CYCLOCOMPUTER: Feature & Function

FEATURE & FUNCTION	SYMBOL	SPECIFICATION
Current Speed		0.0-99Km/h (62m/h)
1 Elapsed time	T	0-9:59 (Hr:min)
2 Trip distance	D	0-999.9km (ML)
3 Calories burned	C	0-499 kcal
4 Rate per minute	R	0-900
5 Scan	S	
Start/Stop Automatically		
Power on/off Automatically		

- Sensor: No contact magnetic sensor
- Battery type: LR44, GA13
- Dimensions/weight: 51x42x18 (m/m)/20g (cycle computer)
- Wheel size setting: 8"-13"
- Operating temperature: 0°C-55°C
- Storage temperature: 20°C-80°C

Current speed is always displayed.

Auto start/stop and power on/off are permanent functions.

### CLEARING READINGS

When in any mode, pressing Set/Reset will clear the present reading.

### TROUBLE SHOOTING

Checking the following may save time before taking unit in for repairs.

TROUBLE	CHECK ITEMS	REMEDY
No LCD display.	1. Is the battery dead? 2. Is there correct battery installation?	1. Replace a new battery 2. Making sure that the position pole of the battery is facing the battery cap.
No Current Speed Reading.	1. Check for: Broken wire, main unit incorrect position or sensor & magnet incorrectly aligned. 2. Is the calibration correct?	1. install the main unit again - Carefully 2. Refer to the procedure of "calibration" and set the correct value. 3. Refer to installation. 4. Clean the contacts of the bracket & computer.
LCD Display randomly changes.		Initiate the computer again
LCD Display is too dark.	1. Has the main unit been under direct sunlight for a long time?	1. Place the main unit in a shady place to recover to a normal state. 2. Replace a new battery.
LCD Display slowly changes.	Is the temperature below 0°C or 32°F.	Computer will operate normally when temperature rises above 0°C or 32°F.

**Note:** Any troubles except shown above, send to agency for repair please!  
Do not use thinner, alcohol or petrol to clean!



**Task 10:** What kind of activities could you use this machine for?

**Task 11:** Which function would you use if you wanted to know how far it is from your house to your workplace?

Elapsed time

Current speed

Trip distance



### Reading (ACSF Level 4)

**Regulatory Text: Read the text below and then complete tasks 12 and 13.**

#### **Workplace Safety Program**

In accordance to University policy and North Carolina General Statute Article 63, each state agency must have a written Health and Safety program with clearly stated goals or objectives that promote safe and healthful working conditions. The Environment, Health and Safety manual along with other specific manuals, such as Radiation Safety Manual, Laboratory Safety Manual, and Biological Safety manual serves as the University's written Health and Safety program. These manuals provide University employees with the necessary guidance in maintaining a safe work environment. Each of these manuals can be viewed in more detail by selecting "Manuals" from the EHS web site.

Other elements of the Workplace Safety program include:

- Conduct new employee training to help with the identification of and correction of hazards,
- Review workplace incidents and develop ways to eliminate or minimize hazards, and
- Employee input through safety committees

**Task 12:** How would you describe the tone of the text above?

Friendly

Formal

Joking

**Task 13:** Link words numbered 1 to 5 to words with similar meanings by matching the numbers. Use a dictionary or thesaurus if necessary.

- |              |          |
|--------------|----------|
| 1. Statute   | Guide    |
| 2. Program   | Council  |
| 3. Manual    | Diminish |
| 4. Minimize  | Schedule |
| 5. Committee | Decree   |

1	
2	
3	
4	
5	



**Descriptive text: Read the text below and then complete tasks 14 and 15.**

The two girls were soon walking swiftly down the main road of Beldover, a wide street, part shops, part dwelling-houses, utterly formless and sordid, without poverty. Gudrun, new from her life in Chelsea and Sussex, shrank cruelly from this amorphous ugliness of a small colliery town in the Midlands. Yet forward she went, through the whole sordid gamut of pettiness, the long amorphous, gritty street. She was exposed to every stare, she passed on through a stretch of torment. It was strange that she should have chosen to come back and test the full effect of this shapeless, barren ugliness upon herself. Why had she wanted to submit herself to it, did she still want to submit herself to it, the insufferable torture of these ugly, meaningless people, this defaced countryside? She felt like a beetle toiling in the dust. She was filled with repulsion.

They turned off the main road, past a black patch of common-garden, where sooty cabbage stumps stood shameless. No one thought to be ashamed. No one was ashamed of it at all.

'It is like a country in an underworld,' said Gudrun. 'The colliers bring it above-ground with them, shovel it up. Ursula, it's marvellous – it's really wonderful, another world. The people are all ghouls, and everything is ghostly. Everything is a ghoulish replica of the real world, a replica, a ghoul, all soiled, everything sordid. It's like being mad, Ursula.'

The sisters were crossing a black path through a dark, soiled field. On the left was a large landscape, a valley with collieries, and opposite hills with cornfields and woods, all blackened with distance, as if seen through a veil of crape. White and black smoke rose up in steady columns, magic with the dark air. Near at hand came the long row of dwellings, approaching curved up the hill slope, in straight lines along the brow of the hill. They were of darkened red brick, brittle, with dark slate roofs. The path on which the sisters walked was black, trodden in by the feet of the recurrent colliers, and bounded from the field by iron fences; the stile that led again into the road was rubbed shiny by the moleskins of the passing miners. Now the two girls were going between some rows of dwellings, of the poorer sort. Women, their arms folded over their coarse aprons, standing gossiping at the end of their block, stared after the Brangwen sisters with that long, unwearying stare.

*Excerpt from Women in Love*  
*D.H. Lawrence*

**Task 14:** The writer uses many symbols of ugliness in the text. What are some of the words the writer uses to show this ugliness?

**Task 15:** Most of the text uses past tense verbs (words such as were, shrank, went), but in paragraph three, present tense is used (words such as is, bring, are). Why does the writer use present tense in paragraph three?



### Creative Text: Read the text below and then complete tasks 16 and 17.

FRIDAY, OCTOBER 29, 1943

...I'm doing fine, except I've got no appetite. I keep hearing: "Goodness, you look awful!" I must admit they're doing their best to keep me in condition: they're plying me with dextrose, cod-liver oil, brewer's yeast and calcium. My nerves often get the better of me, especially on Sundays; that's when I really feel miserable. The atmosphere is stifling, sluggish, leaden. Outside, you don't hear a single bird, and a deathly, oppressive silence hangs over the house and clings to me as if it were going to drag me into the deepest regions of the underworld. At times like these, Father, Mother and Margot don't matter to me in the least. I wander from room to room, climb up and down the stairs and feel like a songbird whose wings have been ripped off and who keeps hurling itself against the bars of its dark cage. "Let me out, where there's fresh air and laughter!" a voice within me cries. I don't even bother to reply anymore, but lie down on the divan. Sleep makes the silence and the terrible fear go by more quickly, helps pass the time, since it's impossible to kill it.

*Excerpt from Anne Frank The Diary of a Young Girl*  
Anne Frank

**Task 16:** How do you feel after reading this text?

**Task 17:** What is another word for "plying"?



## Numeracy (ACSF Level 3)

**Timetable Text: Read the text below and then complete tasks 18 and 19.**

You live in Ashby. Five days a week you travel on the train to your work in West Oakland, and back to Ashby again. It costs 50 cents to go one stop in either direction (e.g. Richmond to Ashby return = \$5.00).

[Back to Line Schedules](#)

### BART Richmond - Daly City Line Weekdays

Shaded = No Bikes Allowed.

Richmond	El Cerrito del Norte	El Cerrito Plaza	North Berkeley	Downtown Berkeley	Ashby	MacArthur	19th St. Oakland	12th St. Oakland City Center	West Oakland	Embarcadero	Montgomery St.	Powell St.	Civic Center	16th St. Mission	24th St. Mission	Glen Park	Balboa Park	Daly City	Colma
AM																			
5:12	5:16	5:19	5:22	5:25	5:27	5:31	5:34	5:35	5:39	5:47	5:48	5:50	5:52	5:54	5:56	5:59	6:01	6:05	
5:27	5:31	5:34	5:37	5:40	5:42	5:46	5:49	5:50	5:54	6:02	6:03	6:05	6:07	6:09	6:11	6:14	6:16	6:20	
5:42	5:46	5:49	5:52	5:55	5:57	6:01	6:04	6:05	6:09	6:17	6:18	6:20	6:22	6:24	6:26	6:29	6:31	6:35	
5:57	6:01	6:04	6:07	6:10	6:12	6:16	6:19	6:20	6:24	6:32	6:33	6:35	6:37	6:39	6:41	6:44	6:46	6:50	6:54
6:12	6:16	6:19	6:22	6:25	6:27	6:31	6:34	6:35	6:39	6:47	6:48	6:50	6:52	6:54	6:56	6:59	7:01	7:05	7:09
6:27	6:31	6:34	6:37	6:40	6:42	6:46	6:49	6:50	6:54	7:02	7:03	7:05	7:07	7:09	7:11	7:14	7:16	7:20	7:24
6:42	6:46	6:49	6:52	6:55	6:57	7:01	7:04	7:05	7:09	7:17	7:18	7:20	7:22	7:24	7:26	7:29	7:31	7:35	7:39
6:57	7:01	7:04	7:07	7:10	7:12	7:16	7:19	7:20	7:24	7:32	7:33	7:35	7:37	7:39	7:41	7:44	7:46	7:50	7:54
7:12	7:16	7:19	7:22	7:25	7:27	7:31	7:34	7:35	7:39	7:47	7:48	7:50	7:52	7:54	7:56	7:59	8:01	8:05	8:09
7:27	7:31	7:34	7:37	7:40	7:42	7:46	7:49	7:50	7:54	8:02	8:03	8:05	8:07	8:09	8:11	8:14	8:16	8:20	8:24
7:42	7:46	7:49	7:52	7:55	7:57	8:01	8:04	8:05	8:09	8:17	8:18	8:20	8:22	8:24	8:26	8:29	8:31	8:35	8:39
7:57	8:01	8:04	8:07	8:10	8:12	8:16	8:19	8:20	8:24	8:32	8:33	8:35	8:37	8:39	8:41	8:44	8:46	8:50	
8:12	8:16	8:19	8:22	8:25	8:27	8:31	8:34	8:35	8:39	8:47	8:48	8:50	8:52	8:54	8:56	8:59	9:01	9:05	
8:27	8:31	8:34	8:37	8:40	8:42	8:46	8:49	8:50	8:54	9:02	9:03	9:05	9:07	9:09	9:11	9:14	9:16	9:20	
8:42	8:46	8:49	8:52	8:55	8:57	9:01	9:04	9:05	9:09	9:17	9:18	9:20	9:22	9:24	9:26	9:29	9:31	9:35	

**Task 18:** How much money do you need to spend travelling on the train each day? (in the space below show all calculations)

**Task 19:** How much money do you spend on the train tickets each week? (in the space below show all calculations)



### Recipe Text: Read the text below and then complete tasks 20 and 21.

#### Recipe: Tomato Vegetable Pasta

Serves: 5

Cost per portion: 32 cents

#### Ingredients:

- 500g prepared veg (carrots, broccoli, cabbage)
- 1 onion, peeled
- 2 cloves garlic, peeled
- 1 tbsp cooking oil
- 1 kg passata
- 2 tbsp dried mixed herbs
- 100g spaghetti



#### Method:

1. Finely chop the veg, onion and garlic in a food processor.
2. Put the oil in a pan and add the vegetable mix. Fry for 5-10 minutes until they are soft.
3. Add the passata and herbs, stir and leave to simmer for 20 minutes.
4. Make up the spaghetti according to the package instructions.
5. Remove the sauce from the heat and pulse in a blender.

**Task 20:** How much of each of the following ingredients would you need to serve 15 people? (show all calculations)

Vegetables:	
Onions:	
Dried mixed herbs:	

**Task 21:** How much would it cost to serve 15 people? (show all calculations)

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### Wikipedia Text: Read the text below and then complete tasks 22 and 23.

A majority of the costliest Atlantic hurricanes recorded in history have peaked as major hurricanes. However, weaker tropical cyclones can still cause widespread damage. The costliest hurricane ever recorded in the Atlantic



was Hurricane Katrina, which struck the coastline of Louisiana in August 2005, causing \$108 billion in property damage. The most recent, costliest hurricane was Hurricane Sandy, which struck the coastlines of Jamaica, Cuba, and New Jersey causing \$68 billion in total cost in late October 2012. Rounding out the top five most expensive hurricanes ever are Ike, which struck in 2008 and caused \$37.5 billion worth of damage, Wilma, which caused \$29.3 billion of damage in 2005, and Hurricane Andrew, which caused \$26.5 billion worth of damage in 1992.

**Task 22:** Rank the hurricanes from 1 to 5 along with name, damage and year.

Rank	Hurricane Name	Damage (\$)	Year

**Task 23:** What is the total damage of the 5 costliest Atlantic hurricanes? (Show all calculations)

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**Dimensions Text:** Read the text below and then complete tasks 24 and 25:

You have been given the task of painting the four walls in your office. The dimensions of the office are given below.

**Office length:** 4m

**Office width:** 3m

**Height of walls:** 2.5m

The cost of paint is \$18 per can, and you can use one can to paint 15 square metres.

**Task 24:** How many square metres will you need to paint in total? (show all calculations)

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**Task 25:** How many cans of paint will you need? (show all calculations)

**Income Statement Text: Read the table below and then complete tasks 26 and 27:**

2015			2016		
	Month	YTD (6mo.)		Month	YTD (6mo.)
<b>Sales</b>	\$10,000	\$60,000	<b>Sales</b>	\$15,000	\$90,000
<b>Expenses</b>			<b>Expenses</b>		
Purchases	3,000	18,000	Purchases	4,000	24,000
Wages	2,000	12,000	Wages	2,500	15,000
Rent	2,000	6,000	Rent	1,000	6,000
Other	500	3,000	Other	1,000	6,000
<b>Total expenses</b>	6,500	39,000	<b>Total expenses</b>	8,500	51,000
<b>Profit</b>	3,500	41,000	<b>Profit</b>	6,500	39,000

**Task 26:** What is the percentage increase in year sales from 2015 to 2016? (show all calculations)

**Task 27:** What is the percentage increase in monthly purchases from 2015 to 2016? (show all calculations)



### Repayment Schedule Text: Read the text below and then complete tasks 28 and 29.

Number and algebra. Shane is your customer and wants to buy a smart TV using his credit card. The price of the TV is \$7,500 and the interest that Shane will be charged on his credit card is 18% p.a. accrued monthly. Shane pays off his credit card at the rate of \$2,000 each month.

**Task 28:** Complete the table below so Shane can understand his repayment schedule.

Month	Balance Owing	Interest	Payment	Closing Balance
January	\$7500	\$112.50	\$2000	\$5612.50
February	\$5612.50	\$84.19	\$2000	
March			\$2000	
April			\$1778.42	\$0

**Task 29:** What was the average amount Shane repaid each month? (show all calculations)

### Weather Forecast Text: Read the text below and then complete tasks 30 and



31.



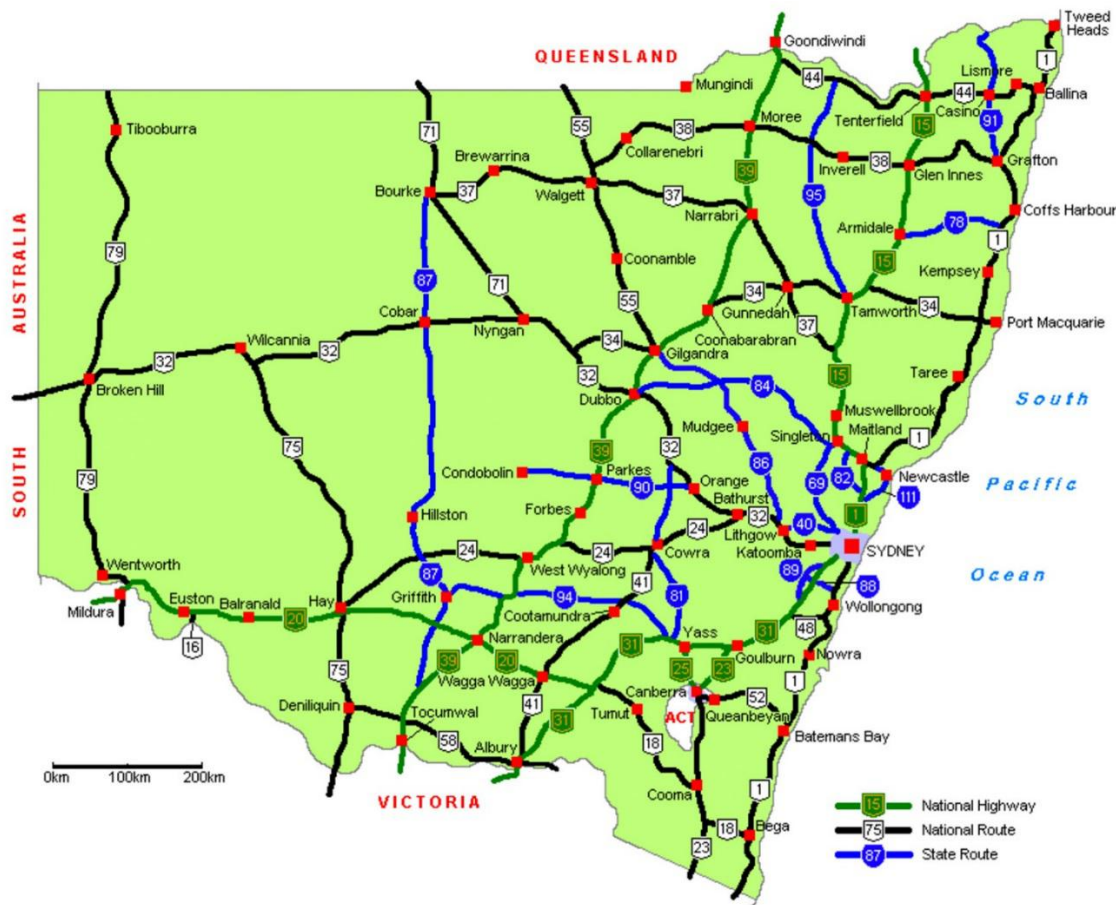
**Task 30:** Based on the diagram above, make a prediction for the weather on the weekend. Use numbers and words. Give reasons for your prediction.

**Task 31:** Would you like to be in Perth today? Give reasons for your answers.



Road Map Text: Read the text below and then complete tasks 32 and

### NSW HIGHWAYS



33.

**Task 32:** What is the appropriate length of the border of New South Wales ? (The diagram represents a map of the state of New South Wales in Australia. Each state and territory of Australia has a border that it shares with another state. Use the distance scale on the map and a ruler to answer this question)

**Task 33:** What two kinds of roads would you use to travel from Ballina to Dubbo?



**POLLARD**  
English Language Centre

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**Note:** Have you completed all questions?

Before you submit, please ensure you have completed all questions and give your answers a quick review.